INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON PUPILS' ACADEMIC PERFOMANCE IN PUBLIC PRIMARY SCHOOLS IN MOIBEN SUB-COUNTY, KENYA.

BY

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DECLARATION

Students' Declaration

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

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EM17/03504/12 Signature Date

Supervisors' Recommendation

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

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PLAGIARISM DECLARATION

DECLARATION OF NUMBER OF WORDS

DEDICATION

To my wife Irine and children Meshack, Sharon, Joyline and Timothy

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ABSTRACT

The aim of this study was to establish the influence of head teachers' leadership styles on pupils' academic performance in public primary schools in Moiben Sub-County in UasinGishu County of Kenya. The objectives of the study were: to assess the effect of head teachers' centralized authority on pupils' academic performance in public primary schools; to establish the effect of head teachers' teacher involvement on pupils' academic performance in primary schools; to establish the effect of head teachers' top-down leadership style on pupils' academic performance in primary schools, to establish the effect of head teachers' administrative support on pupil academic performance in public primary schools. This study was guided by Frederick Winslow Taylor's Principles of Scientific Management. Descriptive survey design was adopted. The study targeted 90 public primary schools, 90 head teachers of those primary schools and 500 teachers of the primary schools in Moiben Sub-County.The sample population for the study consisted of 45 purposively sampled head teachers and 160 teachers selected using simple random sampling from the 45 schools in MoibenSub-County. The sample size was, therefore, 205. Questionnaires and interview schedules were used as instruments for data collection. The questionnaires were designed based on the research objectives and literature review. They contained both structured and unstructured questions. The research instruments were pre-tested to improve theirvalidity and reliability.The Cronbach's Alpha reliability coefficient was 0.765. When the value of r is higher than 0.5 the instrument is assumed to yield data that have high reliability and therefore can be adopted for the study. The collected data was cleaned up, coded and entered into the SPSS computer program version 20 for analysis. Descriptive statistics included percentages and other measures of central tendencies which were used to analyse the data. Based on the findings, majority of the teachers disagreed on the head teachers' centralized authority; majority of the teachers agreed on the head teachers' teacher involvement.Furthermore, majority of the teachers disagreed on the top-down leadership style.Similarly, majority of the teachers agreed on the head teachers' administrative support to teachers. Based on these findings, itwas, therefore,concluded that involvement of teachers by the head teacher resulted inimproved academic performance in public primary schools in Moiben Sub-County. It is also recommended that head teachers should be further trained on leadership styles so that they can enhance administrative support to the teachers for better academic outcomes.

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LIST OF ABBREVIATIONS

KCPE   Kenya Certificate of Primary Education

BOM   Board of Management

KEMI   Kenya Education Management Institute

MOE   Ministry of Education

TSC   Teachers Service Commission

GMRE   Global Monitoring Report on Education

OECD   Organization for Economic Cooperation and Development

LIST OF ACRONYMS

UNESCO   United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter describes the background to the study, the statement of the problem,
purpose, objectives and research questions of the study. It also presents the significance,
scope, limitations and delimitations and assumptions of the study. The chapter further
contains the theoretical and conceptual framework of the study and the operational
definition of terms used.

1.2 Background to the Study

School leadership has influence on the academic performance of learners (UNESCO,
2009). Head teachers are the main leaders in primary schools. Educational
institutions exist to provide centres of learning for the whole society. Therefore, school
management systems are important in implementing the aims of a school as an institution.
Every school must, therefore, have a functional and effective leadership system
(UNESCO, 2009).

Globally, school leadership is recognized as having a great significance to the overall
functions of educational institutions. The concept of leadership has been at the centre of
much discourse, especially in the areas of organizational administration (Adlam, 2003).
Adlam (2003) describes leadership as a complicated subject. This complexity comes from
the fact that there are many perspectives of defining the concept and gauging its quality.
Karunanayake (2012) argues that leadership is a method of influencing followers to realize
the required expectations. Sergiovanni (1998) observes that the success of any teaching

method is determined bythe quality of students' discipline.Students'behaviour is often a product of the type of school leadership.Generally, leadership is imperative for schools to function successfully in the same way as strong leadership is key for any organization to operate efficiently.

Democratic leadership tends to decentralize power and authority whereby decisions are made through consultations (Okumbe, 1998). Therefore,the head teacher considering the employees on goals that is speculated to be achieved by encouraging personal initiatives and solutions to issues that are found among the staff members. A head teacher who subscribes to autocratic management style determines school policies alone (Okumbe, 1998). Directives are given and must be followed without question. To be a head teacher exercising school leadership in the twenty-first century, one must build complex educational professional skills (Vaillant&Marcelo, 2009). According to Vaillant and Marcelo (2009), one must understand that, often, administrative tasks often predominate to the detriment of educational functions. Head teachersusea high proportion of their time on administrative tasks and on activities such as monitoring and supervising physical and human resources (OECD, 2009). The results of evaluation of educational outcomes and instructors'careergrowth are not sought as often as they should (UNESCO, 2008).

Mulford (2003) observes headteachersare typically overburdened administratively and have no time for more educational tasks thus taking little part in decision-making. In Zambia,for example, the main problem encountered in consolidating effective school leadership is related to the rise in and concomitant higher complexity of, head

teachers'tasks and activities in the 2000s. Owing to external demands, the function has also become fragmented in many cases (Mulford, 2003).

Elmore (2008) points out that the head teacher's main function should be to drive organizational learning in schools. Day, Harris, Hadfield, Tolley and Beresford (2009) posit thatstaff trainingprovides an avenue for enhancing school management and improving educational outcomes. Mourshed, Chijioke and Barber (2010) and Barber and Mourshed (2007) note that effective leadership in schools has been a major area of concern in many educational reforms in the 2000s.These scholars consider countries' education systems in terms of their academic performance in PISA1 and TIMSS tests (Mourshed*et al.,* 2010; Barber &Mourshed, 2007). One major finding in theirreportsisthat educational institutions have improved their pupils' educational achievements owing to strong school leadership exhibited by their head teachers (Mourshed*et al.,* 2010; Barber &Mourshed, 2007).

Schleicher(2012) maintains that school leadership has traditionally been connected with the role and functions of school-management groups. In theKenya Education Management Institute (2011), management is outlined as the method of sourcing and utilizing resources in order to achieve institutional goals.Further,Henri Fayoldefined management asthe processofforecasting and planning, organizing, commanding, coordinating and controlling (Parker &Ritson, 2005). In this way,a leadership style refers to a particular behaviour applied by a leader to motivate his/her subordinates to realizepredetermined objectives.

Brandt (1987) says that the head teacher is bestowed with the responsibility of executing the strategic plans of a school and, to effectively attain this goal, the head teacher may need to issue job directives to the employees by engagingin participatory decision-making or allow the staff freedom to exercise their responsibilities. Kappa (1980) asserts that a head teacher who gives out job directives to his staff and determines the management style alone discourages personal initiatives among subordinates.

In capitalistic leadership, the head teacher believes that there ought to be no rules and regulations since everybody incorporates a sense of responsibility (Pont, Nusche&Moorman, 2008).A laissez-faire school environment is also more creative and fulfilling for those involved in school management system.The extent to which a head teacher succeeds in achieving the school objectives, mission, vision and philosophy depends on how he/she uses suitable management styles to a specific school contextual environment. This means that one must learn and be flexible enough to adoptvarious types of leadership for different situations (Asago, 2006). Academic performance in Kenya's primary education isinfluenced by severalfactorsamong them being the leadership of the school (Ministry of Education, 1987). Therefore, this study sought to test this view in Moiben Sub-County.

1.3 Statement of the Problem

The major concern of any school as an organization is the success or the effectiveness of teaching and learning process. The researcher'sexperience and existing reports (e.g. UNESCO, 2008; Ministry of Education, 1987; OECD, 2009)have shown that head teachers' leadership styles have a direct bearing on the overall effectiveness of a school

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because both the teacher and the pupil are to perform under the leadership of school head teacher. Incidentally, academic performance has been fluctuating in most public primary schools with the turnover of head teachers (Quinn, 2002). This means that during the tenure of some of the head teachers' academic performance in national examinations have improved while it has dropped in some of the schools.

However, the overallscoresamong pupils inmany of Kenya's public primary schools have been unsatisfactory.The poor performance is associated with several factors such including poor leadership which brings about mismanagement of school resources which in turn lowers the performance in schools. The researcher has observed from experience that, often, a poor relationship between head teachersand the other school stakeholders greatly affects academicperformance in primary schools. The failure of the head teacher to involve teachers in the participation of school programmes is also a great challenge (Okoth, 2000). Therefore,this study sought to determine the influence of head teachers' leadership styles on pupils' academic performance in Moiben Sub-County.

1.4 Purpose of the Study

The purpose of this study was to establish the relationship between theleadership styles adopted by head teachers and academic performance of pupils in public primary schools in Moiben Sub-County.

1.5Objectives of the Study

The study was guided by the following research objectives:

i. To assess the influence of head teachers' centralized authority on pupils' academic performance in primary schools in Moiben Sub-County

ii. To establish the influence of head teachers' teacher involvement on pupils' academic performance in primary schools in Moiben Sub-County

iii. To establish the influence of head teachers' top-down leadership style on pupils' academic performance in primary schools in Moiben Sub-County

iv. To establish the influence of head teachers' administrative support on pupils' academic performance in primary schools in Moiben Sub-County

1.6 Research Questions

The study was designed to respond to following research questions:

i. What is the influence of head teachers' centralized authority on pupils' academic performance in primary schools in Moiben Sub-County?

ii. What is the influence of head teachers' teacher involvement on pupils' academic performance in primary schools in Moiben Sub-County?

iii. What is the influence of head teachers' top-down leadership style on pupils' academic performance in primary schools in Moiben Sub-County?

iv. What is the influence of head teachers' administrative support on pupils' academic performance in primary schools in Moiben Sub-County?

1.7 Significance of the Study

The findings of this study will contribute to the existing pool of knowledge in improving theunderstanding of school leadershipapproaches in the academic achievements of pupils.The research results may assist school administrators to adopt leadership

approachesthat yield the best results for their schools in terms of academic performance of learners. The findings of the study will also be used by policy makers in the Ministry of Education in formulating capacity building programmes to empower head teachers and administrators in terms of their leadership styles.Academicians and future researchers can use this study for further reference.

1.8Scope of the Study

This study explored the influence of head teachers' leadership styles on pupils' academic performance in public primary schools.The study site was limited only to Moiben Sub-County inUasinGishuCounty, Kenya.The researchrespondentscomprised all head teachers from the selected schools and sampled teachers inMoiben Sub-County primary schools.The study was conducted between December 2015 and August 2016.

1.9Limitations and Delimitations of the Study

The researcheremployed a self-administered questionnaire to gather data.As such, the study was limited by a low return rate. Respondentswere also reluctant to answer some of the questions.At the same time, somefeared to reveal information they perceived to be sensitive or confidential even when such information would have informed the research outcomes. Inadequacy of finances and time was a limit to the study. To overcome these limitations, the researcher sought the consent of respondents and assured them of confidentiality and that theirresponses wouldonly be used for academicpurposes and any information given was confidential. Other determinantsof schools'academic outcomes were neverstudied. The teachers and head teachers' who took part in the study were those

currently in service at the time of the study. Retirees and those who were absent for some reason at the time of the studywere not considered in the study.

1.10 Assumptions of the Study

It was assumed that all the respondents were willing to participate in the study andthat the respondents would be available during the administration of the questionnaires. It was also assumed that the respondents would cooperate and betruthful in answering the questions presented in the questionnaire. It was further expected that the teachers and the head teachers in the selected schools would be informed onexisting approaches to leadership. It was further assumed that all the questionnaires would be returned to the researcher in good time and the authorities who gave permission to conduct the study wouldcontinue to support the research process.

1.11 Theoretical Framework

The research was premised onthe ideasobtained fromperspectives onscientific management. Frederick Winslow Taylor (1856-1917), in his book *Principles of Scientific Management*,advocates that a worker should be given standardized conditions and appliances to accomplish the task with certainty (Taylor, 1911). To achieve efficiency andexcellent outcomes,leadersmustbe keen tomonitor processesbased onobjectively defined performance indicators. The purpose of this hierarchical structuring of authority is to achieve control and coordination of the organisation members' efforts. The best results come from excellent processes (Taylor, as cited in Turan, 2015). Taylor(as cited in Turan, 2015) argues that the most important object of both the employee and the management should be the training and development of each individual in the

establishment, to ensure everyone does their best to achieve organizational goals. Applying the principle to the study, the head teachers are required to put in place strategies that will increase efficiency in teaching and learning in the school which will lead to improved academic performanceamong students (Turan, 2015).

