

**RELATIONSHIP BETWEEN SELECTED HEADTEACHERS LEADERSHIP
STYLES, AND ACADEMIC PERFORMANCE OF PUBLIC PRIMARY
SCHOOLS IN TINDIRET SUB-COUNTY, NANDI
COUNTY, KENYA**

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**A Thesis Submitted to Graduate School in Partial Fulfilment of the Requirement for the
Award of Master of Education Degree in Educational Management of
Egerton University**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATIONS

Declaration

This thesis is my original work and has not been presented for an award of diploma or degree in this or any other university.

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Recommendations

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DEDICATION

To my wife Emmy and sons Kelvin, Philip and daughter Cynthia who inspired and motivated me to realize my academic goals.

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I owe special thanks to Almighty God for giving me the physical and mental strength to undertake and complete this work. More gratitude goes to Egerton University lecturers for their scholarly input, suggestions, comments and guidance during the course work and research process.

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ABSTRACT

The Kenya Government has invested resources on Free Primary Education in improving academic performance of primary schools. Despite the high investment by government through Kenya Education Management Institute in training school heads, the performance in Kenya Certificate of Primary Education (KCPE) in many schools is still low especially in Tindiret Sub-County. This may be attributed to influence of headteachers leadership styles among other factors. This study investigated the influence of selected headteachers' leadership styles and academic performance of public primary schools. The study was grounded in four leadership styles, namely; autocratic, democratic, laissez faire and transformational leadership. The specific objectives of the study were to determine the influence of selected headteacher's leadership styles; autocratic, laissez faire, democratic and transformational and academic performance of public primary schools in Tindiret Sub-County and to establish the relationship between leadership styles and academic performance of pupils' in primary schools in Tindiret Sub-County. The study adopted descriptive research design. The target population comprised of 76 headteachers and 532 teachers in Tindiret Sub-County. A sample size of 84 teachers (30% of the accessible population) and 40 head teachers was randomly selected in the 2 school categories of public day and public boarding primary schools. Stratified random sampling was used to select respondents based on the school category. Two-self-administered questionnaires (for teachers and head teachers) were used to obtain data on leadership styles in relation to academic performance of schools. Document analysis of KCPE results gathered information about Tindiret Sub-county KCPE performance from 2013 to 2017. The reliability index value of 0.731 was obtained for teachers and 0.74 for headteachers questionnaire respectively which were above the threshold of 0.7. The instruments were also validated by experts from the Department of CIEM, Egerton University. Data collected was coded, entered in SPSS and analyzed using descriptive and inferential statistics; chi square at 0.05 significant level to test hypothesis. In line with the study findings, it was found out that when head teacher utilised laissez and autocratic leadership styles, the academic performance of schools decreased. When transformational and democratic leadership styles were used, academic performance increased significantly. To improve academic performance in schools, there is need for headteachers to involve other stakeholders in decision-making as part of leadership practice, school administrations need also to involve teachers and pupils in setting school targets; school administration need to hold regular meetings with stakeholders and apply transformational leadership ideals for the purpose of improving school academic performance. This study provides information that may help Ministry of Education in improving in-service programmes on leadership for headteachers that would improve academic performance of schools.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
PTA	Parent Teachers Association
SCEO	Sub-County Education Office
SPSS	Statistical Package for Socio Science
TAC	Teachers Advisory Centre
TSC	Teachers Service Commission
ZQASO	Zonal Quality Assurance and Standard Office

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

School academic performance globally is dependent on the quality of leadership and leadership styles adapted by those appointed to the leadership positions among other factors (Muriel, Ogoti, Jepkoech & Momanyi, 2015). Leadership is the interpersonal influence exercised in a situation and directed through the communication process towards the attainment of specific goals of an organization (Kitavi, 2014). Kariuki (2013) asserted that leadership is the ability to influence an organization towards the accomplishment of its set vision, mission, core values and objectives. The achievement of schools' objectives relies on the leadership in the school.

The primary role of the headteacher is to facilitate teaching and learning in schools. Tripathi (2004) observed that a headteacher spends majority of their time dealing strictly with administrative duties. In essence, a principal who is an instructional leader is charged with redefining his/her role to become the primary learner if excellence in education is to be achieved in schools. The headteacher's responsibility is to work with teachers in defining educational objectives and setting school-wide goals, providing the necessary resources for learning, and creating new learning opportunities for students and staff (Wong, 2004). Chika (2008) asserts that secondary school head teachers in Nigeria seem too busy with all the day to day responsibilities of running their school and they do not seem to have enough time to practice instructional leadership as expected.

According to Musungu and Nasongo (2009), academic achievement is related to effective instructional leadership. They recommended that studies should be done to determine the influence of leadership on academic achievements in schools. This study investigated the influence of selected leadership styles and academic performance of public primary schools in Tindiret Sub-county. This study is based on the fact that education system in Kenya is examination oriented, in that the quality of education is seen in terms of the number of students/pupils passing national examinations. Examination results at KCPE determine the type of secondary school, course to take at the university and the future career of a candidate (Nzile, 2012). Due to concerns that have been raised by stakeholders with regard to academic performance of schools in Kenya (primary and secondary), the government through collaboration of partners rolled out diploma in education management training for school

heads through Kenya Education Management Institute [KEMI]. According to Ndiga, Mumiukha, Fedha, Ngugi and Mwalwa (2014), this programme (diploma in education management) has been mandatory for school heads to equip them with skills with the aim of enhancing quality of education in Kenya public schools.

Researchers (Nsubuga, 2009; Mohamoud, 2016) have discerned a number of school leadership patterns, the most commonly known having been identified by renowned social scientist Kurt Lewin in 1939 (Ali & Shaika, 2013). These are authoritarian or autocratic, democratic or participative, laissez-faire or passive, transformational, transactional, bureaucratic, charismatic, servant leadership and situational leadership (Barbuto, 2005). The authoritarian leader makes all decisions, independent of members' input; the democratic leader welcomes team input and facilitates group discussion and decision-making; and the laissez-faire leader allows the group complete freedom for decision-making without participating himself / herself. In schools, headteachers use a variety of leadership styles. According to Blase (2000), leadership styles are patterns of behaviours that they adopt in influencing actions of their followers. Leadership styles like autocratic, laissez-faire, democratic and transformational are correlated with school academic performance by research studies conducted (Kitavi, 2014; Ampairea & Namusonge, 2015). This research therefore utilised these styles to establish how they affected the academic performance of public primary schools in Tindiret Sub County.

