

INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON PUPILS' PERFORMANCE IN KCPE IN PUBLIC PRIMARY SCHOOLS IN TIRAP DIVISION, MARAKWET EAST DISTRICT, KENYA¹⁾

UNIVERSITY OF NAIROBI
KIPKOTU LIBRARY
P. O. Box 30197
NAIROBI

Kiptanui Samuel Chebii

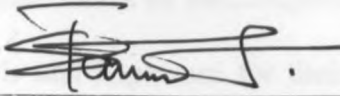
A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Masters of Education in Educational Administration

University of Nairobi

2012

DECLARATION

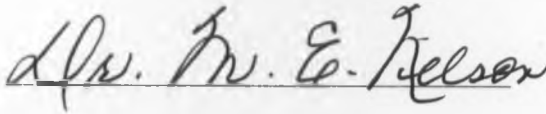
This research project is my original work and has not been presented for the award of a degree in any other university.



Kiptanui Samuel Chebii

E55/72366/09

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



Dr. Mari Nelson

Lecturer

Department of Educational Administration and Planning
University of Nairobi



Dr. Rose Mosoti Obae

Lecturer

Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This work is dedicated to my beloved wife Linah, for her total support, love, encouragement and prayers. To my parents Mr. Kiptanui Chebet and Mrs. Sokomo Kiptanui for their words of encouragement. To my children, Jerono, Kimutai, Jerop, Jepkorir and Kipkemoi for their constant love, patients and understanding.

ACKNOWLEDGEMENT

I thank the almighty God who gave me the physical and mental strength during the prescribed period of time. I sincerely extend my profound gratitude to my supervisors, Dr. Mari Nelson and Dr. Rose Obae for their patience, understanding guidance and professional consultation on standards of good academic achievements. My appreciation goes to my colleagues headteachers' and teachers from Tirap division, Marakwet East district for positively responding to the research instruments at very short notices. Special thanks goes to my beloved wife Linah, for her support encouragement and taking additional responsibilities to facilitate my studies. Special thanks goes to my children Jerono, Kimutai, Jerop, Jepkorir and Kipkemoi who accepted to forgo my company and care to my habitual absence. I want to acknowledge the support of my parents Mr. Kiptanui Chebet and Sokomo Kiptanui for their prayers. I must express my gratitude to my deputy Mr. Edward Kipchumba and the entire teaching fraternity of Chemworor Primary School for their unlimited support throughout the course. I also salute and thank all the University of Nairobi, Department of Educational Administration staff for their intellectual tutorials and guidance. To my friends for their support. Finally, I should not forget to thank Becky for typing my work and proof reading this manuscript. I am a wealthy man to have friends, and God bless all of you.

TABLE OF CONTENTS

Content	Page
Declaration	ii
Dedication	iii
Acknowledgement.....	iv
Table of contents	v
List of tables	xi
List of abbreviations and acronyms.....	xiii
Abstract	xiii
UNIVERSITY OF KENYA LIBRARY P. O. BOX 30198 NAIROBI	
CHAPTER ONE	
INTRODUCTION	
1.1 Background of the study.....	1
1.2 Statement of the problem	8
1.3 Purpose of the study	10
1.4 Objectives of the study	10
1.5 Research questions	10
1.6 Significance of the study	11
1.7 Limitation of the study	12
1.8 Delimitation of the study	12
1.10 Operational definition of terms	14
1.11 Organization of the study	16

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction	18
2.2 General leadership concepts	18
2.3 Leadership Styles	22
2.3.1 Autocratic or authoritarian style.....	23
2.3.2 Democratic styles	24
2.3.3 Laissez-faire style.....	24
2.3.4 The charismatic style	25
2.4 Pupils performance in KCPE examinations	26
2.5 Leadership styles in relation to performance	28
2.6 Theoretical framework	30
2.8 Conceptual framework	31

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction	34
3.2 Research design.....	34
3.3 Target population	35
3.4 Sample size and sampling techniques	35
3.5 Research instruments	36
3.5.1 Instrument validity	37

3.5.2 Instrument reliability	37
3.6 Data collection procedure.....	38
3.7 Data analysis procedures	39

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 Introduction	40
4.2 Return rate of questionnaire	40
4.3 Demographic information of respondents.....	40
4.3.2 Demographic information of head teachers	41
4.3.2 Demographic data of the teachers	47
Distribution of teachers by gender	47
Distribution of teachers by academic qualification	49
Distribution of teachers by professional qualification	50
Distribution of teachers by length of service.....	51
4.4 Influence of headteachers leadership styles and administrative experience	52
The head teacher’s leadership profile	53

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1. Introduction	64
5.2 Summary	64
5.3 Conclusions	66
5.4 Recommendations	66
5.5 Suggestions for further research.....	67
REFERENCES	68
APPENDICES	72
Appendix i	72
Appendix ii	73
Appendix iii	78
Appendix iv	83
Appendix v.....	84

LIST OF TABLES

Table 1.1 Marakwet East District KCPE Performance	40
Table 4.1 Demographic information of head teachers	40
Table 4.2 Distribution of head teachers by age	41
Table 4.3 Distribution of head teachers by Academic qualification	42
Table 4.4 Distribution of head teachers by professional qualification	44
Table 4.5 Distribution of head teachers by teaching experience	45
Table 4.6 Distribution of headteachers' by length of service in their current positions	46
Table 4.7 Distribution of head teachers leadership style and administrative experience on performance	47
Table 4.8 Distribution of headteachers' on organizing meetings between teachers, parents and pupils per term to discuss performance....	48
Table 4.9 Distribution of head teachers by the documents that teachers prepare.....	49
Table 4.10 Remedial teaching	50
Table 4.11 Distribution of teachers by length of service	53

Table 4.12 Gender of the respondents55

Table 4.13 Distribution of teachers by age 58

Table 4.14 Distribution of teachers by Academic qualification62

Table 4.15 Distribution of teachers by Professional qualification63

Table 4.16 Distribution of teachers by length of service.....64

Table 4.17 Frequency of Headteacher’s observation teachers teaching65

Table 4.18 Headteachers’ responses on whether teachers offered remedial
teaching.....66

LIST OF FIGURES

Figure 1: influence of headteachers' leadership styles on KCPE performance.....30

UNIVERSITY OF NAIROBI
JIKUTU LIBRARY
P. O. Box 30197
NAIROBI

LIST OF ABBREVIATIONS AND ACRONYMS

AEO	Area Education Officer
DC	District Commissioner
DEO	District Education Officer
EFA	Education for All
FPE	Free Primary Education
GOK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
MOE	Ministry of Education
TSC	Teachers Service Commission
UPE	Universal Primary Education
SPSS	Statistical Package for Social Science
SMC	School Management Committee
UK	United Kingdom
USA	United States of America
UNESCO	United Nations, Education Scientific and Cultural Organization