1.12 Conceptual Framework

| Independent Variables | Dependent Variables |
| Influence of head teachers' leadership | Academic Performance |

Head teachers' centralized authority →

Head teachers' teacher involvement →

Head teachers' top-down leadership →

Head teachers' administrative support →

Academic performance
- Progress records
- Terminal examinations

Intervening Variable

- **Academic culture of the school**

Figure 1.1:Conceptual Framework

The framework above shows the relationship between the inputs (independent variable) in relation to academic performance in public primary schools and the output (dependent variables). The influence of head teachers' leadership style directly affects both teachers and pupils. The most influential styles would result into better KCPE performance depending on the extent of interaction. The school's academic culture influences the nature of relationships. This culture influences the kind of leadership style that the head teacher adopts, the motivations of learners to learn, teachers' motivation to teach and the relationship between the school and other stakeholders who matter in the academic performance of the school.

1.13 Operational Definition of Terms

Administrative support   : Refers to the official assistance provided by the

                                             headteacher to the school fraternity

Centralized authority   : Exists in an organization when all or most

                                             decisions and orders come from a centralized

                                             source, usually the members from the top levels of

                                             the organizational structure.

Influence   : In this study refers to the effect of adopting

                                             something.

Leadership Styles   : In this study it will refer to strategies adopted by

                                             head teachers in school administration.

Pupils Performance   : This will be the score that are obtained by pupils

                                             in examinations.

Public school   : Refers to a school maintained by public funds

Strategy   : Refers to plan of action aimed at improving

                                             results in public schools.

Teaching and learning resources   : Refers to materials such as textbooks teachers'

                                             guide, stationery and other materials that are used to

                                             facilitate the process of teaching and learning in a

                                             school.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter undertakes a review of existing theories and literature onschool management, leadership styles and academic performance. The chapter is divided into:introduction, review of the theories, concepts ofhead teachers' centralized authority, head teachers' teacher involvement,head teachers' top-down leadership, head teachers' administrative support, summary of literature review and theknowledge gaps.

2.2 School Head Teachers as Leaders

Leadership has been a crucial component of school changes over the last several decades (Murphy, 2005). In school reform, leadership may be the most important determinant of the head teachers' success and effective learning environments. As leaders, head teachers are expected to understand the procedures and processes that create the conditions necessary for improvement in primary schools (Murphy, 2005). As skilled leaders, head teachers must precisely envision future school needs and empower others to share and implement that vision. Further, they must be able to assess and evaluate the impact and perceptions of their leadership styles (Kelley, Thornton & Daugherty, 2005).

In the current complex and rapidly changing school environment, the role of the head teacher has changed dramatically from the past as a result of legislative and educational reforms and increasingly high expectations and complex problems that pupils, teachers and parents bring to the school context (Miami-Dade County PSSUPI, 2006). The school head teacher is expected to continue building leadership capacity of the teaching staff

(Fullan, 2002; Murphy, 2005). In order to meet these challenging demands and expectations from the stakeholders, the concept of a strong head teacher has shifted from the traditional one of an isolated authority focused on discipline and record-keeping to that of an instructional leader and team player with vision for reform (Janc&Appelbaum, 2004).

From mid-1980s, education stakeholders have continually increased their demand for school systems to raise standards and improve students' academic performance (Adams &Kirst, 1999). Subsequently, education scholars began to examine school leadership and the link between leadership and school effectiveness (Adams &Kirst, 1999). Leithwood, Jantzi and Steinbach (1999) identify the large-scale school reform, accountability initiatives and the pressure placed on the head teachers to improve learners' achievement. A lot of accountability initiatives are based on high-stakes standardized testing, which is typically incongruent with what most educators recognize as effective ways of measuring quality teaching and learning (Adams &Kirst, 1999).

The step taken towards greater accountability is simultaneous with the increasing number of research studies attempting to measure the impact of school leadership (Hallinger, 2003). According to Leithwood (1992), the move towards transformational leadership made many school leaders to believe in creating the conditions that enable the teachers to find their own directions. Therefore, new concepts took shape in research and theory such as "shared leadership", "teacher leadership", "distributed leadership" and "transformational leadership" (Hallinger, 2003). According to Hallinger (2003), the emergence of these models was an indication of the broader dissatisfaction with the

instructional leadership model that focused too much on the head teacher as the centre of expertise, power and authority. Indeed, the new examination of the head teachers' leadership styles was the beginning of the trend towards transformational leadership in education.

School leaders and generally the education officers, being mandated to lead the education sector, have been the focus of intense scrutiny in recent years as researchers attempt to define the qualities of effective leadership and its impact on the operations of schools and pupils' achievement (Centre for Comprehensive School Reform and Improvement, 2009). Leithwood, Seashore-Louis, Anderson and Wahlstrom (2004) make two critical and very important claims that:

> "[1] Leadership is second only to classroom instruction among all other school-related factors that contribute to what pupils learn in school. [2] School leadership effects by the head teacher are usually largest where and when they are needed most. In the absence of a powerful leader, troubled schools may not be turned around towards greater pupils' achievement. There may be numerous other contributors to such outcomes; however, head teacher's leadership is the key substance" (p. 5).

2.3 Review of Theories
Head teachers' choice of leadership styles is informed by certain social, professional or psychological constructs that shape their thinking. This is why it is important to review existing theories on leadership and leadership styles. This section examines these theories in light of the evolution of leadership across history. Schermerhorn,Hunt and Osborn(2000) and Hoy and Miskel (2001) categorize attribute, behavioural and situational or contingency theories under ancient leadership views, and charismatic and transformational leadership theories under the new leadership perspectives. The main

focus of all theories on leadership is to structure organizational effectiveness. Below is a background discussion on each theory.

2.3.1 Great Man and Trait Theories
Ali, Nisar and Raza (2011) observethat the Great Man Theory is predicated on the concept that leaders are born with innate, unexplainable leadership skills thatpaintthem as heroes. It is informed by the notionthat leaders are right,a quality that also derives power and respect for them. Leaders are elevated by their followers on the ground of their unique qualities that others do not have.As a result, followers never doubt their leaders' judgments.

Attribute theories constitute unit supported great man theories.The attribute approach to the understanding of leadership putsleadership atthe core of organisational effectiveness and performance.Thisapproach assumes that people who lead have innate traits that make them stand out. Sashkin and Sashkin (2003) citing researchers like Ralph Stogdill, in his questfor what he callsnice leaders. Stodgill reviewedseveral analysis reports on leadership andsupports the idea that nice leaders are born (Sashkin&Sashkin, 2003).

Ralph Stogdill, in his review,also found that natural born leaders tend bear certain characteristics, including beinga bit more intelligent, outgoing, creative, self-confident, answerable, loftier and more full of life than mostpeople (Sashkin&Sashkin, 2003). However, these traits did not seem to completely satisfy the author's search, because the list was found to be statistically insignificant. Therefore, Ralph Stogdill (Sashkin&Sashkin, 2003) concludedthat an individual does not become a frontrunner

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because ofa mix of traits since the impact of traits differs in different situations. Therefore, the characteristics of the case ought to be thought of before ascribing greatness to a private as a frontrunner.

Barge and Miskel (2001) observe that the focus on attribute analysis was later centred on comparison between leader traits and leader effectiveness instead of comparison between leaders and subjects. Consistent with the views of Barge and Miskel (2001), Ralph Stogdillamong other researchers of this field of leadershipconcludedthat one's possession of some traits does not necessarilycontribute to one's leadership effectiveness. This seems to totally contradictthe initial assumption that leaders are born and not created. Even thoughthere is no definite list of traits that guarantees leadership effectiveness, a variety of traits haverecently been identified ascontributorsofleadership success.Each of these traitshelps one to manipulate prevailing situations and emerge as a leader.

Hoy and Miskel (2001) have established the following, among other, traits that precondition effective leadership: confidence, stress tolerance, emotional maturity and integrity. Cooper (2003) identifies expertise as one's resource quality of leadership. According to Cooper (2003),aprofessional person underpins the very fact that a leader's traits influence their leadership. Cooper (2003) further argues that the designs managers use have an effect on their workers, which means thatthe Attribute Theory should not be neglected. It is, therefore, valid toargue that any headteacher whois not assured, tolerant, competent and trustworthy cannot be able to lead with success. To be able to pushthe schoolforward, a head teachermust set high goals for selfand otherworkers.

For this study, the above twoframeworkswere foundinstructivein analysingleadership approaches within educational context. This is because the theoretical perspectives are flexibly applicable to all types of systems and contexts. Head teachers can utilize the information from the theories to evaluate their positions in the school and to assess how their position can be made stronger in the school. They can get an in-depth understanding of their identity and how they affect the people they lead in school. These theories enable thehead teacher to become aware of his/her weaknesses and strengths. They can also get to understand how to develop or improve their leadership qualities.

The Great Man Theory andTrait raise questionsover whetherleaders are born or made; and whether leadership is an art or science.They are, nonetheless,absolutealternatives. Leadership requires both creativity(an aspect of art)and accuracy(an aspect of science).Naturally endowed leadersalso need externalcoachingand motivation to apply their inborn talents. School heads, therefore, need to understand andembrace leadership along with self-confidence and motivation.

2.3.2 Behavioural Theories

Behavioural leadership perspective assumes, like attribute leadership views, that leadership is centred on organizational performance. However, the main target of this perspective is on the leader's behaviour instead of the leader's personal traits/characteristics. Various studieshave been conducted with the intention of identifying leader behaviours that account for effectiveness. These studiesidentify twotypes behaviours common among leaders, namely staff-oriented/consideration and process-oriented/initiating structure (Hersey & Blanchard, 1988). The former is sensitive

to subjects' concerns and endeavours to satisfy their needs. The latter is highly capable of identifying new ways to achieve results (Schermerhorn*et al.,*2000).

The above views show that a good leader should considerate and take initiatives. However, it is not easy to relate the actions of a front-runner with efficiencywhen different contexts require different actions (Hoy &Miskel, 2001). This is because situational factors affect a leader's behaviour, even when a leader is competent on people and task management skills. The works of scholarson leadership behaviour in different contextsresulted in situational/contingency theories.

In respectto this study, behavioural theory wasregarded as an attribute sincehead teachers should be employee-centred and production-centred.This is because,based on the theory, leaders who are employee-centred are considerate whereas thosewho are production-centred take keen interest in the productivity of the organization and not the welfare of the employees.In this regard, ahead teacher should always be mindful of the welfare of the teachers and pupils even as he/shedoes not focus on the academic performance of their schools.

2.4 Empirical Literature Review
2.4.1Head Teachers' Centralized Authority and Pupil Academic Performance

Bean (2000) has conducted a study onthe role of head teachers'lone decision-making in schools. The study sought to achieve two objectives: establish the extent to which the decisions assist in school performance and how the head teachers ensured they did not make decisions that are not in line with the organizational values. The findings of Bean's

(2000)studyindicated that head teachers, bymaking decisions alone, enhancedacademic performance of their schools to some degree.The head teachers alsoensured proper use of resources and they enabled schools achieve performance targets. The study,therefore, concluded that head teachers play a crucial role in school management (Bean, 2000).

Cunningham and Cordiero (2008) assert that the head teacher is at the centre of school improvement and decisions on teaching and learning. Therefore,the head teacher is a change agent for success and is expected to explore and utilize resources for the continuous improvement of the schools' academic performance (Cunningham &Cordiero, 2008). This implies thatif the head teacher of a school is not vision oriented and productive in their responsibilities it will be difficult to achieve overall school improvement. In this context, leadership is perceived as the ability of the head teacher to relate with teachers (Cunningham &Cordiero, 2008). This relationship will bring out the best in teachers and motivate them to constantly identify opportunities to improve academic performance of individuals and the entire school.

Asago (2006) has investigatedtheschool rules and relevant learning materials. The study objective was to ascertain whether or not the foundations and rules adhered to result in increase of performance in schools with inadequate learning materials. Inthestudy, adherence to rules and lack of learning resources were correlated. The study findings indicated that adherence to rules and inadequate learning resources are not statisticallysignificant in deciding on performance. Most significantly, the study by Asago (2006) established anegative relationship between adherence torules and lack of learning resources.

In centralized instructional systems,all the decision-making on educational matters is within the hands of the central authority (Aqil, 2005). In such systems, college heads, academics or workers are not given a chance to air theirviewsregardingthe affairs of the institution. Although in Kenya there are devolved educationalmanagement units in every county, these offices mostly lack real authority; they solely transmit the central authority's decisions and guidelines (Okoth, 2000). This makesthe teaching and learning activities difficult and reduces the capabilities of schools to make changes that favour learners (Aqil, 2005).

