

**AN ASSESSMENT OF THE RELATIONSHIP BETWEEN HEAD TEACHERS'
LEADERSHIP STYLES AND PUPILS' ACADEMIC PERFORMANCE
IN PUBLIC PRIMARY SCHOOLS IN
MALINDI SUB-COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the student

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


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DEDICATION

I dedicate this research project work to my beloved family for support and understanding throughout my study

ACKNOWLEDGEMENT

My gratitude goes to my supervisors, Dr. Susan Murage and Joseph Kimotho for their unwavering intellectual moral and other forms of support and understanding my case throughout the course of this study. Special thanks will also go to my lecturers and the management of Mount Kenya University for their assistance, guidance and constructive criticism which will be rendered to me throughout the period of preparing and drafting this research proposal.

ABSTRACT

This study aimed at investigating the relationship between head teachers' leadership styles on pupils' academic performance in public primary schools in Malindi Sub County, Kenya. More often than not, head teachers find themselves on the receiving end of poor performance in public primary schools. Most parents tend to attribute poor performance of their children to head teacher's leadership styles. The objectives of the study were to: find out the relationship between democratic leadership style and pupils' academic performance; determine relationship between the autocratic leadership style and pupils' academic performance; find out the relationship between the transformative leadership styles and pupils' academic performance; and determine the leadership the relationship between the transactional leadership styles and pupils' academic performance. This study was based on Fiedler's contingency theory and rationale theory of performance. quantitative methods were used in this study. The study adopted the correlational research design that sought to measure the relationship between the variables. The study targeted a population of 750 teachers and head teachers from 30 public primary schools in Malindi Sub County. The sample was 200 participants consisting of 192 teachers and 8 head teachers. The sample was obtained through stratified sampling to establish the number of head teachers and teachers to include in the study sample. Simple random sampling was used to select 8 head teachers from 30 schools and 192 teachers from 720 teachers. Questionnaires were used; one for teachers and another for head teachers to collect data. Pilot study was carried out in two neighbouring schools which were not included in the study. The validity of the instruments was ascertained by the supervisor and two other lecturers who gave verdict on their appropriateness. The reliability was verified by using the test retest method whereby Pearson Product Moment correlation was 0.75. To cover ethical issues, clearance was done with Mount Kenya University and a permit was obtained from NACOSTI and official letters from the County Director of Education and the District Education Officer. The participants signed informed consent forms and were assured of their privacy and confidentiality. The data was analyzed quantitatively using both descriptive and inferential statistics. The findings established that independent variables had positive and significant relationship with pupils' academic performance since the estimated Pearson Linear correlation coefficient statistic was significant at the 99% level for all the variables (Sig.<.01, r>.9). All the null hypotheses filed to be accepted. The study concludes that from the three tests on a hypothesis that is correlation, regression and coefficient, all indicates rejection of the null hypothesis paving a way for alternative hypothesis. The study recommends that head teachers ought to be given refresher courses on appropriate leadership styles to be applied in their institutions. The ministry of education should allow teachers to teach in one school for at most 10 years so as to gain experience before transferring to another school. Quality assurance officers needed to be visiting schools regularly to establish level of performance and offer necessary intervention where things are not in order. The study findings are expected to provide useful information to head teachers in helping them to re-examine and appraise their own leadership styles and hence make adjustment where necessary.

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LIST OF ABBREVIATIONS AND ACRONYMS

KCPE	Kenya Certificate of Primary Education
KESI	Kenya Education Staff Institute
LBDQ	Leader Behavior Descriptive Questionnaire
MOEST	Ministry of Education Science and Technology
NAESP	National Association of Elementary School Principals
PTA	Parents Teachers Association

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter deals with the background of the study, statement of the problem, hypothesis and objectives of the study, assumptions, limitations and delimitations of the study, theoretical framework and conceptual framework of the study and operational definition of central terms.

1.1 Background to the Study

Methods used in the administrative process are vital in the success of any organization. As administrators, school heads play a vital role in ensuring that effective teaching and learning takes place. According to researchers Leithwood, Day, Sammons, Harris, and Hopkins (2006), “Leadership is all about organizational improvement; more specifically, it is about establishing agreed-upon and worthwhile directions for the organization in question, and doing whatever it takes to support people to move in those directions”

Other researchers note that “effective leadership means more than knowing what to do-it is knowing when, how, and why to do it” (Waters, Marzano, & McNulty, 2005). Chitiavi (2002) contends that “effective headship by head teachers was prerequisite to good performance of schools”. The above studies emphasized on the central role in offering school leadership by the headmaster. He was noted as the one supposed to mobilize and coordinate all the school stakeholders and resources towards the school goal. In a recent report, the Wallace Foundation (2011) identified five key functions of principal leadership: Shaping a vision of academic success for all pupils, creating a climate hospitable to education, cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision, improving instruction to

enable teachers to teach at their best and pupils to learn at their utmost, and Managing people, data and processes to foster school improvement.

Leadership remains a high priority issue for those concerned with education. The concept of leadership however is surrounded with confusion indicating a lack of hard evidence about what could be termed as successful or effective leadership. That reform is highlighted by the amount of research conducted on this issue internationally. In a study conducted by Hargreaves and Fink (2006), the most obvious and frequent form of instability in leadership was found to be in the form of frequent head and deputy head turn over. This greatly undermines schools' improvement effort. A meta-analysis conducted by Waters, Marzano and McNully (2005) identifies 21 leadership responsibilities and concludes that an average principal who improved her demonstrated abilities in all 21 responsibilities by one standard deviation is likely to elicit a 10 percentile points increase in pupil test scores. Other studies conducted in Australia and North America has reported significant positive effects of transformational leadership on pupil engagement (Leithwood *et al.*, 2003; Silins & Mulford, 2002). Besides, studies conducted in Canada by Macmillan (2004) and Fink and Brayman (2006) have also highlighted the importance of leadership by demonstrating negative effects of principal succession on initiatives intended to increase pupil achievement.

Studies focusing on leadership in schools have also been conducted in Africa, further highlighting the concern shown over the issue of leadership. In a recent study conducted in Uganda, Nsubuga (2008) established that there is a relationship between leadership styles and school performance and goes on to recommend that if schools hope to operate successfully, the leadership should adopt approaches that take cognizance of the diverse needs of all stakeholders.

In Kenya, a study conducted by the ILO international programme on the Elimination of Child Labour (ILO-IPEC, 2003), through a team of consultants to undertake a situation analysis on conducive learning for children withdrawn and prevented from child labour in primary schools in the then Kilifi district, also highlighted the issue of leadership. It was noted that there were weak mechanisms that could ensure that children withdrawn and prevented from child labour cope with school environment. Much of the challenges these children face are not adequately addressed, hence putting them at extremely high risks of dropping out. This was evidenced by the situations where schools that purportedly indicate high re-enrollment rates counter productively tended to have high rates of drop outs.

Several studies have narrowed down the issue of leadership to head teachers' leadership styles. According to Adeoti (2012), efficiency and effectiveness of a school is influenced by the head teacher's leadership styles. These views are further supported by Chaplain (2003, cited in Byron, 2007) who notes that the head teacher has a very important role to play in maintaining discipline in the school.

The importance of head teacher's leadership capability cannot be underestimated. Several recommendations have been made by various stakeholders particularly with regards to expectations of head teachers in their administrative roles. In its report of 2001/2002, the Ministry of Education Science and Technology (MOEST, 2001/2002) recommends that qualified and competent personnel should be appointed as administrators and managers of schools, and this should be based on a clear criteria.

In its report of 2004, the Kenya Educational Staff Institute ((KESI) recommends that those appointed head teachers should have the required skills and where necessary be given an induction course on management before they assume office (KESI, 2004). According to Kubai (2004), head teachers should make schools better places in the way they treat staff and pupils. This mirror on the recommendations that head teachers should be tolerant and accommodating and be ready to lead by example and motivate (MOEST, 2001).

The success of head teachers can therefore be attributed to their leadership styles in among others, motivating teachers and assuring discipline within and outside the school. It is reported that through appropriate leadership styles, “Effective school leaders will know how to focus the work of the school on the essential. They will have a clear mission or purpose for the school and identify goals that align with that mission. They will communicate the purpose and goals in a meaningful way such that all stakeholders understand what they need to do” (McIver, Kearns, Lyons & Sussman, 2009). The bottom line then is that leadership entails giving direction towards team efforts targeted at specific achievements. This may call for an array of leadership styles.

Different leadership styles have been identified by several scholars (Avolio & Bass, 2004; Yulk, 2005). Through their leadership theory, Avolio and Bass (2004) identify transactional, transformational and Laissez-faire leadership styles. Yulk (2005) weighs in this discussion by observing that while democratic style is characterized by co-ordination, co-operation and collaboration, the autocratic style does not allow for participation in decision making and laissez-faire tends to empower others to participate freely.

The style of leadership head teachers adopt may impact on several aspects of pupil learning. According to Henry (2009), “School leadership was the most important condition affecting teachers’ willingness to remain teaching at their school”. . Nsubunga (2008) in supporting this view observes that pupils hate harsh administrators who make their academic record decline. According to Mumbe (2005, cited in Keith, 2007), democratic leadership styles affects pupils’ academic achievement and general school performance positively through motivating teachers to work with principals towards desired goals. While research focuses mostly on what pupils can achieve directly from the motivational approach attributed to the head teacher, there is a need to examine leadership styles from the perspective of pupils’ summative evaluation.

1.2 Statement of the Problem

The Government of Kenya through policy frameworks underscores the need for provision of basic education to children. The children’s Act (2001) and the Basic Education Act (2012) provide for compulsory basic education to children. Despite these initiatives, pupils in parts of the country such as Kilifi County continue to score poorly in National examinations compared to pupils in other parts such as Makeni County (Mwatsuma & Silvester, 2012). The poor performance is consistently blamed on head teacher’s leadership styles without pointing out appropriate leadership styles that can significantly impact on academic achievements of pupils. It is against this back drop that this study seeks to establish the leadership style that can be suitable to improve pupil’s academic performance (measured by pupil’s academic achievement) in Kilifi County.

1.3 Purpose of the Study

The purpose of this study was to assess the influence of head teachers’ leadership styles on pupils’ academic performance in public primary schools in Malindi Sub-County, Kilifi County, Kenya.

1.4 Research Objectives

The study was guided by the following objectives:

- i) To find out the relationship between democratic leadership style and pupils' academic performance in Malindi Sub County
- ii) To determine whether there is a relationship between the autocratic leadership style and pupils' academic performance in Malindi Sub County
- iii) To find out the relationship between the transformative leadership styles and pupils' academic performance in Malindi Sub County
- iv) To determine the leadership the relationship between the transactional leadership styles and pupils' academic performance in Malindi Sub County

1.5 Research Hypotheses

The study was based on the following null hypotheses:

H₁: There is no significant relationship between the democratic leadership style and pupils' academic performance in Malindi Sub County

H₂: There is no significant relationship between the autocratic leadership style and pupils' academic performance in Malindi Sub County

H₃: There is no significant relationship between transformative leadership styles and pupils' academic performance in Malindi Sub County

H₄: There is no significant relationship between transactional leadership styles and pupils' academic performance in Malindi Sub County

1.6 Rationale of the study

School heads play a vital role in ensuring that effective teaching and learning takes place. Wallace Foundation (2011) identified five key functions of principle leadership, shaping a vision of academic success for all pupils, creating employment hospitable to education, cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision, improving instruction to enable teachers teach at their best and pupils learn at their utmost. International program on elimination of child labour (ILO – IPEC 2003) through a team of consultants to undertake a situation analysis on conducive learning for children withdrawn and prevented from child labour in primary schools in the then Kilifi District also highlighted in the issue of leadership. Despite the children’s act and the basic education (2012) providing for compulsory basic education for children, pupils in part of the country such as Kilifi County continue to score poorly in National Examination compared to pupils in other parts such as Makeni County.

