

**INFLUENCE OF HEADTEACHERS' LEADERSHIP BEHAVIOUR ON
PUPILS' PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY
EDUCATION IN PUBLIC SCHOOLS IN KINANGOP DISTRICT, KENYA**

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For the Degree of Masters in Education in Educational Administration**

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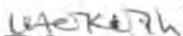
DECLARATION

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



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



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In memory of my late father Haron Mwangi Kamano

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TABLE OF CONTENTS

| | |
|--|------|
| Declaration | ii |
| Dedication | iii |
| Acknowledgement | iv |
| List of content | v |
| List of tables..... | vi |
| List of figures | vii |
| List of abbreviations and acronyms | viii |
| Abstract..... | ix |

CHAPTER ONE

INTRODUCTION

| | |
|--|---|
| 1.1 Background to the study | 1 |
| 1.2 Statement of the problem | 4 |
| 1.3 The purpose of the study | 5 |
| 1.4 Objectives of the study | 6 |
| 1.5 Research questions | 6 |
| 1.6 Significance of the study | 7 |
| 1.7 Limitations of the study | 7 |
| 1.8 Delimitations of the study | 8 |
| 1.9 Assumptions of the study | 8 |
| 1.10 Definition of significant terms | 8 |
| 1.11 Organization of the study | 9 |

CHAPTER TWO
LITERATURE REVIEW

| | |
|--|----|
| 2.1 Introduction | 11 |
| 2.2 Leadership | 11 |
| 2.3 Leadership behavior | 13 |
| 2.4 Leadership behavior and pupils performance | 15 |
| 2.5 Theoretical framework | 18 |
| 2.6 Conceptual framework | 19 |

CHAPTER THREE
RESEARCH METHODOLOGY

| | |
|---|----|
| 3.1 Introduction | 21 |
| 3.2 Research design | 21 |
| 3.3 Target Population | 21 |
| 3.4 Sampling Techniques and sample size | 22 |
| 3.5 Research Instruments | 23 |
| 3.5.1 Instrument validity | 23 |
| 3.5.2 Instrument reliability | 24 |
| 3.6 Data collection procedure | 25 |
| 3.7 Data analysis techniques | 25 |

CHAPTER FOUR
DATA ANALYSIS

| | |
|-------------------------------------|----|
| 4.1 Introduction..... | 26 |
| 4.2 Questionnaire return rate | 26 |
| 4.3 Demographic data..... | 27 |

| | |
|---|----|
| 4.3.1 Gender of the respondent..... | 27 |
| 4.3.2 Age of the headteachers | 29 |
| 4.3.3 Work experience of respondent..... | 30 |
| 4.3.4 Qualification of respondents..... | 33 |
| 4.4 Headteacher leadership behavior as rated by teachers..... | 35 |
| 4.5 teachers perception of headteachers & headteachers self perception on leadership..... | 36 |
| 4.6.1 Headteachers behavior in consideration and initiating structure dimension..... | 42 |
| 4.7 Determining whether there is a significant relationship between the leadership of headteachers and pupils performance | 50 |
| 4.8 Summary of the findings..... | 52 |

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

| | |
|--|-----------|
| 5.1 Introduction..... | 53 |
| 5.2 Summary of the study..... | 53 |
| 5.4 Conclusion..... | 55 |
| 5. 5 Recommendations..... | 56 |
| 5.6 Suggestions for further study..... | 57 |
| REFERENCES..... | 58 |

APPENDICES

| | |
|---|----|
| Appendix I: Introduction letter | 61 |
| Appendix II: Headteachers' Questionnaire | 62 |
| Appendix III: Class Teachers' Questionnaire | 66 |
| Appendix IV: Authorization letter..... | 71 |
| Appendix V: Permit..... | 72 |

LIST OF TABLES

| Table | page |
|---|-------------|
| Table 1.1 KCPE performance in kinangop district..... | 4 |
| Table 4.1 Questionnaire return rate..... | 27 |
| Table 4.2 Gender of headteacher..... | 28 |
| Table 4.3 Gender of teachers..... | 28 |
| Table 4.4 Age of headteachers..... | 29 |
| Table 4.5 Number of years served as teacher..... | 31 |
| Table 4.6 Number of headteachers..... | 32 |
| Table 4.7 Highest teacher qualification..... | 33 |
| Table 4.8 Headteacher highest professional qualification..... | 34 |
| Table 4.9 Headteacher behavior as rated by teachers..... | 35 |
| Table 4.10 Headteachers self perception and teachers perception..... | 37 |
| Table 4.11 Summary of headteachers and teachers mean rating of leadership behavior..... | 40 |
| Table 4.12 Summary of headteacher and teachers mean rating of leadership behavior | 43 |
| Table 4.13 Teachers rating of headteachers supervision of their work in a return | 47 |

LIST OF FIGURES

Figure 2. Leadership behavior in relation to pupils performance..... 19

Figure 4.1 Age of headteachers.....30

LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|-------|--|
| KCPE | Kenya Certificate of Primary Education |
| DEO | District Education Officer |
| MSS | Mean Standard Score |
| KESI | Kenya Education Staff Institute |
| MOEST | Ministry of Education Science and Technology |

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ABSTRACT

The purpose of the study was to investigate whether headteachers leadership behavior had any influence on pupils performance in Kenya Certificate of Primary Education (KCPE) in public primary schools in Kinangop district. The objectives of the study were :-to determine if leadership behavior of headteachers in Kinangop district is influenced by age, education level, level of training or gender of the head teacher, to determine the influence of headteachers' leadership behavior of initiating structure on pupils performance in KCPE in public schools in Kinangop district, to determine the influence of headteacher's leadership behavior of consideration on pupils performance in KCPE in public schools in Kinangop district and to establishing the relationship between headteachers' supervision of teachers instructional process and performance of pupils in KCPE in public primary schools in Kinagop district. The research design used was ex-post-facto. The target population was 75 headteachers and 750 teachers in public primary schools in Kinangop district. Simple random sampling was used to get 13 schools, the 13 headteachers and 150 class teachers. Two categories of questionnaires one for headteachers and another for classteachers were used. To determine the reliability and clarity of the questionnaire a pilot study was carried in one pilot school. Test retest techniques were used to determine reliability during the pilot study. The pearsons moment correlation formula was used to correlate the scores from both test period to obtain correlation co-efficient of 0.81. descriptive statistics was used to analyze data to give percentages, frequencies and means. Data presented helped to explain relationship between variables of the study. Qualitative data analysis was carried on qualitative data from open ended question.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Leadership is a process of encouraging and helping others to enthusiastically towards objectives. Katz and Khan (1978) have identified leadership as the influential increment over and above mechanical compliance with routine directives of the organization. In this definition, leadership is seen as a process whereby one person influences others to do something of their own volition, neither because it is required nor because of the fear of the consequences of non – compliance.

School leadership plays a key role by influencing the motivations and capacities of teachers as well as the school climate and environment (Bush, 2005). Effective school leadership is essential to improve the efficiency and equity of schooling. Therefore the headteacher is one person who is at the nerve centre of educational process around whom all the learning or teaching revolves. Since the headteacher is normally regarded as the pivot, he or she should provide good leadership in order to achieve the school's objectives.

Rue and Byars (1993) pointed out that the effectiveness of any school will be measured by headteachers contribution to improve the learning of the school children. The ability to lead and manage a school effectively is not only a function of administration and judicial freedom and autonomy; it is also a function of leaders' qualification and the behaviour of the leader like the nature of

relationship that exists between leaders and those with whom they interact in order to accomplish the work of schools. In order for a school to achieve its objectives, strong leadership and good leadership behaviour which provides schools with a good culture, vision and explicit philosophies laid on consultations and team-work that leads to success in attainment of good academic results are needed.

In 1945, the Bureau of Business Research at Ohio state university initiated a series of studies on leadership (Okumbe, 2001). Their focus was on kinds of peoples' behaviour in leadership positions and effects of leadership behaviour on groups' performance. They came up with initiating structure and consideration dimensions of leadership behaviour.

The survey research center of the University of Michigan conducted the early Michigan leadership studies. These studies came up with the following findings:- supervisors of high producing sections were significantly likely to be more general than close in their supervisory styles and be employee-centered while low producing section supervisors on the other hand showed distinctly opposite characteristics and techniques. They also found out that employee satisfaction was not directly related to productivity.

Bass (1985) noted that there are two categories of leadership behaviour in which a headteacher could place greater emphasis on in order to fulfill his or her role. These leadership behaviour include; initiating structure and consideration

dimensions. He argued that consideration comprises of all behaviour that exhibit concern for the welfare of other members of the group. Considerate leaders will emphasize on the importance of job satisfaction, strengthening self esteem on subordinates, show appreciation for fieldwork and are easy to approach. Initiating structure include such behaviour as maintaining standards, meeting deadlines, deciding what will be done and how it will be done, defining and structuring the leaders own role and those of the followers towards goal attainment.

According to Zane and Hope (2008) leadership is a key commodity in 21st century organizations. The study in Ghana about educational reform revealed that though Ghana has had many reforms aimed at improving quality of education system, there has not been a focus on leadership. They argued that a headteacher had an important role in an effective school and student achievement hence suggested for attention on headteachers needs in basic schools. Republic of Kenya (1988) noted that the heads of institutions were key to successful management of the institution and the implementation of the total curriculum. The report noted that lack of training of heads of schools who were appointed from serving teachers adversely affected effective management of education and it lowered the standard of education. In Kinangop district of Nyandarua county, public primary schools have been performing poorly consistently.

Its necessary for any district to register a high mean standard score. This is because a high district means score is an indicator that individual schools have performed well in KCPE. A high mean score for individual's schools also reflects that individual pupils have performed well in K.C.P.E.