Leadership capability in the education sector is determined by the leader's traits, qualities and behaviour. Some peopleare born with innate leadershipqualities, which manifest themselves through their temperament, physical and mental characteristics.Othersachieve leadership qualities and status through diligent hard work and commitment to success. School organizationsneeddiligent managers who are able todefine strategies and implement agenda acrossall sectorsof the educational system, butcharismaticleaders may push their schools on the far side of expectations (Horner, 2003).

There are variations and similarities between management principles in the contexts of schools and those of business. The similarities in management principles between business and educational leadership provide crucial lessons forlearning institutionsthat desireto offer the best services to their learners (Whitaker, 1998). Jones (2005) suggeststhat in the contexts of schools,head teachersmustcarry outregular performance management reviews to assess three elementaryparts of performance: contribution, capability and continuous progress. As a manager, the head teacher shouldstay informed on both the negative and positiveaspects ofperformance in the school (Jones, 2005). The

head teacher should also understand that excellent performance among individual workers will be accomplished when the pinnacle shares decision-making authority with the rest of the staff and generally with all educational stakeholders (Levacic, 1995).

Watts (1984) observes that British heads teachers get pleasure from in-depth power, just like the captain of a ship. However, he notes that the educational environment in Britain has dramatically changed over the years. According to Watts (1984), British schools are no longer isolated from the greater society; they instead collaborate with a wide array of other bodies. This factimposes a burden on head teachers that necessitates delegation skills (Watts, 1984).

This may explain why in most contemporary schools most decisions aremade with the participation of different school workers rather than by the head teachers and deputies alone. Indeed, academicians in current learning set-ups must work together to create an environment that motivates pupils to fully imbibe the lesson objectives and to adapt to the school culture generally. Creating collective action among academics is a major responsibility of contemporary head teachers (Watts, 1984).The head teacher must always endeavour to develop schoolpolicies that favourless of individual than skilled teamwork.

A study conducted by Lewin (2008) on the impact of head teachers' keenness in observing teachers' behaviour within schools. From the findings, Lewin (2008) concludes that intense observance and analysis of school discipline by the head teachers is extremely necessary and helps to boost performance in colleges. From the findings, the study recommends that the management of schoolsshouldstrengthenobservance

ofacademics toensure students andteachers do their best within the educationalestablishments. Availing and using instructional materials will also influence the effectiveness of teachers and learners' lessons.

Avalos (2000) points that the standard of education that learners receive is directlydetermined by the extent of provision of instructional resources. It thus goes without saying that availability and convenience of use of instructional materialsinfluence student performance. As stipulated in the Report on Education (GMRE) for All, students' access to teaching and learning greatly influences what, how, why and when they learn (UNESCO, 2008).

Mwamwenda and Mwamwenda (1987) have conducted study to ascertain how the provision of instructional resources influences students' performance in Botswana. The study established that physical facilities havea direct link with thequality of education, which is measured in terms of students' performance. This suggests that head teachers ought to make sure that schools have the desired teaching and learning resources to support excellence in students' educational performance.

Fullan and Miles (1992) assert that educational performance demands resources needed for effective teaching and learning. Berman and McLaughlin (1976) have also found that support in terms of provision of sufficient trained humanresourceisneeded in educational institutions. Teaching and learning materials are essential ingredients of quality education and curriculum implementation. In the absence ofsufficienteducational resources,instructional activitiesin schools will not achieve much (Lockheed *et al*., 1991). Their availability,applicability,sufficiency and quality of these resources have astrong

anddirect influence on students' educational performance (Sowell, as cited in Hosack, 2000).

2.4.2 Head Teachers' TeacherInvolvement and Pupils' Performance

Teacher involvement in this study was defined as head teachers' consultation of teachers in administrative decisions about the school. It also entails head teachers' incorporation of teachers' suggestions in administrative policy formulation of the school. Leadership, especially head-teachers' leadership, has been the object of many studies since the late 1960s. No consensus has ever been reached overtheactual role and relevance of leadership within the school environment (Fullan, 2001; Sergiovanni, 2001; Harris, 2005). Good leadership can certainly contribute to schools' improved performance.Adept head teachers motivate their staff and students to do more. They foster an environment proactive thinking and ensure educational activities are properly coordinated. Researchworks have expanded the scope of school management discourse. Most of them currentlyinvolveothershareholders in education such as the school boards of management, heads of various departments, directors of various units, instructors, student leaders, among others (Goldhaber, 2002; Harris, 2004).

Ramsey (2010) believes that leadership styles are as many as people's charactertraits. Someapproaches are either flexible while others are unyielding. Certain leadersemploy manipulation while others encourage participation. Considering the major role and influence that headteachers' have in schools, they must involve teachers in theirpursuit of betterperformance. This is because teacher-student relationships define most what encompasses quality education. Therefore, enlisting the commitment of teachers to the

achievement of school goals and objectives and in definingcultureof the school should be high in the leadership priorities of teachers. Involvement of teachersin school leadership can help headteachers to initiate and maintain the kind the atmosphere that will foster effectiveteaching and learning in schools (Parsons,2005).

Dinham (2005) and Townsend (2007) have found that school leadership plays an important role in the success of a school. Efficient and productiveeducationalheadsnurture and rely on meaningful interactions (Crum & Sherman, 2008).They motivate teachers to exert extra efforts in their work, which in turn translates to improved teaching and learning (Eyal& Roth, 2011; Leithwood&Mascall, 2008). Effective school leaders are particularly keento ensure that there are different mechanisms for teachers to communicate and work collectively (Murphy *et al*., 2007).

Quinn (2002) has conducted a study on the relationship between head teachers' leadership behaviour and the instructional practices. The study findings support the view that leadership impacts the involvement of other parties in the decision-making process (Quinn, 2002). Quinn (2002) further argues that school leadership is important in developing a system that appreciates and constantly endeavours for excellence.Quinn's (2002)study further indicates that an effective head teacher can transform a school that lacks direction and purpose to a happy,goal oriented and productive one. Therefore,it may be argued that an effective leadership is crucial in increasing productivity and in transforming a school forbetteracademic performance.

Education is a worthy venture. It equips people with the capacity to take part in social transformation (Republic of Kenya, 2001). In the current fast-changing world, no single individual can hold monopoly over information, vision or ability to succeed (Muthondu, 2007). The old form of leadership that vested all power and titles in the hands of one or a few individuals, in most cases the males, is rapidly becoming dysfunctional. It has become more difficult to lead people who are better educated and more informed. Therefore, leaders in current contexts must be trained to adapt to rapidly changing society and make every effort to teach and model the most effective styles of leadership.

There are many determinants and indicators of learners' academic achievements. These include provision of physical facilities, optimal classroom sizes,effective school discipline policies, administrative support and effective leadership. Other studies conducted in Botswana, Nigeria and Papua New Guinea concurswiththis (Muli, 2005). Good leadership provides the necessary guidance, clear direction and rewards for effective performance in an organization. Okumbe (2001) averts that human resources are the most important assets in any organization and, therefore, the success of an organization depends entirely on how effectively workers are managed. This means that continuous effort is needed to achieve integration where all the members are involved and work together with a sense of common purpose toachievecommonobjectives.

School exist as communities in themselves. This means aconsiderateheadencourages participation of all in this community. At the same time, such a leader does not feel obliged to unquestioningly accept the group's thinking. A good leader seeks consensus before making decisions. Newstrom and Keith (2002) posit that a laissez-faire leader

turns over almost all authority to group members and does as little leading as possible. In contexts where the responsibilities ofeach subordinate are well-stated, such heads may not bother following up on the staff. They make few attempts to increase productivity of their employees.

The laissez-faire leader is tantamount to become distanced from the operations of a system. This style of leadership may result in indiscipline due to poor enforcement of rules and regulations in a school resulting furtherinpoor academic performance. Effective management and administration can elevate a school to new heights. Incompetent head teachers are a big problem to the overall administration and management of education in any country (Otiende&Sifuna, 1994). Luthan (2002) asserts that efficiency is valid only to the extent to which it contributes to achievement of goals of organizational goals and the extent to which it enables optimal conditions for the environment for the survival of the organization.

Bell (1993) argue that effective leadership provides a school with a vision, explicit philosophy formulatedthrough consultation and team work, all of which lead to best outcomes. Mwalala (2008) cites lack of management skills by head teachers as a major factor contributing to poor performance in national examinations. The school head teacher must engage the teaching staffs through the use of appropriate leadership styles.This is the only way the head teacher will succeed in directing staff efforts and in creating a conducive climate for students to improve performance in academics. Bersy and Blanchard (1995) advise that the leadership style adopted by a leader should assist in linking the situations at hand with an appropriate style.

Two dimensions of leadership behaviour have been identified, labelled as consideration and initiating structure (Judge, Piccolo &Ilies, 2004). The first dimension isconcerned with defining the link between the leaders and subjects.It also explores defined networks of a system, avenues of interaction and processes. Consideration includes leader behaviour that indicates friendship, trust, warmth, interest and respect in the relationship between the leader and members of the work group. Good leaders are defined as those who integrate the two dimensions (Judge *et al.*, 2004). Superiors and subordinates tend to evaluate the contributions of the leaders' behaviour and dimension which positively assess the effectiveness. Only a slight relationship exists between how leaders say they should behave and how subordinates say that they do behave (Wayne, 2008). Luthan (2002), in support of this research, cites effective leadership as being a process of consideration and initiating structure.

Sheilds (2005) and Day, Harris, Hadfield, Tolley and Beresford (2000) agree that the duties of a head teacher are not only limited to carrying out functional duties like organizing, coordinating and evaluating but they also need to be a role model and source of inspiration to all the teachers. Apart from these, the school head is also requiredto practice leadership styles that emphasize on humanistic values such as building a harmonious relationship with the teachers, being transparent, approachable, motivating and guiding the teachers (Bush, 2003; Ahmad, 2001). On the other hand, Fook (2000) opines that the nation's educational aspirations will not reach its objectives if the school leadership focuses only on administrative chores when the school leadership field today is much more dynamic, complex and demanding (Speck, 1999; Herbert, 2006) and requires head teachers who are capable of enhancingdedication among teachers.

2.4.3 Top-down Leadership on Pupils' Performance

According to Oluremi (2013), top-down approach to leadership is an autocratic and hierarchical style of decision-making.In this approach, decisions are first made by those in highest authority then distributed to subordinatesat the lower cadres for implementation (Oluremi, 2013).

Mullins (2002) observes that such leadersclosely monitor those they lead to ensure set standards and regulations are adhered to. Leadershipmust be effective even where the situation seems harsh so as to drive organizational intentions towards goal achievement.Kasule (2007) posits that autocratic leadership is concerned more with the position. Head teachers generally emphasize it since it brings about results very quickly, as subordinates work under pressure to meet deadlines.Nevertheless, Storey and Keith (1993)argue that leaders who focus more on their position end up being too firm. This hinders teacher creativity and productivity, especially in instances where creativity and planning are imperative to academic performance in schools.

Leaders approach is the way one directs strategies and manages personnel. Student educational activitiesareextremely crucial at each level; from a perspective of a private, a family, a company (like a school) and the entire nation. For a schoolto perform well, effective leadership is required (Cole, 2004). Leadership ineducationalinstitutions isthereforedynamic,so that an individual is not answerable for the group's tasks but he/she actively seeks collaboration and commitment of the group members to achievegroup goals in a specific context (Cole, 2004; Richling& Cox, 2004).

2.4.4 HeadTeachers'Administrative SupportandPupils' Performance

Effective head teachersexhibit a variety of administrative competencies.Leithwood*et al.* (2004) defines three sets of core leadership practices that show excellent administrative abilities. The firstis training and allowing teachers room to carry out their responsibilities, availing the necessary resources and motivation to do better and benchmarks of success. The second is setting directions for the organization developing shared goals, monitoring organizational performance and promoting effective communication. The third practice is refining the system and processes. This includes developing a definite way of doing things in a school, improving and maintaining facilities and forging meaningful relationships (Leithwood*et al.*, 2004).

Astudy in China, Guinea, India and Mexico reports that nearly half of teachers interviewed had been absent at some point in the previous month (Carron &Chau, 1996), requiring other teachers to compensate for them or leaving students without instruction for the day. Learning takes placeasinstructorsand learners interact in the contexts of teaching learning; this should not be interfered with by burdening teachers with unnecessary administrative roles (Fuller, 1999).

Onyango (2008) emphasizes that human resource is the most vital resource in a school organization. He adds that teachers comprise the most important workers in the school. Nevertheless, the role of support staff is also vital to the school's pursuit of excellence. Odhiambo (2005) observes that the primary function of a learning institution is to impart knowledge in learners within a favourable environment.The most vital asset that such institutionshave to attain this purpose is the professional training and commitment of its

instructors (Odhiambo, 2005). Teachers, therefore, need to be well managed so that they can effectively play their role of making students perform well in examinations. The head teachers' responsibility in human resource management involves: Leading and motivating staff; delegating responsibilities effectively; and conflict management. These enable effective teaching and learning which impacts on students' academic performance. With increased number of students, teacher-student ratiosarelikely to be high, leading to increased workload for teachers.