One leadership style is the autocratic one. Bradford, Duncan and Tarcy (2008) indicate that this is a style is a form of directive and coercive leadership where a leader tells the subordinate what to do and how to do it. The leader initiates the action about the things to do and tells subordinates exactly what is expected of them with reference to standards and deadlines (Ndinza, 2015). They exercise firm rule and ensure that subordinates do follow their orders (Saleemi, 2007). This kind of leader is usually more traditional and of the authoritarian type of ruler (Robbins, 2003). When a school head teacher behaves in such a way, the approach restricts the potential of individuals in the school since there is little room for creativity and initiative. Thus, teachers become frustrated (Valonsky & Friedman, 2003). This research investigated how use of autocratic leadership influenced academic performance of schools in Tindiret Sub-county.

The second leadership style is laissez-faire leadership. This is a style where the leader takes a back seat in decision-making and allows his team to take their own course of actions (Tripathi, 2004). Laissez-faire leadership is characterized by very little guidance from the leaders and complete freedom for followers to make decisions. Leaders provide the tools and the resources needed while group members are expected to solve problems on their own. Democratic leadership style is also known as participative leadership (Anaf, 2015). This is a type of leadership style where members of the group are allowed to share and contribute ideas. The members of a group take a more participative role in decision-making while the leader puts himself as a member of the team and discusses possible decisions with the team (DuFour, 2002). The leader also seeks consensus before coming to a decision and everyone is supposed to take ownership in the final decision.

In a school set up, the use of transformational leadership style allows teachers to have opportunity to come up with their own solutions for improving classroom learning experiences. Ali and Shaikah (2013) view a transformational leader as one who motivates followers to do more than they originally expected to do. Transformational leaders broaden and change the interest of their followers, and generate awareness and acceptance of the purpose and mission of the group. They stir their followers to look beyond their self-interest for the good of the group. Chika (2008) found that transformational leadership is positively related to the ability to monitor and manage emotions. Transformational leadership can be defined as increasing the interest of the teachers and other staff in the school to achieve higher performance through developing the commitments and beliefs in the school (Ali & Shaika, 2013).

Transformational school leaders exhibit a clear sense of direction for their school, prioritize and focus attention on the things that really matter in terms of the work of improving their school academic performance. Pearce II and Robinson (2005) noted that to be a successful leader, the headteacher must give primary attention to the programme of staff improvement, which comprises leadership techniques and procedures designed to change the teachers' role and academic performance. There is no one best way of leading an organization. Morgan (2007) argues that instead it depends on the kind of task or environment one is dealing. What the leader requires is to sustain good relationship with the teachers in the school which might influence the academic performance in the long run.

Studies have been done on the influence of leadership styles and academic performance of pupils in schools. In Nigeria, Adeyemi and Adu (2013) found that there was a significant relationship between headteachers' democratic leadership style and teachers' job satisfaction in the schools. This implies that when teachers are satisfied, they will be committed in their responsibilities hence improved academic performance of their schools (Anaf, 2015). Nsubuga (2009) research in Uganda established that there was a strong relationship between leadership styles and school performance in secondary schools in Uganda. Nsubuga found out that academic performance of secondary schools was explained by the prevailing style of leadership. The research determined whether this was the situation in primary schools in Tindiret Sub County.

In Kenya, Kitavi (2014) research found out that there was a strong relationship between leadership styles and academic performance of schools. The academic performance of public primary schools was explained by the prevailing style of leadership style being used. It is apparent that leadership plays a very critical role in galvanizing all the other factors in the school together to ensure positive outcomes are obtained. This research investigated perception of teachers and head teachers on the influence of leadership styles and academic performance of public primary schools in Tindiret Sub-county schools.

The performance of public primary schools in the Sub-county has been inconsistent over the five years as shown in Table 1 mean statistics for different divisions.

Table 1

Distribution of KCPE Performance in Tindiret Sub-county (2013-2017) Public Primary Schools

Division	2013	2014	2015	2016	2017
Meteitei	267.54	260.50	265.67	256.14	250.61
Tindiret	264.42	226.23	248.38	260.33	245.3
Soba	258.43	251.06	244.88	250.43	243.45
Songhor	246.26	224.59	230.12	245.32	235.58
Mean score	259.16	240.60	247.26	253.05	243.74

(out of 500)

According to Table 1, the performance in KCPE has been inconsistent from the year 2013. For instance, the performance decreased from 2011 by 9 marks to 240.6 in 2014, thereafter

increased to 247.26 by 2014. This performance increased significantly to 253.05 in 2016 and but decreased to 243.74 again in 2017. The composite performance over the years is 248.76 meaning majority of candidates' marks falls below average (less than 250). Therefore, they miss vacancies in national and county secondary schools which requires a minimum of 300 marks.

As shown in Table 1 the performance of schools raised many questions from the school stakeholders concerning the school leadership influence and academic performance of schools. This shows that below average performance is recorded in almost 50% of schools in Tindiret Sub-county (Tindiret Sub-county Director of Education, 2016). Headteachers have a key role in determining the performance of the school (Makura, 2011). According to Makura(2011), transfers of headteachers had shown that performance of school A for example goes down upon the transfer of headteacher from School A to school B.

According to Teachers Service Commission (TSC) staffing office reports of Tindiret Sub-county (2011), every time the KCPE results are announced dissatisfied parents and other stakeholder demand the removal of headteachers, locking offices and holding demonstrations at the Sub-County Education Office (SCEO) over the poor performance. This is worsened by the number of pupils who do not secure form one vacancies is due to low marks scored in KCPE examinations. This outcry over inconsistent and below average performance motivated the researcher to investigate influence of selected headteacher leadership styles and academic performance of public primary schools in the Sub-county.

Despite academic performance being controlled by other determinants, school organization as the core of national education is dependent on the leadership management and members of the organization to achieve progress. Previous studies found that schools that achieve highly in academics are led by the headteachers who have the qualities of effective leadership (Di Vincenzo, 2008; Kitavi, 2014). Hence, the study was conducted to determine influence of selected headteachers' leadership style and academic performance of public primary schools in Tindiret Sub-county, Kenya.