The poor performance is consistently blamed on Head teacher’s leadership style. It is against this drop that this study seeks to establish the leadership style that can be suitable to improve pupils’ academic performance (measured by pupils’ academic achievement) in Malindi Sub-County, Kilifi County.

1.7 Significance of the Study

The findings of this study help the researcher answer the curious question of how leadership styles exhibited by the head teacher can impact on pupil’s academic performance. Besides, the findings enable the universities and training college such as KESI to improve the scope of pre-service and

school administration courses with a view of enhancing efficient and effective leadership styles. The findings might also be useful to head teachers in helping them to re-examine and appraise their own leadership styles and hence make adjustment where necessary. The findings might be useful to education policy makers in the various fields of education.

Teachers who are aspiring to become deputies as heads of schools may use the information to improve their leadership styles and skills and hence prepare adequately to head public or private primary schools in Kenya. PTA may use the findings as the base of discussions on the steps that need to be taken to improve the pupils' academic achievements in public primary schools. The study could stimulate interests and further research in the area. This is necessary for the improvement of the quality leadership styles in an education institution.

1.8 Scope of the Study

This study was conducted in public primary schools in Malindi sub County Kilifi County. The study included head teachers and teachers of public primary schools in Malindi sub County, Kilifi County. The current study was confined in only four styles of leadership namely; democratic, autocratic transformative transactional leadership styles and their influence on pupils' academic performance. For the purpose of this study, only questionnaires, designed for teachers and head teachers, were used to collect data. The research, with regards to data collection, took a period of 3 weeks.

1.9 Limitations of the Study

- i. The study adopted the correlation study design with a view of determining the extent of relationship between leadership style and pupil's performance. Consequently the study was

limited by the fact that correlation is not causation and hence not proved that leadership styles cause poor performance.

- ii. The study used the questionnaire as the principal instrument for data collection. Further limitations to the study are limitations inherent in questionnaire as a data collection instrument such as not getting careful feedback, low response, impersonation, incomplete feedback.

1.10 Delimitation of the Study

The study was delimited to four leadership styles namely, democratic, autocratic, transformative and transactional. It was also delimited to public schools in Malindi Sub-County. Correlation research design was used in this study.

1.11 Assumptions of the study

The study will be based on the following assumptions:

- i. That respondents will give truthful and honest responses to the items in the questionnaires
- ii. That all the respondents will provide accurate and reliable information
- iii. That the sample population will be a fair distribution representing the whole population studied.
- iv. That head teachers leadership styles have direct effect/bearing on the academic performance in public primary schools in Malindi Sub County.

1.12 Operational Definition of Key Terms

Academic performance – In this study, academic performance is operationalized to reflect the mean score achieved by individual pupils in the KCPE examination.

Autocratic leadership style- This refers to the level with which head teachers derive power by virtue of being in the position they hold

Democratic leadership- In the present study, democratic leadership refers to the degree with which head teachers allow teachers to participate in school functions and decisions.

Leadership styles – they refer to the styles head teachers in the sub County adopt in their day to day operations.

School Performance – This refers to the mean score a school achieves in the KCPE examination.

Transformative leadership-Refers to the level to which head teachers meet the classroom needs of teachers under them

Transactional leadership- Refers to how well head teachers build on past performance measures to inform future performance needs.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on review of the literature related to a study of leadership styles and school performance. The review aims to focus on the definition, nature, evolution and conceptualization of leadership. It will also focus on leadership theories and styles with special reference to styles that relate to educational institutions.

2.1 Empirical Literature Review

2.1.1 Concept of Leadership Styles

Leadership is one of the most important and a pervasive concept argued across a multitude of disciplines and is conceived as continuously evolving. The concept of leadership therefore continues to attract interest from scholars. According to Cheng (2002), leadership is one of the most observed phenomena on earth and one of the least understood. Cheng (2002) further asserts that the different scholars, who have attempted to define, categorize and to attribute the study of leadership to particular situations have only added to its confusion and incomprehensibility. Adlam (2003) contends that “leadership is a rather complex concept. This is due to the fact that several approaches have been employed to provide meaning to the term leadership and its effectiveness” Botha (2005) defines leadership as the process of motivating people to achieve specific goals. Botha (2005), however, falls short of mentioning those motivational procedures that leadership offers to effect organizational change. Oyetunyi (2006) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. In addition, Oyetunyi (2006) infers that the leader’s task is to build confidence in their jobs so as to

be effective and that is a leader's responsibility to communicate the picture of what the organization should be, to convince followers and to channel all activities towards accomplishing it.

Curving out succinct definition for leadership is very tricky. Different scholars have interpreted the concept of leadership differently. Omar (2005) describes the study of leadership as both daunting and enticing. In his view, it is daunting because it is regarded as including educational, political, legal and psychological ones. Leadership is enticing and has been a preoccupation of human beings since the beginning of life. It provides a springboard for aspiring leaders to be able to rate themselves against individuals who have won the title of being great leaders.

General consensus therefore point to leadership as an ability to influence, an influencing process or "an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes" (Stogdill in Buchanan & Huczynski, 2010; Daft & Lane, 2005). Consequently, the focus of leadership is achievement of goals by involving human behaviour, direct action, individuals and relationships.

Leadership in institutions of learning is informed by the important, indispensable roles and mounting demands on principals. Studies reveal that principals are in the hot seat to improve teaching and learning in the present competitive society ((DeVita, 1998 as cited in Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). Principals are today faced with numerous challenges which they are expected to surmount. DeVita (1998, cited in Davis *et al.*, 2005) argues that principals are expected to be educational visionaries; instructional and curriculum leaders; assessment experts; disciplinarians; community builders; public relations experts; budget analysts; facility managers; special program administrators; and expert overseers of legal, contractual, and

policy mandates and initiatives. These studies further reveal that Principals are expected to break the often-conflicting interests of parents, teachers, pupils, district officials, unions, and state and federal agencies, and they need to be sensitive to the widening range of pupil needs.

Educators and researchers repeatedly echo the importance of principals in ensuring that all pupils have access to high-quality education through well-organized institutions. These scholars emphasize the significance of the impact principals can have on pupils (Schmidt-Davis & Bottoms, 2011).

2.1.2. Pupils' Academic Performance

Schiefelbein and Summons (1995) identifies determinants of academic achievement in developing countries which include size of the class, textbooks, library, teachers' qualifications, and pupil teacher ratio and school administration. Duignan (1986) cites factors that will influence pupils' performance such as leadership styles, school culture and climate, teacher and student behaviour among others. All the above factors may influence academic achievement of pupils though there may be other determinants and therefore it is difficult to generalize the factors.

2.1.3. Democratic Leadership Style and Pupils' Academic Performance

Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership. However, as Oyetunyi (2006) points out, the major point of focus is sharing; the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/ she retain the final authority to make decisions (consultative). The manager may also seek discussion and agreement with the teachers over an issue before a decision is taken (consensus) He/ she may allow the subordinates to take a vote on an issue before a decision is taken (democratic).

Despite the potential offered by democratic leadership style for involvement of subordinates in decision making, it is noted that the leader adopting this style maintains the final decision making authority. Furthermore, it is observed that using this style is not a sign of weakness; rather it is a sign of strength that one respects the employees' ways of doing things which is of mutual benefit as it allows staff to become part of the team and allows one to make better decisions. David and Gamage (2007) argue that effective democratic and participatory school administration leadership and management affect the trust levels of stakeholders. In a study focusing on a survey of the effectiveness of democratic and participatory school administration and management in one school division in the Philippines, David and Gamage (2007) suggested that school leaders wishing to enhance the levels of trust among the stakeholders in their schools should consider indicators, pertaining to the participatory or democratic leadership approach, in carrying out their leadership duties and responsibilities. The implication of this study is that just like in the Philippines; schools heads in Kenya who favour the use of the democratic style of leadership, attach the same level of trust to their stakeholders in the management of schools. They engage subordinates, parents, pupils and the community in the decision making process.

As pointed out by Kouzes and Posner (2003, cited in Julia, 2008), school heads know that no one does his/ her best when feeling weak, incompetent or alienated; they know that those who are expected to produce the results must feel sense of ownership. In order for a school to provide quality education, those who have been empowered to lead the transformation of the schools to address the challenges of the new millennium should carefully nurture democratic leadership. Democratic leadership can be effectively utilized to extract the best from people and the most effective and efficient educational climate can be created in a school when democracy is employed.

The democratic leadership practices in secondary schools outline procedures to develop and use the potential of all stakeholders of a school in order to create and foster quality education.

While democratic leadership as discussed in literature presents a very promising leadership style, the researcher wonders whether head teachers in the context of Malindi Sub-County can consider decentralization of authority, and even allow participatory planning and mutual communication. Furthermore, if the leader using this style maintains the final decision making authority is it feasible that empowerment, teamwork and collaboration extended to teachers will actually achieve desired results? This argument then leads to the following hypothesis:

2.1.4. Autocratic Leadership Style effect on Students' Academic Leadership

Autocratic, or directive, leadership style is reported to centralize leader authority and “derive power from position, control of rewards, and coercion” (Daft & Lane 2011, p. 45; Hamilton 2010; Lussier & Achua 2010). Autocratic leaders are generally disliked, as there is no scope for initiative, consideration and self-development on the part of followers. Teachers and pupils, for example, whose school heads employ the autocratic leadership style, remain insecure and afraid of the leadership authority. This eventually reduces their ability to explore their potential.

Quinn (2011) argues that people with “high authoritarianism and low need for independency prefer autocratic leadership”, especially in critical situations where absolute power outweighs the expense, or where people simply prefer to be directed. This style is therefore typical of a leader who tells his employees what he wants done and how he wants it done, without requesting the input/advice of his subordinates. Some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. However, under certain conditions the autocratic leadership style is appropriate, especially when one has all the

information to solve the problem, when one has little time and when employees are well motivated. In the case of public primary schools where autocratic leadership is practiced, its application is most likely to be characterized by arbitrary advances, arbitrary disciplinary measures, and termination of services.

McShane, Travaglione and Olekalns (2009) argue that autocratic leaders in schools offer more task-oriented leadership comprises assigning specific tasks, clarifying duties and procedures, and enforcing rules and encouraging efficiency. This can however backfire and cause “absenteeism, grievances, and turnover and job dissatisfaction” (McShane *et al.*, 2011).

Research findings by Kasule (2007) on the effect of leadership styles on teacher productivity in private secondary schools in the Wakiso district indicate that autocratic leaders usually emphasize ‘authority’ as a means of having the work done. Head teachers generally emphasize it, since it reaps results very quickly, as subordinates work under pressure to meet deadlines.