Table 1.1 KCPE performances in Kinangop district (2007 – 2011)

| YEARS | 2007 | 2008 | 2009 | 2010 | 2011 |
|--------------|--------|----------|---------|--------|--------|
| MSS | 258.69 | 239.0264 | 240.835 | 234.33 | 234.01 |

Sources: Kinangop DEO's Office 2007-2011

Table 1.1 shows that the KCPE results for public primary schools in Kinangop District have been poor since 2007. The mean standard score for the district has generally declined from 258.69 in 2007 to 234.33 in 2011. An average of 234.01 out of possible 500 marks is a mark below average of 250 marks.

There are many reasons that can cause this downwards trend like insufficient facilities, lack of enough teachers, indiscipline among pupils, lack of support from parents, headteacher's, leadership behaviours among others Ouma (2009) and it is on this background, the researcher carried a study on leadership behaviours among headteachers of public primary schools in Kinangop district to determine whether the headteacher's leadership behaviour influence performance in KCPE. The study was carried out in Kinangop district. The district possesses rural characteristics. It borders Nyandarua district to the North, Naivasha district to the West, Lari district to the South and Abardare forest to the East.

1.2 Statement of the problem

The 2007-2011 KCPE results and analysis for Kinangop District indicate a general downward trend from a mean score of 258.69 in 2007 to a mean score of 234.01 in 2011.

This is happening despite the parents and the government having invested a lot of money towards education of the children. Parents and education officers have been complaining that the headteachers of public primary schools have failed to lead their schools towards attaining better marks in K.C.P.E.

There have been studies carried out by other researchers in different areas of the Republic of Kenya on leadership behaviour and styles. Ouma (2009) studied leadership styles and their influence in KCSE performance in Homabay district. Itunga (2009) also studied the leadership styles and their influence on KCPE results in Meru central district. Mutula (2008) studied leadership behaviour and their influence on motivation of teachers in Kiambu district. There is limited literature on leadership behaviour affecting academic achievements of pupils in Kinangop district and that is why the researcher carried out a study on headteacher's leadership behaviour and its influence on KCPE performance in public schools in Kinangop district.

1.3 The Purpose of the study

The purpose of the study was to investigate the influence of headteachers' leadership behaviour on pupils performance in Kenya Certificate of Primary Education in public primary schools in Kinangop district, Kenya.

1.4 Objectives of the study

The following objectives guided the study;-

1. To determine if leadership behaviour of headteacher's in Kinangop district is influenced by age, work experience, level of training or the gender of the headteacher.
2. To determine the influence of the headteacher's leadership behaviour of initiating structure on pupils' performance in KCPE in Kinangop district
3. To determine the influence of the headteacher's leadership behaviour of consideration on pupils' performance in KCPE in Kinangop district.
4. To establish the relationship between headteacher's supervision of teachers' instructional process and performance of pupils in KCPE in Kinangop district.

1.5 Research Questions

The following research questions guided the study;-

1. To what extent does the age, work experience, level of training and gender of the headteacher influence the leadership behaviour of headteachers' in Kinangop district.
2. To what extent does headteachers' leadership behaviour of initiating structure influence performance of pupils in KCPE in Kinangop district?
3. To what extent does headteacher's use of consideration behaviour influence pupils performance in KCPE in Kinangop district?

4. Is there any significant relationship between headteacher's supervision of teachers' instructional process and performance of pupils in KCPE in Kinangop district?

1.6 Significant of the study

The Teachers Service Commission (TSC) may use the findings of the study to guide on conditions for head of primary schools. Kenya Education Staff Institute (KESI) may use the findings to assist headteachers to improve academic achievement in schools. the study may identify areas of further research as regards leadership behaviour of the public primary school headteachers and academic performance of pupils.

1.7 Limitations of the study

It may be difficult for the researcher to control the attitude of the respondents as they respond to questionnaires. There is a possibility of respondents not giving the correct information as regards their leadership behaviours for security of their jobs. The researcher will assure them that the information will be only for academic purposes. The researcher will only work with public primary schools in Kinangop district which is one out of 288 districts currently in Kenya. Therefore the results cannot be generalized for the whole country.

1.8 Delimitation of the study

Best and Khan (1993) defined delimitation as the boundaries of the study. The study delimited itself to the headteachers' leadership behaviours and their influence on pupils' performance in Kinangop district although there are other factors that affect the pupils performance like facilities, school environment and peer pressure. The respondents were headteachers and teachers. The pupils of these schools were not included as respondents because there is normally less frequent interaction between headteachers and pupils as compared to between headteachers and teachers.

1.9 Assumptions of the study

The study was based on the following assumptions:-

1. The respondent would co-operate and provide reliable information objectively.
2. Kenya Certificate of primary Education (KCPE) is a reliable measure of academic performance.

1.10 Definition of the Significant Terms

Consideration refers to the way a leader treats followers by being supportive and involving them in decision making.

Directive behaviour refers to a situation where a leader makes followers know exactly what is expected of them.

Initiating-structure refers to those actions where headteachers define roles and let followers know what is expected of them

Influence the effects that a person or thing has on someone or something.

Leadership refers to a process where the headteacher influences the behavior of teachers regardless of the reason so that the influenced teachers work without their volition

Leadership behaviour refers to the particular acts of consideration and initiating structure in which the headteacher engages in while planning, organizing and controlling a school.

Pupil refers to a primary school learner.

Supportive behaviour refers to a leader who is friendly, approachable and shows genuine concern for others.

1.11 Organization of the Study

The study is organized into five chapters. The first chapter has the introduction that covers the background of the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study, assumptions of the study, definition of significant terms and organization of the study. The second chapter is the literature review that covers the introduction, leadership as a concept and theoretical framework. The third chapter covers research methodology, research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

Chapter four deals with analysis of data, the findings of the study and the summary of research presented. Chapter five consists of summary of the research, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the literature review which is divided into eight subheadings. They include introduction, leadership, leadership behaviour, initiating structure, consideration leadership behaviour and pupil's performance, theoretical framework and conceptual framework.

2.2 Leadership

Cuban (1988) defined leadership as a means of influencing others' actions in achieving desirable ends. Leaders are people who shape the goals, motivations, and actions of others. Frequently they initiate change to reach existing and new goals. Leadership takes much ingenuity, energy and skills.

Agarwal (1990) refers to leadership as the attention of influencing others to direct their will, abilities and effort to the achievements of organizational goal. He argues that leadership focuses on people aspects in any organization and is usually based on the assumption that organizational effectiveness significantly depends on their motivation and abilities.

Katz and Khan identified leadership as the influential increment over and above mechanical compliance with routine directives of the organization. In this definition, leadership is seen as a process whereby one person influences others to do something of their own volition, neither because it's required nor because of fear of consequences of non – compliance (Okumbe, 2001). Leadership is thus a

process of encouraging and helping others to work enthusiastically towards objectives.

The concept of leadership overlaps with two similar terms, management and administration. 'Management' is widely used in Britain Europe and Africa while administration is preferred in the United States, Canada and Australia. Dimmock (1999) provides one of few distinctions amongst these concepts whilst also acknowledging that there are comparing definitions. "School leaders experience tension between competing elements of leadership, management and administration. Irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration).

Sergiovanni (2004) argued that the substance of education leadership comprises of educational program, curriculum and instruction teaching and learning supervision and evaluation. The leader had the responsibility to lay strategies on how to win his/her followers into achieving the schools goals to perfect performance. The interplay between individuals and social environment of their world was powerful in giving to the leaders' behaviour in schools (Owens, (2007).

Therefore leadership behaviour would be noted as the headteacher executes his or her duties such as monitoring activities of school, supervision of teachers, acquisition of facilities and problem solving.

2.3 Leadership behaviour

Lewin, Lippitt and White (1930) identified three classic styles of leadership namely; the Democratic (participatory), Authoritarian (Dictatorship) and Laissez – faire (hands – off) in leadership studies in Iowa. For a number of years, theorists and managers hailed democratic leadership as the key to productive and happy employees. Eventually however, this enthusiasm was dampened when critics pointed out that the original study relied on children as the population of study and ignored productivity. Although there is general agreement that these styles do exist, debate has been vigorous over their relative value and appropriateness. Practical experience has shown, for example, that the democratic style does not always lead to better performance. This emanates from the fact that some employees prefer to be told what to do rather than being involved in decision making.

Studies carried at Ohio state university on leader's behaviour pattern found that there are two major categories of actions by which any leader's pattern can be described. This includes attending to the system (system – oriented) and attending to the individual people (persons – oriented). The same categories are labeled consideration and initiating structure (Yuki, 2006). House and Mitchel (1974) came up with path goal leadership theory. The theory is a deviative of expectancy motivation theory. This theory gets its name from assumption that effective leaders can enhance subordinate motivation by;

Leadership behaviour of initiating structure

Initiating structure refers to those actions where headteachers' define their goals and let followers know what is expected of them. It's therefore perception of goals, linking rewards with goals attainment and explaining how goals desired rewards can be achieved. In short the idea is for leaders to motivate followers by providing clear goals and meaningful incentives for reaching them.

Path – goal theorists believe that motivation is essential to effective leadership. Leaders can increase motivation by increasing the number and kinds of payoffs to subordinates for work goal attainment and making paths reducing blocks and pitfalls and increasing opportunities for personal satisfaction.

The university of Michigan did a research programme with directed its focus on the identification of relationships among leaders behaviour, group processes and measure of group performance. Katz and Morse (1950) used a variety of studies with a variety of leaders. The results from the study discovered three types of leadership behaviours.

The first type of leadership behaviour was effective managers in task oriented behaviour who concentrated on task oriented functions such as planning, scheduling the work, coordinating subordinate activities providing necessary supplies and guided subordinates in setting performance goals that were highly realistic.

The second type of leadership behaviour was effective managers in relations oriented behaviour who were supportive and helpful with subordinates by showing trust and confidence, acting friendly and considerably trying to understand subordinate problems, keeping subordinate involved, showing appreciation to subordinates. The third was supportive leadership where effective managers used more group supervision to provide climate of sense of unity in pursuit of set goals. Therefore, leaders need to rely on contingently on four leadership styles; a directive leadership, Supportive leadership, Participative leadership and Achievement oriented leadership (Katz and Morse, 1950).