1.2 Statement of the Research Problem

Effective leadership can certainly contribute to school improvement by improving the teacher motivation, participation, and coordination of learning process in schools for improved academic performance. Academic excellence and optimal performance of a school is determined by the ability of headteacher to mobilise the staff, learners and other stakeholders efficiently and effectively to achieve the goals of the school. The below average performance of public primary schools in Tindiret Sub-County could be attributed to the influence of the headteacher leadership styles. Dissatisfaction over poor results saw nine schools closed by parents demanding headteachers transferred (Sub-county Education Report, 2015). Examinations results in Kenya at KCPE determine the future destiny of learners especially the type of secondary they would join after. It is not known whether the below average performance of public primary schools in Nandi Central Sub-county could be due to the leadership styles that is being practiced in schools. This study therefore sought to investigate the relationship between selected headteachers' leadership styles and academic performance on public primary school schools in Tindiret Sub-county.

1.3 Purpose of the Study

The purpose of this study was to investigate the relationship between selected headteachers' leadership styles and academic performance of public primary schools of Tindiret Sub-County, Nandi County.

1.4 Objectives of the Study

The objectives of the study were as follows:

- i) To establish the relationship between autocratic leadership style and academic performance of public primary schools in Tindiret Sub-County.
- ii) To establish the relationship between laissez faire leadership style and academic performance of public primary schools in Tindiret Sub-County.
- iii) To establish the relationship between democratic leadership style and academic performance of public primary schools in Tindiret Sub-County.
- iv) To establish the relationship between transformational leadership style and academic performance of public primary schools in Tindiret Sub-County.

1.5 Hypotheses of the Study

The hypotheses of the study were as follows: -

- H₀₁ There is no statistically significant relationship between autocratic leadership style and academic performance of public primary schools.
- H₀₂ There is no statistically significant relationship between laissez faire leadership style and academic performance of public primary schools.
- H₀₃ There is no statistically significant relationship between democratic leadership style and academic performance of public primary schools.
- H₀₄ There is no statistically significant relationship between transformational leadership styles and academic performance of public primary schools.

1.6 Significance of the Study

The study has generated information that may help equip headteachers with necessary skills for effective leadership in order to improve academic performance of their schools. This study provides information that may help KEMI to improve the scope of in-service preparation programmes for headteachers which are geared to enhance efficient and effective leadership styles. The findings may be useful to educational policy makers in formulating policies on leadership and management of schools which may enhance efficient and effective leadership. The findings may also stimulate interest and further research in Tindiret Sub-county secondary schools. This study therefore adds to the existing body of knowledge on educational administration. The study findings may be helpful to future academic researchers in this field.

1.7 Scope of the Study

The study focused on public primary schools in Tindiret Sub-County, Nandi County. Data was collected from school headteachers and teachers. The study looked at four leadership styles: autocratic, laissez faire, democratic and transformational. Academic performance of schools was pegged on annual reports released by the Sub-county Director of Education and teachers responses on the performance of their schools in the questionnaires. The study involved 40 headteachers and 84 teachers from Tindiret Sub-County, Nandi County primary schools. The research used questionnaire for teachers and head teachers to answer the research questions. The study was conducted in three divisions in Tindiret Sub Country.

1.8 Assumptions of the Study

The study was based on the assumptions that;

- i. The respondent provided accurate and honest information.
- ii. The research instruments measured the variables that were investigated in the study

1.9 Limitations of the Study

The main limitation of the study was the long duration taken during the data collection process (five months). To reduce the effect of this limitation, the study used a large population by combining three divisions in Tindiret Sub-county. Despite the above shortcomings, the findings can be generalised to other sub counties within Kenya.

1.10 Operational Definition of Terms

Academic Performance: This is the extent to which a pupil, teacher or a school has achieved their short or long term educational goals (Ali & Shaikah, 2013). In the study, it refers to quality of pass by candidates in examination and measured based on a mean mark in Kenya Certificate of Primary Education (KCPE).

Autocratic Leadership Style: This is authoritarian leadership approach where an individual control over all decisions and little input of group members (Leithwood, Jantzi & Steinbach, 1998). In this study it refers to a managerial strategy adopted by school headteachers who determines school policy alone and assigns duties to the school staff without consulting any of his or her subordinates not even their pupils.

Democratic Leadership Style: This is a management way in which members of the group take a more participative role in decision-making process (Aiko, 2015). In this study, it is a managerial strategy adopted by school heads who believe that the staff should be involved in decision-making processes. Decisions are arrived after consultation with staff and even pupils.

Headteacher: This is the teacher with greatest responsibility for heading an academic institution (Anderson, 2009). In the study, it refers to a person who is in charge of the management and supervision of the school curriculum who is either a male or a female teacher.

Influence: It is the capacity to have an effect on character, development or behaviour of someone or something (Merriam Webster Dictionary). In the study, it refers to the extent of implementation of curriculum activities that result to improved or poor school academic performance.

Laissez-Faire Leadership Style: This is a delegative way in which leaders are hands off and allow other group members to make decisions (Chika, 2008). In this study, it is a managerial strategy adopted by school heads where actual supervision is not done by school heads.

Leadership Styles: These are management approaches used to provide direction in an organisation by the head of the institution (Di Vincenzo, 2008). In the study, it refers to different approaches that the headteachers use to promote teaching and learning in the school.

Perception: This is the ability to the ability to become aware of something (Merriam Webster Dictionary). In the study, it refers to teachers' views or understanding of the effectiveness/influence of headteachers' leadership styles.

Transformational leadership style: This is a management approach where leaders work with subordinates to identify needed change, creating a vision to guide through inspiration, and executing change in tandem with the committed members of the group (Fennell, 2005). In this study it refers to a headteacher's leadership style that inspires and motivates the staff under them to achieve a given goal.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviews the literature on leadership, leadership styles; autocratic, laissez faire, democratic and transformational as documented by various writers globally, Sub-Saharan Africa and in Kenya. The chapter also presents the theoretical and conceptual framework.

2.2 Leadership in Schools across the World

According to United States National Association of Elementary School Principals (2001), school leadership is a process through which the leader secures the cooperation of the followers towards goal achievement in an organization. Robbins (2003) alludes that leadership affects the organization positively or negatively. Therefore, school leadership is an important part of our education system. Educational practitioners have recognized leadership as vitally important for education institutions, since it is the engine of survival for the institutions (Morgan, 2007). Leadership focuses on getting people to move in the right direction, gaining their commitment and motivating them to achieve their goals. In the United Kingdom, most principals spend an average of twenty percent of their time in a week on teaching (Ross & Gray, 2006). Rose and Gray asserted that headteachers were not in touch with what is going on at the classroom level and are unable to appreciate some of the problems teachers and students encounter. Increasingly, principals are looked upon as transformational leaders who will inspire teachers to adopt innovative pedagogies in the classroom.