ABSTRACT

The purpose of the study was to investigate how the headteachers' leadership style influences performance in KCPE examinations in Public primary school in Tirap Division, Marakwet East District, Kenya. The questions that guided the study were: to establish whether there is a relationship between headteachers' autocratic (authoritarian) leadership styles and pupils performance in KCPE, to examine the influence of headteachers' democratic leadership styles in students' performance in KCPE; to establish if headteachers' laissez-faire leadership styles influence students performance in KCPE; to determine the influence of headteachers' charismatic styles in students performance in KCPE; and examine other factors that influence pupils' performance in KCPE in Tirap Division. The study employed research design used by the researchers to explore the relationship between variables to form subjects, and analyze data. The target population of the study was all the public primary school head teachers and teachers in Marakwet district which comprised of 287 teachers and 30 head teachers. The study used questionnaires for data collection. Based on the findings, it was concluded that there was a significant relationship between the headteachers' leadership styles and pupils' performance. It was also concluded that there was no significant relationship between headteachers' selected demographic variables and their leadership style. The study further concluded that teachers from different schools had different perceptions of the leadership style of their headteachers'.

Further conclusion was that teachers' demographic variables such as age, gender, teaching experience and academic/professional qualifications did not influence their perception of their headteachers' leadership styles. Based on the findings the study made these recommendations. The study recommended that headteachers' should use the most appropriate leadership style that facilitates collective responsibility and which creates a conducive teaching and learning environment in schools. It was also recommended that there was need for facilitating headteachers' leadership styles as they had a direct relationship with Students' academic performance. Headteachers' should be provided with in-service courses on leadership which is a prerequisite for academic performance. Headteachers' should involve teachers in their administration which would enhance participatory leadership and hence better academic performance. From the limitation and delimitations of the study it was suggested that a study on teachers' perception of the headteachers' leadership styles and their job performance. A study on the effect of teachers' demographic variables and on their influence on performance in KCPE. A study on how parental involvement on students' school life affects pupils' performance.

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) sates 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 stakeholders 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 McGregors 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.

Table 1.1 Marakwet East District KCPE Performance (2007-2011)

DIVISION	YEAR				
	2007	2008	2009	2010	2011
1. Tot	270.45	262.59	267.51	260.19	271.13
2. Tunyo	260.17	250.13	262.49	245.41	263.69
3. Tirap	245.89	241.90	246.57	235.39	241.70
4. Kabiego	233.71	238.11	233.63	231.94	235.68
District Mean Score	252.55	248.18	252.55	243.23	253.05

Table 1.1 above shows that Tirap Division has been registering poor performance results for the last five years as compared to the results of other divisions in the District. Hence this study wishes to find out how the

headteachers' leadership styles affect student's performance in KCPE examinations.

1.2 Statement of the Problem

Public primary schools in Marakwet East District have been performing far below average for the last four years. This poor performance in KCPE examination leads to wastage and affects the transition rate of pupils from primary to secondary school level. However, this dismal performance in Tirap Division 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 their children go to private schools that perform better.

In trying to discuss this problem, the area education officer in conjunction with stakeholders who include Kenya Education staff Institute have organized management workshops, seminars and education days all geared towards improving the administrative performance by headteachers' (DEO's office Chesoi 2012). It has been observed that majority of the headteachers' in Tirap Division are trained and among them holders of BEd, Diploma while a few of them are P1's. The school have adequate teaching and learning resources and they get maximum support from SMC and parents. Even with the introduction of Free Primary Education (FPE) where a pupil gets 1020 per year meant to

improve the accessibility and quality of education in public primary schools, the situation is not improving at all. The belief that headteachers' leadership styles might have a role on the performance of pupils in KCPE examinations is an assumption for no study has been carried out in the District to establish its authenticity.

Headteachers' leadership styles play a significant role in student's performance in KCPE. 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 KCPE performance.

The researcher therefore aims at investigating the influence of headteachers' leadership styles on KCPE performance in Tirap Division Marakwet East District due to poor performance in the last five years.

1.3 Purpose of the study

The purpose of the study was to investigate how the headteachers' leadership style influences performance in KCPE examinations in public primary school in Tirap Division, Marakwet East District, Kenya.

1.4 Objectives of the Study

1. To establish the headteachers' leadership style that influences performance in KCPE.
2. To examine the influence of headteachers' democratic leadership styles on students' performance in KCPE.
3. To establish if headteachers' laissez-faire leadership styles influence students' performance in KCPE.
4. To determine the influence of headteachers' charismatic styles on students' performance in KCPE.
5. To examine other factors that influence pupils' performance in KCPE in Tirap Division.

1.5 Research Questions

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

1. What are the headteachers' leadership styles that influences performance in KCPE.
2. What is the influence of headteacher's democratic leadership styles on students performance in KCPE?
3. To what extent does the headteacher's laissez-faire leadership styles influence students performance in KCPE?
4. To what extent do headteacher's charismatic leadership styles influence students performance in KCPE?
5. What other factors that influence pupils' performance in KCPE in Tiap Division?

1.6 Significance of the Study

The research findings of the study will be helpful in training headteachers' on leadership styles in primary 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 KCPE. 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 stimulate the interest of future researchers to undertake further investigation in the field of education.

1.7 Limitation of the Study

According to Mugenda and Mugenda (1999) a limitation is some aspects of the study that the researcher knows may negatively affect the results over which he/she probably has no control. Therefore the limitation of this study was that the researcher was not in a position to control attitudes of the respondents as they will respond to questions. This is because of fear they may choose to give socially acceptable responses Muluse (1990). The researcher briefed the respondents before the exercise and assure them of confidentiality.

Many factors affect performance in KCPE. These include individual candidate's personal efforts, facilities available to students, role models, attitudes of respondents, time available to cover the syllabus, financial constraints and teaching methodologies employed by teachers. There might be also other factors that may have an impact on students performance in KCPE that the researcher is not able to manipulate such as family background.

1.8 Delimitation of the Study

According to Orodho and Kombo (2002) delimitations of the study refers to the boundaries of the study. The study covered public primary schools in Tirap Division, Marakwet East District, because they have guidelines provided by the MOE as opposed to private ones which operate under diverse management

guidelines. The respondents were headteachers' and teachers in selected public primary schools.

For more conclusive results, all divisions in the District, should be studied. However this was not possible due to other responsibilities at work and financial constrain. The researcher investigated other factors behind effective leadership such as incentives given to headteachers' by SMC's and other stakeholders as part of motivation. The investigator attempted to investigate the influence of intervening variables towards students' academic performance in KCPE. The researcher also attempted to solicit the opinion of other educational stakeholders like the members of school management committee and parents teachers association with regard to their perception of leadership styles in relation to students' academic performance in the Division. The study focuses on headteachers' and teachers in selected public primary schools in Tirap Division.

1.9 Assumption of the Study

The study was based on the following assumptions:

1. The respondents gave accurate and honest responses to the items in the questionnaire.
2. There is difference in leadership styles of headteachers' in different primary schools.