The contradicting literature on whether autocratic leadership style is effective then means that it is not very clear when it should or should not be used. The question then remains is autocratic leadership style relevant in the context of primary schools and does it have potential to improve learner achievement? It is on the basis of these questions that the researcher postulates as follows:

2.1.5. Transformative Leadership Style and Pupils’ Academic Performance

Transformative leadership has been defined as the Multidimensional construct that involves three clusters: charisma (identifying and sustaining a vision of the organization), intellectual stimulation of members, and individual consideration (Ross & Gray, 2006). It has further been deemed as the leadership enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with

organizational references. Transformative leadership is viewed in relation to the role of principals. According to Ross and Gray (2006), while most principals are often perceived as accountable for pupil achievement, they have very little impact on achievement.

In a study conducted on 205 schools and 3,042 teachers, the study established that achievement effect of leadership continues to be indirect. Further, the study indicated that principals who adopt a transformational leadership style have a stronger effect on teacher's commitment to the school mission, which may indirectly impact the school process and pupil achievement. Further Ross and Gray (2006) observe that transformative leadership through its potential to raise the values of members, and to motivate them to embrace and align their needs with organizational enhances the organizations.

According to Nsubuga (2008), this leadership styles require that managers delegate authority and control to subordinates. These styles advocate leadership by popular opinion where by the manager abides to popular decisions. In essence, these styles advocate that subordinates pursue the organizational vision and undertake tasks according to their own thinking.

The benefits of these styles are that if the followers are put into decision-making roles, they learn more quickly which in turn helps to strengthen their unity. These methods also give the team members a greater sense of responsibility and keep them in the picture on all decisions which can increase motivation and team spirit. On the contrary the biggest risk of these styles is, if the team is not competent or trustworthy enough to make decisions needed then the ability to hit targets or reach goals is seriously impaired.

The implication of these leadership styles is that head teachers should be in a position to pass on leadership roles such that teachers in the study context can have the freedom to choose and perform tasks so long as they are geared to the schools vision. The question then is that do primary teachers in Malindi sub-County have the necessary skills to choose and decide on tasks relevant for engaging learners appropriately? More importantly, could they be trusted to make correct decisions on matters pertaining to learner achievement? In the absence of appropriate answers to such questions, the researchers postulates as follows:

2.1.6. Transactional Leadership Style and Pupils' Academic Performance

Transactional leadership involves directing power linearly from above. According to Julia (2008), this type of leadership makes decision making go faster, which in essence is ideal in times of crisis. Subordinates are provided with clarity of tasks, their roles and expectations. In this way, the leader has least interest in subordinate's opinions and continuously emphasizes the sense of duty. In essence therefore, this is a coercive approach where decisions are made from above and directed towards subordinates' with a view to providing structure.

This type of style is perceived to be ideal in situations of crisis for which teachers are expected to act fast and achieve rapid solutions. According to Julia (2008), "given the lack of effort devoted to explaining the need for change to staff, or to encourage buy-in for the changes, this approach is unlikely to work unless there is a very real crisis that is felt by most of the staff within the organization".

Comparisons have been made between transformative leadership and transactional leadership with a view to drawing a line on contingencies between the two in relation to expectations of subordinate outcomes. Cherry (2007, cited in Sherry) argues that "transactional leadership

conjures a managerial image, while transformational leadership evokes images of extraordinary individuals such as Martin Luther King, Jr. or General Colin Powell” Northouse (2010) argues that “transactional leadership differs from transformational leadership due to the fact that a transactional leader does not individualize the needs of subordinates or focus on their personal development”.

Literature shows that transactional leadership is less effective than transformational leadership. In particular, it is posited that transformational leadership has a more positive effect on leadership outcomes when compared to transactional leadership (Judge& Piccolo, 2004). This then leads to postulations with regards to the relationship between transactional leadership and pupil’s academic performance. Hence,

Educational practitioners have recognized leadership as vitally important for education institution, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005).

Rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Oyetunyi (2006) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, pupils’ discipline and school climate to mention but a few. Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards. Blazing the trail and dominating the field in this

direction, scholars and researchers like Steyn (2005) and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective.

In concurring with the key role leadership has to play in performance, Schmidt-Davis and Bottoms (2011) argue that “it is neither teachers alone nor principals alone who improve schools, but teachers and principals working together”. In essence therefore, principals should help curve out a framework of collaboration and shared decision making that involves teachers and other subordinates. The argument is further augmented by Sashkin and Sashkin (2003) who contend that leadership matters, because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance.

The importance of leadership in the educational context is further corroborated with studies that continue to link principal leadership to learning. According to the Wallace Foundation (2011), most school variables, considered separately, have at most small effects on learning. However, it is the job of the principal to create an environment that could allow individual variables to combine and reach critical mass. Louis *et al.*, (2010) concur by observing that leadership is crucial since leaders have the potential to unleash latent capacities in organizations.

The ways in which leaders behave and the specific acts by which they play out their leadership roles are based on certain assumptions about human nature. Consciously or unconsciously, leaders operate on the basis of some personal theory of human behavior, a view of what their subordinates are like as people.

The scientific management: outlook of Fredrick W. Tailor and his associates have interpreted as considering people as machines to be manipulated by their leaders while human relations

movements: outlook of Mary Parker Follex pointed out that the central problem of any organization be it local or national government business enterprise or school system is the building and maintaining of a dynamic yet harmonious relations. This approach was concerned with increasing productivity among workers.

It was spearheaded by Munsterberg, the proponents wanted a work environment in which both the tasks and human factors are given due recognition. Munsterberg was concerned with how to find people whose mental qualities best fit for the work they do. The proponents of this theory believe that there will be work performance efficiency if all the workers are included not only in the production section but also in the decision making processes. According to Maslow and McGregor, when one level of need met, they no longer serve as a motivator of behaviour and attention must be focused in the higher level of needs.

Herzberg (1989) focused on how job candidates affect man's basic needs by developing the motivation hygiene theory. The study involved extensive interviews with some 200 engineers and accountants from 11 industries in the Pittsburg area. Herzberg (1998) concluded that man has two different categories of needs. He found that when people felt dissatisfied with their job they were concerned about the environment of their work and he classified this needs as "hygiene factors". He also found that when people felt good about their job, this had to do with the job itself. He classified these needs as "motivators" since they motivated people to supervision achievement.

2.2. Theoretical Literature Review

Different leadership styles have been shown in literature to impact differently on pupil's performance.

2.2.1. Contingency Theory of Leadership

Fiedler's contingency theory postulates that there is no single best way for managers to lead. Situations will create different leadership style requirements for a manager. The solution to managerial situation is contingent on the factors that impinge on the situation. For example, in a highly routine (mechanistic) environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance, however, in a dynamic environment a more flexible, participative style may be required.

Fiedler looked at three situations that could define the condition of a managerial task:

Managers were rated as to whether they were relationship oriented or task oriented. Task oriented managers tend to do better in situations that have good leader-member relationships, structured tasks, and either weak or strong position power. They do well when the task is unstructured but position

A Review power is strong. Also, they did well at the other end of the spectrum when the leader member relations were moderate to poor and the task was unstructured. Relationship oriented managers do better in all other situations. Thus, a given situation might call for a manager with a different style or a manager who could take on a different style for a different situation.

These environmental variables are combined in a weighted sum that is termed "favourable" at one end and "unfavourable" at the other. Task oriented style is preferable at the clearly defined extremes of "favourable" and "unfavourable" environments, but relationship orientation excels in the middle ground. Managers could attempt to reshape the environment variables to match their style.

Another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control. Leader-member relations are the amount of loyalty, dependability, and support that the leader receives from employees. It is a measure of how the manager perceives he or she and the group of employees is getting along together. In a favourable relationship the manager has a high task structure and is able to reward and or punish employees without any problems. In an unfavourable relationship the task is usually unstructured and the leader possesses limited authority. The spelling out in detail (favourable) of what is required of subordinates affects task structure.

Positioning power measures the amount of power or authority the manager perceives the organization has given him or her for the purpose of directing, rewarding, and punishing subordinates. Positioning power of managers depends on the taking away (favourable) or increasing (unfavourable) the decision-making power of employees.

The task-motivated style leader experiences pride and satisfaction in the task accomplishment for the organization, while the relationship-motivated style seeks to build interpersonal relations and extend extra help for the team development in the organization. There is no good or bad leadership style.

Each person has his or her own preferences for leadership. Task-motivated leaders are at their best when the group performs successfully such as achieving a new sales record or outperforming the major competitor. Relationship-oriented leaders are at their best when greater customer satisfaction is gained and a positive company image is established.

2.2.2. Rationale Theory of Performance

While some factors that influence improving performance are immutable, other factors can be influenced by the performer or by others. The factors that can be varied fall into three categories. Performer's Mindset. Performer's mindset includes actions that engage positive emotions. Examples include setting challenging goals, allowing failure as a natural part of attaining high performance, and providing conditions in which the performer feels an appropriate degree of safety. Immersion. Immersion in a physical, social, and intellectual environment can elevate performance and stimulate personal as well as professional development. Elements include social interactions, disciplinary knowledge, active learning, emotions (both positive and negative), and spiritual alignment.

Reflective Practice. Reflective practice involves actions that help people pay attention to and learn from experiences. Examples include observing the present level of performance, noting accomplishments, analyzing strengths and areas for improvements, analyzing and developing identity, and improving levels of knowledge. The section on Assessment offers a variety of strategies for cultivating reflective practice.

Conditions for optimal performance and improvements in performance can be synthesized in three axioms: Axiom 1—engage the performer in an optimal emotional state (performer's mindset). Axiom 2—immerse the performer in an enriching environment. Axiom 3—engage the performer in reflective practice.

The top presented here is similar to other constructs in the literature. The Parallel Curriculum, advocated by Tomlinson et al. (2002), advocates four parallel curriculums that reinforce the four adjustable components. The core curriculum and the curriculum of connections focuses on

knowledge construction. The curriculum of practices emphasizes context and promotes skill development. The curriculum of identity focuses on development of the individual as a member of a professional community. Support for the three axioms can also be found in writings by Caine et al. Relaxed alertness aligns with the performer's mindset. Orchestrated involvement in complex challenges and supportive experiences aligns with immersion. Active processing of experiences aligns with reflective practice

Additional support for the axioms can be found in the work of Bransford et al. (2000). Their model for effective teaching and learning includes knowledge-centered, learner-centered, assessment-centered, and community-centered components. The learner-centered component involves the performer's mindset. The knowledge-centered and community-centered components connote immersion in an enriching environment, while the assessment-centered component embraces elements of reflective practice. The importance of having a well-founded conceptual model, appropriate methods for data collection, and reliable and robust system for making inferences about observations is well-established in the work of Pellegrino and Glaser (2001), and this undergirds reflective practice in organizational contexts.

2.3. Theoretical Framework

This study was based its arguments on head teacher leadership on the transformational leadership theory. The use of transformational leadership theory is informed by the need for head teachers to be creative and innovative in most situations. The transformational leadership perspective (Cheng, 2002) posits that leaders in educational institutions should not only adapt their behaviour to emerging situations but should also transform them. This means that they ought to have the ability to create and promote a desirable vision within their institutions.

The dynamism in the society leads to a need for change in management in schools. Transformational leadership among head teachers therefore expects them to practice leadership that can encourage other teachers to emerge as leaders. This means that the kind of environment which head teachers create can enable other teachers develop own leadership qualities leading to continuity in schools management. Transformational leadership is posited to provide practical ways that can enable thoughtful and appropriate ways to assess and develop teachers as leaders. This can impact on the quality of classroom leadership that will eventually translate into quality education in schools.