This is likely to pose a challenge to head teachers, who are expected to ensure that the quality of education is not compromised. As a human resource manager, the head teacher must ensure that there are adequate teachers in the school for effective teaching and learning process which improves students' academic performance. This includes hiring BOM teachers in cases where there are inadequate teachers.

According to Sushila (2004), the head teacheris responsible for his/her school; the head teacher is at the centre of all activities of a school. The headteacher shapes the activities and outcomes of a school, including teachers' in-service training. A discreet head teacher willenhance teacher development by providing a chance for his/herdevelopment. Themain aim of staff development is toimproveoutput.

The head teacher is required to make use of situations and choose the appropriate leadership style that will be effective for every situation.Oyetunyi (2006) posits that school headship is collaborative by nature. It brings together various views and values by forging workable relationships. A school leader who excels in some situations may fail in

other situations. Chandan (2004) describes leadership as a quality in which the leader is able to handle given situationsbased on the skills and the environment.In a study by David (2007), indicators of participatory school administration, leadership and management effectiveness correlated with the stakeholders' level of effectiveness. Thestudy suggests that head teachers wishing to enhance the level of effectiveness in their schools should consider adopting participatory leadership. This ensures that they engage subordinates, parents, pupils and the community in the decision-making.Kouznes and Posner (2003) posit that head teachers know that no one does his/her best when they feel weak and incompetent.

Taylor affirms this claim saying that the head teacher deliberately models the overall quality of performance in a school.Further,the existence of quality relationships among thehead teacher, the teachers and the pupils reflects a positive school performance.Ordinarily the main task of the head teacher is to help create a healthy working environment in which pupils are happy and eager to learn and teachers identify with the school philosophy.

2.5Critical Review
Huka (2003) have found that head teachers who aremerited as consultative have lower mean scores whereas authoritative head teachers achieve higher mean scores. Muli (2005) and Wangui (2007)have reportedsimilar findings. This contradiction might arise as a result of different head teachers' working environment.Muchira (1998)has conducted a study on leadership effectiveness in primary teachers' colleges in Kenya with an emphasis on leadership designs, job satisfaction and learners'performance.The study

centred on the nature of the head teachers' leadership styles, students' performance and the extent of the relationship of these variables. Thestudyfound no significantvariations between tasksorientedhead teachers and relationships oriented head teachers with regards to students' achievement. These findings contradicted those ofWanjiru (1997) who identifies a major relationship among the variables of perceived leadership styles, size of the school and non-institutional time on teachers; therefore, there was need for further investigation of these contradictions on head teachers' leadership styles and pupils' performance.

2.6 Knowledge Gaps

Okorie (2010) has found thathead teachers are aware that parents are concerned about their leadership styles and how these impact on the holistic growth of learners. The researcher states that the community wants to see that the purpose of schooling being fulfilled in their children and that pupils are being prepared to improve.

The review of literature in this chapter has shown that existing studies have majorly focused on the effectsof head teachers' leadership styleson the performance of learners in national examinations. Little has, however, been done on its effects of leadership styles on the general academic performance of schools.Therefore, this study sought to fill the gap by seeking to determine the influence of head teachers' leadership styles on pupils' academic performance in public primary schools in Moiben Sub-County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the methodology used in the study. It describes the research design used. It also presents information about the target population, sampling procedures and sample size. It also describes the data collection instruments that were used, their validity and reliability and how they were determined. Finally, the chapter presents the data collection procedure, data analysis techniques and ethical considerations of this study.

3.2 Research Design

The study used descriptive survey research design. Cohen and Manion (1992) state thatdescriptive survey is vital when collectinginformation in the context of time,interpreting existing conditions, identifying standards against which they can be compared, and determining the relationships that exist between specific events. Bogdan and Biklen (1998) argue that a survey research design is part of the process of collecting data to be used in making value judgments and decisions on status of events, process and products against objectives set. This research design wasappropriate for this study because it involved gathering data from a large area.

3.3 Study Location

This study wasconductedin MoibenSub-County in UasinGishu County. UasinGishu County is located in the former Rift Valley Province. It borders Trans Nzoia to the North, Nandi to the southwest and Bungomato the west, Kericho to the south,Baringo to the southeast,ElgeyoMarakwet County to the East. The main economic activity in

MoibenSub-County is farming. The Sub-County is surrounded by Soy Sub-County inits west, AinabkoiSub-County inits east and KessesSub-Countyinits south. The research chose Moiben Sub-County because a review of existing literature on leadership styles of head teachers on public primary schools indicated that not much research had been conducted on this issue in the study area.

3.4 Target Population

Target population refers to the wider unit of a givencategory of subjects to which the investigator intends to apply the findings of an investigation (Borg & Gall, 1989).The study targeted a total of 90 primary schools. This number was obtained from the records in the Sub-County's Education Office as of 2015. The target population therefore for this study consisted of 90 primary schools, 90head teachers, and 500teachers of primary schools in MoibenSub-County.

3.5 Sampling Technique and Sample Size

A sample design is a specified strategy for selectingrepresentative participantsoflarger unit (Kothari,2004).This research adopted samplingtechniques that were reliable and appropriate to the study.According to Mwanje and Butu (2001), sampling is the process involving the selection of a definite number of elements from a given population of interest to take part in a research.Therefore, a sample is aselectionof representative members of a larger group (Mugenda&Mugenda, 2003). According to Mugendaand Mugenda (2003), 30% or above of the total population is good for study therefore the researcher took50% of 90 public primary schools in Moiben Sub-County making a sample of 45 public primary schools.By use of purposive sampling technique all head teachers (45) participated in the study. Finally, by use simple random

samplingtechnique3 teachers of each school though in some schools there were few teachers (4-5 teachers) thus making the researcher to pick all of them. This broughtthe sample size for teachers to 160 teachers.

Table 3.1: The Sample Size

Strata	Target	Procedure	Sample	Sampling
Head teachers	90	45	45	Purposive
Teachers	500	(45*3) + 25	160	Simple random

Source:Researcher (2016)

3.6 Instruments ofData Collection

An instrument is the means bywhich the researcher collects data from the sample population.Mugenda and Mugenda (2003) opine that qualitativestudiesuse mainlyquestionnaires and interview schedules for data collection.The purpose of the instruments in research is to measure the variables of the study and it helps in yielding accurate and meaningful data for decision-making (Mugenda&Mugenda,2008).Thisstudy used questionnaires and interviews as tools for datacollection. Questionnaires administered to theteachers and interview schedule to thehead teachers.

3.6.1 Questionnaire

According to MugendaandMugenda (2010), a questionnaire is a written set of questions to which the subject responds in writing. The tool was considered appropriate for this study because the targeted respondents were literate and able to complete the questionnaires on their own. The questionnaire saves time and allows for uniformity in the way the questions areasked, ensuring greater comparability in the process. Questionnaires also guide respondentsto prevent them from giving ambiguous

responses.Theyare also regarded as highly efficient for routine data collection with a large number of respondents as was the case for this study. The data collected through questionnaires lent themselves to quantitative analysis by allowing the use of descriptive and inferential statistics as well as providing a forum for individual comments and perspectives in the respondent's own words. The questionnaire items were both closed-ended and open-ended. The respondents were required to respond to closed-ended questions by ticking the responses that were applicable on the basis of information sought.This gavethem an opportunity to freely express their opinions on leadership styles.

The first section (Section A) of the questionnaire sought information on the demographic characteristics of the respondents. Section B sought information on head teachers' leadership styles, specifically centralised leadership. Section C sought data on head teachers' involvement of teachers in administrative decisions. Section D sought information on the characteristics of head teachers' that exhibited top-down leadership style. The last section (Section E) was designed to gather information on head teachers' administrative support of teachers in school. The scoring of the questionnaire was based on a five-point Likert scale of Strongly Agree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Disagree (5).

3.6.2 Interviews

An interview is averbaland direct askance of questions listed in a schedule (Mugenda&Mugenda, 2003). According to Kothari (2004), by using an interview the researcher gathers more in-depth information and by his own skills can overcome respondents' resistance. Also the method allows greater flexibility to restructure

questions to suit the respondent's level and can be used to obtain personal information easily. The study used the structured interview method where there was a set of pre-determined questions to which respondents were expected to respond. After data collection, the information was collated with those of questionnaires so as to rule out inaccurate information due to lack of understanding of questions on questionnaires by the respondents as advised by Peters (1996).

3.7 Validity of the Research Instruments

Validity refers to the truthfulness and worth of deductionsin an investigation (Kothari, 2004). Content validity of the questionnaire was established by consulting the two supervisors and experienced researchers fromthe School of Education, as well as colleagues in the department. This was done in line with recommendationsby Cohen and Manion (1994) that supervisors and colleagues can be used to give objective opinions on content of the research instruments. TheUniversity supervisors assessed the research instruments to ascertain whether or not they would elicit the required data for meaningfulanalysis of variables. Suggestions and advice offered was used to improve the research instruments and make them more adaptable to theneeds of this study. Those items thatwereunclear and confusing were revised or discarded.

3.8 Reliability of the Research Instruments

Kothari (2004) defines this aspect asthe level of consistency of a research tool in eliciting the same outcomes after many tests. Murray (2003) averts that piloting is important because it helps to check on the suitability and ambiguity of the research instruments designed, relevance of the information sought, the level of language used, difficulties the respondents are likely to face when responding to the items, and the content validity of

the instruments from the responses given. The results from the pilot test helped in adjusting the items in the questionnaire and interview schedules. Some of the content was reformatted to ensure that the data collection instruments would gather the desired information.

To minimize random error and hence increase the reliability of the data collected, a pilot test was carried out in 10 primary schools in the Moiben Sub-County which were excluded in the main research. This formed approximately ten percent of the sample size of the study, and was in line with the argument of Mugenda and Mugenda (2003) that a ten percent sample of the selected group can be subjected to this test. Vague questions were rephrased so as to more clearly convey the same meaning to the respondents and, therefore, enhance validity of the questionnaire instrument.

The researcher employedthe test-retest approach. After a period of two weeks, the same questionnaires were administered to the same respondents so as to establish the consistency in responses to the items. After collecting the questionnaires, the responses were scored. The two sets of scores from both testing periods was correlated using the Cronbach Alpha correlation, so as to determine the degree of correlation between the two pairs of ranks for the test retest. After the correlation, the value of $r$found to be 0.765. According to Moser and Kalton (1985), when the value of r is higher than 0.5 the instrument is assumed to yield data that have high reliability and therefore can be adopted for the study.

3.9 Data Collection Procedures

In preparation for data collection, a research permit was sought from the Ministry of Higher Education at the National Council of Science and Technology. Permission to conduct research in Sub-County was sought from County Directors of Education and County Commissioner UasinGishu. The researcher then personally visited each school in the study to seek permission to administer the questionnaires and arrange for interviews with the respondents. The questionnaires were personally administered by the researcher to the respondents in the study schools after briefing the head teachers on the objectives of the study.

3.10 Data Analysis Techniques

The data collected was cleaned and coded immediately the questionnaires were received from the field on the basis of the objectives of the study. The editinghelpedcheck on the completeness and logic of the answers, consistency and relevance of the responses to the items of the objectives set. Errors or omissions in the filled-up items of the questionnaires were corrected. The responses from the interview schedules were coded by allocating them to categories and themes of similar items in the questionnaires according to the strength of the reference. The responses were then interpreted based on the consistency of the facts and logical themes adduced to them. Descriptive and inferential statistics were used during data analysis on every objective set using the Statistical Package for Social Sciences (SPSS)computer program. The specific techniques used in data interpretation and analysis of data from the questionnaires included frequencies, percentages and means. The findings were then presented using frequency distribution tables.

3.11 Ethical Considerations

According to Lee (1993), research ethics are codes of conduct or guidelines that help reconcile value conflicts, and researchers must try to minimize risks to participants, colleagues and society while attempting to maximize the quality of information they intent to produce. In this study, a number of ethical issues were considered before embarking on the research. This was done in order to protect the rights of the respondents.

One of the issues considered wasthe head teachers' voluntary participation. As such, informants were not coerced to participate in the research. Secondly, the respondents were informed of the nature and purpose of the research and expected benefits to the schools. Assurance was also given on confidentiality and anonymity in the research. Further, the researcher respected the privacy of respondents and ensured records and other data were not recklessly disclosed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter makes a presentation of results and findings obtained from field responses and data on the influence of head teachers' leadership styles on the academic achievements of learners in public primary schools in Moiben Sub-County.These results have been categorized into two sections; the first section deals with the demographics and the second section presents the findings of data analysis based on the research objectives.