In Israel, Valonsky and Friedman (2003) observed that a conventional head teacher spends majority of his/her time dealing with strictly administrative duties. A headteacher, who is an instructional leader, is charged with redefining his/her role to become the primary learner in a community striving for excellence in education (Tripathi, 2004). As such, it becomes the school head's responsibility to work with teachers to define educational objectives and set school-wide goals, provide the necessary resources for learning and create new learning opportunities for students and staff (Wong, 2004). From Malaysia, Anaf (2015) observed that leadership style is the manner and approach of providing direction, implementing plans, and motivating people. These are the ways principals (managers) handled subordinates to achieve their goals or targets in schools and these are seen or are observable practically. In Malaysia,

there has been a shift from authoritarian, school-based management, instructional, transactional to transformational leadership that promotes performance in organizations. These are the ways the leader maintains the school in terms of infrastructure development, supervisory roles that are not instantly observable. This depends on his/her overall disposition rather than the situation (Anaf, 2015). A leader will have one or more of these leadership qualities inherently. Hence, it is essential that while looking for someone who will occupy the post of the leader, one check the type of leader the organization needs, and otherwise it would be a futile exercise.

2.2.1 School Leadership in Sub Saharan African Countries

The role of school leaders is a relatively new concept that emerged in early 1980 which calls for a shift of emphasis from headteachers being managers to transformational leaders in most of sub Saharan African (Mahmoud, 2016). This shift was influenced largely by research that found that effective schools usually had head teachers who stressed the importance of instructional leadership. Later, in the first half of 90s, attention to transformational leadership seemed to waver, displaced by discussions of school-based management and facilitative leadership (Oyetunyi, 2006). Headteachers are required to improve the management of the school by setting a clear vision for the schools and communicate the vision to students as well as being visible in every part of the institution.

In most African countries, school leadership has made a comeback with increasing importance placed on academic standards and the need for schools to be accountable (Saleemi, 2007). Leadership in that context pursues effective performance in schools and does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement character like recognition, conditions of service, morale building, coercion and remuneration (Mohamoud, 2016). While most would agree that instructional leadership is critical in realization of effective schools, it is seldom practiced (Nzuve, 2006). Interestingly, among the reasons cited for less emphasis given to instructional leadership is the lack of in depth, lack of time to execute instructional activities, increased paper work and the community's expectation that the principal's role is that of a manager.

Oyetunyi (2006) established that schools headteachers in Nigeria are busy with day to day responsibilities of running their schools and do not have enough time to practice instructional leadership as expected. Further, Studies (Chika, 2008; Pearce II & Robinson,

2005) observed that leaders know what is happening in the classrooms and develop the capacities of staff by building on their strengths and reducing their weaknesses. These leaders also attempt to sustain improvement and change in their schools by anticipating and overcoming the obstacles that may emerge along the way (Gathuthi, 2010). Masungu and Nasongo (2008) argue that leadership and management of schools in Uganda is to take human raw material (students) and convert them into something more valuable through proper leadership. From the above review, research on headteachers' leadership styles in primary schools appears to be limited necessitating this study.

2.2.2 School Leadership in Kenya

Kenyan primary schools are headed by headteachers who are appointed by Teachers Service Commission (TSC) through the Sub-County or municipal education officers to run the public primary. They operate under Teachers Code of Regulation (Teachers Service Commission, 2007). They are appointed after having met certain professional qualification and experience and are expected to deliver good results to the institutions by directing and supervising subordinate and teaching staff. They are accountable to the Ministry of Education and Teachers Service Commission on the management issues of the schools. The academic performance of the school is directly linked to the headteacher of the school. Currently, stakeholders particularly parents demand good results after investing a lot to the education of their children.

2.3 Headteachers' Leadership Styles

Leadership styles are patterns of behaviour that leaders adopt in influencing the actions of their followers. They comprises of different approaches that a headteacher use to promote effective teaching and learning (Blase, 2000). Leadership styles (authoritarian, democratic, laissez-faire and transformational) are something that may vary in every situation. A different leadership style may be required under different circumstances. They may vary from time to time. If the condition requires an iron fist and the staff to require the stick approach, the leader will use an iron fist. On the other hand, if the workers are self-motivated, intelligent, and work for the benefit of the company, then the leaders will employ a softer approach (Anaf, 2015).

In United States, Rautiola (2009) study sought to discover the effects school leadership styles on student achievement. The research demonstrated that school leadership had both direct

and indirect implications leading to student achievement. Albeit most leadership influences are indirect; these indirect influences lead to increased collective efficacy and improved school culture. This study investigated the relationship between headteachers' styles based on the following variables of leadership styles; autocratic, laissez faire, democratic and transformational leaderships and its influence and academic performance.

2.3.1 Autocratic Leadership Style and Academic Performance of Schools

This leadership style is a form of directive or coercive leadership where a leader tells the subordinate what to do and how to do it (Bradford et al., 2008). The leader initiates the action about the things to do and tells subordinates exactly what is expected of them with reference to standards and deadlines. They exercise firm rule and ensure that subordinates do follow (Saleemi, 2007). These kinds of leaders are usually more traditional and authoritarian type of rulers (Robbins, 2003). Kitavi (2014) explains that autocratic leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets.

When a leader behaves in such a way, it restricts the potential of individual in the organization by not valuing their creativity and initiative thus employees become frustrated (Valonsky & Friedman, 2003). As a leader, one must strive not to become authoritarian on how to manage people because people do not want to be managed but leading (Watson, 2000). However, for most other cases, this form of leadership is counter-productive (Guatama, 2005). Wanjiku, Mulewa, Ombuki and Migosi (2013) stated that an autocratic leader maintains most of the authority by issuing orders and telling group members what to do without consulting them. To the autocrat, the basis of leadership is formal authority. This often resulted in disputes and the objectives of an organization cannot be achieved. Authoritarian and harsh climate leads to poor performance of students in academics from the studies reviewed. To confirm the above observations, this research determined the relationship that existed between autocratic leadership and academic performance of public primary schools in Tindiret Sub County. .

2.3.2 Laissez-Faire Leadership Style and Academic Performance of Schools

Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and

working methods. Leaders rarely intervene. Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials (Mahmoud, 2016).