2.4 Leadership behavior and pupils performance

Examinations dominate Kenya's education system and play a very important role in selection of pupils for secondary education, higher education and placing them in various jobs. One's future life is very much dependent on level of performance in KCPE.

According to Republic of Kenya development plan, (1974 – 1978) Good performance increases chances for upward social economic mobility. Poor performance means reduced choices or even stagnation and deteriorating economic conditions particularly for those poor families who sacrifice a lot to educate their children.

Luthans (2008) argued that the difference between success and failure in any organization could only be attributed to leadership. A Gallup survey indicated that most employees believed that it was the leader not the company that guided the

culture and created situations where workers could be happy and successful. According to Campbell, Corbally and Nystrand (1983) the head must use tact especially if the youth is discontented regarding nature and relevance of conventional school. This implied that leaders could contribute significantly in shaping the attitude of youth and the development of peoples' critical thinking capacity.

Consideration research indicated there was relationship behaviour and performance. Stogdill (1974) in his survey on leadership he explained that when teachers and headteachers were described high in consideration and initiating structure, the pupils tend to make higher scores on tests of school achievement. In support of this thought, Yukl (2006) explained that leader behaviour patterns affected situational variables (subordinates motivation, task role organization and follower skills level) that in turn affect the quality and quantity of followers performance. To them there is a positive correlation between leader behaviour and followers performance.

Muchira (1988) pointed out that every organization would like to be successful, be able to realize its aims and objectives. Not all organizations have been able to live upto their stated aims and objectives. Success or failure of an organization depend on many factors among them leadership behaviours of the leaders. Like any other organization school needs dynamic and effective leadership in order to achieve the set goals. The importance of sound leadership for effective productivity has been underscored by various scholars, educationists, politicians

and general public. Commenting on school administration through specific reference to factors influencing academic performance among primary and secondary schools Eshwani (1983) noted that some headteachers gave the impression that they are so much concerned with “Ugali na Sukuma wiki” (catering) aspect of their administration that they have little time left over other academic matters leave alone teaching.

Griffin (1994) attributes good examination result to among others “happy atmosphere”, skill and devotion of teachers. The happy atmosphere is first and foremost created by appropriate leadership behaviour of the headteachers. Koontz and Wehrich (1990) and Luthans (2002) stress that effective leadership style will be on the basis of utilizing a variety of styles ranging from highly boss – centered to highly subordinate, centered. Accordingly effective leadership styles will be on the basis of the following elements, forces operating in manager’s personality. This includes his or her value system, confidence in subordinates, inclinations and feeling security in uncertain situations. Forces in the subordinates; their willingness to do their work effectively.

Kithia (2010) conducted a research on Headteachers’ leadership behaviour and its influence on pupil’s performance in KCPE in Machakos District of Kenya. The findings showed that there was a significant relationship between headteachers leadership behaviour of consideration and initiating structure and pupils performance. The findings contradicts Njuguna (1998) who carried a research on headteachers’ leadership styles and students performance in KCSE in Nairobi

province and found that there was no significant relationship between headteachers leadership styles and students performance.

2.5 Theoretical framework

This study was based on a theory developed by Likert (1961 and 1967) as in Mulwa (2010) which is on the management of organization. Likert argued that management could be seen through four levels which he called systems one to four. The systems in this theory distinguished effectiveness from ineffectiveness of human behaviour in organizations. Each of the system was characterized by its own unique approaches ranging from system that was punitive authoritarian model and its corresponding effects on overall leadership in an organization to system four of a person to person consultative pattern of operation in nature and therefore consequently with its own resultant effects on overall leadership in an organization.

In system one the management was seen as lacking confidence in subordinate, forcing them to work with fear due to threats of punishment and lack of rewards. In system two, the management had some confidence and trust in subordinates and allowed them to make some minor decisions.

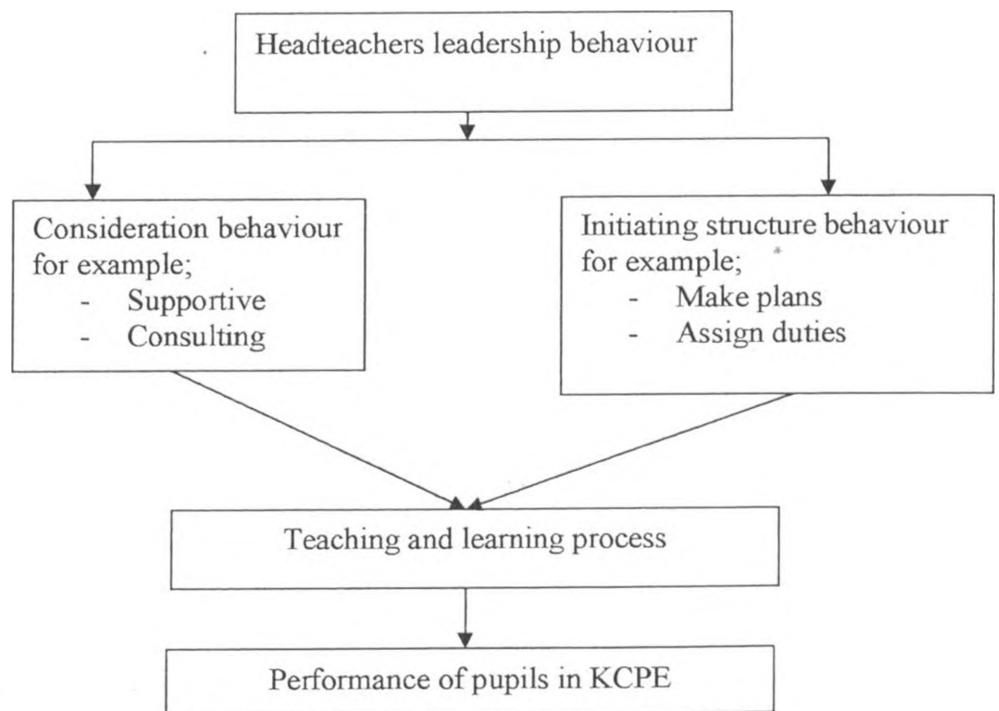
In system three, the management had a considerable amount of confidence and trust in subordinates. However, broad policy and general decisions were made at the top level. In system four, management was seen as using theory Y concept of human functioning and emphasized team interaction (Mulwa, 2010). The leader had complete confidence in subordinates and motivated workers to participate in

decision making process. Studies based on the four systems suggested that for institutions to be effective, leadership should endeavour to share specific responsibilities with the group leading to increased commitment by members hence increased productivity (Owns, 2007).

2.6 Conceptual framework

Figure 2.1 Shows how headteachers leadership behavior of consideration and initiative structure influence teaching and learning process and in the process affects pupils performance in KCPE.

Figure: 2.1: Leadership Behaviour in relation to pupils performance



Headteachers have their own way of dealing with different situations in their schools. They have the way they deal with teachers as they engage in instructional process and this influences teacher's performance. Headteachers also have ways in which they deal with pupils as they undergo the process of learning. This interaction between headteachers, teachers and pupils in learning and teaching process would be influenced by their attitudes hence influencing the performance in K.C.P.E.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter show the research methodology which is covered under the following subheadings research design, target population, sample size and sampling procedures, research instrument validity and reliability of the instrument, data collection procedures and data analysis techniques.

3.2 Research design

The research used ex post facto design. Borg and Gall (1996) described ex post facto design as a type of investigation where causes are studied after they presumably have exerted their effect on the variable or variables of interest. The design was the most appropriate for this study because the variables of the study had already occurred and the researcher was not be able to manipulate them. In this study the headteachers behaviour and the pupils performance helped the researcher to get generalized information about target population.

3.3 Target population

This study drew its population from all 75 public primary schools in Kinangop district of Nyandarua county, Kenya. The respondents were 75 headteachers and 750 teachers in public primary schools (Kinangop DEO's office, 2012)

3.4 Sample size and sampling technique

According to Orodho and Kombo (2002) sampling is the process of selecting a number of individuals or objects from a population such that the selected group contain elements representative of the characteristics found in the entire group. A sample is a part of target population that has been procedurally selected to represent it (Oso and Orien, 2005). For this study a range between 10 – 20 percent was reasonable enough for the researcher to draw generalizations about the target population (Mugenda and Mugenda, 1999). Therefore 13 public primary schools were selected through simple random sampling. This is 20 percent of the 75 public primary schools in Kinangop district.

The headteachers in those sampled schools were included in the study. Simple random sampling was used to select the sample by picking folded pieces of papers that had names of the schools with replacement from the 75 pieces of papers labelled to represent the public primary schools within the district from a container. To get a sample for the teachers, 8 class teachers from each sampled school were selected by simple random sampling to get a total of 150 class teachers which is 20 percent of 750 class teachers. The class teachers were used to collect information since they are representatives of the class interests within the schools and hence interact a lot with the headteacher.

3.5 Research Instruments

This study used questionnaires. According to Orodho (2005) questionnaires are more efficient in that they require less time, they are less expensive and permits collection of data from a wide population. The study used two categories of questionnaires, that is one for the headteachers and another for class teachers. The leader behaviour description questionnaire was used to gather information on leadership behaviour. It consisted 30 statement each accompanied by frequency rating scale of always, often, occasionally, rarely and never which is similar to the scale of (Likert, 1971).

3.5.1 Instrument validity

Validity refers to the measure of how well a test measure what it is supposed to measure (Kombo and Tromp, 2006). There are two types of validity internal and external validity. When considering internal validity the extent to which results obtained can be generalized to the whole or similar populations since internal validity is determined by expert judgment, the instruments were scrutinized by supervisors to determine if they address all the possible areas that they should as (Huck, 2000) suggest. The supervisors determined whether the items in the questionnaire were adequate representation of all areas that were investigated.