3. That all respondents cooperated and provided reliable responses posed to them.

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 primary 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 primary education as released by the Kenya National Examination Council from the lowest mark 01 to the highest 500 marks.

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 or P1 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.

Pupils refers to a person usually young, who is learning under close supervision of a teacher at school.

1.11 Organization of the Study

This study was organized in five sections. The first section consisted of introduction, information on the background of the study, the statement of the problem, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, assumptions of the study, operational definition of significance terms and abbreviations and acronyms.

The second chapter contained literature review. The main theme in this section include: general leadership concepts, leadership styles, pupils performance in KCPE examination. Others include leadership styles in relation to performance. The theoretical and conceptual framework is discussed in this section.

Chapter three focused on the research methodology and has an introduction, research design, target population, sample and sampling procedure, research instruments and their validity and reliability, data collection procedure and data analysis techniques.

Chapter four presents the data presentation, interpretation and analysis. Chapter five contained the summary of research findings, conclusions and recommendations of the study.

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 KCPE examinations. This section will review literature under the following headings: General leadership concepts, leadership styles, headteachers' professional qualification in relation to KCPE 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 primary school

are motivating while others are demotivating to the teachers and the general public. This influences the end results of KCPE 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 interpret 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

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

In the democratic leadership style; decision 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 relies 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

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 decision 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

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 Pupils performance in KCPE examinations

Performance refers to candidates grades in KCPE as rated by the KNEC from the highest 500 marks to the lowest grade 01. 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).

According to White and Lippitt (1960) responses of children to various leadership styles and they 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.

Ileri (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.

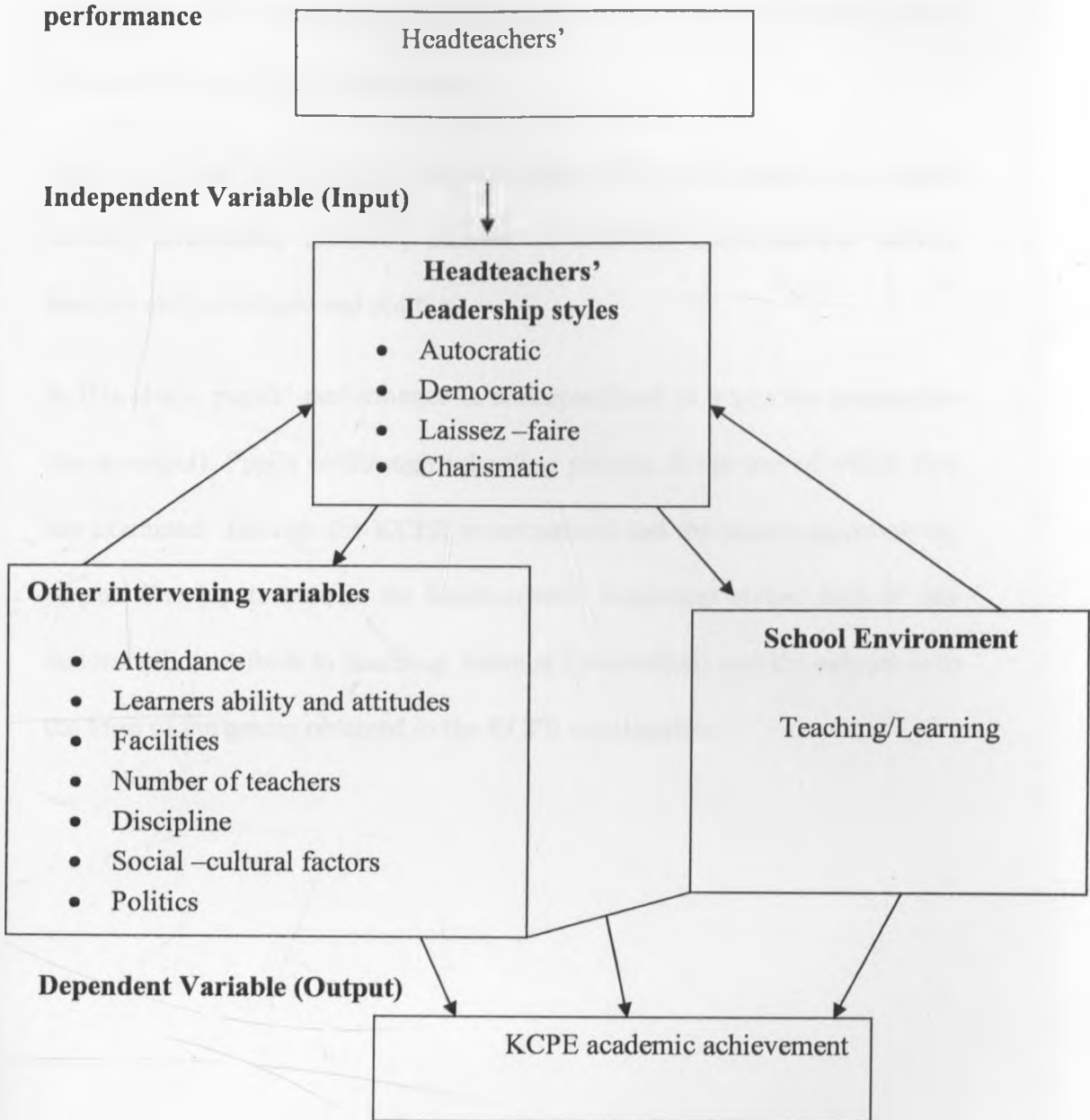
According to Hoy (2006) the contingency theory states that leadership effectiveness is said to be contingent on dependant upon many variable. He further argues that for effective results one need to identify a combination of a person's traits, situational variable and task structure in order to regard 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 Marakwet East District should identify and use the most appropriate style in various situations in order to enhance KCPE performance.

2.8 Conceptual Framework

In writing this project, the researcher conceptualized the relationship between headteachers' leadership styles and the effects on pupils' performance in KCPE examinations.

Figure 1: Influence of headteachers' leadership styles on KCPE performance



The study aims at establishing the performance of pupils in the KCPE 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 KCPE 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, pupils' performance is conceptualized in a process perspective (input-output). Pupils go through schooling process at the end of which they are examined through the KCPE 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 KCPE 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 (Brinker 1988). 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 was 33 public primary schools in Tirap Division, 33 headteachers' and 396 teachers'.

Source: DEO's Office (2012).

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 Wiersma (1995), a sample was a small proportion of the target population selected using some systematic procedures for the study. To select the sample for the study, the researcher took 30% of the population as suggested by Gratton and Jones (2004). This implies that 10 schools were selected. But for more conclusive results, the researcher covered all the 33 public primary schools in the division. To sample the teachers, Gay (1981) quoted by Mugenda and Mugenda (2003) suggests that for descriptive studies at least 10% of the accessible population is enough. The researcher used 50% of the target population. To sample from the school, the researcher used the teacher's list from the headteachers' office and apply simple random sampling to pick the 10 teachers who were involved in the

study. The researcher picked 5 male and 5 female teachers per school for the study from the sampled schools.