Laissez-faire leadership is called delegated leadership where the leader takes back seat towards decision-making and allowing his team to take care of their own course of actions (Tripathi, 2004). The Laissez-faire leadership is characterized by very little guidance from the leaders and complete freedom for teaching staff to make decisions. Leaders provide the tools and the resources needed while group members are expected to solve problems on their own. The leader only sits down together with the team to discuss possible decisions that could be adopted. It is believed that people excel when they are left alone to respond to their responsibilities and obligations in their own ways (Taylor & Miroiu, 2002). Laissez-Faire leaders leave everything to the mercy of their subordinate staff some of whom may lack necessary skills and competence to execute the work, other subordinate staff, may simply not like to do the work unless they are supervised. This type of leadership is effective in situations where staff members are highly skilled, experienced, motivated and capable of working on their own. This research determined how use of this leadership style related with performance of public primary schools.

In the laissez-faire leadership style, there is the shift of authority to the members of staff (Adeyemi & Adu, 2013). The leader leaves a lot of initiatives and decisions to the group. Such a leader is timid. The leader thus becomes a figurehead. The leader allows the group to have their way all the time so that he can maintain the group satisfaction and cohesion as well as group co-operation and unity within the school organization. Kitavi (2014) cautioned that Laissez-faire leadership is not the best leadership style to use in the schools because complete delegation without follow up mechanisms, may create performance problems, which are likely to affect the schools effectiveness. This study determined the way in which headteachers used this leadership style in school set-up.

2.3.3 Democratic Leadership Style and Academic Performance of Schools

Democratic leadership is also known as participative leadership (Makura, 2011). This is a type of leadership style where members of the group are allowed to share and contribute

ideas. The members of a group take more participative role in decision-making while the leader puts himself as a member of the team and discusses possible decision with the team (DuFour, 2002). The leader also seeks consensus before coming to a decision and everyone is supposed to take ownership in the final decision.

In a school set up, teachers are given opportunity to come up with their own solutions for improving classroom experiences. The headteacher's role is to listen, be non-judgmental; provide self-awareness and clarification to teachers (Ghosh, 2006). Rawley & Sherman (2001) expressed that it takes the combined effort of both the headteacher and the staff to identify factors that create and inhibit the development of a positive climate in the school. The democratic leader seeks the counsel of the whole team before making a decision on what the team should do (Blase, 2000).

Kitavi (2014) informed that the leader in the school uses the democratic leadership style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. Students in schools need to be involved in the school's administration and in the implementation of decisions because these affect them directly. This study determined perception of respondents on ways in which headteachers in primary schools practiced democratic leadership styles to improve performance of their schools.

2.3.4 Transformational Leadership and Academic Performance of Schools

Ross and Gray (2006) define transformational leadership as a multidimensional construct that involves three clusters: charisma (identifying and sustaining a vision of the organization), intellectual stimulation of members, and individual consideration. Transformational leadership enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences (Anaf, 2015). This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of institutional members. Higher levels of personal commitment to institutional goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (Lukingi, 2014). Palmer, Walls, Burgess and Stough (2001) defined a transformational leader as one who motivates followers to do more than they originally expected to do. Transformational leaders broaden and change the interest of their followers, and generate

awareness and acceptance of the purpose and mission of the group (Ali & Shaikah, 2013). They stir their followers to look beyond their self-interest for the good of the group. Palmer et al, (2001) found that transformational leadership was positively related to the ability to monitor and manage emotions.

Ndiga et al. (2014) indicated that challenges experienced in public secondary schools, in terms of low teacher morale, uncooperative parents, low school academic achievement and un-conducive school environments can be addressed through change from the old way of doing things, to a new way – through transformational leadership. Transformational leadership provides intellectual direction and aims at innovating within the organization, while empowering and supporting teachers as partners in decision-making (Conley & Goldman, 1994 in Ndiga et al., 2014). Transformational leaders may challenge teachers to examine their assumptions about their work and to rethink instructional processes; they may establish expectations for quality pedagogy and support teachers' professional growth (Leithwood, Jantzi & Steinbach, 1998). Transformational leadership consist of charismatic, inspires and motivation. Followers have complete faith in charismatic leaders, feel proud to be associated with them, and trust their capacity to overcome any obstacle. Inspirational attributes of a transformational leader involves the arousal and heightening of motivation among followers. Barbuto (2005) defined transformation leadership as inspiring changing mind of the workers to work towards a given goal. Bass (1999) asserted that transformational leaders garner trust, respect and admiration from the followers.

Four components of transformational leadership are: intellectual stimulation where the leader challenge the status quo and encourage followers to explore new ways of doing things and opportunities. The second component is individualized consideration where the leader offers support and encouragement to individual followers in order to foster supportive leadership (Bass, 1999). The leader keeps lines of communication open so that followers feel free to share ideas. The third component is inspiration motivation where the leader is able to articulate ideas to the followers. The leaders are able to help followers experience the same passion and motivation to fulfill their goals. The fourth component is idealized influence where the leader serves as a role model for followers because they emulate the leader and internalized his ideals (Avolio & Bass, 2004).

Transformational leadership practiced by headmasters can motivate teachers to change their attitude and values by being committed towards the mission and vision of education (Jamalullail, Fuzlina, Ismail & Majid, 2014). The practice of transformational leadership is said to be able to move the organization led to a clear vision, mission and goals of the organization (Amin, Shah & Tatlah, 2013). Leithwood and Sun (2012) study showed transformational leadership practices have an impact on commitment and teaching job satisfaction in which the changes brought about through transformational leadership is seen more democratic, fair and able to increase the commitment and involvement of individuals.

Jamalullail, Fuzlina, Ismail and Majid (2014) found that many teachers who do not get job satisfaction caused them to be less committed to the task given. To tackle these problems, headmasters need to equip themselves with knowledge of organizational leadership and subsequently, practice leadership approach that can achieve closer bonding with the subordinates to create a harmonious working environment and high job satisfaction. Thus, transformational leadership is often associated with effective leadership style and the ability to change the perception and motivation of subordinates and lead to organizational excellence (Amin, Shah & Tatlah, 2013; Leithwood & Sun, 2012). The fact remains that transformational leadership focuses more on the relationship between leaders and followers than on the educational work of school leadership. The quality of these relationships is not unequivocally predictive of the quality of student outcomes. This study looked at how transformational leadership styles applied by headteachers influenced academic performance of public schools in Tindiret Sub-county, Kenya.

2.6 Empirical Studies on Relationship between Selected Leadership Styles and Academic Performance of Public Primary Schools

While relationship between school leadership and school performance appears to be relatively simple and straightforward in theory, in practice it is inherently complex and unpredictable. Research on this correlation gives mixed results. On the one hand, there are studies which confirm the existence of a relationship between school leadership style and school performance. Several empirical studies have been conducted to determine the link between various leadership styles used by headteachers and performance. In United States, Di Vincenzo (2008) investigated whether the practice of transactional and transformational leadership styles consistently contributed to higher levels of student achievement. The researcher found out that there was no statistically significant correlational relationship

between the leaders' attributes and academic achievement of learners in schools. This particular research show that leadership styles may not result to positive improvement in academic outcomes but the study verified whether transformational leadership influenced academic performance of public schools in Tindiret Sub-county.