3.5.2 Instrument reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial.

Reliability is also the ratio of the score variance to the observed score variance

(Ogula, 1998). This study used test – retest during the pilot study to identify deficiencies that were corrected during the main study. Orodho (2005) argued that Pearson product moment correlation established the extent to which content of the instruments were consistent in eliciting the same response every time the instrument was administered. After the questionnaires are administered twice, the Pearson’s product moment correlation was used computed to determine correlation co-efficient (r).

The formular for determining r is given below

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

Where x is the score on test 1 while y is the score on test 2

This gave a reliability coefficient of 0.81. Mugenda and Mugenda (1999) asserts that a coefficient of 0.80 or more implies that there is high degree of reliability hence the instruments would be reliable for data collection.

3.6 Data collection procedures

A research permits was obtained from National Council of Science and Technology to undertake the research. The permit was presented to District Education officer (DEO) Kinangop district and all headteachers of the participating schools. There was a reconnaissance visit to the schools that took part in the study for introduction and establishing time for administration of instruments. The headteachers and class teachers questionnaires were

administered personally and completed questionnaires were collected immediately they were filled in.

3.7 Data analysis techniques

Data analysis refers to the interpretation of collected raw data into useful information (Kombo and Tromp, 2006). After editing and sorting out the questionnaires for completeness, returns and coding analysis of data was done. The quantitative data analysis, descriptive statistics was used to analyze the data to give the percentage (%) frequencies (F) and means. Data was presented in form of tables, and charts which helped to explain the relationship between the variables of study.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents a description of analysis of data presentation interpretation and discussion. The study was on influence of headteachers leadership behavior on pupils performance in Kenya Certificate of Primary Education in public schools in Kinangop district, Kenya the work is based in four research objectives formulated for the study. The chapter also has the questionnaire return rate, demographic data, headteacher's characteristics, teacher's perception of headteachers and headteacher's self perception on leadership behavior, consideration dimension and initiating structure dimension. Data is then presented in form of frequency tables and charts. This presentation is based on the questionnaire administered and observation made.

4.2 Questionnaire Return Rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. The returned questionnaire were from 13 head teachers and 150 teachers who were included in the study analysis and data interpretation was based on these returns

Table 4.1: Questionnaires return rate

| Respondents | Sample | Respondents | Percentage |
|---------------|--------|-------------|------------|
| Teachers | 150 | 110 | 73.3 |
| Head teachers | 13 | 10 | 76.9 |

From the table 4.1 76.9 percent of headteachers returned their questionnaire and 73.3 percent teachers returned their questionnaire. This return rate was very good as Mulusa (1990) stated that a return rate of 70 percent is very good. Hence would give required information for the purpose of data analysis.

4.3 Demographic Data

The headteachers and teachers were asked to indicate their gender, age, of the headteachers, highest professional qualifications, number of years served as teachers and as headteachers

4.3.1 Gender of the Respondents

With development and modernization, gender balance has turned out to be an important consideration in almost all spheres of life. As a result it was necessary for the study to establish the gender balance in both schools leadership positions and teaching profession in the district.

The gender of both the headteachers and teachers are presented in Tables 4.2 and 4.3

Gender of the head teachers

The head teachers were asked to indicate their gender and the results are shown in table 4.

Table 4.2 Gender of head teachers

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 6 | 60 |
| Female | 4 | 40 |
| Total | 10 | 100 |

The data revealed that the majority of the head teachers 60.0 percent were male and 40.0 percent of them were female.

Gender of the teachers

The teachers were also asked to indicate their gender. The results are shown in Table 4.3

Table 4.3

Gender of Teachers.

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 74 | 67.27 |
| Female | 36 | 32.73 |
| Total | 110 | 100.0 |

Findings on the gender of the teachers shows that majority 67.27 percent were male and 32.73 percent of them were female when compared to the headteachers gender majority 60.0 percent were male and also majority of teachers 67.27 percent were male. This shows a relative equitable representation of both male and female at headteachers level.

4.3.2 Age of the Headteachers

The issue of the respondents' age was of important, so the researcher sought to establish whether the ages of the headteacher had any influence on headteacher's leadership behaviour. The head teachers were also asked to indicate their age. The results are indicated in table 4.4 and figure 4.1

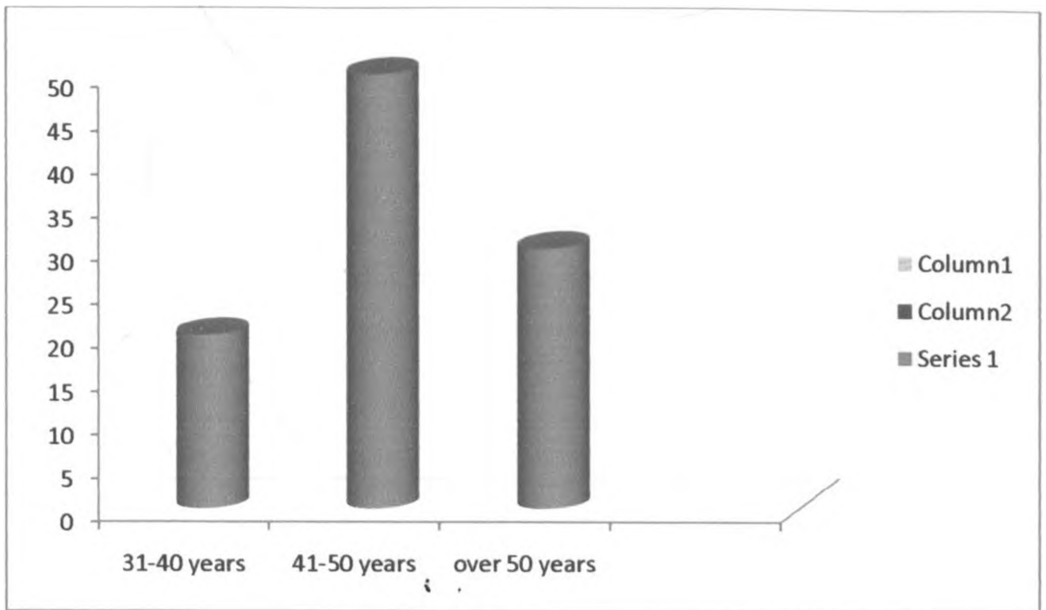
Table 4.4

Age of head teachers

| Age in year's | Frequency | Percent |
|---------------|-----------|------------|
| 31-40 | 2 | 20.0 |
| 41-50 | 5 | 50.0 |
| Over 50 years | 3 | 30.0 |
| Total | 10 | 100 |

Figure 4.1

Age of headteachers



Half of the headteachers were aged between 41-50 years while 20 percent were aged between 31-40 years and 30 percent of them were aged above 50 years.

None of the headteacher is aged below 30 years. The headteachers who were all above 30 years can be described as mature and responsible administrators.

4.3.3 Work Experience of Respondent

Work experience has always been considered an important factor in grasping and delivery of subject matter, good leadership and implementing ideas. Work experience will therefore improve performance of an institution.

The headteachers and teachers were asked to indicate the number of years they had served as teachers and headteachers the results are as shown in Table 4.5, Figure 4.2 and Table 4.6.

Teachers Work Experience

The teachers were asked to indicate the number of years they had worked as teachers and Table 4.5 and Figure 4.2 show the results.

Table 4.5

Number of years served as teachers

| Number of years | Frequency | Percent |
|-------------------|------------|--------------|
| over 20 years | 45 | 40.9 |
| 20-16 | 15 | 13.7 |
| 11-15 | 18 | 13.4 |
| 6-10 years | 11 | 10.0 |
| Less than 5 years | 21 | 22.0 |
| Total | 110 | 100.0 |

Most of the teachers 40.9 percent had worked over 20 years, 13.7 percent had worked for 16-20 years, and 13.4 percent had worked for 11-15 years while 10.0 percent of them had worked for 6-10 years while 22.0 percent had worked for less than 5 years. The results showed that majority of teachers had worked for over 5 years and hence they had enough work experience to compare headteachers leadership behavior with pupils performance in KCPE in their respective schools.

Headteachers' Work Experience as Headteachers

The researcher wished to know the number of years the headteachers had served as headteachers in their career. This is because working experience of a headteacher is very important in his or her career. The findings are shown in table 4.6

Table 4.6

Number of years Headteachers.

| Number of years | Frequency | Percent |
|-----------------|-----------|---------|
| 5-10 years | 2 | 20.0 |
| 11-20years | 6 | 60.0 |
| 21-30 years | 2 | 20.0 |
| Total | 10 | 100.0 |

The majority of headteachers 60.0 percent had served as headteachers for 11-20 years.20 percent of teachers had served for over 21-30 years as headteachers while another 20 percent had served more than 5 years and less than ten years No teacher had served for less than 5 years or more than 30 years as a headteacher.The findings show that the headteacher had acquired appropriate experience to lead their schools.

4.3.4 Qualification of the Respondents

Professional qualification is considered an important factor in understanding and implementing ideas. The level of qualification will therefore improve teaching by teachers and also improve leadership by headteachers. As a result, the researcher found it important to find out the level of professional qualification for the respondents.

The following qualifications for teachers are found in public primary schools.

The primary teachers one P1, ATS (IV) and ATS III. ATS (IV) is above P1 while ATS III is equated to the diploma grade. ATS IV and ATS III are promotional grades through experience or teacher proficiency tests and are recognized by T.S.C by an appointment letter to the grades and therefore are considered as professional qualifications. Table 4.7 and 4.8 shows the results

Teachers Qualification

The teachers were asked to indicate their highest professional qualifications. The results are as shown in table 4.7

Table 4.7

Highest teacher qualification

| Qualifications | Frequency | Percent |
|----------------|-----------|---------|
| BED | 12 | 10.9 |
| ATSIII/Diploma | 16 | 14.5 |
| ATS IV | 35 | 31.8 |
| PI | 47 | 42.8 |
| Total | 110 | 100.0 |

The findings revealed that majority of teachers 42.8 percent had attained PI qualification; while 31.8 percent had ATS IV teachers qualification. 14.5 percent of them had ATSIII/Diploma in education while 10.9 percent had attained Bachelor Degree in education. From the findings it clear that teachers were qualified to rate headteachers leadership behavior.