3.5 Research Instruments

Data pertaining the study was collected using questionnaires, interview schedules and document analysis from the sampled schools. According to

* Kumar (2005) questionnaires is a written list of questions, the answers to each are recorded by the respondent. Questionnaires are cheap to administer to respondents who are in diverse large areas and convenient in collecting information from a large population.

The headteachers' 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. Interview schedules for education officers is also included.

3.5.1 Instrument Validity

According to Mugenda (1999), instrument validity is the ability of the instruments to measure what they are purported to measure. Validity is the degree to which results obtained and data analysis represent the phenomenon under investigation (Orodho, 2003).

Before visiting the schools for data collection, the researcher pre – tested the questionnaires using two public primary schools which was included in the final sample. The purpose of the pilot study was to enable the researcher to improve reliability and validity of the instruments Kasomo (2007). The researcher prepared the instruments in close consultation with the 2 supervisors who are experts and assessed the validity of instruments.

3.5.2 Instrument Reliability

Reliability is the degree of consistency that the instrument or procedure demonstrates. It is a measure of the degree to which a research instrument yields consistent results Mugenda and Mugenda (1999). Reliability of instruments is the consistency in providing a reliable results. Reliability testing focuses on determining the degree to which the researcher's instruments give similar results over repeated trials describes reliability as the consistency that an instrument demonstrates when applied repeatedly under similar conditions Orodho (2005). The reliability of the questionnaire were determined by Pre

test and re test. The responses from the two tests were expected to be similar or close but if not, then the instruments was presumed to be of low reliability Orodho (2008). In determining using Cronbach's reliability coefficient, the following were taken into account; the developed questionnaire was given to a few identical subjects but not the real ones that were included in the actual study, the answered questionnaire was 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) Marakwet East was informed of 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 a 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.

Both descriptive and inferential statistics were used in the analysis. Measures of central tendency; mean, median and mode and also measures of dispersion: variance and standard deviation were used to summarize the data collected. For comparison purposes, the researcher used the coefficient of standard deviation. The researcher adopted a significance level of 5%. To test for relationships between leadership styles and KCPE performance, Chi square were used

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 Introduction

This chapter focuses on the return rate of the questionnaires, demographic information of the respondents, data interpretation and discussions of findings. Data was analysed using descriptive statistical methods and presented in tables, pie charts and bar graphs. The presentations were done based on the research questions.

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 33 headteachers' 30 (90.0%) returned the questionnaires. Out of 330 teachers sampled 287 (86.9%) returned the questionnaires.

4.3 Demographic information of respondents

This section presented the demographic information of the respondents namely the head teachers and teachers respectively.

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

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

Table 4.1
Headteachers' responses on their gender

Gender	Frequency	Percentage
Male	25	83.3
Female	05	16.7
Total	30	100

The data indicates that majority of the schools in the division are headed by male headteachers'. This implies that there is male dominance on headship of schools which implies that less representation of women. The

headteachers' were further asked to indicate their age. The data is presented in Tables 4.2

Table 4.2
Distribution of headteachers' by age

Age distribution (years)	Frequency	Percentage
30 years and below	1	3.3
30 -40 years	4	13.3
41-50 years	24	80.1
51 years and above	1	3.3
Total	30	100

Data shows that the study covered respondents from ages of below 30 years to about 51 years and above. The responses indicated that 1 (3.3%) was aged below 30 years, 4 (13.3%) were aged between 30 and 40 years, 24 (80.1%) lie between ages 41 and 50 and 1 (3.3%) is over 51 years. The data shows that most of the head teachers were above 41 years. The data shows that majority of the headteachers' were aged between 41 and 50 years which implies that leadership in schools is consumerate to the age of the teachers.

The headteachers' were further asked to indicate their highest academic qualification. The findings are tabulated in Table 4.3.

Table 4.3**Teachers' distribution by academic qualifications**

Qualification	Frequency	Percentage (%)
O level	5	17
A level	3	10
Diploma	12	40
Graduate	10	33
Total	30	100

The researcher sought to know the academic qualification of the headteachers' so as to establish if they have the right leadership qualities. Data on the academic qualifications of the headteachers' indicated that most of them; 5 (17%) were ordinary level, 3 (10%) were 'A' level holders, 12 (40%) diploma holders, and 10 (33%) were graduates. Academic qualification is an important factor which can affect leadership styles and pupils academic achievement hence there was need to know their academic qualification .

The headteachers' were further required to indicate their professional qualifications to which they responded as presented in Table 4.4.

Table 4.4**Distribution of the headteachers' by professional qualifications**

Level	Frequency	Percentage %
P1	8	26.6
ATS	10	33.3
Diploma	2	6.8
Bed	10	33.3
Med	0	0
Total	30	100

The researcher sought to know the professional qualification of the head teachers. This was due to the fact that the professional qualification is an important factor which can influence head teachers leadership and pupils academic achievement hence there was need to know their professional qualification. Data on professional qualifications of the head teachers indicated that most of them; 8 (26.6%) were P1 holders, 10 (33.3%) were ATS, 2 (6.8) diploma holders, and 10 (33.3%) were bachelor of education degree holders. None of the head teachers holds master of education degree. The data shows that the teachers had acquired qualifications above the minimum (P1) for one to teach at primary school. The data further implies that leadership styles employed may be affected by the professional qualifications of the headteachers'.

The researcher was further interested in establishing the teaching experience of the headteachers'. The data is tabulated in Table 4.5

Table 4.5

Distribution of headteachers' by teaching experience

Table 4.5		
Experience	Frequency	Percentage %
Below 1 year	1	3.3
2 – 5 years	5	16.6
6 – 10 years	10	33.3
11 – 15 years	5	16.6
Over 16 years	9	30.2
Total	30	100

The research sought to know the amount of time the head teachers have been teaching in their current stations or schools. This was due to the fact that if they had been there for long, then they understand their surroundings very well. From the data, it was established that 33.3% have been working for a period between 6-10 years. Others were below 1 year 1 (3.3%) , 2 – 5 years were 5 (16.6%), 11 - 15 years were 5 (16.6%) while 9 (30.2%) have stayed for 16 years and over.

Asked to indicate their duration of service in the schools, they responded as indicated in Table 4.6.

Table 4.6

Distribution of headteachers by length of service in their current positions

Period	Frequency	Percentage %
Less than 1 year	1	3
2 -5 years	4	14
6 – 10 years	10	33
Over 10 years	15	50
Total	30	100

It was paramount to find out how long one have been in the position and the respondents who were the headteachers' responded as follows; over 10 years were 15 (50%), 6-10 years were 10 (33%), 2 -5 years were 4 (14%) and less than 1 year 1 (3%). From the findings it was clear that the heads have been in the practice for a long time thus they have a wealth of experience in the field of administration and have the requisite qualities to administer their institutions with a particular leadership style.