4.2 Demographic Data

The study sought to capture the background information of teachers in various schools in the Sub-County. The targeted number of teachers was 160 and the return rate for questionnaires was 150.Background information of respondents is very important in any research as it forms fundamental basis on which interpretation of the study is based. Demographic data jumpstarts the process after which the research can go aboard and carry out an analysis of the main objectives. The background information sought in this study included the respondents' gender, age, education level and period of service.

4.2.1 Gender Distribution

The table belowpresentsthe results on the gendervariations amongthe participants ofthis study.

Table 4.1:Gender of Respondents

	Frequency	Percentage
Male	102	68
Female	48	32
Total	**150**	**100**

KEY: SA – Strongly Agree; A – Agree; N – Neutral; SD – Strongly Disagree; D - Disagree

The findings on the gender distribution of the research respondents, as shown in Table4.1 above, indicated that most,102(68.0%),of the respondents were male while few, 48(32.0%), were female. It is clear that most of the teachers who participated in this study were male with a small number being females. This implies that there is no gender balance in the area in regards to the number of those who are involved in the teaching profession.

4.2.2 Age of Respondents

Information on the age of respondents being part of the background information was sought after. Results are shown in Table 4.2.

Table4.2: Age of Respondents

	Frequency	Percentage
20-25 years	23	15.3
31-35 years	42	28
36-40 years	41	27.3
above 40 years	44	29.3
Total	**150**	**100**

The findings in Table 4.2 above indicate that a number,44(29.3%), of teachers who participated in the study were aged above 40 years, followed by those aged between 31 and 35 years, 43(28.0%), and those between 36 and 40years, 41(27.3%). On the other hand, a small number, 23(15.3%), were in their early 20s, that is between 20 and 25years old. Therefore, it is evident that majority of teachers in the area of study were aged above 30 years. This meant that most teachers were within the mature age and could,therefore,responsibly tackle allschool affairs.

4.2.3 Period of Service as a Teacher in the School

The study sought to find out the period of service thatthe teachers had served in their schools so as to ascertain their levels of experiences. The results were as summarized in Table 4.3.

Table4.3: Period of Service as a Teacher in the School

	Frequency	Percentage
1-3 years	17	11.3
4-5 years	61	40.7
7-10 years	48	32
over 10 years	24	16
Total	**150**	**100**

The findings in Table 4.3 aboveshowthat majority,61(40.7%),of the teachers had been in service for a period of 4-5 years, followed by 48(32%) who had served for a period of 7-

10 years. The minority,24(16.0),were those who had served for a period over 10 years and 1-3 years, 17(11.3%). It is,therefore, evident that the teachers who participated in the study had had significant experience in service though it varied from one teacher to another. Studies that comment on such findings argue that, on average, teachers who are new to the profession are less effective than those with some experience under their belt(Clotfelter*et al*., 2007).

4.2.4 Level of Education

It wasconsideredimportant to determine the level of education of the teachers from the selected schools in Moiben Sub-County. The findings were asshown in Table 4.4 below.

Table4.4:Level of Education

	Frequency	**Percentage**
Bachelor's degree	15	10
Diploma	53	35.3
P1 teacher	82	54.7
Total	**150**	**100**

KEY: SA – Strongly Agree; A – Agree; N – Neutral; SD – Strongly Disagree; D - Disagree

The results indicate that most,82(54.7%),of the teachers who participated in the study were P1teachers. This was followed by those with diploma level constituting 53(35.3%) and the minority with bachelor's degrees who constituted 15(10.0%).

4.3 HeadTeachers' Centralized Authority

The study sought to establish the influence of head teachers' centralized authority on the academic performance of learners in Moiben Sub-County. Table 4.5 presents the research findings onhead teachers centralized authority aspects.

Table 4.5: HeadTeachers' Centralized Authority

Statement	SA	A	N	SD	D
	F(%)	F(%)	F(%)	F(%)	F(%)
Head teacher is keen on monitoring teachers' work, discipline and academic of the school for good performance	22(14.7)	124(82.7)	4(2.7)	0(0)	0(0)
The head teacher does not bother providing instructional materials, yet insists on performance	0(0)	7(4.7)	3(2.0)	21(14.0)	119(79.3)
Head teacher is not bothered with the atmosphere which affects staff and pupils academic performance	0(0)	5(3.3)	1(0.7)	28(18.7)	116(77.3)
Head teachers who make decisions regarding academics alone have high mean performance index	2(1.3)	1(0.7)	23(15.3)	58(38.7)	66(44.0)
Head teacher does not use teachers' ideas to improve on academic performance of the school	0(0)	6(4.0)	4(2.7)	18(12.0)	122(81.3)

KEY: SA – Strongly Agree; A – Agree; N – Neutral; SD – Strongly Disagree; D - Disagree

The study sought to determine teachers' perceptions on head teachers' monitoring role. It emerged that most,124(82.7%),teachers in Moiben Sub-Countyagreed withthe fact that head teachers play a role in monitoring their work, discipline and academics of their

respective schools.On this statement,22(14.7%) strongly agreed and a small number,4(2.7%), were neutral, meaning they were undecided. In summary, majority of the teachers in the area affirmed that the head teachers of their schools participated in monitoring, follow-ups on their work and other duties, including discipline and academics of their schools for good performance.

The study further sought to establishif the head teachersdid not provide instructional materials necessary for effective teaching and learning. The dataobtained indicated that a good number of teachers, 119(79.3%), disagreed on the issue with 21(14.0%) strongly disagreeing. On the other hand, 7(4.7%) agreed while 3(2.0%) were neutral on this issue. The research, therefore,establishedthat majority of the head teachers provided instructional materials.

Further,the study found that majority, 116(77.3%), of the teachers in Moiben Sub-County disagreed with the statementthat head teachersarenot concerned with them and the pupils. Moreover, 28(18.7%) teachers strongly disagreed, 5(3.3%) agreed and only 1(0.7%) was neutral on this issue. From these findings,it isclear that a good percentage of teachers felt that the head teachers of their schools cared about their working atmosphere as well as their students.

The research also sought to examine whether or not head teachers of various schools in the area participated in academic decisions alone which and how this impacted the academic performance of their schools. As indicated in theresults,66(44%) of the teachers disagreed, 58(38.7%) strongly disagreed, 23(15.3%) were neutral,2(1.3%) strongly

agreed and 1(0.7%) agreed. Therefore, majority of the teachers did not support the fact that head teachers' decision-making in regard to academics alone aided in achieving high performance index. Teachers, therefore, believed that decisions regarding academic achievementscouldbe shared among the staff members in the school.

Bean (2000) has found that that head teachers, by making decisions alone, enhance academic performance of their schools to some degree. The head teachers also ensure proper use of resources and they enabled schools achieve performance targets. Therefore, concluded that head teachers play a crucial role in school management (Bean, 2000). Similarly, Cunningham and Cordiero (2008) assert that the head teacher is at the centre of school improvement and decisions on teaching and learning.

Moreover, the study sought to establish whether or not head teachers failed to include teachers' ideas in improving performance. The research results indicated that 122(81.3%) of teachers disagreed on this issue, 18(12.0%) strongly disagreed, 6(4%) agreed and 4(2.7%) were neutral. Therefore, it is clearthat most of the teachers who participated in the study disputed the viewthat theirhead teachers did not go by their suggestions in regards to academics with the aim of improving performance.

These findings agree with the view that the head teacher is a change agent for success and is expected to explore and utilize resources for the continuous improvement of the schools' academic performance (Cunningham &Cordiero, 2008). This implies that if the head teacher of a school is not vision oriented and productive in their responsibilities it will be difficult to achieve overall school improvement. In this context, leadership is

perceived as the ability of the head teacher to relate with teachers. This relationship will bring out the best in teachers and motivate them to constantly identify opportunities to improve academic performance of individuals and the entire school.

4.4 HeadTeachers' Involvement of Teachers

The study sought to find out how aspects of head teachers' involvement of teachers influenced academic performance in their schools. The findings on this objective wereas presented in Table 4.6 below.

Table 4.6: Head Teachers' Involvement of Teachers

Statement	SA	A	N	SD	D
	F(%)	(%)	(%)	(%)	(%)
Head teacher inspires teachers to participate in developing school programmes which contribute to improved performance.	35(23.3)	106(70.7)	5(3.3)	0(0)	0(0)
Head teacher involves teachers in procurement of instructional materials and this has influenced pupils' performance.	28(18.7)	110(73.3)	2(1.3)	2(1.3)	4(2.7)
Head teacher involves teachers in subject allocation and this improves teaching.	38(25.3)	104(69.3)	4(2.7)	0(0)	0(0)
The head teacher respects teachers' opinion regarding pupil's discipline and academic improvement.	26(17.3)	113(75.3)	5(3.3)	2(1.3)	0(0)
Head teacher calls for meetings for both teachers and pupils to discuss issues affecting the school.	23(15.3)	113(75.3)	3(2.0)	1(0.7)	6(4.0)
Head teacher involves teachers and pupils in school administration.	24(16.0)	116(77.3)	6(4.0)	0(0)	0(0)

KEY: SA – Strongly Agree; A – Agree; N – Neutral; SD – Strongly Disagree; D - Disagree

The findings in Table 4.6 above show that 106(70.7%) teachers who responded agreed that their head teacher involved them in school programme development with 35(23.3%)

strongly agreeing. Besides these responses, others,5(3.3%),were neutral and 4(2.7%) did not give any response. From the analysis, it can be substantiated that majority of the teachers' working in selected schools in Moiben Sub-County asserted that the head teachers in their schools involved them in school programme development while minority were neutral. This implies that there is teacher participation in school programme development in most of the schools which is in line with current school of thought that schools can no longer be managed by a lone figure at the top of the administrative hierarchy.This, therefore, shows that head teachers in the selected schools in Moiben Sub-County ensured that theirteacherswereinvolvedin the affairs of schools and this had enhanced effective running of instructional processes.

The study further sought to find out ifhead teachers involved teachers in their schools' procurement process. The findings revealed that 110(73.3%) agreed, 28(18.7%) strongly agreed, 4(2.7%) disagreed, 2(1.3%) were unsure and 4(2.7%) did not give any response on this issue. This implied that majority of the teachers said that their head teachers involved them in the procurement of materials while a few disagreed with the statement. Involvement of teachers in procurement is very important as teachers get to have the opportunity to identify theexact quantities and quality of materials they need to support effective and efficient delivery of services and result in pupils'academic performance.

The research also sought to ascertain whether or not head teachers involved teachers in subject allocation. The findings showed that most,104(69.3%),of the teachers agreed that they were involved in subject allocation. This score was followed by 38(25.3%) who strongly agreed. Few,4(2.7%),others remained neutral and another small,4(2.7%),sample

did not give any response. The conclusion on this issue is that most of the head teachers in the sampled schools involved their staff in subject allocation, which is a vital factor towards realization of good performance for both teachers and pupils as well as recording of high performance index for the schools. This shows that head teachers are able to identify the areas of specialization of the teachers which this ensures that teachers are given an opportunity to explore their expertise in their subjects.

In addition, the study sought to determine whether or not head teachers' from the sampled schools in Moiben Sub-County respected the opinions of their teachers and how this influenced pupils' academic performance. The findings indicated that majority, 113(75.3%), of the teachers agreed that the heads of their schools respected their opinions on pupils' performance and were also backed up by those who strongly agreed, 26(17.3%). However, 5(3.3%) were neutral, 2(2.7%) strongly disagreed and 4(2.7%) never responded to the question. These findings echo the view by Okumbe (2001) that human resources are the most important assets in any organization and, therefore, the success of an organization depends entirely on how effectively workers are managed.

The study further sought to establish whether or not head teachers of selected schools in Moiben Sub-County held meetings for both staff and pupils.The findings elicited varying views with the larger number, 113(75.3%),being those who agreed, followed by 23(15.3%) who strongly agreed while a few, 6(4%), disagreed, 1(0.7%) strongly disagreed, 3(2.0%) were neutral and 4(2.7%) never gave any response. It is clear that a larger number of head teachers in this region held meetings for both teachers and pupils to discuss academic performance. Suchmeetingsare important tools of management since

theyprovide a leeway foridentifying areas that need more attention. They also help to identify issues relating toavailability and use of instructional resources and to establish whether or not teachers and pupils' needs are met.

On whether or not head teachers from selected schools in Moiben Sub-County involved their teaching staff and pupils in school administration, the research results showed that majority,116(77.3%),of the respondents agreed, 24(16.0%) strongly agreed, 6(4.0%) were neutral and 4(2.7%) did not give any response to the question. The involvement of teachers and pupils in school administration brings about teamwork which is a necessity in order to attain set educationalgoals. This helps to ensure that teachers and pupils feel a part of the school system.