2.4. Conceptual Framework

Research into leadership styles identifies several styles of leadership. Democratic leadership is also referred to as participatory leadership and entails head teachers sharing and delegating authority, while relying and encouraging teachers and other subordinates' participation and knowledge for completing tasks and reaching goals (Daft & Lane, 2005; Daft & Lane, 2011; DuBrin, 2010). On the other hand, autocratic leadership style, also referred to as directive

leadership is seen to centralize leader authority and “derive power from position, control of rewards, and coercion” (Daft & Lane, 2011; Hamilton, 2010; Lussier & Achua, 2010).

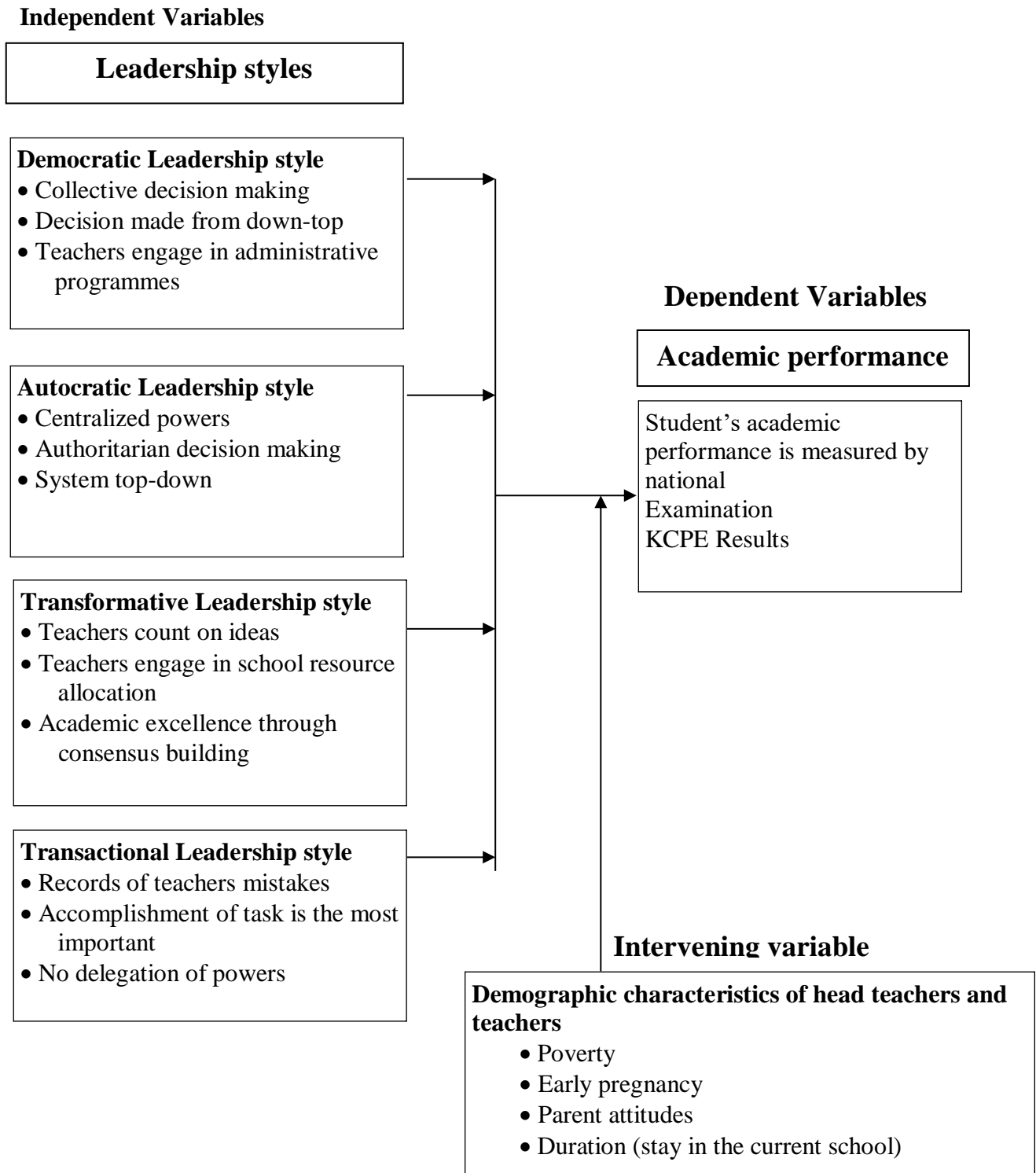
According to Currie and Lockett (2007), “transformative leadership is a style for meeting the needs of followers and which is sensitive to differences. Transformational leaders can therefore motivate the followers to realize organizational objectives by gaining their confidence. On the contrary, Tengilimoğlu (2005) emphasizes that transactional leadership focuses on continuing the works of the past and transferring them to the future.

On the basis of the findings of studies on leadership styles as well as those on pupils’ academic achievement, three sets of variables are distinguished to explain variations in pupil academic performance. The first set of variables relates to the leadership styles identified in literature and constitute the independent variables. The study conceptualizes that leadership styles have direct relationship with pupils’ academic performance. The study therefore conceptualizes that respondents’ demographics and school specific characteristics moderate the relationship between head teachers’ leadership style and pupils’ academic achievement.

It is conceptualized that leadership styles have direct effect on pupils’ academic performance measured by the KCPE examination results. Consequently, manipulation of the four leadership styles has the potential to elicit varied levels of performance.

The third and final set of variables is pupils’ academic performance measured via mean scores posted in a series of KCPE exams (ranging from 2009 to 2013). The conceptual framework is presented in figure 2.1 below.

Figure 1: Conceptual Framework of Leadership Styles and Pupil academic performance



Source: Researcher (2016)

2.5. Research gaps

Though the research literature on school leadership clearly conceives of the head teacher as a multi-tasker whose job responsibilities are much too complex to be evaluated by a single source, many school head teachers appraisal processes remain top-down appraisals from superintendents, with little feedback from other stakeholders (Ried, 2003, Paul, 2006). Further complicating effective leadership appraisal is the fact that many of the benchmarks states and national organizations have developed for school head teachers take an overly narrow view of, leadership has on school functions; this makes it difficult for school leaders to translate the appraisal into meaningful change (Nsisbisga, 2003). Indeed, an investigation into the standards and leadership appraisal methods of 44 countries found that nearly half of these countries fail to give their school leaders clear feedback on ways to improve teaching and learning (Goldring *et al.*, 2008).

School leadership has been identified as a significant driver of high-performing schools According to Murphy (2007), school leadership is defined by purpose; leaders set goals and focus their duties on reaching them. An integral component of this demonstration of leadership is the development of a vision, because the vision is a representation of the beliefs and ideals the organization embraces about learning, teaching, and relationships (Zepeda, 2007). Thereafter, effective leaders keep the school's vision, mission, and goals at the forefront of school personnel's attention and at the center of all the work the school does (Marzano *et al.*, 2005).

The research literature also indicates that interpersonal skills are intertwined with impactful leadership. According to Ramsey (2005, cited in Sherry, 2008), interpersonal relationships are the heart of an organization's culture that shapes everyone's expectations and behaviours. School head teachers who successfully promote leadership build and maintain trust, communicate more openly,

build commitment and support for change. They demonstrate personal interest in staff and make themselves available to them (Marzano *et al.*, 2005). Inherent in the concept of school leadership is the notion that learning should be given top priority; every other task of the school leader revolves around the enhancement of learning (Jenkins, 2009).

School leader positions are often synonymous with instructional leader, leaders in high-performing schools therefore devote considerable energy to the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community leaders ensure that goals are clearly defined and focused on pupil achievement. It is thus the leader's duty to create powerful, equitable learning opportunities for both pupils and personnel (Murphy, 2007). Although not in the classroom, effective school leaders are knowledgeable about instruction and are heavily invested in their school's instructional program, spending considerable work time on the instructional program, and being personally involved with colleagues in crafting, implementing and monitoring assessment systems at the classroom and school levels (Marzano *et al.*, 2005).

Effective school leaders build these integrated communities of professional practice in the service of pupil academic and social learning (Goldring *et al.*, 2006). They provide staff development opportunities that address emergent needs for teachers (Blasé & Blase, 2000). Finally, they provide a common planning time for teachers to collaborate on ways of enhancing pupil achievement. Ultimately, learning communities are intentional and characterized by their commitment to continuous improvement, and to continuous learning for adults in order to maintain school success. Professional collaboration yields positive school culture and instructional improvement (Zepeda, 2007).

The literature on school leadership heavily emphasizes the head teacher's role in establishing and maintaining a positive school culture that promotes learning and engagement for pupils and adults (Goldring *et al.*, 2006; Habegger, 2008). A positive culture is aligned to goals and objectives consistent with the mission and vision of the school (Zepeda, 2007). Indeed, according to Hall (2002), effective head teachers are those who have high expectations for pupils, as this belief about pupils' ability to learn is critical to school improvement. High achieving schools are marked by a culture that empower and instill confidence in teaching, valued their pupils' and teachers, and sought the help of parents and community members to enhance the schools effectiveness, this creates a sense of belonging and providing a clear direction for all involved (Habegger, 2008).

Good head teachers understand that leadership involves influence; it requires interactions and relationships among people and achievement of goals via engagement, motivation and collaboration (Murphy, 2007). In order to manifest a positive school culture, head teachers need to be able to communicate his/ her and the school's vision to others so as to engage them in the process of reshaping the organization and articulating essential beliefs regarding learning (Davies *et al.*, 2005; Jenkins, 2009). Good communication skills help build consensus and buy in among staff and faculty for the policies, practices and supporting systems designed to achieve goals (Leithwood *et al.*, 2006). Effective head teachers recognize that collaborative networks among educators were essential for successful teaching and learning; they modeled teamwork, provided time for collaborative work, and actively advocated sharing and peer observation (Blasé & Blasé, 2000). Additionally, leading a school with high expectations and academic achievement for all pupils requires robust connections to family and/or other people and institutions in the community that advance academic and social learning (Henderson, 2006)

While several studies have been reviewed in relation to leadership and academic performance, little attention is given to the qualities possessed by leaders that may distinguish effective and non-effective leaders. Although several leadership styles exist, it is clear from the review that most of the studies fail to highlight the relationship that exists between leadership style and academic performance. Besides, no study points to a style that could best predict academic performance. It is on this basis that the study sets to explore the various leadership styles exhibited by the head teachers and their role on pupils' academic performance

2.6. Summary of Literature Review

The literature review has dwelt on the concept of leadership where it is observed that leadership is one of the most observed phenomena on earth. Different scholars have employed several approaches to provide meaning to the term leadership and its effectiveness. In general leadership is an ability to influence, an influencing process among leaders and followers with intend to real changes and outcomes that reflect their shared purposes. Principals are today faced with numerous challenges which they are expected to surmount. Leadership is vital in education Institution since it's the engine of survival for the institutions. Mass education at different levels will require new leadership approaches in order to enhance efficiency and effectiveness. The leadership approaches models have been examined, the scientific approaches to management and behavioral science model. The human relations approaches has also been reviewed and a comparison done on school leadership and academic performance. The different leadership styles have been reviewed all of which reveal that there is no single leadership style that will give maximum outcomes in academic performance except a combination of the best practices from each style of leadership.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

This section describes research methodology, research design, the target population, sample procedures, research instruments, reliability and validity of instruments, data collection, analysis and ethical considerations.