4.3.3 Demographic data 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 gender of the teachers, the researcher sought to know the gender of the respondents as was indicated in the questionnaires so as to find out whether the ministry of education is considerate when it comes to gender equity in schools. To establish the gender of the teachers, they were asked to indicate the same. Their responses are presented in Table 4.7.

Table 4.7

Distribution of teachers by gender

Gender	Frequency	Percentage
Male	150	52
Female	137	48
Total	287	100

The researcher sought to know the gender of the respondents as was indicated in the questionnaires so as to find out if the ministry of education is considerate when it comes to balancing the gender of the teachers. It was

established from the study that 52% of the teachers at the sampled schools were male and 48% are female as shown in the table above. The data shows that unlike the gender of the headteachers', there was no major disparity in the distribution of teachers by gender.

The researcher further sought to gather information on the age of the teachers in the study. Data on the age of the teachers is presented in Table 4.8.

Table 4.8

Distribution of teachers by age

Age(years)	Frequency	Percentages
30 yrs and below	132	45
30 – 40	85	30
41– 50	45	15
51 years and above	25	10
Total	287	100

Data shows that this study covered respondents from ages of below 30 years to about 51 years and above. The responses indicated that most facilitator in the school lie between ages 20 -45 and years that is 12% are of between 20-25 years,22% are of between 26-35 years, 33% are of between 36-45 years and

33% to those who are of ages above 45 years. Asked to indicate their academic qualifications, they responded as presented in Table 4.9.

Table 4.9

Distribution of teachers by academic qualification

Level	Frequency	Percentage
O'Level	50	17
A' Level	22	8
Diploma	135	47
Graduate	80	28
Total	287	100

From the findings it was established that most respondents are diploma holders that is 47%, 28% are graduates, 17% are of O'Level holders and 8% are A'Level holders, this shows that most of the respondents are diploma holders thus this shows that they have the necessary and required education to ensure proper leadership so as to ensure that the children perform well as required. The data implies that teachers had different academic qualifications which could influence their leadership styles and hence performance.

The teachers were further asked to indicate their professional qualifications. Their responses are presented in Table 4.10.

Table 4.10

Distribution of teachers by professional qualification

Level	Frequency	percentage
P1	130	48.8
ATS	50	17.4
Diploma	57	19.8
Bed	50	17.4
Med	—	—
Total	287	100

The researcher sought to know the Professional qualification of the respondents. This was due to the fact that age is an important factor which can influence headteachers' leadership and pupils academic achievement hence there was need to know their Professional qualification. It was established that 30% of the teachers had a P1 and diploma the rest were 15% ATS and bed finally 10% had no Master of Education thus it was visible that most of the teachers were qualified to ensure academic achievement.

The researcher was also interested in establishing the duration of service of the teaches. They were asked to indicate the same to which they responded as indicated in Table 4.11.

Table 4.11

Distribution of teachers by length of service

Length of service	frequency	percentage
Below 1 year	10	3
2 – 5 years	40	15
5 – 10 years	180	60
Over 16 years	57	22
Total	287	100

The researcher sought to know the duration of time the teachers have been teaching in their respective schools. This was due to the fact that if they have been there for long then they understand the pupils well. It was established that 180 teachers (60%) have been working for a period of 5 – 10 years; others were 40 teachers (15%) taught between 2 – 5 years, 57 teachers (22) % taught for over 16 years, and 10 teachers (3%) taught below 1 year as shown in the table above. Thus this shows that most of the teachers have been in the field

for a long period of time and have the experience to ensure good performance is achieved.

4.3.4 Influence of headteachers' leadership styles and administrative experience

The study sought to establish how different leadership styles had an impact on students KCPE performance. The headteachers' were asked to respond to several items that sought to establish their leadership styles. Using a 5 Likert scale (A- Always O- Often OC- occasionally S – Seldom N – never) the study sought to investigate the type of leadership styles used in schools. Their responses are presented in Table 4.12.

Table 4.12

The head teacher's leadership profile

Leadership style	Mean	sd
Friendly to all teachers	2.00	1.069
Allow staff members to take centre stage in discussion	1.28	0.354
Listen well to the staff whether I am agreeable to their point of view or not.	2.13	0.641
Acknowledge all members of staffs' effort towards attainment of goals in the school.	3.63	1.061
Genuinely share information with the staff?	1.75	0.707
Pay no attention to individual staff member to make decision	1.43	0.641
Avoid supervision of teachers	2.25	1.165
I suppress new ideas or innovations from members of staff.	2.40	1.069
I pay no attention to individual's interest in their work place	3.59	1.059
I am unconcerned with the welfare of the staff	3.99	0.251
I do not supervise in their teaching and learning environment	1.59	0.550
I enhance indiscipline owing to non-provision of structures to staff in doing their work	2.00	0.774
Blame others for mistakes and failures?	1.80	0.997
Avoid imposing a decision upon the staff?	3.40	0.341

In Table 4.12 Questions, answers and examples were highly scored to indicate kind of leadership styles. According to Likert scale used above, the first category (friendly to all teachers) scored mean of 2.00 and was graded seldom in the Likert scale. Other seven categories namely listen well to the staff

whether I am agreeable to their point of view or not, genuinely share information with the staff, avoid supervision of teachers, I suppress new ideas or innovations from members of staff, I do not supervise in their teaching and learning environment, I enhance indiscipline owing to non-provision of structures to staff in doing their work and blame others for mistakes and failures also attained the same scale. There were two categories, allow staff members to take centre stage in discussion and pay no attention to individual staff member to make decision which have a means 1.28 and 1.43 respectively, attained never in the Likert scale. Other category like acknowledge all members of staffs' effort towards attainment of goals in the school, I pay no attention to individual's interest in their work place and I am unconcerned with the welfare of the staff attained grade often in the Likert scale. One left category, Allow staff members to take centre stage in discussion, attained a mean of 1.28 and was graded never in the Likert scale. This implies that all the above leadership styles were used differently in schools.

To determine the relationship between headteachers' leadership styles and KCPE performance, scores in KCPE were converted from continuous to discreet data and then chi square was used to test for significant relationship.

Table 4.13 presents the mean and sd of the responses on leadership styles used in schools.

Using a 5 likert scale (A- Always O- Often OC- occasionally S – Seldom N – never) the teachers were asked to indicate their perception of the leadership style of their headteachers'. Table 4.13 presents the data.