In Malaysia, Jamalullail et al. (2014) determined the level of transformational leadership practices by headmasters in the primary national schools in the district of Temerloh. The four dimensions of Transformational Leadership studied were fostering the ideal influence, inspirational motivation, intellectual stimulating and individual consideration. The study also looked at the level of teachers' job satisfaction and teachers' commitments as well as the relationship with the practice of transformational leadership by headmasters. Results of the study showed that the practice of transformational leadership by headmasters in the district of Temerloh, Malaysia, was at a high level and teacher's job satisfaction was high too, and there existed a significant relationship between the level of transformation leadership and teachers' job satisfaction while teachers' commitments were average. Nevertheless, the study showed significant relationship between the level of transformational leadership and teachers work commitment. The study by Jamalullail et al. dependent variable was on teacher commitment and job satisfaction while this study looked at how transformational leadership styles influenced academic performance of public primary schools in Tindiret Sub-county.

Ali and Shaikah (2013) investigated whether a correlation exists between the principal's leadership style and both a) performance level and b) the principal's effectiveness in schools in Dubai. The researchers also investigated whether the correlations change according to the principal's gender, years of experience, and the level of the school (primary, intermediate, and secondary). The study found that the transformational leadership style was most frequently employed, followed by the transactional style, and then the passive or avoidant style. The study found a positive correlation between the principal leadership style and his/her effectiveness, but found no correlation with school performance. Principal style and effectiveness differed according to the principal's gender and the level of the school, but not according to the principal's years of experience. The study by Ali and Shaikah was conducted in United Arab Emirates while the current research was conducted in Kenya that has got different education management systems.

In Malaysia, Anaf (2015) examined whether the principal's leadership styles-types, his gender, highest educational qualification and experience as a principal do played their contributing influence in the school performance as well as students' academic achievement. The research design used is a quantitative descriptive cross-sectional survey research design. Democratic leadership style and transformational leadership type found mostly practiced for in term of maintaining or improving students' academic achievement. Majority of principals do not practice authoritarian and laissez-faire leadership styles.

Chika (2008) while studying leadership in secondary schools in Nigeria asserted that headteachers seemed too busy with all the day-to-day responsibilities of running their schools and they did not seem to have had enough time to practice instructional leadership as expected. According to Kivuva (1997), untrained headteachers will teach poorly while trained ones will overcome the deficiencies of any curriculum. The untrained headteacher tends to escape from children's problems instead of dealing with them. They do not know how to deal with different age groups since they do not know what tasks to give which group of children. Headteachers have a responsibility of helping children to grow physically, emotionally, mentally and socially. It is the headteachers responsibility to create an environment that stimulates natural curiosity to learn. The headteacher encouraged the child to be a learner on his or her own; therefore, the academic level of headteacher is important for pupil's academic performance.

Adeyemi and Adu (2013) investigated headteachers' leadership style and teachers' job satisfaction in primary schools in Ekiti State, Nigeria. As a correlational research, the study population comprised all the 694 primary schools in the State. It was found that there was a significant relationship between headteachers' democratic leadership style and teachers' job satisfaction in the schools. Nsubuga (2009) research results from Uganda indicated that the relationship between the autocratic leadership style and school performance from the teachers' questionnaire was a strong negative relationship. This simply means that the more autocratic one becomes, the poorer the performance of the school and the contrary is also true. School leaders who use the authoritarian leadership style lead to poor academic performance, because they adopt harsh leadership styles, which are highly resented by their subordinates.

Adeyemi and Bolarinwa (2013) examined principals' leadership style and students' academic performance in secondary schools in Ekiti State, Nigeria. It was a correlational research by design. The study population comprised all the 175 secondary schools in the State. It was found that the democratic style of leadership was the prevalent leadership style used by school principals in the State. The autocratic leadership style was found to be significantly related with students' academic performance.

Mohamoud (2016) assessed effect of leadership style on school performance of secondary schools in Wadajir District, Mogadishu- Somalia. The study utilized quantitative approach design based on descriptive in nature. The study was made using of a survey study research design and employing of administered questionnaires. The study found out that most secondary schools principals in Wadajir district had adopted Democratic and transformational leadership style compared to any type of other leadership style. Results indicated that principals who are using democratic and transformational leadership style, their students and staff perform better than those who are using other types of leadership styles.

Ampaire and Namusonge (2015) determined the influence of headteachers leadership style on student's academic performance at secondary level in Meru district, Tanzania. The study showed that most secondary schools headteachers (100%) in Meru district had adopted democratic leadership style compared to any type of other leadership style. Results further showed that headteachers who were using democratic leadership style, their students performed better than those who were using other types of leadership styles. The study was conducted in Tanzania secondary schools while the current one involves primary schools in Kenya.

Lukingi (2014) sought to determine the impact of headteachers' leadership style on school academic performance. Descriptive research design was used with questionnaires being used as research tools, administered to thirty headteachers, sixty teachers and sixty student leaders sampled from thirty schools countrywide. The results showed that the headteacher's leadership style was best, looking at the enforcement of clear school rules and regulations, provision of the required teaching and learning materials, facilitation of subject workshops for teachers, delegation of responsibilities (to teachers and students) and promotion of collegiality amongst teachers. However, motivation of teachers and students towards the attainment of set academic targets was lacking in most schools as were crucial academic

programmes that enhance academic performance like career guidance, strategic intensive revision and internal quality assurance. The limiting factor to Lukingi (2014) study was due to the fact that it was conducted in secondary schools while the current research has been conducted in primary schools.

Nyagaka and Ajowi (2013) determined the leadership styles of the headteachers and their impact on the students' academic performance of KCSE secondary schools in Nyamaiya Division, Nyamira District. Findings showed a significant relationship between initiative structures of the headteachers towards improving leadership style which has impact and academic performance. This research was done in secondary schools while the current study was done in public primary schools.

Muriel, Ogoti, Jepkoech and Momanyi (2015) examined the connectedness between headteachers' democratic leadership styles and students' academic achievement in public secondary schools in Marakwet East sub-County. The study found out that headteachers who employed democratic leadership style had their schools perform much better in national examinations (KCSE). Headteachers were supportive of all school programmed that, in the view of other stakeholders, would bring about a turnaround in academic performance. The study was conducted in secondary schools while the current study was conducted in public primary schools in a different Tindiret Sub-county. Moreover, their responses came from students who sometimes could not be acquainted with issues on leadership in schools.