3.1 Research Methodology

Research methodology involves plans and procedures in a study which facilitates the smooth sailing of various research operations, therefore making research as efficient as possible hence yielding maximum information with minimal expenditure of effort, time and money (Kothari, 2003). A quantitative method was used in this study. Quantitative data was obtained through close-ended items from the questionnaires. Hence both discrete and continuous data were enabled leading to enhancement of the quality of the study.

3.2 Research Design

The research employed Descriptive Research Method because of its appropriateness to the research findings that generated numerical data from the research instruments and assessed the relationship between headteachers leadership styles and pupils academic performance public primary schools. The numerical data was used to describe and analyze the findings of the research by computing them using the SPSS Version 21 computer programme and the use of tables of figures.

3.3 Location of the Study

The study was conducted in public primary schools in Malindi Sub County. Primary schools in the Sub-County, like all other primary schools, are led by head teachers. Public primary schools in this Sub-County have consistently performed dismally in KCPE exams. The Selected Sub-County is within the access and familiarity of the researcher. Malindi Sub-County is part of the six sub-counties in Kilifi County. It borders Kinango Sub-County to the west and South, Kilindi sub-County to the South West, Mombasa County to the south east.

3.4 Target Population

The target population for the proposed study is teachers and head teachers of public primary schools. The study targeted a population of 680 teachers and 30 head teachers from 30 public primary schools in Malindi Sub County.

Table 1: Showing target population

Population	Number
Teachers	720
Head teachers	30
Total	750

Source: Researcher (2016)

3.5 Sampling Procedures and Sample Size

3.5.1 Sampling Procedure

Sampling is the process by which a relatively small number of individuals, objects or events are selected in order to find out something about the entire population from which it is selected

(Kothari, 2003). The sampling units were public schools located in the Malindi Sub County. For the purpose of this study, both stratified and simple random sampling techniques were used to select the study sample. All the 30 public primary schools formed the strata. First, stratified sampling was conducted to establish the number of head teachers and teachers to include in the study sample. This was done proportionately so that the final sample reflected original numbers in the study population. Simple random sampling was used to select 8 head teachers from 30 schools and 192 teachers from 720 teachers. Each of 30 headteachers was assigned a number from 01–30, and only those who picked number 1-8 were selected. The 720 teachers were assigned numbers from 001 to 720 then shafted and only those who picked number 001-192 were randomly selected. Stratified and simple random are probabilistic techniques that gave each and every member of the population equal chances of representation in the final sample (Tabachnick & Fidell, 2007).

3.5.2 Sample Size

The sample size was determined using the following formulae as recommended by Tabachnick and Fidell (2007).

$$\text{Sample size} = n \frac{N}{1 + n/N}$$

$$\text{And } n = Z^2 p(1-p) / w^2$$

Where n is the sample size

N is the study population, 710 in this case

p is the estimated proportion taken at 50% since the proportion for the current study is not known

W is the margin of error allowed, taken at 5% for the proposed study and,

Z is the value corresponding to the level of confidence taken in the proposed study, the confidence level is 99% (so as to allow for all possible intervals) and therefore $Z = 1.65$

$$\text{Thus } n = \frac{1.65^2 \times 0.5 \times 0.5}{(0.05)^2}$$

Since $N = 710$,

$$\text{Sample size} = 272 \frac{=189 \cong 189}{1 + 272/710}$$

Table 1: Study Sample

Subject	Study Population	Sample Size
Head teachers	30	8
Teachers	720	192
Total	750	200

A total of 189 respondents participated in the study representing 26.6% of the target population. A sample of 10% of the population is considered minimum for a descriptive study. For a smaller population 20% of the population may be required (Mugenda & Mugenda, 2003).

3.6 Research Instruments

3.6.1. Questionnaires

There was only one research instrument that was used in this research. This was the questionnaire for head teachers and another one for teachers of public primary schools in Malindi Sub County. The research collected data using questionnaires for teachers and head teachers because they were more efficient in collecting data. They were also less expensive and allowed collection of

information from a large population (Orodho, 2009). The research instruments were developed by the researcher in consultation with the experts who are the university supervisors who gave their professional input so as to arrive at a very competent tool of data collection and successful carrying out of the research as planned. Both questionnaires were designed using both close-ended and open-ended items. The purpose of leaving some items open was to allow respondents to have the freedom to ventilate further on certain items of research.

3.7 Piloting of Research Instruments

Prior to the final study, a pilot study was carried out in 2 public primary schools in Malindi Sub-County. However, the schools were not included in the final research. A total of 2 head teachers and 8 teachers were selected to participate in the exercise. The key purpose of pre-testing was to establish and affirm the adequacy of the research tools. The process also helped to identify limitations that might occur based on the coherence and comprehensiveness of items in the research instruments. Consequently, the research tools were appropriately improved with respect to the objectives that the study sought to measure.

3.8 Testing of Validity and Reliability of Instruments

3.8.1 Validity of Instruments

Validity of the research tools refers to the accuracy of inferences based on research results. Content validity of the research instruments was assessed and developed by engaging two supervisors, who were experts in the department of education. Validity was thereafter enhanced through personal keen examination of the items and incorporating the feedback of the supervisors in the final instruments.

3.8.2 Reliability of the Instruments

Reliability refers to the extent to which a research tool yields a similar outcome after consecutive trials. For the purpose of this study, split-half method was employed and each half of the test was scored. After the scoring two consecutive tests, the reliability was estimated by examining the consistency by computing the correlation coefficient using the spearman rank order correlation using the formulae below:

$$r_{xy} = \frac{\sum(x - \bar{x})(y - \bar{y})}{\sqrt{[\sum(x - \bar{x})^2][\sum(y - \bar{y})^2]}}$$

Where:

r_{xy} =the correlation coefficient

x =the value of the first half test

\bar{x} =mean of the first half test

y =the value of the second half test

\bar{y} =mean of the second half test

A correlation coefficient of 0.79 was obtained after the computation and hence the instruments were accepted. Macmillan (2004) argues that a reliability coefficient is scaled between 0.00 and 0.99, and suppose the value is high, for instance 0.78 or 0.85, the reliability is considered to be high and therefore accepted.

3.9 Data Collection Procedures

Prior to the final study, a research permit was sought from the legal authorities. The research took duration of three weeks; during the first week, the researcher sought a permit from the County Education Director, Kilifi County, on her visit. Subsequently, a permit was obtained at the Sub-

County level which allowed access to the sampled schools. The researcher then booked appointment with the head teachers of the schools under study during the second week. During the visit, the researcher developed a good rapport with the respondents and affirmed consent forms. Questionnaires, with the assistance of two trained research assistants, were administered to teachers and head teachers and collected on the same day. This procedure continued for all the schools in different days until the last day of the third week. The researcher appreciated the efforts of all the participants and safely stored the collected filled questionnaires and focused group discussion scripts for analysis.

3.10 Data Analysis Techniques and Procedures

Data was analyzed using both descriptive and inferential statistics. First the questionnaire items were subjected to factor analysis to help extract factors that identify leadership styles exhibited by head teachers, means and standard deviations used to examine prevailing levels of the identified leadership styles. In order to test the formulated hypotheses postulating relationships among variables, Chi-square test of independence was used. Chi-square test was preferred since it tests significant associations among variables without alluding to causation. Democratic head teachers were rated on their ability to use participation, as well as their patience with both staff and pupils. Autocratic head teachers were on the other hand rated upon their individual control of decision making with little input from other staff members. Transformational head teachers were rated on their ability to motivate; inspire; and act as role models. Transactional head teachers were rated on the basis of deployment and management of resources to get results.

3.11. Ethical Considerations

The researcher got permission from the subjects who were asked to willingly partake in the research prior to the research. The participants were informed in detail about the nature and purpose of the study, the rules in study and the expected outcome to the participants and or community. To find out if the respondents understood what was expected from them they were given a period to query for clarity. The following ethical steps were taken.

3.11.1. Access to Sites

To access the public primary school head teachers and teachers, the researcher had the duty of making a official introduction to the administration of the sampled schools after which a permission letter from the County Director of Education Kilifi County was produced. The researcher also presented an official research permit from the National Commission of Science, Technology and Innovation (NACOSTI) and a letter from the respective District Education Officer where the research was conducted.

3.11.2. Informed Consent

The researcher gave consent forms to the teachers and head teachers to sign before the onset of the exercise. The researcher did subject the participants to situations that were not at ease for them so as to allow fair and free relations. The investigator allowed them to give data freely and respected their feelings if they refuse to give certain private information. Thus the investigator gave details to the subjects on the process used during the information collection by having them give information freely and willingly. This was explained clearly to both purposively and randomly sample respondents before the beginning of the data collection exercise.

3.11.3. Confidentiality and Privacy

The head teachers and teachers were assured that the findings would never be disclosed to any third party and so their utmost accuracy was expected (Creswell, 2014). This ensured that the respondents had built sufficient confidence in giving answers.

3.11.4. Anonymity.

The researcher assured the respondents that their identities as participants in the research were not to be revealed to any other person. This gave the participants the sense of independence when responding to the research instruments. The subjects were not supposed to write their names or names of their schools anywhere on the questionnaires to secure their anonymity.

3.11.5. Storage of Data

The researcher assured the head teachers and teachers that the data collected was to be kept tightly by the investigator, the supervisor and the university so it would not be disclosed to any other undeserving party. Data was to be kept and utilized for this lone aim which was essentially academic and that there was no sharing with other people.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter focuses on profile of respondents, dominant leadership styles by head teachers, teachers and pupils' performance and correlates leadership styles of head teachers and pupils' performance. It also examines the regression analysis and coefficients.

4.1 Questionnaire Response Rate

Sample Size		Responded		Did not Respond		Response rate	
Frequency	%	Frequency	%	Frequency	%	Frequency	%
200	100 %	189	94.5	11	5.5	189	94.5

4.2. Demographic information

The researcher presumed these to be vital information that may influence the head teachers' to apply leadership style that he/ she may thought to be appropriate which may either impact positively or negatively on performance of teachers in relation to their individual perception.

Table 4.1 reveals majority of the teachers to be young as 51% are aged 30 – 39, 25% is 20 – 29 years. This may imply that some head teachers may view them to be young and should be directed and constantly supervised hence apply authoritarian style that may be received with resistance. Equally some heads may assume them to be self-driven youth and applies Laissez faire which may be welcomed either negatively or positively by teachers.

4.1.1 Personal Information of the Respondents

Table 2: Demographic Information of the Respondents

Category	Sub-category	Frequency	Percentage
Age	20-29	47	25
	30-39	96	51
	40-49	40	21
	50 and above	5	3
	Total	189	100
Sex	Male	145	77
	Female	43	23
	Total	189	100
Position in the school	DHT	20	11
	SNT	20	11
	ASST.T	148	79
	Total	189	100
Level of Education	P3	5	3
	P2	23	12
	P1	133	71
	ATS/Diploma	26	14
	Total	187	100
Previous Teaching Experience	1-5 years	48	31
	6-10 years	57	37
	11-15 years	17	11
	16-20 years	12	8
	Above 20 years	22	14
	Total	156	100
Teaching Experience With present school	1-5 years	136	72
	6-10 years	43	23
	11-15 years	8	4
	16-20 years	1	1
Total		189	100

Source: Primary Data (2016)

Table 2 reveals less than half of teachers are aged between 40 and 49 years and 3% are aged 50 and above. This may be viewed by head teachers on a diverse perspective, some view to be self-driven people, some view as a dormant to carry duties to the expectation without force. Others see them to be of equal reasoning and needs discussion and sharing of ideas.