Table 4.13

Teachers' perceptions of the leadership styles of their headteachers'

Leadership style	Mean	SD
Good listeners to you and others?	2.20	1.045
Avoid supervision of teachers?	1.28	1.354
Avoid dominating discussions?	2.00	1.645
Accepts that he/she is capable of making mistakes?	3.77	0.061
Involve teachers in decision making?	1.76	1.709
Dictate decisions to the staff?	1.30	1.643
Consult with the staff towards improving academic standards of the school?	2.33	0.115
Set goals for the group?	2.07	0.067
Encourage indiscipline due to lack of direction?	3.73	0.050
Not defensive when criticized?	4.08	1.201
Good listeners to you and others?	1.75	0.550
Avoid supervision of teachers?	2.13	0.774
Avoid dominating discussions?	1.89	0.997
Accepts that he/she is capable of making mistakes?	3.27	0.341

4.3.5 Relationship between headteachers' autocratic (authoritarian) leadership styles and pupils' performance in KCPE

To test whether there were any relationship between headteachers' use of autocratic (authoritarian) leadership style and performance in KCPE, Chi square was used. Chi-square test was carried out at $p > 0.05$ to determine the relationship between headteachers' use of autocratic (authoritarian) leadership style and performance. The relationships between leadership styles and academic performance 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*) or Spearman's Rank Correlation Coefficient was used in calculating the degree of linear relationship between two variables. The results of the analysis indicated that there was no significant relationship between head teachers' use of autocratic (authoritarian) and school performance (χ^2 value = 5.380, $df = 5$, Sig. = 0.371) at $p < 0.05$ and thus the finding that there was not a significant relationship between head teachers' use of autocratic (authoritarian) and school KCPE performance.

4.3.6 Relationship between headteachers' democratic leadership styles in students' performance in KCPE.

To test whether there was any significant relationship between headteachers' use of democratic leadership styles and school's KCPE performance, Chi square was used. The results (X^2 value = 7.384, $df = 10$, $Sig = 0.882$) revealed that there was no significant relationship between headteachers' democratic leadership styles and KCPE performance. The finding revealed that there was no significant relationship between headteachers' democratic leadership styles and KCPE performance.

4.3.7 Relationship between laissez-faire leadership styles and students performance in KCPE

To test whether significant relationship existed between headteachers' use of laissez-faire leadership styles and students' performance in KCPE Pearson's correlation coefficient was used. 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. Findings revealed that there was a significant relationship between laissez-faire leadership styles and students performance in KCPE (r -value = 0.3734) this was tested for significant at 0.001 level of significant.

4.3.8 Relationship between charismatic leadership styles and students performance in KCPE

To test the relationship between charismatic leadership styles and students performance in KCPE, Chi square was used. The Chi-square results revealed no significant Relationship between charismatic leadership styles and students performance in KCPE (X^2 value = 6.546, df = 10, Sig = 0.821).

The researcher found it paramount to establish the statement of the teachers of how head teachers applies to leadership style of your school it was found that most cited that the consult with the staff towards improving academic standards of the school that is 30% of the targeted population others were 15% accepts that he/she is capable of making mistakes and set goals for the group, 12% good listeners to you and others, 9% involve teachers in decision making 6 % avoid dominating discussions and avoid supervision of teachers, 3 % dictate decisions to the staff finally 2% cited that the head teacher, not defensive when criticized and encourage indiscipline due to lack of direction thus this shows that the head teachers are well performing and have a nature of leadership required to direct the school so as to improve performance.

4.3.9 Other factors that influence pupils' performance in KCPE in Tirap Division

To establish other factors that influenced pupils performance, the headteachers' were supposed to respond to several statement that sought to establish how other factors influenced performance. For example, the headteachers' were requested to indicate how often they held staff meetings in the schools. The responses of the headteachers' to this item is presented in table 4.14.

Table 4.14
Frequency of holding staff meetings

Number	Frequency	Percentage %
Once	4	13.4
Twice	15	50
Thrice	10	33.3
More than thrice	1	3.3
Total	30	100

Data on how often the headteachers' held staff meeting indicated that, 4 (13.4%) held once, 15 (50%) held twice, 10 (33.3%) held thrice while 1(3.3%) held more than thrice. This shows that the headteachers' were responsible thus kept the teachers on their toes to ensure good performance.

They were also asked to indicate how often they organized meetings between teachers, parents and pupils per term to discuss performance. The responses are presented in Table 4.15.

Table 4.15

Frequency of head teachers' organization of meetings

Number of times	Frequency	Percentage
Once	20	66.7
Twice	5	16.7
Thrice	3	10
More than thrice	2	6.6
Total	30	100

It was important to find out how often head teachers organize meetings between teachers, parents and pupils per term. The findings revealed that 20 (66.7%) held meetings more than once, others 5 (16.7%) held twice were , 3 (10%) held thrice while 2 (6.6%). Held more that thrice. The data implies that teachers were keen on holding staff meeting with

parents, teachers and pupils which implies they involved other stakeholders in school management.

Asked which documents their teachers prepared, the headteachers' responded as indicated in Table 4.16.

Table 4.16

Headteachers' responses on documents that teachers prepared

Documents	Frequency	Percentage %
Schemes of work	10	33.3
Lesson plan	5	16.7
Records of work	7	23.3
Class time tables	8	26.7
Total	30	100

Data indicated that 10 (33.3%) reported that their teachers prepared schemes of work 5 (16.7%) prepared lesson plans, 7(23.3%) kept records of work while 8 (26.7%) prepared and place time tables in their classes. This findings indicated that teachers prepared the required documents

before they go to teach and which were checked and signed by headteachers'. These are important records that teachers should prepare to ensure consistency and smooth teaching that is systematic.

The researcher was further interested in establishing how often the headteachers' observed teaching as conducted by teachers. The data is presented in Table 4.17.

Table 4.17

Frequency of teachers' observation of teaching teachers

Number of times	Frequency	Percentage %
Once	3	10
Twice	2	6.7
Thrice	20	66.7
More than thrice	5	16.6
Total	30	100

Data shows that 20 (66.7%) headteachers' visited classrooms thrice, 3 (10%) visited teachers once, 5 (16.6%) visited more than thrice while 2 (6.7%)

visited twice. This indicates that the headteachers' were dedicated leaders in their respective schools though the number of times they conduct routine checks in their classrooms vary. Asked whether teachers offered remedial teaching, they responded as indicated in Table 4.18.

Table 4.18

Headteachers' responses on whether teachers offered remedial teaching

Response	Frequency	Percentage %
Yes	20	66.7
No	10	33.3
Total	30	100

The researcher found out that the teachers conducted remedial teaching for their pupils as was cited by 20 (66.7%) of the headteachers' while 10 (33.3%) said teachers did not. This shows that they were concerned for their pupil's learning which was done to improve performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter contains a summary of the major findings, conclusion, recommendations and areas for further research.