Adept head teachers motivate their staff and students to do more. They foster an environment proactive thinking and ensure educational activities are properly coordinated. Research works have expanded the scope of school management discourse. Most of them currently involve other shareholders in education such as the school boards of management, heads of various departments, directors of various units, instructors, student leaders, among others (Goldhaber, 2002; Harris, 2004).

4.5 Top-down Leadership Style

The study also sought to establish the influence of head teachers' top-down approach to school leadership and management on the academic performance of pupils in selected public primary schools in Moiben Sub-County. To achieve this objective,top-down leadership features were analysed and the findings were as presented in Table 4.7 below.

Table 4.7: Top-down Leadership Style

Statements	SA	A	N	SD	D
	F(%)	F(%)	F(%)	F (%)	F(%)
Head teacher is the only person who makes decisions in regard to timetabling and these effects teaching/learning.	1(0.7)	3(2.0)	0(0)	51(34.0)	95(63.3)
Head teacher forces teachers to cooperate in enforcing learning policies in the school.	3(2.0)	2(1.3)	4(2.7)	43(28.7)	98(65.3)
Head teacher rarely involves parents in designing academic programmes in the school and this has contributed to high performance.	2(1.3)	8(5.3)	0(0)	24(16.0)	116(77.3)
Procurement of learning/teaching resources is done by the head teacher without consultation and this influences pupil's learning.	1(0.7)	4(2.7)	4(2.7)	17(11.3)	124(82.7)
Head teacher does not seek for teachers 'views in subject allocation	0(0)	1(0.7)	6(4.0)	18(12.0)	125(83.3)
The head teacher asks the staff members to follow standard rules and regulations.	22(14.7)	107(71.3)	2(1.3)	1(0.7)	18(12.0)

KEY: SA – Strongly Agree; A – Agree; N – Neutral; SD – Strongly Disagree; D - Disagree

The study sought to establish whether or not head teachers made decisions on timetabling alone. The findingsindicatedthat 95(63.3%) of the teachers disagreed on the view that it is only the headteachers who made decisions regardingtimetabling. These teachers were backed by 51(34.0%) who strongly disagreed. A minority, 3(2.0%), agreed and 1(0.7%) strongly agreed. Therefore,it can be concludedthat most of the respondents did not concur with the viewthat only head teachers made decisions on timetabling.This showedthat

most of the heads involved their teaching staff in matters to do with timetabling. Involvement of teachers in timetabling helps to avoid bias in scheduling of lessons. Such biases often demoralize the teachers in the teaching the pupils.

It became clear that the head teachers in Moiben Su-County did not take the autocratic leadership approach in making decisions on the school programmes. According to Oluremi (2013), top-down approach to leadership is an autocratic and hierarchical style of decision-making. In this approach, decisions are first made by those in highest authority then distributed to subordinates at the lower cadres for implementation (Oluremi, 2013).

The study also sought to determine whether or not head teachers forced their teaching staff to enforce learning policies. The research resultsindicatedthat a large number,98(65.3%),of teachers from selected schools in Moiben Sub-County disagreed and 43(28.7%) strongly disagreed on the statement that head teachers force them to enforce learning policies. However, 4(2.7%) teachers were neutral, 3(2.0%) strongly agreed and 2(1.3%) agreed. Therefore, it is evident that majority disregarded the statement which meanthead teachers in the chosen schools did not force their teaching staff to enforce learning policies. This implies that mutual relationships between the head teacher and the teachers were encouraged in the schools.

The study further sought toestablish whether or not the head teachers from the selected schools rarely involved parents in designing school programmes. The findingsindicatedthat 116(77.3%) of the respondents disagreed on the issue with

24(16.0%) strongly disagreeing on the same. A small percentage,8(5.3%), agreed while 2(1.3%) strongly agreed. It is thus clear thathead teachers in the study area involved parents in designing school programmes. Commonwealth Secretariat (1997) states that to ensure effective and successful management of the school, the head teacher must be innovative, resourceful and dynamic.He/she must also forge effective relationships with those within and outside of school (Commonwealth Secretariat, 1997).

The research further sought to ascertain whether or not head teachers did not seek teachers' views in subject allocation. The findings showed that 125(83.3%) of the respondents disagreed with the issue, 18(12.0%) strongly agreed, 6(4.0%) were neutral and 1(0.7%) agreed. Therefore, majority of the participants disagreed withthisview. This implies that most head teachers in this region sought the views oftheir teachers in regards to subject allocation.

The study alsosought to establish whether or nothead teachers procured the teaching/learningequipment without consulting the teachers. The results showed that 124(82.7%) disagreed, 17(11.3%) strongly agreed, 4(2.7%) were neutral, 4(2.7%) agreed and 1(0.7%) strongly agreed. It was, therefore, evident that most of the respondents disagreed with very few agreeing and being neutral.It is, therefore, clear that head teachers inMoiben Sub-County consulted their staff before procuring their schools' learning materials and equipment in the school.

On whether head teachers from selected schools in Moiben Sub-County required their teaching staff to adhere to rules and regulations, the findings showed

thatmajority,107(71.3%),of the teacher respondents agreed with thestatement that their head teachers required them to adhere to rules and regulations. On this issue, 22(14.7%) strongly agreed and 18(12.0%) disagreed. However, 2(1.3%) were neutral and 1(0.7%) strongly disagreed. Therefore, those who were neutral and those that strongly disagreed were minority. Therefore, a good number of head teachers whose schools were part of the study insisted on adherence to rules and regulations which is a key necessity to ensure that everything else is done to its expectation and that operations run smoothly. Mullins (2002) observes that such leaders closely monitor those they lead to ensure set standards and regulations are adhered to.

4.6 HeadTeachers' Administrative Support to Teachers

Another objective of this study was to determine the influence of head teachers' administrative support to teachers influenced pupils' academic performance in Moiben Sub-County. The results were as summarised in Table 4.8 below.

Table 4.8: HeadTeachers' Administrative Support to Teachers

Statement	SA	A	N	SD	D
	F(%)	F(%)	F(%)	F(%)	F(%)
Head teacher provides the teaching/materials required and this has improved the school's academic performance.	34(22.7)	107(71.3)	4(2.7)	0(0)	5(3.3)
Head teacher allows teachers to determine academic resource allocation and utilization in the school.	24(16.0)	113(75.3)	4(2.7)	2(1.3)	7(4.7)
Head teacher plans for capacity building for teachers to improve pupils' academic	22(14.7)	111(74.0)	7(4.7)	2(1.3)	7(4.7)

performance.					
Head teacher always ensures that there is conducive learning environment in the school.	40(26.7)	110(73.3)	0(0)	0(0)	0(0)
Head teacher supports participation and open communication strategies to improve learning.	40(26.7)	101(69.3)	3(2.0)	2(1.3)	4(2.7)

KEY: SA – Strongly Agree; A – Agree; N – Neutral; SD – Strongly Disagree; D - Disagree

The study sought to find out whether or not the head teachers provided learning materials as required. The findings indicated that the responses varied as it included 107(71.3%) who agreed, 34(22.7%) who strongly agreed, 5(3.3%) who disagreed and 4(2.7%) who were neutral. It is evident that the teachers who gave responses in relation to the study were in favour of the idea that head teachers in their schools provided learning materials as required. This means that teachers are supplied with necessary materials for delivery of services which in turn helps in achievement of the schools' objectives in general. However,an insignificant number of teachers disagreed with the issue at hand implying that some head teachers do not provide learning materials. This shows that teachers are provided with adequate learning materials this has improved teaching and learning in the schools.

Information on whether or not head teachers involved their teaching staff in resource allocation and utilization indicated that majority,113(75.3%),of the respondents agreed and 24(16.0%) strongly agreed while 7(4.7%) disagreed, 4(2.7%) were neutral and 2(1.3%) strongly disagreed. It can be deduced that a greater percentage of the sampled population implemented the issue under discussion of head teachers involving their

teaching staff in resource allocation and utilization as opposed to a very small percentage who responded otherwise. Resource allocation and utilization is very important for any institution/organization towards realization of the laid down goals. The fact that head teachersinvolvedteachers in resource allocation is a sure way of attaining great performance in schools as teamwork is displayed by doing so.

Capacity building, being a vital necessity in any institution, was also investigated to determine if head teachers of the selectedschools organized initiatives to build the capacities of their teaching staff. The findings showed that most, 111(74.0%), of the teachers from selected schools in MoibenSub-County agreed that the heads of their schools organized capacity building programmes for them, 22(14.7%) strongly agreed. However, few others gave varying responses on the same as some, 7(4.7%), disagreed, 7(4.7%) were neutral, 2(1.3%) strongly disagreed and 3(2.0%) did not give any response. A sizeable number of teachers in the region were in agreement that their head teachers organized capacity building for them with a very small number stating otherwise. Capacity building is an efficient tool of motivating teachers as it gives them a platform to showcase their strengths and learn new ideas to help them deliver their mandate. Teachers who attend capacity building record high performance and are a force to reckon with in terms of service delivery. Capacity building equips teachers with new skills and updates on the new methods of teaching and learning.

Leithwood*et al*. (2004) defines three sets of core leadership practices. The first training and allowing teachers room to carry out their responsibilities, availing the necessary resources and motivation to do better and benchmarks of success. The second is setting

directions for the organization developing shared goals, monitoring organizational performance and promoting effective communication. The third practice is refining the system and processes. This includes developing a definite way of doing things in a school, improving and maintaining facilities and forging meaningful relationships.

On whetheror not head teachers ensured that there is conducive learning environment in their schools, the findings showed that all the respondents were in agreement. The specific scores indicated that 40(26.7%) of the teachers strongly agreed and 110(73.3%) agreed with the statement. Conducivelearning environment enable teachers to deliver their services effectively and also helps learners to enjoy learning. Handan (2004) describes leadership as a quality in which the leader is able to handle given situations based on the skills and the environment.

Further, the research findings on whether or not head teachers supported open communication showed that 101(69.3%) teachers agreed, 40(26.7%) teachers strongly agreed. These two categories of respondents together constituted the largest proportion of respondents who were in agreement with theview. However, other respondents had different opinions ranging from 4(2.7%) who disagreed, 3(2.0%) who were neutral and 2(1.3%) who strongly agreed. Therefore, it can be summarized that most of the head teachers supported open communication strategies in their school. Open communication strategy brings about trust among members of staff which leads to a good working relationship within the school community.

4.7Responses from the Head Teachers

The study sought to gather information from head teachers of the selected schools in Moiben Sub-County. The sample was comprised of 45 head teachers. The head teachers provided information on their roles, leadership style and school performance among other factors. These responses were as presented in the topics below.

4.7.1 Role of Head Teachers

The head teachers were asked to give their views on various rolesas administrator, 10(22.2%), manager, 17(37.8%), coordinator, 3(0.06%), supervisor, 2(0.04%), and head teacher, 13(28.9%). Most of the head teachers considered their roles to be that of a manager, head teacher and administrator. These roles indicated the head teachers' main focusasschool management or manager. The fact that these head teachers knew their main roles indicated that they were capable of directing their schools to achieve set goals.

According to Sushila (2004), the head teacher is responsible for his/her school; the head teacher is at the centre of all activities of a school. The head teacher shapes the activities and outcomes of a school, including teachers' in-service training. A discreet head teacher will enhance teacher development by providing a chance for his/her development. The main aim of staff development is to improve output.

4.7.2 Head Teachers'Motivation ofTeachers

For any institution to continue performingwellteachers must be motivated. The study sought to determine the motivational strategies put in place by the head teachers to encourage their teaching staff to work hard. A large number of the head teachers, 20(44.4%) used incentives such as gifts and money while, 13(28.9%)of the head teachers

provided meals such as tea and lunch. On the other hand, some,5(11.1%),of the head teachers organized workshops in which they played a role as key motivators, 3(0.06%) used verbal appreciation and praise, 2(0.04%) said they shared responsibilities and 1(0.02%) used consultative approach. The dominant mode of teacher motivation used by most head teachers in MoibenSub-County was the use of incentives and provision of meals. For instance, one of the head teachers had this to say: "I buy them rewards for good work"andanother head teachersaid: "I organize common tea and lunch a times."

Onyango (2008) emphasizes that human resource is the most vital resource in a school organization. He adds that teachers comprise the most important workers in the school. Nevertheless, the role of support staff is also vital to the school's pursuit of excellence. Odhiambo (2005) observes that the primary function of a learning institution is to impart knowledge in learners within a favourable environment. The most vital asset that such institutions have to attain this purpose is the professional training and commitment of its instructors (Odhiambo, 2005). Teachers, therefore, need to be well managed so that they can effectively play their role of making students perform well in examinations. The head teachers' responsibility in human resource management involves: Leading and motivating staff; delegating responsibilities effectively; and conflict management. These enable effective teaching and learning which impacts on students' academic performance. With increased number of students, teacher-students' ratios are likely to be high, leading to increased work load for teachers.