Table 4.1 further reveals that majority of the respondents were male teachers with 77 and only 23% represented female respondents. These have effect on kind of leadership to be applied by head teachers. Some may see men to be hard to follow rules without force, others see them to be responsible and can implement duties without supervision while others view as resourceful and potential to share ideas together depending on the choice of leadership style and the perception of the recipients the performance may be positive or negative.

On position in school Table 4.2 reveals teachers without portfolio to be leading with 79% and those who are either deputies or senior teachers to be equal in number with 11% each.

The bigger the number of teachers without recognized position, the diverse the leadership style to be applied.

Table 4.1 concerning the level of education reveals that majority of the teachers attained a level of P1 with 71% ATS and above received 14%, P2 and P3 received 12% and 3% respectively. The level of education matters a lot on the style of leadership to apply if miscalculation is done the performance may reverse.

On teaching experience, teachers who have taught in previous schools majority have thought between 6-10 years with 37%, 1-5 years represent 31%, 11-15 years is 11% and 16-20 years represent 8% of the respondents. In the present schools most of the teachers have stayed between 1-5 years representing 72%, 6-10 years is represented by 1%.

Teaching experience has an impact on the leadership style to apply which subsequently impacts on performance from Table 4.1 it is evident that majority of the teachers previous experience lies

between 6-10 years and 1-5 years these indicates that they have attained average experience with the previous leadership style of the former school and may resist the leadership style of the present school if they are different hence performance failure. Equally it is evident also that the experiences in the present Schools lies between 1-5 years these is least experience, that make them take time in learning the kind of leadership style employed by head teachers hence compromising performance.

The same applies to head teachers they are still mixed-up in choosing appropriate leadership style as majority of the teachers have stayed in schools less than 6 years as indicated by 72% of the respondents who gave their experience to be between 1-5 years.

4.3. Relationship between Democratic Leadership Style and Pupils' Academic Performance

The independent variable in the study is leadership styles of head teachers measured using below items. The leadership styles which were measured include, democratic, autocratic, transformative and Transactional. The items to measure it in the questionnaire with each Likert scaled between one and four (1 to 4), where 1=strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree. The following were the findings.

4.3.1. Descriptive Statistics Analysis on Democratic Leadership Style and Pupils' Academic Performance

Table 3: Leadership Styles Employed by the Head Teachers

Item	Mean	Interpretation	Rank
All Powers are centralized to me	2.38	Disagree	1
I leave my staff to make decision on school programmes and activities without prior intervention.	2.86	Agree	2

I often invite teachers to engage in addressing administrative problems.	2.83	Agree	3
I consult teachers before making decisions pertaining academic progress	2.82	Agree	4
Teachers have freedom to do as they think best in the interest of promoting academic progress in this school.	2.38	Disagree	5
The system of administration is top-down	2.80	Agree	6
The staff is involved in making school programme	2.59	Agree	7
Solving administrative problems with fellow staff improves pupil academic progress.	2.38	Disagree	8
Teachers are not interfered with when making decisions that promote progress in this school	2.23	Disagree	9
Prefer authoritarian decision making	2.54	Agree	10
Academic excellence is through consensus building	2.58	Agree	11
I share school leadership roles with my teaching staff	2.59	Agree	12
Decision are made from down and they come later to the top.	2.12	Disagree	13
It is enjoyable having teacher's count, on me for ideas and suggestions regarding progress in this school.	3.06	Agree	14
There is free delegation of responsibilities and duties for academic progress in this school.	2.41	Disagree	15
Respect for teachers opinions regarding school improvement exist in this school.	2.92	Agree	16
You prefer collective decision making in the school	2.85	Agree	17
Teachers participate determining school resource allocation and utilization in this school	2.61	Agree	18
In terms of school activities do you go beyond self-interest for the good of the school?	2.70	Agree	19

When making decisions do you consider moral and ethical consequences of your decisions?	2.87	Agree	20
Do you give hope in your talk/discussion to the teachers and pupils on the prevailing circumstances	2.81	Agree	21
How often do you re-examine the decisions made to ascertain whether they are appropriate/correct as per the prevailing conditions.	2.02	Disagree	22
Do you play a role in the development of the strengths of the teachers and pupils in the school?	2.58	Agree	23
Do you keep records of mistakes committed by teachers and pupils in your school?	2.33	Disagree	24
Do you have a clear reward system for those who achieve their targets as expected or even surpass the targets?	2.30	Disagree	25

Source: Primary data 2016

Table 4.2 reveals that leadership style was rated using the questionnaires and summarized in the Table. In the democratic leadership style the teachers were involved in decision making and this promoted high morale among the teachers. From the Table it was rated average of 2.83 making it fall under scale agree when rounded off $2.83 \approx 3$ which is agree while item ranked 13 about decision from down to top it was rated 2.12 which in the scale they disagree.

Table 4.2 further indicated that Autocratic style was measured using Centralized powers which rated 2.38 making it fall under scale disagree, while System top-down was rated 2.80 which agree. Transformational leadership style was also measured and summarized in the Table, question ranked 14 about teacher's count was rated 3.06, which agree that the teachers were involved regarding progress in the school. Transactional leadership style was also summarized in the Table

above, the item about records of teachers' mistake was rated 2.33 which falls as disagree, means the head teacher of some other schools they were not keeping records of mistakes committed by teachers and pupils. On Democratic style Table 4.3 clearly indicates the mean of the respondents on each of the 10 items to range from 2.70 to 2.98, showing a measure that falls on agree. The total mean is 2.79 implying general agreement.

In summary Table 4.3 indicates that most of the respondents agreed with democratic statements to be practiced in their schools as 2.79 agreement rating indicated, while Autocratic, transformational and transactional each received rating scale of 2.58 indicating the presents of such leadership styles are still strongly applied in Malindi Sub-County.

4.3.2. Inferential Statistics on Democratic Leadership Style Employed by Head Teachers

In inferential statistics, some 9 participants were sampled and correlated using Pearson. The table below indicated their relationships.

		Correlations	
		THOSE WHO AGREED	THOSE WHO DISAGREED
THOSEWHOAGREED	Pearson Correlation	1	.423
	Sig. (2-tailed)		.257
	N	9	9
THOSEWHODISAGREED	Pearson Correlation	.423	1
	Sig. (2-tailed)	.257	
	N	9	9

There was a weak correlation of .423 between the variables. This showed that those who agreed and those who disagreed were not near each other due to the fact that some teachers may not have understood the questions properly since they were not in administration yet. The 2-tailed

significance reflected .257 which is far more than the significance level of .01. Therefore the relationship between the two groups was not significant at all.

4.4. Relationship between the Autocratic Leadership Style and Pupil’s Academic Performance

The level of performance was measured using 15 items. Likert scale was used to rate the level of performance that is between 1 to 4 where; 1 strongly disagree, 2= disagree, 3= agree and 4= strongly agree.

Teachers were required to rate their level of performance by placing rating scale at the beginning of each statement of performance. Their responses were summarized using SPSS’ mean, interpretation and ranking as shown on Table 4 below.

4.4.1. Descriptive Statistics Analysis on Autocratic Leadership Style and Pupil’s Academic Performance

Table 4: Level of Performance of Teachers

Performance	Mean	Interpretation	Rank
I employ appropriate methods of teaching.	3.30	Agree	1
I meet deadlines for marking end of term exams.	3.09	Agree	2
I teach regularly and cover syllabus in time.	3.08	Agree	3
I am punctual whenever I have to teach.	3.08	Agree	4
I evaluate pupils and give them feedback.	3.05	Agree	5
I have enough time to attend to my teaching periods.	3.04	Agree	6
I meet deadlines for submission of exam results.	2.90	Agree	7
I have enough time to prepare for Classes.	2.90	Agree	8
I meet deadlines for submission of test results	2.88	Agree	9
I am present in school from Monday to Friday	2.72	Agree	10

I spare time to give pupils career guidance.	2.69	Agree	11
I participate in local community project.	2.65	Agree	12
I provide guidance and counseling to my local community.	2.59	Agree	13
My teaching load gives me enough time to prepare notes.	2.56	Agree	14
The time Table allows me time for my seminar presentations.	2.37	Disagree	15
Average	2.86		

Source: Primary data 2016

Table 4 indicates the mean of the 15 items to range from 2.37 to 3.30 meaning respondents agreed with statement posed on level of performance with exception of one item that received an average mean of 2.37 showing disagreement. The total mean is 2.86 implying an agreement.

The total mean of 2.86. is an indicator that some teachers perform their work to the expectation, however some perform below 3 leading to the shown mean on Table 4.4 (2.86)

4.4.2. Inferential Statics on Level of Performance of Teachers

Inferential statistics was used using Pearson correlation sampling two cases to measure their relationships and results tabled below.

		Correlations	
		THOSE WHO AGREED	THOSE WHO DISAGREED
THOSEWHOAGREED	Pearson	1	-1.000**
	Correlation		
	Sig. (2-tailed)		.
	N	2	2
THOSEWHODISAGREED	Pearson	-1.000**	1
	Correlation		
	Sig. (2-tailed)	.	
	N	2	2

** . Correlation is significant at the 0.01 level (2-tailed).

The relationship between those who agreed and those who disagreed was negative at -1.000. This indicated that those participants who agreed and those who disagreed did so genuinely and to the far extremes.

4.5. Relationship between Transformative Leadership Style and Pupils' Academic

4.5.1. Descriptive Statistics between Transformative Leadership Style and Pupils' Academic

PARTICIPANTS		F	%
Head Teachers	YES	3	1.5
	No	5	2.5
Teachers	YES	32	16
	No	160	80
Total		200	100

From the table above, the number that said yes was 35 representing some 17.5 % and those who said no were 165 representing 82.5%. The null hypotheses failed to be accepted.

4.5.2. Inferential Statistics on Relationship between Transformative Leadership Style and Pupils' Academic Performance

The third objective of the study sought to find out the relationship between transformative leadership style and pupils' academic performance. This was anchored on testing the first hypothesis (H_1 : There is no significant relationship between the transformative leadership style and pupils' academic performance). The Pearson Linear correlation coefficient (PLCC) was used to test this hypothesis and results tabulated as shown on Table 5.

Table 5: Correlating Transformative Leadership Style and Performance

Variables Correlated	r-value	Sig-value	Interpretation	Decision on Ho
TLS Vs Performance	0.979	0.000	Positive and significant	Rejected

Source: Primary data 2016

Key

TLS = Transformative Leadership Style

Table 5 reveals that transformative leadership style versus teachers' performance portrays positive significant correlation between them, as reflected in the values of r and significance ($r = .0979$, $sig = 0.000$). The estimated Pearson Linear correlation coefficient statistic is significant at the 99% level (because $Sig.<.01$). Hence the null hypothesis (**H1**: There is no significant relationship between the transformative leadership style and pupils' academic performance) was rejected at the 99% level of confidence.

4.6. Relationship between the Transactional Leadership Style and Pupils' Academic Performance

4.6.1. Descriptive Statistics Analysis Transactional Leadership Style and Pupils' Academic Performance

Head teachers and teachers were required to give a yes or no answer on the judgment on transactional leadership style suitability and data compiled in the table below.