Wanjiku, Mulewa, Ombuki and Migosi (2013) investigated the effects of headteachers' leadership styles on students' performance in K.C.P.E. in public primary schools in Kikuyu district. Findings revealed there was a significant relationship between headteachers' leadership styles and students' academic performance. There was no relationship between headteachers' gender, age, teaching experience and marital status and their leadership styles. Teachers perceived their headteachers as autocratic. Aiko (2015) study sought to determine the relationship between leadership styles of the Headteachers and students' performance at KCSE in public secondary schools in Kericho County. The survey research design was used as a framework for data collection. Findings revealed that the headteachers' leadership styles had a strong relationship with the schools' KSCE results.

Moreover, another study by Njoki and Aluko (2014) looked at the extent to which headteacher leadership skill influence academic performance of public primary schools in Kenya

Certificate of Primary Education (KCPE) in primary schools in Dagoreti District, Nairobi County, Kenya. The major findings were that headteachers applied various leadership styles with the most frequently used being democratic and laissez fair styles. Majority of teachers from top performing schools reported frequent use of democratic leadership styles, and were more frequently involved in decision-making process by their headteachers. This study determined how headteachers leadership styles that are different from their skills influenced academic performance of pupils in primary schools.

Musungu and Nasongo (2009) investigated the role of the headteacher in academic achievement in Kenya Certificate of Secondary Education examinations in Vihiga district in Western province. The study was occasioned by the continued poor performance by most secondary schools in Vihiga County. The findings of the study showed that headteachers used quality improvement measures, teamwork and ensured that the staff welfare was well maintained and this influenced academic achievement. The headteachers were also involved in academic activities by observing and checking the students' and teachers' work, monitoring students' discipline and helping in eradicating cheating in examinations. Musungu and Nasongo (2009) conducted their research in secondary schools while this study focused on public primary schools in Tindiret Sub-county.

Ndiga, Mumiukha, Fedha, Ngugi and Mwalwa (2014) sought to establish teachers' and students' perceptions on the principals' transformational leadership in Nairobi County, Kenya and correlate these to student academic achievement. Transformational leadership among the principals in Nairobi were examined and correlated with the study dependent variable, the student academic achievement. A mixed method approach was adopted by the study where both naturalistic and descriptive survey designs were used. The results of the study indicated that there was a moderate, negative correlation between student perception towards principals' transformational leadership and student achievement, which was statistically and there was a strong, positive correlation between teacher perception towards principals' transformational leadership and student achievement, which was statistically significant. From Ndiga and others research, it is clear that transformational leadership improves academic achievement of students, however their research was conducted in secondary.

2.4 Theoretical Framework

This study is informed by Cheng and Mullins traitist theory of leadership and McGregor theory X and Y. they are discussed in the sub-sections below.

2.4.1 Traitist Theory of Leadership

The study adopted a traitist theory of leadership advanced by Cheng and Mullins (2002) which that asserts that successful leaders have distinguished innate or traits characteristics that make them different from other people. The theory focuses on a transactional process in which a leader gives something to followers in exchange of satisfactory efforts and performance in the task. Cheng and Mullins (2002) advanced the traitist theory of leadership. Cheng and Mullins (2002) further noted that leadership styles are related with leaders' personal characteristics or traits and appropriate combination of personal characteristics leads to effective leadership that in turn influences the performance of an institution.

The impact of traits differs according to situation/environment and therefore leaders effectively evaluate their leadership styles in order to improve performance of institutions by managing institutions differently depending with the situation (Hoy & Miskel, 2012). Successful school leaders are described in terms of the personal attributes, interpersonal abilities and technical management skills. Personal attributes that head teacher may possess in their leadership include humour, courage, judgment, integrity, intelligence, persistence, work ethic, vision and being opportunity conscious, interpersonal abilities include being outgoing, team builder and compassionate. Technical management skills include producing results, resolving conflicts, analyzing and evaluating problems, the ability to enhance the work environment, and goal oriented. According to Rowley (1997), the following characteristics are generally viewed as been important: intelligence, initiative and self-assurance. The theory hypothesizes that performance of an organization is a result of the leadership styles impact and the situation of the environment, hence, informing the basis of this study.

2.4.2 McGregor's Theory X and Y

This study was also informed by Douglas McGregor (1960) Theory X and Y which are hinged on employee motivation and management. This theory was developed by McGregor while workign at Masachusets Institute of Technology (MIT). Theory X postulates that workers or employees are lazy and will always avoid responsibility to achieve high

performance; there is need to control and even threaten them (Okumbe, 1998). Theory Y postulates that members of staff are human being and therefore a manager should provide the enabling environment that enables members of staffs to realise the potential they are endowed with.

McGregor's theory was adopted for this study because there are cases where teachers and learners just do not want to follow a certain code of set behaviour and the leader or head teachers have to apply various management practices to ensure that they do the right things. Theory X assumes that people dislike work; they want to avoid it and do not want to take responsibility (Ndiza, 2015). Theory Y assumes that people are self-motivated, and thrive on responsibility (McGregor, 1960). In a Theory X organization, management is autocratic and centralised control is retained, whilst in Theory Y, the management style is democratic: school management involves stakeholders in decision-making, but retains power to implement decisions.

Theory X members of staff tend to have specialised and often repetitive work. In Theory Y, the work tends to be organized around wider areas of skill or knowledge; stakeholders are also encouraged to develop expertise and make suggestions and improvements (Okumbe, 1998). Theory X institutions consider performance appraisal as part of the overall mechanisms of control and remuneration. In Theory Y organizations, appraisal is also regular and important, but is usually a separate mechanism from institutional controls. Theory Y organizations also give members of frequent opportunities for promotion. These aspects of theory X and Y by McGregor appear to be characteristics of autocratic leadership, *laissez faire*, democratic and transformational which are key ingredients to institutional success.