5.2 Summary

The purpose of this study was to The purpose of the study was to investigate how the headteachers' leadership style influences performance in KCPE examinations in Public primary school in Tirap Division, Marakwet East District, Kenya. Five research questions were formulated to guide the study Research question one sought to establish the relationship between headteachers' autocratic (authoritarian) leadership styles and pupils performance in KCPE. Research question two sought to examine the influence of headteacher's democratic leadership styles on student's performance in KCPE. Research question three sought to establish the extent the headteachers' laissez-faire leadership styles influence students performance in KCPE. Research question four sought to establish the extent which headteachers' charismatic leadership styles influence students performance in KCPE. Research question five sought to establish the factors that influence

pupils performance in KCPE in Tiap Division. Demographic respondents such as gender, age, teaching experience, professional and academic qualification and how they influenced headteachers' leadership style and performance

The study employed empirical research design. The target population of the study was all the public primary school head teachers and teachers in Marakwet district which comprised of 287 teachers and 30 head teachers.

Findings indicated that there was no significant relationship between head teachers' use of autocratic (authoritarian) and school performance (χ^2 value = 5.380, $df = 5$, $Sig. = 0.371$) at $p < 0.05$ and thus the finding that there was not a significant relationship between head teachers' use of autocratic (authoritarian) and school KCPE performance. Findings also revealed that The finding revealed that there was no significant relationship between headteachers' democratic leadership styles and KCPE performance. Findings revealed that there was a significant relationship between laissez-faire leadership styles and students performance in KCPE (r -value = 0.3734) this was tested for significant at 0.001 level of significant. The Chi-square results revealed no significant relationship between charismatic leadership styles and students performance in KCPE (X^2 value = 6.546, $df = 10$, $Sig = 0.821$).

5.3 Conclusions

Based on the findings, it was concluded that there was a significant relationship between the headteachers' leadership styles and pupils' performance. It was also concluded that there was no significant relationship between headteachers' selected demographic variables and their leadership style. The study further concluded that teachers from different schools had different perceptions of the leadership style of their headteachers'. The findings concluded that teachers' demographic variables such as age, gender, teaching experience and academic/professional qualifications did not influence their perception of their headteachers' leadership styles.

5.4 Recommendations

Based on the findings the study made these recommendations

1. The study recommended that headteachers should use the most appropriate leadership style that facilitates collective responsibility and which creates a conducive teaching and learning environment in schools.
2. It was also recommended that there was need for facilitating headteachers' leadership styles as they had a direct relationship with students' academic performance.

3. Headteachers' should be provided with in-service courses on leadership which is a prerequisite for academic performance.
4. Headteachers' should involve teachers in their administration which would enhance participatory leadership and hence better academic performance

5.5 Suggestions for further research

1. A study on teachers' perception of the headteachers' leadership styles and their job performance.
2. A study on the effect of teachers' demographic variables and their influence on performance in KCPE.
3. A study on how parental involvement in students' school life affects pupils' performance.

REFERENCES

- Asundar, R. (1983). A study of Leadership Behaviour and Styles of secondary schools Headteachers in Nairobi. Unpublished M.Ed. Thesis, University of Nairobi.
- Bell, L. (1992). *Transformational Leadership: Industrial Military and Educational Impact*. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Borg, R.W. and Gall, M. D. (1989). *Educational research New York*: Longman
- Bucker, K. G. and McDowelle J.O. (2000). Developing Teachers' Leaders: Providing Encouragement, Opportunities and Support. NASSP Buttetin 84, (616).
- Bukusi, A. (2002). *Management: What it takes to Excel as A Manager*. Management for Decision *Information*. Nairobi Kenya.
- Campbell, R. (1971), *Information to Educational Administration*. Boston. Allyn and Bacon.
- Chongwony, M. H. (2007). Perceived Relationship between School Leadership Variables and Pupils Performance in KCPE in Mt. Elgon District. Unpublished M.Ed Thesis. University of Eastern Africa Baraton.
- Copland, M.A. (2003). Leadership of Inquiry: Building and Sustaining Capacity for Schools Improvement. Educational Evaluation & Policy Analysis 25 (4) Retrieved on March 2011.
- Dean, J. (1995). *Managing the Primary Schools*. 2nd Ed. London: Routledge.
- Eshiwani, G.S. (1983). Factors Influencing performance primary and Secondary School Pupils of Western Province of Kenya. Nairobi: Kenyatta University Bureau of Educational Research.
- Fullan, M. (1992). *What's worth Fighting for in leadership?* Buckingham: Open University.
- Getzels, J.W. and Guba, E. G. (1968). Social Behaviour and the Administration Process. School Review.

- Gratton, C. & Jones, I. (2004) *Research Methods For Sports Studies*. London: Routledge.
- Harris, A. & Lambert, L. (2003). *Building Leadership Capacity for School Improvement*. Milton Keynes: Open University Press.
- Hoy, K.W. (2006). *Education Administration Theory, Research and Practice*. New York: McGraw Hill International.
- Huka M.D. (2003). A study of Headteachers' management styles of KCSE examination in Mandera District Unpublished. MED Project, University of Nairobi
- Ileri, J. M. (2003). The relationship between leadership styles and performance of girls in science subjects in Embu district. Unpublished M.Ed. Thesis. University of Nairobi.
- Kasomo, D. (2006). *Research methods in Humanities and Education*: Egerton University Press.
- Kemp, R. and Nathan M. (1989). *Middle Management in Schools. A Survival Guide*. London; Basil Black wall Ltd.
- Kimancia, P. (2007). The relationship between Headteacher's relationship styles and girls student's performance in KCSE in public secondary schools in Narok district.
- Luthans, F. (2002). *Organizational Behavior* (9th Ed) Singapore McGraw – Hill.
- Mangoka, J. (1999). A study of leadership behavior of Nairobi and Machakos Secondary Schools *Head teachers*. Unpublished M.A .Thesis University of Nairobi.
- Mbiti, D.M. (2007). *Foundation of School Administration* Nairobi; Oxford.
- Moore, A. George, R. & Halpin, D. (2001) "The Developing Role of the Head teachers in English Schools". *Educational Management and British Educational Leadership*. London: Sage Publications.
- Mugenda, O.M. and Mugenda, A, G. (1999). *Research methods: Quantitative and Qualitative Approach*. Nairobi: Acts Press.