PARTICIPANTS	F	%
Head Teachers	2	1

	No	6	3
Teachers	YES	22	11
	No	170	85
Total		200	100

From

the table above, the number that said yes was 24 representing some 12 % and those who said no were 176 representing 88%. The null hypotheses failed to be accepted.

4.6.2. Inferential Statistics on Relationship between the transactional Leadership Style and Pupils' Academic Performance

The objective of the study sought to determine whether there is a relationship between the transactional leadership style and pupils' academic performance. This was based to test the second hypothesis (H₂: There is no significant relationship between the transactional leadership style and pupils' academic performance). The Pearson Linear correlation coefficient (PLCC) was used to test this hypothesis and results tabulated as shown on Table 6.

Table 6: Correlating Transactional leadership Style and Performance

Variables Correlated	r-value	Sig-value	Interpretation	Decision on Ho
TLS Vs Performance	0.983	0.000	Positive	and Rejected
			significant	

Source: Primary data 2016

TLS= Transactional leadership style

Transactional leadership style versus teachers' performance has($r= 0.983$, $sig = 0.000$) implying positive and significant relationship. Transformative leadership style and pupils' performance

equally shows positive and significant relation with r value of 0.985 and significant value of 0.000. The estimated Pearson Linear correlation coefficient statistic is significant at the 99% level (because Sig.<.01). Hence the null hypothesis (H₂: There is no significant relationship between the transactional leadership style and pupils' academic performance) was rejected at the 99% level of confidence.

4.7. Discussions of Findings

All the hypotheses were null and none was accepted. This means the leadership styles of headteachers in primary school in Malindi Sub County did not affect the pupils' academic performance in any way. There was no significant relationship between the leadership styles and the actual academic performance.

4.7.1 Democratic Leadership Style and Pupils Academic Performance

The data showed that the headteachers and teachers did not agree that this style of leadership could not affect the pupils' academic performance. Both descriptive and inferential data showed that democratic leadership style failed to affect the pupils academic performance.

4.7.2 Autocratic Leadership Style and Pupils Academic Performance

The data showed that the headteachers and teachers did not agree that this style of leadership could not affect the pupils academic performance. Both descriptive and inferential data showed that autocratic leadership style failed to affect the pupil's academic performance.

4.7.3 Transformative Leadership Style and Pupils Academic Performance

The data showed that the head teachers and teachers did not agree that this style of leadership could not affect the pupils' academic performance. Both descriptive and inferential data showed that transformative leadership style failed to affect the pupils' academic performance.

4.7.4 Transactional Leadership Style and Pupils Academic Performance

The data showed that the headteachers and teachers did not agree that this style of leadership could not affect the pupils' academic performance. Both descriptive and inferential data showed that transactional leadership style failed to affect the pupils academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This section presents the summary of findings. Additionally, conclusions and recommendations, made in line with study objectives, are given.

5.1. Summary of the results findings

5.1.1. Relationship between Democratic Leadership Style and Pupils Academic Performance

In democratic style of leadership data was collected and treated in both descriptive and inferential statistic. The data showed that the headteachers and teachers did not agree that this style of leadership could not affect the pupils' academic performance. Both descriptive and inferential data showed that democratic leadership style failed to affect the pupils academic performance.

5.1.2. Relationship between Autocratic Leadership Style and Pupils Academic Performance

In autocratic style of leadership data was collected and treated in both descriptive and inferential statistic. The data showed that the headteachers and teachers did not agree that this style of leadership could not affect the pupils academic performance. Both descriptive and inferential data showed that autocratic leadership style failed to affect the pupil's academic performance.

5.1.3. Relationship between Transformative Leadership Style and Pupils Academic Performance

In transformative style of leadership data was collected and treated in both descriptive and inferential statistic. The data showed that the head teachers and teachers did not agree that this style of leadership could not affect the pupils' academic performance. Both descriptive and

inferential data showed that transformative leadership style failed to affect the pupils' academic performance.

5.1.4. Relationship between Transactional Leadership Style and Pupils Academic Performance

In transactional style of leadership data was collected and treated in both descriptive and inferential statistic. The data showed that the headteachers and teachers did not agree that this style of leadership could not affect the pupils' academic performance. Both descriptive and inferential data showed that transactional leadership style failed to affect the pupils academic performance.

5.2. Conclusions

5.2.1. Relationship between Democratic Leadership Style and Pupils Academic

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

5.2.2. Relationship between Autocratic Leadership Style and Pupils Academic Performance

The study concluded that majority of teachers perceived head teachers leadership styles as autocratic. Autocratic leadership style influenced pupils' performance in KCPE in Malindi Sub County whereby the average mean score for the schools that the style was practiced was 236.18 marks. This is below the average mean score mark of 250 .marks out of the possible 500 marks.

5.2.3. Relationship between Transformative Leadership Style and Pupils Academic

Performance

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

5.2.4. Relationship between Transactional Leadership Style and Pupils Academic

Performance

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

5.3. Recommendations for Practices

The following recommendations were made based on the findings of the study:

- i. Head teachers ought to be given refresher courses on appropriate leadership styles to be applied in their institutions. Sensitization is essential on mutual participation by all to meet the organizational targets. More so headteachers needs to be aware of participatory leadership.
- ii. Headteachers should be trained in order to have higher academic qualification than their teaching staff so as to be in position of handling and working with teaching staff harmoniously.
- iii. Teachers too ought to be sensitized on their moral duties and advised to carry their professional ethics as trained in the teacher colleges rather than relying on headteachers

leadership. The ministry of education should allow teachers to teach in one school for at most 10 years so as to gain experience before transferring to another school.

- iv. Knowledge is power hence ministry of Education ought to consider giving scholarship to head teachers and after the training they are taken back to head their primary schools.
- v. Ministry of Education need to be appraising head teachers regularly to enhance their competency rather than being competent and stagnated there with the old knowledge, while the world is expanding day after day with the new information on leadership, so the Ministry ought to breastfeed the head teachers on quarterly basis with the new skills of leadership.
- vi. Quality assurance officers needs to be visiting schools regularly to establish level of performance and offer necessary intervention where things are not in order.

5.4. Recommendations for Further Research

- i. This study was confined in Malindi sub-County which is a relatively small area. Another study on the same subject should be carried out in the whole Kilifi County to yield more interesting and comprehensive findings.
- ii. A comparison correlation study is recommended to test the effect of all the styles of leadership on pupils' academic performance in both private and public schools.

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APPENDICES

Appendix I: Introduction Letter to Schools

Freder M. Katunda

Mount Kenya University

Department of Education

P.O BOX

The Head teacher

.....Primary School

Dear Sir/Madam,

RE: REQUEST TO FILL QUESTIONNAIRE FOR RESEARCH PURPOSE

I am a post-graduate pupil in the department of educational administration and planning.

I am carrying out a research on “The Relationship between Head teachers Leadership Styles and pupils KCPE performance in Malindi Sub County, Kilifi County:.

Your school has been selected to take part in the study. I kindly request your permission to gather the required information from your institution.

The questionnaire is designated for this research purpose only hence the responses will be treated with strict confidentiality.

Thank you in advance for your anticipated cooperation.

Yours faithfully,

FREDER MWALUNGO KATUNDA

Appendix II: Consent Form

I understand the overview given to me on the study “The Relationship between Head teachers Leadership styles and pupils’ academic performance of public primary schools in Malindi Sub County, Kilifi County”. It is my understanding that the study focuses on establishment of leadership styles and pupil academic performance in Malindi Sub County. My identity will remain confidential and my name or the name of my institution will not be used in the study or in reporting its findings at any point.

The purpose of the study is not to judge me on the issue or type of responses I give during the study.

I hold the right to decline to answer any question.

I hold the right to withdraw from the study at any point in time.

I will be audio recorded when I am interviewed.

I express willingness to participate in the study by signing this form.

Name:

Signature:.....

Appendix III: Head Teacher's Questionnaire

Dear respondent

This questionnaire is designed to collect data from head teachers that to help in a research about "The relationship between head teachers leadership styles and pupils' academic performance" of public primary schools in Malindi division in Kilifi County.

You are therefore chosen to be part of this research. Be honest in giving your responses.

Confidentiality will also be assured. Thank you in advance for accepting to be cooperative.

SECTION A: DEMOGRAPHIC INFORMATION

Please tick the most appropriate answer

1. Gender: Male Female

2. Age bracket: 20-30 years 31-40 years
41-49years 50 years and above

3. Education level

Masters Bachelors
Diploma P1

4. Location of the school

Town Reserve

5. In addition to the administrative tasks how many subjects do you teachers

One Two
Three None

6. Administrative experience

2-5 years 6-10years
11-15 years 16 years and above

SECTION B: Relationship between democratic leadership style and pupils' academic performance

1. Strongly agree 2. Disagree 3. Agree 4. Strongly disagree

	1	2	3	4
I leave my staff to make decision on school programmes and activities without prior intervention.				
I often invite teachers to engage in addressing administrative problems.				
I consult teachers before making decisions pertaining academic progress				
Teachers have freedom to do as they think best in the interest of promoting academic progress in this school.				
The staff is involved in making school programme				
Solving administrative problems with fellow staff improves pupil academic progress.				
Teachers are not interfered with when making decisions that promote progress in this school				
Prefer authoritarian decision making				
Academic excellence is through consensus building				
I share school leadership roles with my teaching staff				
Decision are made from down and they come later to the top.				
It is enjoyable having teacher's count, on me for ideas and suggestions regarding progress in this school.				
There is free delegation of responsibilities and duties for academic progress in this school.				
Respect for teachers opinions regarding school improvement exist in this school.				
You prefer collective decision making in this school				

Teachers participate determining school resource allocation and utilization in this school				
In terms of school activities do you go beyond self-interest for the good of the school.				
When making decisions do you consider moral and ethical consequences of your decisions.				
Do you give hope in your talk/discussion to the teachers and pupils on the prevailing circumstances				
How often do you re-examine the decisions made to ascertain whether they are appropriate/correct as per the prevailing conditions.				
Do you play a role in the development of the strengths of the teachers and pupils in the school.				
Do you keep records of mistakes committed by teachers and pupils in your school.				
Do you have a clear reward system for those who achieve their targets as expected or even surpass the targets.				

SECTION C: Relationship between autocratic leadership style and pupils' academic performance

	1	2	3	4
All Powers are centralized to me				
Decisions are made from top to down				
I prefer authoritarian decision making				
I do not consider moral and consequences of my decisions				
I do not give hope to teachers or pupils in prevailing circumstances				

SECTION D: Relationship between transformative leadership style and pupils' academic performance

	1	2	3	4
Do you consult teachers before making decisions pertaining academic progress				
I share leadership roles with my teaching staffs				
There is free delegation of responsibilities and duties in the school				
I consult teachers before making decisions pertaining academic progress				
Academic excellence is through consensus building				

SECTION E: Relationship between transactional leadership style and pupils' academic performance

	1	2	3	4
I keep records of teachers mistakes				
Accomplishment of task is the most important				
The system of administration is top down				
No reward system for those who achieve goals or surpass the target				
No delegation of powers				

Appendix IV: Taches Questionnaire

Dear Participant,

This questionnaire is designed to collect data from head teachers that will help in a research about “The relationship between head teachers leadership styles and pupils’ academic performance” of public primary schools in Malindi division in Kilifi County.