4.7.3 Dominant Leadership Style

Head teachers were also asked to state the type of leadership style they employed most in their schools. Most, 30(66.7%) of the head teachers employed the democratic type of leadership, 12(26.7%) used a combination of styles and 3(0.06%) used teamwork. It is evident that democratic type of leadership was mostly employed by the head teachers followed the combination of leadership styles, depending on the situation at hand. Only a few of the head teachers employed teamwork as their distinctive leadership style. One head teacher had this to say:"I practice democratic leadership style". Another explained his leadership style as follows:"I employ applicable one as needed such as autocratic, bureaucratic, democratic etc."

Oyetunyi (2006) points that school headship is collaborative by nature. Astin and Astin (2001) see a good leader as one who is able to motivate every member to do their best to achieve best common outcomes. Good leadership is essential if schools are to improve. Exemplary head teachers make teachers excited about their work and students excited to learn by harnessing the hopes of learners, parents and the community into shared values. Cuban (1988) describes leadership as a process of transforming situations and people. It entails enlisting participation in a common agenda. The process of influencing others is deliberate and is intended to lead to specific outcomes.

4.7.4 Improvement of Head Teacher Interactions/Relationships in School

Another issue examined by the researcher was the views of the head teachers in relation to how their interactions/relationships in school could be improved. Of the head teachers, 22(48.8%) identified teamwork, 6(13.3%) said respect, 3(0.06%) mentioned good

environment, 4(0.08%) indicated listening to everyone, 8(17.8%) said sharing ideas and decisions, 1(0.02%)picked obtainingthe supportof the BOM and 1(0.02%) head teacher made no response. Teamwork stood out as the most considered way of improving head teacher interactions/relationships with support of the frequencies indicated. Teamwork is cooperation among all stakeholders, staff, pupils and the community at large, which plays a major role in the advancement of institutions as well as the public in general. Support enables staff to achieve exemplary results; therefore,head teachers who receive administrational supportwill tend to achieve their goals with greater ease than those who feel unsupported.

Efficient and productive educational heads nurture and rely on meaningful interactions (Crum & Sherman, 2008). Sheilds (2005) and Day, Harris, Hadfield, Tolley and Beresford (2000) agree that the duties of a head teacher are not only limited to carrying out functional duties like organizing, coordinating and evaluating but they also need to be a role model and source of inspiration to all the teachers. Apart from these, the school head is also required to practice leadership styles that emphasize on humanistic values such as building a harmonious relationship with the teachers, being transparent, approachable, motivating and guiding the teachers (Bush, 2003; Ahmad, 2001). On the other hand, Fook (2000) opines that the nation's educational aspirations will not reach its objectives if the school leadership focuses only on administrative chores when the school leadership field today is much more dynamic, complex and demanding (Speck, 1999; Herbert, 2006) and requires head teachers who are capable of enhancing dedication among teachers.

4.7.5 Head Teachermakes Intentions clear to Staff

The study sought to determine whether or not head teachers in the region of study made their intentions clear to their staff members. The results showed that all the head teachers who participated in the study (45) said they made their intentions known to their staff members. One of them said, "Yes, I do so through staff meetings".Another head teacher said: "Yes, I give out information on time".Therefore,head teachers in the region conveyed their intentions to their staff members, which is a good sign of cooperation.

4.7.6 How often Head TeacherAssigns Duties to Staff Members

The study sought to identify how often head teachers in the Sub-County assigned duties to their staff members. The findings indicated that 28(62.2%) of these head teachers did so always, 1(0.02%) on a weekly basis, 15(33.3%) assigned duties when need arose and 1(0.02%) assigned each new term. Therefore, it was noted that duties assigned all the time to staff members as illustrated with some heads assigning when need arose.

4.7.7 Head Teacheremphasizes on Adherence to Rules and Regulations

The research sought to get examine whether or not head teachers emphasized on adherence to rules and regulation. It was established that all the 45(100.0%) head teachers from the sampled schools encouraged their staff members to abide by the laid-down rules and regulations. By so doing, conflicts are prevented and operations in the schools are run smoothly.

Lewin (2008) observes that intense observance and analysis of school discipline by the head teachers is extremely necessary and helps to boost performance in colleges. According to Lewin (2008), the management of schools should strengthen observance of

academics to ensure students and teachers do their best within the educational establishments. Availing and using instructional materials will also influence the effectiveness of teachers and learners' lessons.

4.7.8 Head Teachers'Perception on Leadership Styles and the Impact on Pupils' Performance

The study also sought head teachers' opinions on whether or not the leadership styles they employed had an impact on pupils' performance. All the 45(100.0%) head teachers agreed that the leadership styles had an impact. For instance, one head teachersaid:"It has led to improved results and cooperation among staff." Another head teacher went ahead to say: *"Yes, pupils become more responsible and have a direction which all need to follow"*. Another head teacher also said: *"Yes, there is improvement in results and increased pupils' enrolment from 212 to 372"*. Therefore, head teachers should employ leadership styles that can assist them in managing the school as a whole and specifically the different situations that unfold at different times. Leadership styles employed give results which can either be positive or negative. According to this study, the leadership style used by most head teachers was democratic leadership which had a positive impact in terms of performance, discipline and cooperation among others.

Jones (2005) suggests that in the contexts of schools' head teachers must carry out regular performance management reviews to assess three elementary parts of performance: contribution, capability and continuous progress. As a manager, the head teacher should stay informed on both the negative and positive aspects of performance in the school. The head teacher should also understand that excellent performance among individual workers will be accomplished when the pinnacle shares decision-making

authority with the rest of the staff and generally with all educational stakeholders (Levacic, 1995).

CHAPTER FIVE
DISCUSSION

5.1 Introduction

This chapter presents a discussion of theresearch results. This discussion is done in relation to reviewed literature on different aspects of head teachers' leadership styles and its influence on pupils' academic performance. It also summarizes the views from both teachers' and head teachers who were the participants. The chapter also presents the conclusion and recommendations of the study.

5.2 Discussion

5.2.1 Head Teacher Centralized Authority

The first objective examined how head teachers' centralized authority influenced pupils' academic performance. From the results, almost all, 146(97.3%) the teachers agreed that head teachers participated in monitoring and follow-up on teachers' work, including other duties such as pupils' discipline and academics for good performance. On whether or not head teachers did not provide instructional materials, 140(93.3%) agreed. Further, on whether or not head teachers were not concerned with the atmosphere that affected staff and pupils' academic performance, 144(96.0%) teachers disagreed. On the idea of head teachers being the sole decision-makers on academic issues, 124(82.7%) teachers disagreed. On whether or not head teachers did not consider teachers' ideas to improve on academic performance of school, 140(93.3%) teachers disagreed.

Out of this investigation, itis clear that a good percentage (93.3%) of teachers felt that the head teachers of their schools cared about their atmosphere and that of their students. This seems to concur with Wing's (2003) view that the sense of not

beingappreciatedharms performance. Similarly,a harsh environment is unsuitable for learning. A good leadership style requires the leader to be a coach who has the final say, but gathers information from staff members before making decisions (Nzuve, 1999).

5.2.2 Head Teachers' Involvement of Teachers

Teachers were asked to state whether or not head teachers inspired staff members to participate in school programmes.From the findings, most, 141(94.0%), of the teachers were in agreement.Similarly, the findings on whether or not head teachers involved staff in procurement of instructional materials revealed that 138(92.0%) teachers agreed. The findings on whether or not head teachers involved teachers in subject allocation showed that most, 142(94.7%), respondentsagreed. In addition, responses on whether or not headteachers respected teachers' opinions regarding pupils' discipline and academic improvement revealed that 139(92.7%) teachers agreed. On the issue of head teachers calling for meetings for both teachers and pupils to discuss school related agendas, 136(90.7%) teachers agreed. Further, on whether or not head teachers involved both teachers and pupils in school administration, 140(93.3%) respondents agreed.

The above findings are in line with those of Cole (2002) who asserts that where people are committed to decisions which they participate in they will exercise self-control, self-direction and be motivated thus yield good results.

5.2.3 Top-down Leadership Style

It was found that 147(98.0%) teachers disagreed with theview that it is only the head teachers who made decisions regarding timetabling. Further, the research results showed that 141(94.0%) teachers disagreed withthisassertion. Investigations on whether or not

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head teachers did not involve parents in designing school programmes illustrated that most teachers 140(93.3%) disagreed. On whether or not head teachers required teachers to adhere to rules and regulations, 129(86.0%) teachers agreed.

Mbithi (2007) argues that a head teacher must consolidate interests within theschool organization and its functions by involving staff in some decisions thus building team spirit. TheCommonwealth Secretariat (1997) states that, to ensure effective and successful management, the head teacher must not only be innovative, resourceful and flexible and forge useful relationships with all those who have an interest in the school.

Okumbe (1998) asserts that head teacher is required to ensure that all staff members are informed about the terms and conditions of their employment, rules and regulations of the organization in which they work. This should be done during orientation or induction.

5.2.4 Head Teachers' Administrative Support to Teachers
Head teachers' administrative support to teachers was also investigated in the study. An analysis of results on whether or not head teachers in the sampled schools provided learning materials showed that 141(94.0%) teachers agreed. Inaddition, further investigations on whether or not head teachers involved teachers in resource allocation revealed that 137(91.3%) teachers agreed. It was also found that 133(88.6%) teachers agreed with theview thathead teachers in their schools organized capacity building programmes for them. Finally, the findings on whether or not head teachers supported open communication strategy showed that 141(94.0%) teachers agreed.

The head teachers had varying roles ranging from administrator, manager, coordinator, supervisor and heading the school. For any learning institution to continue performing well in teachers must be constantlymotivated. Motivational strategies put in place by the head teachers to encourage their teaching staff to work hard indicated that a large number of head teachers used incentives such as gifts and money, provision of meals such as tea and lunch, organizing of workshops as a motivator, using verbal appreciation and praise, sharing responsibilities and using consultative approaches to motivate the teachers. Democratic leadership was employed in most schools with others using a combination of styles and teamwork. According to head teachers, leadership styles have an impact on students' performance. Results also revealed that head teachers were democratic in that they found time to listen to members of staff and look out for the personal welfare of individual staff members. They practiced hospitality and flexibility.

The above results reiterated the views of Commonwealth Secretariat (1997) that it is the responsibility of the head teacher to supply all basic resources required to teach. This concurs with the views ofNzuve (1999) that effective head teacher pays attention to planning work and special tasks and permits teachers to participate in processes in an effort to achieve school goal. According to Nzuve (1999),head teachers should be more human resource oriented, keep their teachers informed about everything that affects their work and share ideas. This concurs with the assertion of the Commonwealth Secretariat (1997) that for the smooth and effective running of the school, head teachers need to gain the support and commitment of their staff and that head teachers are expected to motivate and encourage their staff so as to increase quality of performance by giving teachers a chance to attend appropriate in-service training and other capacity building activities.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

This study investigated the relationship between leadership approaches used by head teachersandthe academic outcomes of learners in public primary schools in MoibenSub-County,UasinGishu County, Kenya.

6.1.1 Head Teachers'Centralized Authority

The findings revealed that most teachers agreed with theview that head teachers participated in monitoring and follow-up on teachers' work, including other duties such as pupils discipline and academics for good performance. On the idea of head teachers being the sole decision-makers in academic issues, the resultsregistered ahigh mean performance index. Observations on whether or not head teachers did not go by teachers' ideas to improve on academic performance of schools, mostteachers disagreed. Regarding whether or not head teachers inspired staff members to participate in school programmes, most teachers agreed. Lastly, the findings on whether or not head teachers involved staff in procurement of instructional materials many teachers agreed.

6.1.2 Head Teachers' Involvement of Teachers

The finding son whether or not head teachers involved teachers in subject allocation had most respondents agreeing. In addition, responses on whether or not head teachers respected teachers' opinions about pupils' discipline and academic improvementhad most teachers agreeing. On the issue of head teachers calling for meetings for both teachers and pupils to discuss school related agendas, majority agreed. Further, on whether or not

head teachers involved both teachers and pupils in school administration, most of the teacher respondents agreed.

6.1.3 Top-down Leadership Style

Most teachers disagreed with theview that it is only the head teachers who made decisions regarding timetabling. Further, thefindings showedthat most teachers disagreed with theassertion thathead teachers forced teachers to enforce learning policies. Investigations on whether or not head teachers did not involve parents in designing school programmes illustrated that most teachers disagreed. On whether or not head teachers required teachers to adhere to rules and regulations, majority teachers agreed.