Headteachers Qualifications

The researcher wished to know the highest professional qualification of the headteachers. The minimum qualification is primary one PI qualification just like class teachers. Qualified headteachers are able to offer good leadership in their schools because they are trained in school administration.

The results are as shown on Table 4.8

Table 4.8

Headteachers Highest Professional Qualification

| Qualification | Frequency | Percent |
|-----------------|-----------|---------|
| PI | 2 | 20.0 |
| ATS IV | 5 | 50.0 |
| ATS III/Diploma | 1 | 10.0 |
| BED | 2 | 20.0 |
| Total | 110 | 100.0 |

Half of the headteachers have attained ATSIIV level of academic qualification, 10 percent of them had ATSIII/Diploma while 20.0 percent of them had PI and

Bachelors Degree in education respectively. The findings show that the headteachers were qualified to lead the schools.

4.4 Headteachers’ Leadership Behavior as Rated by Teachers

The head teachers’ leadership behavior is seen in the way the head teacher act in setting out tasks for schools (initiating structure behaviour) and relating with teachers while organizing and controlling the schools (consideration behaviour). The researcher sought teachers, rating on head teachers leadership behavior. The results are shown in Table 4.11.

Table 4.9

Headteachers Behavior as Rated by Teachers

| Behavior | Frequency | Percent |
|-------------|-----------|---------|
| Good | 73 | 66.4 |
| Fairly good | 35 | 31.8 |
| Poor | 2 | 1.8 |
| Total | 110 | 100 |

Most teachers 66.4 percent rated leadership behavior for the headteachers as good while 3.8 percent rated them as fairly good 1.8 percent of them felt it was poor.

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4.5 Teachers Perception of Headteachers and Headteachers Self Perception on Leadership Behavior Description Questionnaire

This section presents headteachers and teachers perception on leadership behavior. The perceptions were rated using an adapted form of likert measurements. The researcher calculated the mean for responses in all items on the two dimensions namely initiating and consideration structure.

Initiating structure is the setting of goals, definition of roles of teachers by headteachers. Considerations are the headteachers concern for teachers and their interpersonal relationships. The mean score obtained gave an overall perception of leadership behavior for each item under initiating structure and consideration dimensions.

Each dimension was divided into thirty items. Each of these was rated on five points rating scale then the scoring was done as follows.

| <u>Positively stated items</u> | <u>negatively stated items</u> |
|--------------------------------|--------------------------------|
| Always-5 | Always-1 |
| Often-4 | Often-2 |
| Occassinaly-3 | Occasionaly-3 |
| Rarely-2 | Rarely-4 |
| Never-1 | Never-5 |

It was therefore presumed that the extremely high mean perception score would be 5.0.High mean perception score would range between 3.00-4.99 while moderately high mean perception score would range between 2.00-2.99.The low mean perception score would range from 0.00-1.99.

Table 4.10 shows results of consideration dimensions.

Table 4.10**The Mean Scores and Standard Deviations of Headteachers Self Perception and Teachers Perception on the Consideration Dimension.**

| Factors | Headteachers | | | Teachers | | |
|---|--------------|------------|------|----------|------------|------|
| | N | Mean score | SD | N | Mean score | SD |
| Act without consulting staff | 10 | 1.82 | 0.12 | 110 | 2.46 | 1.39 |
| Allow the staff members complete freedom in their work | 10 | 2.14 | 1.22 | 110 | 3.11 | 1.44 |
| Very easy to understand | 10 | 2.57 | 1.16 | 110 | 2.52 | 1.47 |
| Do things that make members of staff enjoy working in my school | 10 | 3.73 | 1.32 | 110 | 3.23 | 1.36 |
| Consult members of staff when making decisions | 10 | 1.41 | 0.98 | 110 | 3.51 | 1.38 |
| Am friendly to members of staff | 10 | 1.32 | 1.12 | 110 | 2.71 | 1.59 |
| Mind all the welfare of my staff both professional and self | 10 | 1.51 | 1.40 | 110 | 3.30 | 1.22 |
| Refuse to explain my actions | 10 | 1.99 | 0.75 | 110 | 2.26 | 1.24 |
| Do accept new ideas | 10 | 1.28 | 0.65 | 110 | 2.30 | 1.28 |
| Make members of staff at ease when talking to me | 10 | 1.26 | 0.72 | 110 | 2.22 | 1.21 |
| Find time to listen to members of staff | 10 | 1.41 | 0.59 | 110 | 2.37 | 1.34 |
| Treat all staff members as equal | 10 | 3.66 | 0.82 | 110 | 2.26 | 1.36 |
| Remain calm when uncertain about coming events | 10 | 1.81 | 1.07 | 110 | 3.21 | 1.37 |
| Am willing to make changes | 10 | 1.42 | 0.81 | 110 | 3.26 | 1.21 |
| Give encouragement to staff members | 10 | 1.26 | 0.91 | 110 | 2.22 | 1.22 |
| Am a good listener | 10 | 1.91 | 1.06 | 110 | 3.21 | 1.39 |

| | | | | | | |
|---|----|------|------|-----|------|------|
| Show understanding of members of staff point of view. | 10 | 1.36 | 1.88 | 110 | 2.21 | 1.40 |
| Am partial to all member staff. | 10 | 3.1 | 0.54 | 110 | 3.21 | 1.41 |
| Give credit and recognition generously where necessary. | 10 | 1.46 | 0.71 | 110 | 2.26 | 1.26 |
| Blame others for my mistake or failure. | 10 | 3.22 | 1.22 | 110 | 3.11 | 1.32 |
| Allow morale of staff to be high. | 10 | 2.14 | 0.77 | 110 | 3.21 | 1.49 |
| Get angry when am criticized. | 10 | 1.76 | 1.06 | 110 | 2.26 | 1.36 |
| Concerned about individuals interest in their work. | 10 | 1.33 | 1.08 | 110 | 2.22 | 1.44 |
| Make members of staff to feel ease when talking to me. | 10 | 1.41 | 1.00 | 110 | 2.11 | 1.46 |
| Get staff approval on important matters before going ahead. | 10 | 1.26 | 0.81 | 110 | 2.26 | 1.26 |
| Keep to myself. | 10 | 1.77 | 0.14 | 110 | 2.44 | 1.48 |
| Give room to members of staff to present their view points before stating my stand. | 10 | 3.12 | 0.64 | 110 | 2.37 | 1.22 |
| Express confidence in staff members regardless of whether he or she disagree with me or others. | 10 | 3.15 | 0.79 | 110 | 2.66 | 1.32 |
| My contribution in the staff meetings serve as a basis for suggestions or questions. | 10 | 1.87 | 0.83 | 110 | 3.21 | 1.26 |
| Make my attitudes clear to the staff members. | 10 | 1.89 | 1.05 | 110 | 3.22 | 1.26 |

From table 4.10 it is clear that headteachers perception on nine out of thirty items recorded in the consideration dimension had a high mean score of 3.76. The same table revealed teachers perception on eleven out of thirty items recorded on consideration dimension had high mean score of 3.34 . On the other hand the

Headteacher rated five items moderately high at 2.58 and the other sixteen factors as moderate with a mean score of 2.40.

From this table it is clear that headteachers rated themselves highest. I do things that make members of staff enjoy working in my school with a mean score of 3.73. On the other hand teachers ratings on headteachers putting suggestions made by staff into operation was at highest mean score of 3.49. This shows that even teachers were aware that their headteachers do not put suggestions made by staff members into operation.

Another factor on consideration regarding minding welfare of staff members was rated at 3.22 by teachers and 3.26 by headteachers. This shows that the headteachers had some consideration on the staff members. The findings shows that the headteachers rated themselves as high in consideration dimension while the teachers rated them as high in consideration dimension.

Data regarding the mean score and standard deviations of leader behavior description questionnaire perceptions of headteachers' and teachers on initiating structure dimensions are presented in table

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Data regarding the mean score and standard deviations of leader behavior description questionnaire perceptions of headteachers' and teachers on initiating structure dimensions are presented in table

Table 4.11 the Mean Score and Standard Deviation of Headteachers Self Perception and Teachers Perception in Initiating Structure

| Factors | Headteacher | | | Teachers | | |
|---|-------------|------------|------|----------|------------|------|
| | N | Mean score | SD | N | Mean score | SD |
| He/she allows members complete freedom in their work | 10 | 1.60 | 1.07 | 110 | 1.18 | 1.07 |
| He/she encourage the use of uniform procedures | 10 | 1.24 | 1.22 | 110 | 3.11 | 1.03 |
| He/she work with a plan | 10 | 1.44 | 0.64 | 110 | 2.41 | 1.14 |
| He/she fails to take necessary actions incase of failure | 10 | 2.61 | 0.77 | 110 | 2.61 | 1.17 |
| He/she put suggestions made by member of staff into operation | 10 | 1.59 | 1.61 | 110 | 1.14 | 1.26 |
| He/she keep the work moving at a rapid pace | 10 | 1.26 | 1.26 | 110 | 1.81 | 1.07 |
| He/she makes his/her intentions clear to the staff | 10 | 1.11 | 0.71 | 110 | 1.17 | 1.03 |
| He/she make sure deadlines are kept | 10 | 1.56 | 0.88 | 110 | 1.81 | 1.26 |
| He/she make sure members know what is expected of them | 10 | 2.39 | 0.76 | 110 | 1.26 | 1.71 |
| He/she assign each member particular duty | 10 | 2.60 | 0.83 | 110 | 1.71 | 1.21 |
| He/she make sure that members are producing to the maximum | 10 | 1.47 | 0.73 | 110 | 2.01 | 1.14 |
| He/she accept criticism | 10 | 1.39 | 0.70 | 110 | 3.05 | 1.06 |
| He/she coordinate the work done | 10 | 1.26 | 1.18 | 110 | 2.03 | 1.09 |