- Mugenda, O.M. & Mugenda A.G (2003). *Research Methods: Quantitative and Qualitative Approach*. Nairobi: Acts Press.
- Mulusa, T. (1988). *Evaluation Research for Beginners*. A Practical Guide. International Literacy Year (ILY)
- Mulusa, T. (1990). *Evaluation Research for beginners: A practical study guide*. Nairobi University Press.
- Musau, K.J. (2005). *An Investigation of the Factors Influencing Performance in KCPE in Kathonzweni Division Makueni District*. Unpublished M. Ed Thesis University of Nairobi.
- Mwalala, D.B. (2008). *Leadership styles and their effects on academic performance. A case study of Taita district*. Unpublished M.Ed. Thesis. University of Nairobi.
- Njuguna, F.W. (1998). "A study of headteachers' leadership styles and students' KCSE performance in public secondary schools in Nairobi. Unpublished M.Ed. Thesis. University of Nairobi.
- Okoth, S.A. (2000). *A study of the effects of relationship styles on performance in KCSE examination in Nairobi*. Unpublished M.Ed. Thesis. University of Nairobi.
- Okoth, U. A. (2000). *A study of the effects of leadership styles on Performance in KCSE in Nairobi Province*. Unpublished M.Ed Thesis. University of Nairobi.
- Okumbe, J. A. (1998). *Education Management: Theory and Practice*, Nairobi; Nairobi University Press.
- Olembo, J.O. Wanga, P.E. and Karagu, N.M. (1992). *Management in Education*. Nairobi; East African Educational Publishers.
- Orodho J.A. (2008). *Techniques of writing Research proposed and Reports in Education and Social Science: Kenezja HP enterprise, Maseno, Kenya*.
- Owen, J. (1992). *Managing Education*: New York Longman.
- Republic of Kenya (2005). *Sessional Paper No. 1 on policy framework for education training and research Nairobi*: Government printers.

- Sagimo, P.O. (2002). *Management Dynamics: Towards Effectiveness, Competence and Productivity*. East African Educational Publishers Ltd.
- Senge, P. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday.
- Smith, M., Back J. Copper, C. L. Cox, C. Ohawa D. & Talbot, R. (1982) *introducing Organizational Behaviour*. London Macmillan Publishers Ltd.
- Stone, T. T. (1998). *Personal factors Associated with leadership in Mark, H.(1996). Educational Administration and Organizational Behaviour (4th Ed.)*. London; Allyn and Balon.
- UNESCO (2000). *Education for All: Status and Trends of Assessing Learning achievement* Paris: UNESCO.
- Wanjohi. D.M. (2008). *Effects of Head teachers Personal Characteristics on administration of students Personal Task in Public Secondary Schools in Mathioya Division Muranga District* Unpublished M. Education. Thesis University of Nairobi.
- White, R. & Lippit R. (1960) *Autocracy and Democracy in Organization. An Experimental Inquiry*. New York: Harper and Row.

APPENDICES

Appendix 1

Introduction Letter to Respondents

University of Nairobi
Department of Educational Administration
P.O Box 30197-00100
NAIROBI.

The Head teacher,
_____ Primary School,

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a 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 head teachers’ leadership styles on KCPE performance in Public Primary schools in Tirap Division, Marakwet East District.”

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

Thank you in advance.

Yours faithfully,

Samuel Kiptanui

M.Ed Student

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 []
- iii) 6 – 10 yrs [] iv) 10 yrs and above []

Part II: Influence of headteachers' leadership styles and administrative experience on performance.

1. How often do you hold staff meetings per term in the school?

- i) Once [] ii) Twice [] iii) Thrice []
- iv) More than thrice []

2. How often do you organize meetings between teachers, parents and pupils per term to discuss performance?

- Once [] ii) Twice [] iii) Thrice []
- iv) More than thrice [] v) Never []

3. Tick the documents that your teachers prepare

- i) Schemes of work [] ii) Lesson plans []
- iii) Records of work [] iv) class timetables []

4. How do you ensure that teachers teach on daily basis?

5. How many times do you as headteacher of your school go in to observe teaching conducted by your teachers?

i) Once [] ii) twice [] iii) thrice []

iv) Never [] v) more than thrice []

6. (a) Do teachers offer remedial teaching to pupils?

Yes [] No []

b) If the answer to question 6 a) is yes then when? i) After normal classes [] ii) during weekends [] I (iii) Night Preps []
iv) Before morning lessons []

7. (a) Do you experience indiscipline cases among your teachers?

Yes [] No []

(b) If the answer to question 7(a) above in Yes then, how do you handle

8. How do you handle cases of indiscipline among your pupils? _____

Part III: The headteachers' profile of leaderships (adapted from Likert, 1967).

Indicate by ticking () a statement to which the following statements will apply to your leadership in your school.

Key: A- Always O- Often OC- occasionally S – Seldom N
 – never

Leadership Style		A	O	OC	S	N
1.	Friendly to all teachers					
2.	Allow staff members to take centre stage in discussion					
3.	Listen well to the staff whether I am agreeable to their point of view or not.					
4.	Acknowledge all members of staffs' effort towards attainment of goals in the school.					
5.	Genuinely share information with the staff?					

6.	Pay no attention to individual staff member to make decision					
7.	Avoid supervision of teachers					
8.	I suppress new ideas or innovations from members of staff.					
9.	I pay no attention to individual's interest in their work place					
10.	I am unconcerned with the welfare of the staff					
11.	I do not supervise in their teaching and learning environment					
12.	I enhance indiscipline owing to non-provision of structures to staff in doing their work					
13.	Blame others for mistakes and failures?					
14.	Avoid imposing a decision upon the staff?					

(iv) Bed [] (v) Med [] (v) others specify

.....

(2) What is your teaching experience in the school?

(ii) Less than 1 year [] (ii) 2-5 Years [] (iii) 5 –
10 years []

(iv) 11 -15 years [] (v) more than 16[]

Part 2

The heateachers profile of leadership (Adapted from Likert, 1967). Pleases indicate by ticking () statement that applies to leadership of style your school headteacher.

Key: A – Always O- often OC – Occasionally S – Seldom

N – Never

	Leadership style	Perception				
		A	O	OC	S	N
1.	Good listeners to you and others?					
2.	Avoid supervision of teachers?					
3.	Avoid dominating discussions?					
4.	Accepts that he/she is capable of making mistakes?					
5.	Involve teachers in decision making?					
6.	Dictate decisions to the staff?					
7.	Consult with the staff towards improving academic standards of the school?					
8.	Set goals for he group?					
9.	Encourage indiscipline due to lack of direction?					
10	Not defensive when criticized?					

Appendix iv
Research Clearance Permit

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Samuel Chebib Kiptanui
Of (Address) University of Nairobi
P.O BOX 30197-00200
NAIROBI

Has been permitted to conduct research in

Marakwet East
Rift Valley

PAGE 3

Research Permit No. NCST/RCD/14/012/892
Date of Issue 22nd June 2012
Fee received KSh. 1000.



Paul Mwangi

Paul Mwangi
National Council for
Science and Technology
Secretary

On the topic: **Influence of head teachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education, in Tirap Division, Marakwet East District, Kenya.**
For a period ending: **31st August 2012**

Appendix v
Research Authorization

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254 020 2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/012/892**

Date: **22nd June, 2012**


Samuel Chebii Kiptanui
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 styles on pupils performance in Kenya Certificate of Secondary Education in Tirap Division, Marakwet East District, Kenya"* I am pleased to inform you that you have been authorized to undertake research in Rift Valley Province for a period ending *31st August, 2012*.

You are advised to report to the **District Commissioner and the District Education Officer, Marakwet East 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,
Marakwet East District