6.1.4 Head Teachers' Administrative Support to Teachers

The influence of head teachers' administrative support to teachers on pupils' academic performance was also part of the study objectives.Ananalysis on whether or not head teachers in the sampled schools provided learning materials had most teachersagreeing. On whether or not head teachers involved teachers in resource allocation most teachers agreed. It was also found that majority of the teachers agreed with theview thathead teachers in their schools organized capacity building programmes for them.Finally,the research findings on whether or not head teachers supported open communication strategy showed that most teachers agreed.

6.2 Recommendations

6.2.1 HeadTeachers'Centralized Authority

Based on the findings and conclusions, the study recommends that head teachers should use the most appropriate leadership styles that facilitate collective responsibility and

create a conducive teaching and learning environment in schools.Head teachers should also decentralize some of their duties to the teachers and other stakeholders within the management circle.

6.2.2 HeadTeachers'Involvement of Teachers

It is also recommended that there is need tosupport head teachers' leadership styles as they have a direct bearing on students' academic performance. All parties in the school have to be involved in the activities of the school for better academic performance.

6.2.3 Top-down Leadership Style

The top-down leadership style is not applicable in schools and, therefore,head teachers need to adopt a leadership style thatbrings together all stakeholders.

6.2.4 HeadTeachers' Administrative Support to Teachers

Based on the conclusions, it is recommended that head teachers should be in-serviced in areas of management so that they can get more skills in management and equip them with the right type of leadership style that will enable them to manage the schools.Head teachers should ensure that teachers get capacity building and provide the necessary learning and teaching materials in the schools. They should also provide any other necessary support to teachers and pupils for the attainment of the school set goals.

6.3 Suggestions for Further Research

This study recommends the following for further research:

- There is need to research on the influence of head teachers' leadership styles from a wide geographical area such so as to widen the scope of generalization of findings

- There is need to research further on the influence of head teachers' leadership styles on academic performance in private schools.

- A study on head teachers' level of motivation and pupils' academic achievement should be conducted.

- A study on the attitudes of instructors towards leadership approaches of head teachers and the quality of their work output.

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APPENDICES

APPENDIX I: KCPE MEAN SCORES FOR SAMPLED SCHOOLS, 2011-2015

NO.	SCHOOL	2011	2012	2013	2014	2015
1.	KABULIOT	233.13	248.50	234.97	234.93	275.26
2.	SESIA	224.41	259.08	234.57	230.84	234.77
3.	KARONA	185.47	227.56	238.38	269.05	247.95
4.	TACHASIS	241.45	234.60	239.50	256.36	186.87
5.	TOLOITA	234.11	211.42	224.03	235.72	222.65
6.	CHEMENO CHEBOR	227.08	192.11	260.44	239.10	221.18
7.	KAPSILIOT	204.59	217.12	227.21	217.66	196.81
8.	MUGET	239.00	269.46	286.24	258.88	252.15
9.	TUIYOLUK	244.74	256.70	256.62	255.68	252.92
10.	KAPKOROS	269.41	263.91	252.81	220.50	259.70
11.	IMANIAT	296.06	268.48	292.36	280.30	253.36
12	ACK KAPKORIO	263.05	269.35	243.87	257.53	261.86
13.	MOSOP	249.08	257.24	255.26	215.02	212.53
14.	SASITWA	203.37	247.38	238.06	247.26	255.57
15.	NGOISA	249.52	249.69	254.42	248.32	241.08
16.	MOIBEN UPPER	239.38	241.79	213.28	240.33	228.51
17.	KABURGEI	226.50	244.41	249.63	249.94	234.83
18.	RANYMOI	263.72	267.27	267.70	251.90	232.48
19.	KEMELIET	242.84	242.28	275.82	281.20	272.15
20.	MINDILILWO	259.94	248.00	271.11	270.83	230.82
21.	MEIBERI	268.56	297.19	289.83	256.56	247.29
22.	KONGNYALIL	256.66	266.00	280.85	283.47	262.82
23.	SERETYO	-	264.24	274.60	266.92	282.53
24.	TILATIL	246.36	269.08	250.09	271.83	247.22
25.	KAPSUBERE	210.55	243.79	254.36	270.62	270.93
26.	EMSILES	246.36	269.08	250.09	271.83	247.22
27.	TUGEN ESTATE	247.57	261.10	241.66	291.50	251.11
28.	CHEPKOILEL NORTH	252.38	254.88	227.78	251.41	261.47
29.	KIRISWO	259.86	281.00	269.41	279.20	267.21
30.	CHELALANG	253.89	231.53	241.80	225.08	223.57
31.	CHEBURBUR	257.10	238.57	205.31	250.10	225.76
32.	CHEMARMAR	251.50	269.26	224.89	234.86	262.19
33.	KAPSOEN	259.08	246.00	245.50	226.78	240.27
34.	CHEMALUK	233.93	287.00	259.99	251.33	263.70
35.	SERGOIT	238.33	257.92	262.89	230.76	205.82
36.	SIMATWET	240.17	240.30	228.76	223.53	216.74
37.	LELIT	255.24	276.18	269.86	283.22	276.30
38.	KURYOT	268.46	308.15	287.77	306.05	295.67
39.	ELDORET CHEBARUS	-	-	-	264.52	224.81
40.	CHEPLASKEI	264.72	285.53	290.69	302.85	272.59
41.	KIMUCHI	-	-	-	-	-
42.	SEIYO	-	-	-	-	225.00
43.	SOSIYO	288.37	277.99	287.41	272.05	281.05
44.	KAPROBU	204.06	309.79	285.96	275.53	300.01
45.	KAPERI	224.95	275.48	275.00	270.52	267.08

APPENDIX II: TEACHERS' QUESTIONNAIRE

I am a masters of education student at Kisii university, I am undertaking a study entitled influence of head teacher' leadership styles and pupils academic performance in public primary school in Moiben Sub-County in UasinGishu county, Kenya. You have been identified as one of the respondents in this study. The information provided will be used purely for academic purposes, and will be treated with confidentiality.

Kindly provide the information requested as candidly as possible.

SECTION A: Demographic information

1. Please indicate your gender?

   Male ☐   Female ☐

2. What is your age bracket?

   20-25   ☐

   26-30   ☐

   31-35   ☐

   36-40   ☐

   Above 40 years ☐

3. For how long have you been a teacher in this school?

   1-3 years ☐   4-5 years ☐   7-10 years ☐   over 10 years ☐

4. What is your highest education level?

   Doctorate degree   ☐

   Master's degree   ☐

   Bachelors' degree ☐

   Diploma   ☐

   P1-teacher   ☐

SECTION B: Head teachers' Centralized Authority

Please indicate the correct option as possible using a tick (√) or circle (o) on one of the options for the questions options. Your response will be accorded great confidentiality hence do not write your name or the name of the school.

Statement	Strongly disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly agree = 5
The head teacher is keen in monitoring teacher's work, discipline and academic of the school for good performance.					
The Head teacher does not bother providing instructional materials yet insist on performance.					
Head teacher is not bothered with the atmosphere which affects staff and pupil's academic performance.					
Head teachers who make decisions regarding academics alone have high mean performance index.					
Head teacher does not go by teacher's ideas to improve on academic performance of the school.					

SECTION C: Head teacher involvement of teachers

Please indicate your level of agreement with the following statements using the scale provided.

Please tick (√) where appropriate.

Statement	Strongly disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly agree = 5
Head teacher inspires teachers to participate in developing school programmes which contribute to improved performance.					
Head teacher involves teachers in procurement of instructional materials and this has influenced pupil's performance.					
Head teacher involves teachers in subject allocation and this improves teaching.					
The head teacher respects teacher's opinion regarding pupil's discipline and academic improvement.					
Head teacher calls for meetings for both teachers and pupils to discuss issues affecting the school.					
Head teacher involves teachers and pupils in school administration.					

SECTION D: Top down leadership style

Please indicate your level of agreement with the following statements using the scale provided.

Please tick (√) where appropriate.

Statement	Strongly disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly agree = 5
Head teacher is the only person who gives decisions in regards to timetabling and this effects teaching/ learning					
Head teacher forces teachers to cooperate in enforcing learning policies in the school.					
Head teacher rarely involves parents in designing academic programmes in the school and this has contributed to high performance.					
Procurement of learning/teaching resources is done by the head teacher without consultation and this influences pupil's learning.					
Head teacher does not seek for teacher interests in subject allocation.					
The Head teacher asks the staff members to follow standard rules and regulations					

SECTION E:Head teachers' administrative support to teachers

This section contains statements which suggest head teachers administrative support to teachers which influence academic performance in the school. Please indicate your level of agreement with the following statements using the scale provided.

Please tick (√) where appropriate.

Statement	Strongly disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly agree = 5
Head teacher provide the learning/teaching materials as required and this has improved the school's academic performance.					
Head teacher allows teachers to determine academic resource allocation and utilization in the school.					
Head teacher plans for capacity building for teachers to improve pupil's academic performance.					
Head teacher always ensures that there is conducive learning environment in the school.					
Head teacher supports participation and open communication strategies to improve learning.					

APPENDIX III: HEAD TEACHERS INTERVIEW SCHEDULE

I am a masters of education student at Kisii university, I am undertaking a study entitled influence of head teacher' leadership styles and pupils academic performance in public primary school in Moiben Sub-County in UasinGishu county, Kenya. You have been identified as one of the respondents in this study. The information provided will be used purely for academic purposes, and will be treated with confidentiality.

Kindly provide the information requested as candidly as possible.

1. What is your role in this school?

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…………...

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2. How do you as a manager motivate teachers to work hard?

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3. What is your dominant leadership style orientation?

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4. Suggest how head-teacher interactions or relationships could be improved in this school.

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5. Do you as a head of the school make your attitudes (intentions) clear to the staff?

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……

……

6. How often do you assign staff member's particular duties?

……

……

……

………………………………

7. As a head teacher do you ask   staff members to follow standards, rules and regulations?

……

……

……

8. In your opinion does your leadership style has any effect on pupil performance of your school?

……

……

....

9. Please provide the researcher with statistics of KCPE performance for your school

    between the years 2011 and 2015.

2011	2012	2013	2014	2015

APPENDIX IV: INTRODUCTORY LETTER

Appendix 3: Research Permit

KISII UNIVERSITY

ELDORET CAMPUS
OFFICE OF THE DEPUTY DIRECTOR-ACADEMIC AFFAIRS

Phone: 0720 094 039   P. O. Box 6434- 30100
Email: eldoret campus@kisiiuniversity.ac.ke   **ELDORET - KENYA**

17th JUNE, 2015

TO WHOM IT MAY CONCERN.

Dear Sir / Madam.

RE: MITEI JOSEPH KIPRUTO   REG NO: EM17/03504/12
This is to acknowledge and inform you that the above mentioned student successfully completed his course in **Masters of Education Management** in the **Faculty of Education and Human Resource Development.**

However he is working on his research entitled *"Relationship Between Head Teachers' Leadership Styles and Pupils Academic Performance in Public Primary Schools in Moiben Sub-County in Uasin Gishu County, Kenya."*

We are kindly requesting your office to provide him with the permit to proceed to the field for data collection and completion of his research.

Please do not hesitate to call the undersigned for any verification.

Thanks.

Charles O.Ongiyo
DEPUTY DIRECTOR-ACADEMIC AFFAIRS.

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APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. JOSEPH KIPRUTO MITEI
of KISII UNIVERSITY, 30-30104
MOIBEN, has been permitted to conduct
research in *Uasin-Gishu County*

on the topic: *RELATIONSHIP BETWEEN HEAD TEACHERS' LEADERSHIP STYLES AND PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN MOIBEN SUB- COUNTY IN UASIN GISHU COUNTY, KENYA*

for the period ending:
15th September, 2015

....
Applicant's
Signature

Permit No : NACOSTI/P/15/7315/7000
Date Of Issue : 5th August, 2015
Fee Recieved : Ksh 1,000

....
for Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI
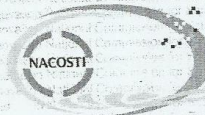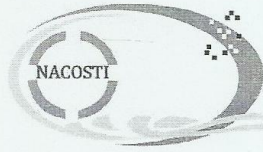
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 6082

CONDITIONS: see back page

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NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@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:
5th **August, 2015**

NACOSTI/P/15/7315/7000

Joseph Kipruto Mitei
Kisii University
P.O. Box 402-40800
KISII.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Relationship between head teachers' leadership styles and pupils' academic performance in public primary schools in Moiben Sub- County in Uasin Gishu County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for a period ending 15th **September, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Uasin Gishu 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. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

COUNTY COMMISSIONER
UASIN GISHU COUNTY
Proceed Here
25. 8. 15

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

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