| | | | | | | |
|---|----|------|------|-----|------|------|
| He/she is very strict | 10 | 1.22 | 1.91 | 110 | 2.26 | 1.26 |
| He/she allow members to take center stage in staff meetings | 10 | 1.11 | 1.26 | 110 | 2.21 | 1.08 |
| He/she is patient with progress by members of staff towards attainment of goods | 10 | 2.61 | 0.91 | 110 | 1.76 | 1.21 |
| He/she accept he is capable of making errors | 10 | 1.14 | 0.89 | 110 | 1.11 | 1.11 |
| He/she welcomes questioning by staff in matters related to school affairs | 10 | 1.81 | 0.76 | 110 | 2.01 | 1.21 |
| He/she frankly share information | 10 | 1.87 | 1.23 | 110 | 3.12 | 1.23 |
| He/she suppress new ideas from members of staff | 10 | 1.76 | 1.22 | 110 | 3.71 | 1.81 |
| He/she allow the group to arrive to a decision as a collective whole | 10 | 2.21 | 1.51 | 110 | 1.26 | 1.26 |
| He/she is willing to take risks by trying new ideas | 10 | 2.67 | 1.70 | 110 | 1.71 | 1.31 |
| He/she impose decision upon the staff members | 10 | 1.41 | 1.76 | 110 | 1.34 | 1.41 |
| He/she assign members of staff to certain duties | 10 | 1.81 | 0.91 | 110 | 1.26 | 1.22 |
| He/she permits the group members to make their own judgment in solving problems | 10 | 1.89 | 0.87 | 110 | 1.22 | 1.36 |
| He/she fails to take necessary actions | 10 | 1.44 | 0.74 | 110 | 1.18 | 1.24 |
| He/she keep the staff members working together as a team | 10 | 1.56 | 1.18 | 110 | 1.36 | 1.61 |
| He/she needles for greater achievements | 10 | 1.59 | 0.79 | 110 | 1.71 | 1.12 |
| He/she allow members of staff high degree of initiative | 10 | 1.22 | 0.78 | 110 | 3.01 | 1.16 |
| He/she anticipate problems and plan for them | 10 | 2.77 | 1.17 | 110 | 2.11 | 1.71 |

Table 4.11 shows that headteachers own perception on the initiating structure had one item(willing to take risks in trying new ideas).with highest mean scores of 2.67.the teachers had three items that rated headteachers high that he suppresses new ideas from members with a mean score of 3.71 and he encourages use of uniform procedures with a mean score of 3.11.sixteen items were rated by headteachers as low with an average mean score of 1.31 teachers rated ten items as moderate with an average mean score of 1.96 and ninteen items were rated low with a mean score of 1.26

The findings reveals that the headteachers perception of their ability to attain goods(initiating structure)and those of their teachers are in agreements because they both rated the headteachers leadership behavior of initiating structure low.

4.6.1 Headteachers Behavior in Consideration and Initiating Structure

Dimension. The researcher desired to establish the headteachers and teachers perception of directives and supportive behavior characteristics within consideration and initiating structure dimensions.The statements were divided into two groups corresponding to the characteristic behavior of each item from the adopted leader behavior descriptive questionnaire.In consideration dimension statements I,viii,xx,and xxii,were characteristic of directive behavior.The other statements ii-vii,ix-xx,xxi,xxii-xxx represented supportive behavior.The responses always (5) often (4) occasionally (3) rarely (2) and never (1) were rated

using liker instruments to generate means for directive and supportive behavior as shown in table 4.10 and table 4.11

Table 4.12(A)
Summary of headteachers and teachers mean rating of leadership behavior characteristic in consideration dimension

| Directive behaviour | H/teachers | Teachers |
|---|--------------|--------------|
| I act without consulting staff | 3.71 | 3.11 |
| I mind all the welfare of my staff both professional and self | 4.1 | 3.51 |
| I blame others for my mistakes or failure | 3.9 | 3.0 |
| I get angry when I am criticized | 3.86 | 3.35 |
| TOTAL | 15.57 | 12.96 |

Table 4.12(B)

| Supportive behavior | H/Teachers | Teachers |
|---|-------------------|-----------------|
| Behaviour statement | | |
| I allow the staff members complete freedom in their work | 1.88 | 2.35 |
| I am very easy to understand | 1.66 | 2.21 |
| I do things that make members of staff enjoy working in my school | 1.78 | 3.11 |
| I consult members of staff when making decisions | 2.49 | 3.10 |
| Am friendly to members of staff | 4.41 | 3.2 |
| I do accept new ideas | 3.0 | 2.66 |
| I make members of staff at ease when talking to me | 3.11 | 2.17 |
| I find time to listen to members of staff | 3.12 | 2.11 |
| I treat all staff members as equal | 1.87 | 3.22 |
| I remain calm when uncertain about coming events | 1.88 | 2.37 |

| | | |
|--|------|------|
| I am willing to make changes. | 1.72 | 2.22 |
| I give encouragement to staff members | 3.20 | 2.37 |
| I am a good listener | 2.78 | 2.22 |
| I show understanding of members of staff point of view | 2.76 | 3.12 |
| I am partial to all members of staff | 3.12 | 2.23 |
| I give credit and recognition generously where necessary | 3.30 | 2.23 |
| I allow morale of staff to be high | 1.88 | 2.77 |
| I am concerned about individuals interest in their work | 1.72 | 2.21 |
| I make members of staff to feel at ease when talking to me | 1.91 | 3.11 |
| I get staff approval on important matters before going ahead | 3.91 | 2.26 |
| I keep to myself | 1.88 | 3.31 |
| give room to members of staff to present their view points before stating my stand. | 1.89 | 2.37 |
| I express confidence in staff members regardless of whether he or she disagree with me or others | 3.11 | 3.40 |

| | | |
|---|--------------|--------------|
| My contributions in the staff meetings serve as a basis for suggestions or questions. | 4.11 | 2.30 |
| I make my attitudes clear to the staff members | 3.18 | 2.21 |
| I am concerned about individuals interest in their work | 1.92 | 3.31 |
| Total | 71.01 | 67.77 |

Table 4.11 has a summary of responses. The behavior statements in table 4.11 are from the 30 statements adapted from the leader behavior descriptive questionnaire. The mean represents the frequency of the responses from teachers and headteachers. From the summary it is clear to note that most of statements in consideration dimension represented the behavior characteristic of the headteacher being supportive to his staff members. The summary also reveals that a mean score of 67.27 in supportive behavior which include the headteacher being easy to understand, consulting member of staff and being friendly to members. The directive behavior characteristic statement had a mean score of 12.96. The statements were the headteacher act without consulting members of staff and he refuse to explain his actions among others. The findings confirmed that supportive behavior was a major component that a headteacher should adapt and practice in order to rate high in consideration dimension since it has direct influence on teachers.

The research also established the response to the leader behavior characteristics within initiating structure. The statements were grouped into two as per the

characteristic of each behaviour. These behaviors characteristics were directive behavior and supportive behaviour as shown in table 4.12

Table 4.13(A)
Summary of Headteachers and Teachers Mean Rating of Leadership
Behaviours Characteristics in Initiating Structure.

| Directive Behaviour Behaviour statement | H/Teachers | Teachers |
|--|------------|----------|
| I encourage the use of uniform procedures | 1.7 | 2.10 |
| I work with plan | 1.9 | 1.77 |
| I put suggestions made by members of staff into operation | 1.89 | 1.61 |
| I keep the work moving at a rapid pace | 2.26 | 2.11 |
| I make my intentions clear to the staff | 1.53 | 1.84 |
| I make sure deadlines are kept | 2.4 | 2.20 |
| I make sure staff members know what is expected of them | 1.11 | 1.81 |
| I assign each member of staff particular duties | 2.27 | 1.81 |
| I see to it that members of staff are producing to the maximum | 1.87 | 2.22 |
| I see that the work of staff members is co-ordinated | 2.6 | 2.04 |
| I am very strict with my | 1.53 | 3.10 |

| | | |
|---|--------------|--------------|
| staff towards goal attainment. | | |
| I accept that am capable of making errors. | 1.6 | 1.16 |
| I suppress new ideas from members of group | 2.21 | 1.41 |
| I am willing to take risks by trying new ideas | 2.10 | 1.87 |
| I impose decision upon the group | 1.8 | 3.0 |
| I assign staff members to particular duties | 1.55 | 1.11 |
| I keep the staff members working together as a team | 2.21 | 1.81 |
| I allow the staff members high degree of initiative | 2.1 | 1.27 |
| I anticipate problems and plan for them. | 1.77 | 2.1 |
| Total | 34.26 | 34.03 |

Table 4.13(B)

| Supportive behaviour behaviour statement | H/Teachers | Teachers |
|--|-------------|-------------|
| I allow members complete freedom in their word | 1.27 | 2.1 |
| I fail to take necessary actions in case of failure | 1.77 | 2.1 |
| I accept to be criticized by staff members | 1.26 | 1.1 |
| I allow members to take center stage in staff meetings | 1.33 | 1.21 |

| | | |
|---|-------------|--------------|
| I am patient with progress by members of staff | 2.11 | 1.67 |
| I Welcome questioning by staff in matters related to school affairs | 2.11 | 1.70 |
| I frankly share information | 3.70 | 1.77 |
| I allow the staff to arrive to a decision as a collective whole | 1.80 | 1.22 |
| I permit the own judgment in solving problems. | 1.81 | 1.30 |
| I fail to take necessary action | 1.71 | 2.60 |
| I needles for greater effort | 1.12 | 2.10 |
| Total | 22.3 | 20.32 |

The summary shows that most of the statements in initiating structure dimension represented the directive behavior characteristic. The results show a mean score of 34.02 in directive behavior. These statements include the headteachers encouraging uniform procedure; the headteachers working with a plan and also making sure deadlines are followed among others.