You are therefore chosen to be part of this research. Be honest in giving your responses.

Confidentiality will also be assured. Thank you in advance for accepting to be cooperative.

SECTION A: DEMOGRAPHIC INFORMATION

Please tick the most appropriate answer

1. Gender: Male Female

2. Age bracket: 22-30 years 31-40 years
 41-49years 50 years and above

3. Education level

 Masters Bachelors
 Diploma P1

4. Location of the school

 Town Reserve

5. Experience

 2-5 years 6-10years
 11-15 years 20 years and above

SECTION B: Relationship between democratic leadership style and pupils' academic performance

1. Strongly agree 2. Disagree 3. Agree 4. Strongly disagree

	1	2	3	4
We are left to make decisions on school programmes and activities without prior intervention.				
We are often invited to address administrative problems.				
We are consulted before head teacher makes decisions pertaining academic progress				
Teachers have freedom to do as they think best in the interest of promoting academic progress in this school.				
The staff is involved in making school programme				
Solving administrative problems with fellow staff improves pupil academic progress.				
Teachers are not interfered with when making decisions that promote progress in this school				
I prefer democratic decision making				
Academic excellence is through consensus building				
The head teacher shares school leadership roles with the teaching staff				
Decision are made from down and they come later to the top.				
We enjoy having count, on head teacher for ideas and suggestions regarding progress in this school.				
There is free delegation of responsibilities and duties for academic progress in this school.				
Respect for teachers opinions regarding school improvement exist in this school.				
We prefer collective decision making in this school				

Teachers participate determining school resource allocation and utilization in this school				
In terms of school activities do you go beyond self-interest for the good of the school.				
When making decisions do you consider moral and ethical consequences of your decisions.				
Do you give hope in your talk/discussion to the pupils on the prevailing circumstances				
How often do you re-examine the decisions made to ascertain whether they are appropriate/correct as per the prevailing conditions.				
Do you play a role in the development of the strengths of the pupils in the school.				
Do you keep records of mistakes committed by pupils in your school.				
Do you have a clear reward system for those who achieve their targets as expected or even surpass the targets.				

SECTION C: Relationship between autocratic leadership style and pupils' academic performance

	1	2	3	4
All Powers are centralized to the head teacher				
Decisions are made from top to down				
I prefer authoritarian decision making				
I do not consider moral and consequences of my decisions				
I do not give hope to pupils in prevailing circumstances				

SECTION D: Relationship between transformative leadership style and pupils' academic performance

	1	2	3	4
Do you consult pupils before making decisions pertaining academic progress				
I share leadership roles with my pupils				
There is free delegation of responsibilities and duties in the school				
I consult pupils before making decisions pertaining academic progress				
Academic excellence is through consensus building				

SECTION E: Relationship between transactional leadership style and pupils' academic performance

	1	2	3	4
I keep records of pupils' mistakes				
Accomplishment of task is the most important				
The system of administration is top down				
No reward system for those who achieve goals or surpass the target				
No delegation of powers				

Please tick the most appropriate answer

8. 1. Strongly agree 2. Disagree 3. Agree 4. Strongly disagree

	1	2	3	4
We are given opportunities to participate in decision making				
We are given full mandate to make academic decision without intervention from the head of school.				
Decisions regarding school programmes are solely made by the head of school.				
We consult fellow teachers before making decision pertaining to academic progress.				
We have freedom to do as we think best in the interest of promoting progress in this school				
The system of administration is top-down				
We are involved in making academic policy for the school.				
We are not interfered with when making decisions that promote progress in this school.				
What is important in school management is accomplishment of the task at hand not addressing staff needs.				
In this school there is respect for fellow teachers' opinions regarding academic improvement.				
We prefer collective decision making in this school				

It is enjoyable having teachers count on the head teachers for ideas and suggestions regarding progress in this school				
We participate in determining resource allocation and utilization in this school				
The head teacher leaves staff to make decisions on school programmes without prior intervention.				
All power is centralized to the head teacher				
Decisions are made from down and they come later to the top				
There is free delegation of responsibilities and duties for school progress in this school.				
Delegation of powers to subordinates in this school strongly exists.				
Solving administrative problems with fellow staff improves pupil academic progress.				
We prefer collective decision making in this school				
Academic excellence is through consensus building				
Academic leadership roles are shared by teaching staff in this school				

Appendix V: Malindi District K.C.P.E Result Analysis

SN	SCHOOL	2010	2011	2012	2013	2014
1.	AIRPORT	207.75	251.70	245.32	242.12	243.14
2.	SOSOBORA	223.75	230.25	249.33	233.48	207.35
3.	PISHIMWENGA	225.08	244.71	253.16	261.48	231.45
4.	ST. ANDREWS	220.41	243.11	226.87	252.86	249.17
5.	KAVUNYALALO	250.64	242.27	222.17	205.79	197.02
6.	UPWEONI	245.14	240.54	229.58	232.06	215.14
7.	MAJIVUNI	239.00	236.46	237.65	231.56	220.67
8.	CHAKAMA	219.43	235.94	199.65	231.26	196.58
9.	VIRIKO	224.97	232.71	240.21	263.43	24404
10.	MALANGA	247.55	228.14	211.52	226.30	263.70
11.	CRS	230.43	227.84	194.92	257.64	231.78
12.	PCEA BOMBI	249.36	227.69	231.42	226.42	224.83
13.	GIRIMACHA	246.11	224.82	209.56	196.18	204.55
14.	MADUNGUNI	220.47	222.76	225.50	194.96	216.94
15.	CENTRAL	220.42	222.20	211.64	212.03	212.93
16.	MARIKANO	225.48	218.92	218.51	249.77	227.73
17.	KIBOKONI	244.05	216.96	194.56	182.87	200.29
18.	MAJILANGOBAYA	217.47	215.24	208.23	203.89	213.63
19.	KAKONENI	229.59	213.43	211.59	201.06	201.92
20.	BAHATI	219.40	211.35	199.40	213.19	199.31
21.	MALINDI HGM	220.36	211.12	200.72	214.07	227.49
22.	MKAOMOTO	245.59	210.54	217.86	222.83	222.19
23.	MIDA	213.88	209.87	213.57	204.09	202.88
24.	GEDE	209.40	209.53	227.02	222.45	254.39
25.	MKONDONI	253.86	207.72	217.49	201.32	195.15
26.	MKANGAGANI	189.43	205.60	204.80	188.68	206.19

27.	DONGOKUNDU	196.66	205.30	207.62	234.28	227.42
28.	SHAKAHOLA	211.01	204.55	176.63	177.15	201.54
29.	JILORE	243.56	204.45	219.62	201.57	200.30
30.	KWA UPANGA	219.52	203.31	184.82	176.28	188.78
31.	MBARAKACHEMBE	231.69	202.66	198.42	178.10	197.09
32.	TAKAYE	198.76	201.27	187.19	212.30	198.53
33.	GAHALENI	235.39	199.89	198.87	210.86	225.14
34.	M'MANGANI	226.92	197.43	206.50	175.41	200.02
35.	GANDA	187.06	194.69	211.36	182.65	204.12
36.	WATAMU	187.60	193.46	194.03	194.25	172.36
37.	MIJOMBONI	205.22	192.87	217.25	221.09	235.32
38.	SABAKI	202.72	192.33	179.39	226.07	227.67
39.	KIJIWETANGA	203.88	191.32	194.04	209.36	204.23
40.	MZIZIMA	227.77	191.24	207.36	182.85	178.78
41.	YEMBE	220.11	188.47	185.86	198.09	200.65
42.	DABASO	213.04	188.01	188.91	193.89	204.50
43.	KAKUYUNI	204.61	183.88	200.96	186.80	183.79
44.	MONGOTINI	193.04	181.70	209.50	173.22	199.35
45.	KARIMA	188.63	177.19	184.40	192.79	196.42
46.	SIR ALI	140.02	176.08	203.02	175.66	183.69
47.	JIMBA GEDE	189.78	164.47	168.02	188.02	192.77
48.	MSABAHA	173.28	163.13	184.23	176.24	225.99
49.	MAZIWANI	168.00	159.38	160.35	201.03	169.13

Appendix VI: Research Timeline

ACTIVITY	FROM	TO
Selection of topic and proposal development	Aug 2015	Dec 2015
Proposal writing printing and binding	Jan 2016	Mar 2016
Proposal defence	May 2016	May 2016
Final proposal submission and approval	Jun 2016	Jun 2016
Data collection	Jul 2016	Jul 2016
Data analysis	Aug 2016	Aug 2016
Project report writing and submission	Sept 2016	Sept 2016
Report defence and submission	Oct 2016	Nov 2016
Graduation	Dec 2016	

Appendix VII: Budget Estimates

NO.	ITE/PARTICULAR	COST
1	Stationery	15,000
2	Transport	10,000
3	Typing	15,000
4	Printing	20,000
5	Binding	15,000
6	Support services	15,000
	TOTAL	90,000

Appendix VIII: Research Permit

THIS IS TO CERTIFY THAT:
MISS. FREDER MWALUNGO KATUNDA
of MOUNT KENYA UNIVERSITY,
284-80200 malindi, has been permitted
to conduct research in Kilifi County
on the topic: RELATIONSHIP BETWEEN
HEADTEACHERS LEADERSHIP STYLES
AND STUDENTS ACADEMIC
PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS IN MALINDI SUB
COUNTY, KILIFI COUNTY, KENYA
for the period ending:
13th July, 2017

Permit No. : NACOSTI/P/16/25333/11070
Date Of Issue : 13th July, 2016
Fee Recieved : Ksh 1000



[Signature]
Director General
National Commission for Science,
Technology & Innovation

[Signature]

Appendix IX: Research Permit NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref. No.

Date:

NACOSTI/P/16/25333/11070

13th July, 2016

Freder Mwalungo Katunda
Mount Kenya University
P.O. Box 342-01000
THIKA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Relationship between headteachers leadership styles and students academic performance in public primary schools in Malindi Sub County, Kilifi County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kilifi County** for the period ending **12th July, 2017.**

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

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


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kilifi County.

The County Director of Education
Kilifi County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix X: Research Permit

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION
MALINDI SUB COUNTY

Telegrams: Education "Malindi"
Telfax: Malindi 31690
When replying please quote
Email: mldeduc@yahoo.com



SUB COUNTY EDUCATION OFFICE
MALINDI SUB COUNTY
P. O. BOX 1053
MALINDI

Date: 1 August 2016

Ref: MLD/ED/G.4/VOL V/40

FREDER MWALUNGO KATUNDA-MED/MSA/12/00014
MOUNT KENYA UNIVERSITY
THIKA

RE: AUTHORITY TO CONDUCT RESEARCH IN MALINDI SUB COUNTY, KILIFI COUNTY

The letter Ref. NACOSTI/P/16/25333/11070, from National Commission for Science, Technology and Innovation dated 13th July, 2016 and on the above subject matter refers.

Authority is hereby granted to conduct research on the topic; *Relationship between Head Teachers Leadership Styles and Students Academic Performance in Public Primary Schools in Malindi Sub County, Kilifi Kenya.*

On completion of your research you are required to submit a soft and hard copy of the finding to this office.

Macharia S.N.
Sub County Director of Education,
MALINDI.

C.c:
➤ **DCC-Malindi**

Appendix XI: Map of Research Area