The supportive behavior statements which include headteacher allowing members complete freedom, putting staff member's suggestions into operation and accepting to be criticized by members had a mean score of 20.31

The behavior statements under directive behavior revealed the nature of initiating structure which calls for the headteachers be strict on procedures and regulations in order to achieve the organizational objectives. From the findings after comparing headteachers' perception and teachers perception of the headteacher behavior in

consideration dimension and initiating structure dimension. it was revealed that consideration dimension was rated moderate and initiating structure was rated low. Hence the study established the headteachers were moderate in consideration dimension and low in initiating structure.

4.7 Determine whether there is a Significant Relationship between the Leadership Behavior of Headteachers and Pupils Performance.

The mean score for a period of five years (2007-2011) was found to be 241.25 out of 500 marks (table 1.1).The results shows that pupils performance in KCPE in public primary schools in Kinangop district is below average. The headteachers rated low in initiating structure and moderate in consideration dimension. It could be concluded by comparing headteachers leadership behavior and pupils performance in KCPE that the low rated initiating structure behavior could be a possible cause of the poor performance in public primary schools in Kinangop district.

The mean score for directive behavior in initiating structure dimensions was 34.26 and was rated low. There is a need for headteachers to improve on their directive behavior because it influenced teacher's behavior and pupils performance in KCPE.

Determining Whether the Headteachers Supervision of Teachers Instructional Process Influence Pupils Performance in KCPE in Kinangop District.

The headteacher play a major role in all matters pertaining to the smooth running of the schools. This can be seen through supervision of the curriculum, supervising student and staff personnel and physical and materials resources. This study sought to know from the teachers the number of times the hedateachers supervised their work in a term. the results are shown in table 4.13

Table 4.13

Teachers rating of headteachers supervision of their work in a term

| Supervision | frequency | percent |
|-------------|-----------|---------|
| Always | 21 | 19.09 |
| Not always | 82 | 74.55 |
| Hardly ever | 7 | 6.36 |
| Never | 0 | 0 |
| Total | 110 | 100 |

Most teachers 74.55 percent cited that the headteachers supervised their work not always. 19.09 percent said their work was supervised always, 6.36 percent said their work is hardly ever supervised.No teacher said their work was never supervised. From these findings it is observed that there is need to improve supervision.

4.8 Summary of the Findings

The headteachers rated themselves low in initiating structure and moderate in consideration behavior dimension. The teachers rated the headteachers moderate in both consideration and initiating structure dimension. The headteacher supervision of teacher's instructional process was rated by most teachers (74.55%) as not always done. Therefore the teacher's leadership behavior influenced pupils performance in public schools in K.C.P.E in Kinangop district.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the Study

The purpose of this study was to determine whether headteachers' leadership behavior had any influence on pupil's performance in Kenya Certificate of Primary Education (KCPE) in public schools in Kinangop District.

The objectives of the study were:-to determine if leadership behavior of headteachers' in Kinangop District is influenced by age ,education level, level of training or the gender of the headteacher,research objective two sought to determine the influence of headteachers leadership behavior of initiating structure on pupils performance in KCPE in public primary schools in Kinangop district,research objective three set to determine the influence of the headteacher leadership behavior of consideration on pupils performance in KCPE in public schools in Kinangop district,research objective four aimed at establishing the relationship between headteachers supervision of teachers instructional process and performance of pupils in KCPE in public primary schools in Kinangop district.

The reasercher adapted ex-post facto research design. The study targeted 75 public primary schools in Kinangop district. the respondents were 75

headteachers and 750 teachers in public primary schools in Kinangop district. Simple random sampling was used to select the sample. To get a sample for teachers, 150 class teachers of selected sampled schools were selected by a simple random sampling to collect information since they are full representatives of class interests within the schools. Two categories of questionnaires one for the headteachers and another for the class teachers were used.

To determine the validity of the instruments a pilot study was carried out in one pilot school and it helped the researcher to determine validity and clarity of the questionnaires. The study used test retest during the pilot study. The Pearson product moment correlation formula was used to correlate the scores from both test periods to obtain correlation co-efficient of 0.81. Descriptive statistics were used to analyze data to give the percentages, frequencies and means. Data presented helped to explain the relationship between variables of the study. Computer software that uses statistical package for social sciences (SPSS) was used. The findings are shown next.

The research revealed that majority of teachers (66.4%) rated leadership behavior of headteachers as good. On examining the headteachers perception in comparison to their leadership behavior in consideration dimension and initiating structure dimension the headteacher rated themselves high in consideration dimension and low in initiating structure dimension. The teachers on the other hand rated headteachers as high in consideration behavior and low in initiating structure.

Initiating structure dimension had a higher proportion of directive behavior characteristic, while consideration dimension had a higher proportion of supportive behavior characteristics. Therefore the findings revealed that the headteachers behavior of consideration and initiating structures influenced the pupils performance in KCPE in Kinangop district. It also revealed that supervision of teachers' instructional process by the headteachers is not always done. Lack of adequate supervision of teachers' instructional process by the headteachers is one of the causes of poor performance in KCPE.

The research revealed that majority of headteachers(67.27)percent were males while 32.73 percent of them were female. Comparing the number of male teachers (74) and female teachers (36) the representation is fair all the teachers were above 30 years and can be described as mature administrators. Majority of teachers (40.9) percent had a work experience of over twenty years those with less than 5 years work experience were only (22.0)

All the headteachers were qualified enough because they all had a primary one (P1) certificate.

5.4 Conclusion

Based on the findings of the study it was concluded though there is fair presentati of both genders in school leadership, all the headteachers were trained teachers and had good work experience, the performance of pupils in K.C.P.E. was still below average and there was a need to examine other factors such as indiscipline, lack of

support from parents that may influence performance of pupils in K.C.P.E in Kinangop District.

The study also concluded that headteachers and teachers rated leadership behavior in consideration dimension moderate. Initiating structure dimensions was rated low. Therefore there is need to improve initiating structure behavior because it is task oriented in nature. There was lack of adequate supervision of instructional process by public primary schools headteachers in Kinangop District and therefore there is need to improve on number of times headteachers supervise teachers' instructional process in a term.

5.5 Recommendations

Based on the findings the following recommendations were made.

Since teachers rated leadership behavior as good and the pupils performance was below average, there is need to examine other factors like lack support from the community and under staffing. The headteachers should involve the TSC to solve the problem of understaffing. The headteachers should increase the frequency of instructional supervision on the teachers.

Since initiating structure behavior dimensions was rated low the Ministry of Education Science and Technology (MOEST) should organize in- service courses to help headteachers improve on their initiating behavior dimension.

The headteachers should increase the frequency of instructional supervision on their teachers in order to improve pupils performance in K.C.P.E.

5.6 Suggestions for Further Research

The following areas were suggested for study:

- 1) A study can be carried on other factors that can lead to poor performance of pupils in KCPE like understanding, lack of support from the parents and indiscipline.
- 2) Another study on headteachers leadership behavior can be conducted in a larger area such as county or province.
- 3) A study on effects of pupils characteristics on performance in KCPE

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APPENDICES
APPENDIX 1
INTRODUCTION LETTER

Mwangi Joseph Kimani
University of Nairobi,
P.O. Box 92,
Nairobi, Kenya
10th June, 2012

The Headteacher,
Primary School

Dears Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a post graduate student pursuing a master of education degree at the University of Nairobi , Department of Educational Administration and Planning.

I am conducting a research on the headteacher's leadership behavior and its influence on pupil's performance in K.C.P.E in Kinangop district. Your school has been selected to participate in the research.

Kindly respond to all items in the questionnaire honestly. You are assured that your identity will be kept confidential and the information you will give will be used for the purpose of the research only.

Thank you for your co-operation.

Yours Sincerely,

Joseph Kimani Mwangi.

APPENDIX II

HEADTEACHERS QUESTIONNAIRE

This questionnaire aims at establishing whether the leadership behaviour of the headteacher influence pupils performance in KCPE. The information you give will be for academic purpose but identity will be absolute confidential. Please respond to all questions:

Part A: Demographic Information

Tick (✓) where appropriate

1. What is your gender?

Male [] Female []

2. What is your highest professional qualification

PI [] ATS IV [] ATS III/ Diploma [] B.ED []

Any other, specify _____

3. How many years have you been a headteacher?

Less than 5 years [] 5 – 10 years [] 11 – 20 years []

21 – 30 years [] Over 30 years []

4. What is your age

20 – 30 years [] 31 – 40 years []

41 – 50 years [] Over 50 years []

5. As a headteacher how would you rate your school KCPE performance?

a) Below average [] Slightly above average []

b) Average [] Above average []

6. What would you attribute the poor performance to in your school?

Part B: Initiating Structure

Please tick (✓) to what extent you feel you apply the skills represented by each of these statements.

(1) Always, (2) Often (3) Occasionally (4) Rarely (5) Never

| | | 1 | 2 | 3 | 4 | 5 |
|-------|---|---|---|---|---|---|
| i | I allow members complete freedom in their word | | | | | |
| ii | I encourage the use of uniform procedures | | | | | |
| iii | I work with plan | | | | | |
| iiii | I fail to take necessary actions in case of failure | | | | | |
| v | I put suggestions made by members of staff into operation | | | | | |
| vi | I keep the work moving at a rapid pace | | | | | |
| vii | I make my intentions clear to the staff | | | | | |
| viii | I make sure deadlines are kept | | | | | |
| ix | I make sure staff members know what is expected of them | | | | | |
| x | I assign each member of staff particular duties | | | | | |
| xi | I see to it that members of staff are producing to the maximum | | | | | |
| xii | I accept to be criticized by staff members | | | | | |
| xiii | I see that the work of staff members is co-ordinated | | | | | |
| xiv | I am very strict with my staff | | | | | |
| xv | I allow members to take center stage in staff meetings. | | | | | |
| xvi | I am patient with progress by members of staff towards goal attainment. | | | | | |
| xvii | I accept that am capable of making errors. | | | | | |
| xviii | I Welcome questioning by staff in matters related to school affairs | | | | | |
| xix | I frankly share information | | | | | |
| xx | I suppress new ideas from members of group | | | | | |
| xxi | I allow the staff to arrive to a decision as a collective whole | | | | | |
| xxii | I am willing to take risks by trying new ideas | | | | | |

| | | | | | | |
|--------|---|--|--|--|--|--|
| xxiii | I impose decision upon the group | | | | | |
| xxiv | I assign staff members to particular duties | | | | | |
| xxv | I permit the own judgment in solving problems. | | | | | |
| xxvi | I fail to take necessary action | | | | | |
| xxvii | I keep the staff members working together as a team | | | | | |
| xxviii | I needles for greater effort | | | | | |
| xxix | I allow the staff members high degree of initiative | | | | | |
| xxx | I anticipate problems and plan for them. | | | | | |

Part C: Consideration Behaviour

Please tick (✓) to what extent you feel you apply the skills represented by each of these statement.

(1)Always, (2) Often (3) Occasionally (4) Rarely (5) Never

| | | 1 | 2 | 3 | 4 | 5 |
|------|---|---|---|---|---|---|
| i | I act without consulting staff | | | | | |
| ii | I allow the staff members complete freedom in their work | | | | | |
| iii | I am very easy to understand | | | | | |
| iv | I do things that make members of staff enjoy working in my school | | | | | |
| v | I consult members of staff when making decisions | | | | | |
| vi | I am friendly to members of staff | | | | | |
| vii | I mind all the welfare of my staff both professional and self | | | | | |
| viii | I refuse to explain my actions | | | | | |
| ix | I do accept new ideas | | | | | |
| x | I make members of staff at ease when talking to me | | | | | |
| xi | I find time to listen to members of staff | | | | | |
| xii | I treat all staff members as equal | | | | | |
| xiii | I remain calm when uncertain about coming events | | | | | |
| xiv | I am willing to make changes. | | | | | |

| | | | | | | |
|--------|---|--|--|--|--|--|
| xv | I give encouragement to staff members | | | | | |
| xvi | I am a good listener | | | | | |
| xvii | I show understanding of members of staff point of view | | | | | |
| xviii | I am partial to all members of staff | | | | | |
| xix | I give credit and recognition generously where necessary | | | | | |
| xx | I blame others for my mistakes or failure | | | | | |
| xxi | I allow morale of staff to be high | | | | | |
| xxii | I get angry when I am criticized | | | | | |
| xxiii | I am concerned about individuals interest in their work | | | | | |
| xxiv | I make members of staff to feel at ease when talking to me | | | | | |
| xxv | I get staff approval on important matters before going ahead | | | | | |
| xxvi | I keep to myself | | | | | |
| xxvii | I give room to members of staff to present their view points before stating my stand. | | | | | |
| xxviii | I express confidence in staff members regardless of whether he or she disagree with me or others. | | | | | |
| xxix | My contributions in the staff meetings serve as a basis for suggestions or questions. | | | | | |
| xxx | I make my attitudes clear to the staff members. | | | | | |

APPENDIX III
TEACHERS' QUESTIONNAIRE

Kindly complete this questionnaire by indicating your honest response by *ticking*
(✓) in the given spaces

Part A: Demographic Information

1. What is your gender

Male [] Female []

2. What is your highest professional qualification?

PI [] ATS IV [] ATS III/ Diploma [] BED []

Any other, specify _____

3. How many years have you served as a teacher?

a) Less than 5 years [] 6 – 10 years [] 11 – 15 years []

b) 16 – 20 years [] Over 20 years []

4. How often does the headteacher supervise teachers work in a term?

a) Never [] Hardly ever [] Not always [] Always []

5. In your opinion do you think the effectiveness of the headteachers influences
pupils performance in KCPE?

Agree [] Neutral [] Disagree []

6. How would you score the headteachers leadership behavior?

Poor [] fairly good [] Good [] Very good []

Leadership Behaviour Questionnaire

Part B: Initiating Structure

Please tick (✓) in the relevant column to show to what extent each of the statements applies to the headteachers leadership behaviour of your school.

(1) Always, (2) Often (3) Occasionally (4) Rarely (5) Never

| | | 1 | 2 | 3 | 4 | 5 |
|-------|--|---|---|---|---|---|
| i | He/she allows members complete freedom in their work | | | | | |
| ii | He/she encourage the use of uniform procedures | | | | | |
| iii | He/she work with a plan | | | | | |
| iv | He/she fails to take necessary actions in case of failure | | | | | |
| v | He/she put suggestions made by members of staff into operation | | | | | |
| vi | He/she keep the work moving at a rapid pace | | | | | |
| vii | He/she makes his/her intentions clear to the staff | | | | | |
| viii | He/she make sure deadlines are kept | | | | | |
| ix | He/she make sure members know what is expected of them | | | | | |
| x | He/she assign each member particular duty | | | | | |
| xi | He/she make sure that members are producing to the maximum | | | | | |
| xii | He/she accept criticisms | | | | | |
| xiii | He/she coordinate the work done | | | | | |
| xiv | He/she is very strict | | | | | |
| xv | He or she allow members to take center stage in staff meetings. | | | | | |
| xvi | He or she is patient with progress by members of staff towards attainment of goods | | | | | |
| xvii | He/she accept he is capable of making errors | | | | | |
| xviii | He/she welcomes questioning by staff in matters related to school affairs | | | | | |

| | | | | | | |
|--------|---|--|--|--|--|--|
| xxix | He/she frankly share information | | | | | |
| xx | He/she suppress new ideas from members of staff | | | | | |
| xxi | He/she allow the group to arrive to a decision as a collective whole. | | | | | |
| xxii | He/she is willing to take risks by trying new ideas | | | | | |
| xxiii | He/she impose decisions upon the staff members | | | | | |
| xxiv | He/she assign members of staff to certain duties | | | | | |
| xxv | He/she permit the group members to make their own judgment in solving problems. | | | | | |
| xxvi | He/she fails to take necessary actions | | | | | |
| xxvii | He/she keep the staff members working together as a team | | | | | |
| xxviii | He/she needles for greater achievement | | | | | |
| xxix | He/she allow members of staff high degree of initiative | | | | | |
| xxx | He /she anticipate problems and plan for them. | | | | | |

Part C: Consideration behaviour

Please tick (✓) in relevant column to show to what extent each of the statements apply to the headteachers leadership behaviour of your school.

a) Always, b) Often c) Occasionally d) Rarely e)Never

| | | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| i | He/she act without consulting the staff | | | | | |
| ii | He/she allow members of staff complete freedom in their work | | | | | |
| iii | He/she is very easy to understand | | | | | |
| iv | He/she does things that make members of staff enjoy working in his/her school | | | | | |
| v | He/she consult members of staff when making decisions | | | | | |

| | | | | | | |
|-------|--|--|--|--|--|--|
| vi | He/she is friendly to members of staff | | | | | |
| vii | He/she mind all the welfare of staff both professional and self | | | | | |
| viii | He/she refuses to explain his/her actions | | | | | |
| ix | He/she doesn't accept new ideas | | | | | |
| x | He/she make members of staff at ease when talking to his/her | | | | | |
| xi | He/she find time to listen to members of staff | | | | | |
| xii | He/she treat all members as equal | | | | | |
| xiii | He/she remain calm when uncertain about coming events | | | | | |
| xiv | He/she is willing to make changes. | | | | | |
| xv | He/she give encouragement to staff members | | | | | |
| xvi | He/she is a good listener | | | | | |
| xvii | He/she show understanding of members of staff point of view | | | | | |
| xviii | He/she is partial to all members of staff | | | | | |
| xix | He/she give credit and recognition generously where necessary | | | | | |
| xx | He/she blame others for his or her mistakes or failure | | | | | |
| xxi | He/she allow morale of staff to be high | | | | | |
| xxii | He/she get angry when criticized | | | | | |
| xxiii | He/she is concerned about individuals interests in their work | | | | | |
| xxiv | He/she make members of staff to feel at ease when talking to him or her | | | | | |
| xxv | He/she gets approval on important matters before going ahead | | | | | |
| xxvi | He/she keeps to himself or herself | | | | | |
| xxvii | He/she gives room to members of staff to present their view points before stating his stand. | | | | | |

| | | | | | | | |
|--------|---|--|--|--|--|--|--|
| xxviii | He/she express confidence staff members regardless of whether the members disagree with him or her. | | | | | | |
| xxix | His/her contributions in staff meetings serve as a basis for suggestions or questions | | | | | | |
| xx | He/she make his or her attitudes clear to members of staff. | | | | | | |



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Date: **6th July 2012**

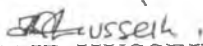
Joseph Kimani Mwangi
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of headteachers' leadership behaviour on pupils' performance in Kenya Certificate of Primary Education in public schools in Kinangop District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Kinangop District** for a period ending **31st August, 2012**.

You are advised to report to **the District Commissioner and the District Education Officer, Kinangop 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.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Kinangop District.

THIS IS TO CERTIFY THAT

Prof./Dr./Mr./Mrs./Miss/Institution

Joseph Kimani Mwangi

of (Address) University of Nairobi

P.O. Box 30197-00100 Nairobi

has been permitted to conduct research in

Location

Kinangop District
Central Province

on the topic: Influence of headteachers' leadership behaviour on pupils' performance

in Kenya Certificate of Primary Education in public schools in Kinangop District, Kenya



Applicant's Signature

National Secretary
National Council for Science & Technology

for a period ending: 31st August, 2012