2.5 Conceptual Framework

Figure 1 shows the conceptual framework for the research

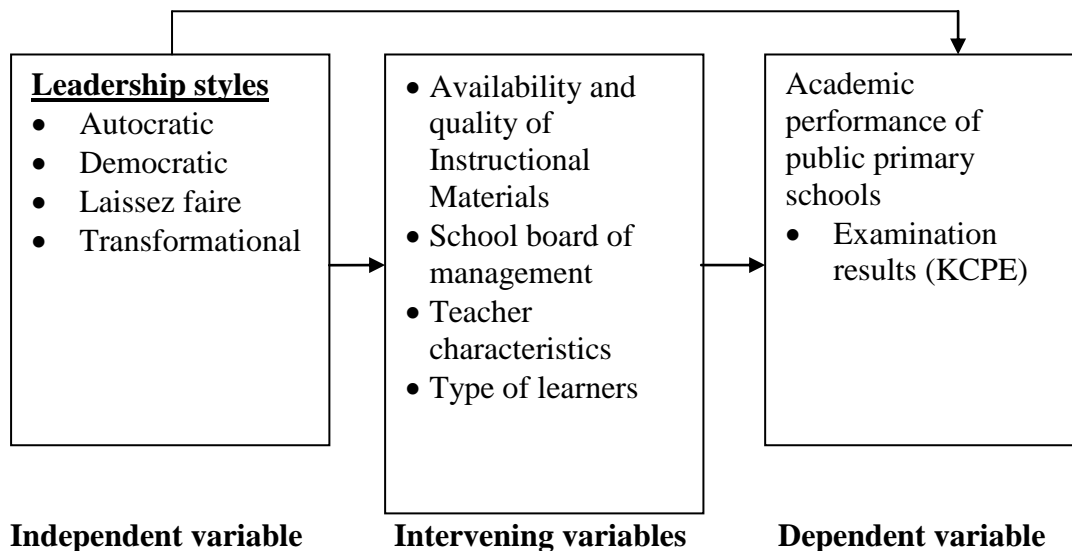


Figure 1: Headteachers Leadership Styles influencing Academic Performance of Public Primary Schools

The conceptual framework shows the leadership styles represented by independent variables that include; autocratic, democratic, laissez faire and transformational. The dependent variable for study is academic performance reflected through examination results on KCPE. The intervening variables may affect the relationship between independent and dependent variables. The academic performance of public primary schools is therefore considered dependent on the headteachers leadership styles to influence academic performance of pupils. The effects of the above variables and academic performance of public primary schools would also be influenced by adequacy of resources, quality of teaching, school board of management, and school type and therefore were considered as intervening variables of the study. The study controlled the influence of intervening variable by involving schools with similar characteristics (public) to participate in the research. Moreover to control the effect of BOM, the questionnaires were prepared for head teachers and teacher questionnaires were framed on the leadership practiced done by their head teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology and instruments used in data collection. The chapter specifically presents the research design, location of the study, population of the study, sampling procedure and sample size, data collection procedure and data analysis.

3.2 Research Design

Research design is the conceptual structure within which research is conducted (Kothari, 2008). The research design provides the basic direction for carrying out a research project to address the research problem (Cooper & Schindler, 2011). This study adopted a descriptive survey research design. A survey is an attempt to collect data from members of a population in order to determine the status of that population with respect to one or more variables (Mugenda & Mugenda, 2003). Descriptive research allows generalisations to be made about experiences, characteristics, views and attitudes of the entire population being studied.

3.3 Location of the Study

The study was conducted in public primary schools in Tindiret Sub-County, Nandi County. Tindiret Sub-County borders Nyando Sub-County to the West, Nandi East to the North, Kericho Sub-County to the South and Koibatek to the East. It is one of the six Sub-Countys in Nandi County. The Sub-County has 115 primary schools; both public and private schools, in four educational divisions namely: Meteitei, Tinderet, Soba and Songhor. The choice of the study area is because of low academic performance of public primary schools.

3.4 Target Population of the Study

Creswell (2011) defined population as members or a set of people, events or objects to which the researcher wishes to generalize the results of the study. The target population was all headteachers and teachers in public primary schools in Tindiret Sub-County. The study targeted 76 headteachers in 76 schools and 532 teachers making a total of 608 respondents. The accessible population was 40 headteachers and 280 teachers making 320 respondents from schools that have been registering candidates for KCPE for the past five years (2011-2015). Table 2 shows the accessible population for the study.

Table 2:**Respondents Population (N=320)**

School type	No. of school	Respondents	No.
Public day	33	Teachers	231
		Headteachers	33
Public boarding	7	Teachers	49
		Headteacher	7
Totals	40		320

Source: Tinderet Sub-county (2015)

3.5 Sampling Procedures and the Sample Size

The study selected 30% of the target population for the sample size as recommended by Gay, Mills and Airasian (2011). This was done for headteachers and teachers as shown in Table 3. In selecting the head teachers and teachers who participated in the study, stratified random sampling technique was used. In this case, teachers and head teachers were first classified from the schools that they came from; day and boarding. Papers containing names (codes) of 280 teachers of primary schools in Tindirer Sub-county were put in a container and shaken and 84 teachers were randomly selected and picked by the researcher. For headteachers all (40) of them participated in the study and were automatically selected from boarding and day schools. This method ensured each person had an opportunity of being selected.

Table 3:**Sample Size**

School type	Respondents	No of teachers	Percent (30%)	Sample
Public day	Teachers	231	30% of 231	69
	Headteachers	33		33
Public boarding	Teachers	49	30% of 49	15
	Headteachers	7		7
Totals		320		124

Source: Tinderet Sub-county (2015)

3.6. Instrumentation

The study used two sets of research tools to collect data, two self-administered questionnaires for teachers and headteachers.

3.6.1 Teachers Questionnaire

The questionnaire was used for teachers. The questionnaire consisted of closed ended and open-ended items to provide greater insight into the respondent opinion and perception on headteachers' leadership styles relationship with academic performance of schools. Items ranged from strongly disagree to strongly agree on a Likert scale. The questionnaire was divided into four parts containing a total of 22 items for teachers to respond, to get their perception on headteachers autocratic, laissez faire, democratic and transformational leadership styles.

3.6.2 Headteachers' Questionnaire

The study used questionnaire to get information from headteachers on relationship between leadership styles and academic performance of their schools. The headteacher questionnaire was divided into three parts. The questionnaire had questions on headteachers personal characteristics, and other section comprised of questions items on their leadership styles in relation to academic performance.

3.6.3 Validity

Validity refers to the correctness of results and soundness of conclusions reached in the study (Kothari, 2004). The development of the research instruments was done by examining the research objectives and related literature and consulting research experts from the department of curriculum, instruction and educational management at Egerton University. Research instruments were examined carefully by research supervisors and two experts from the Department of CIEM to ensure coverage of all the objectives in the questionnaire. Modifications were done for questions that were wrongly framed before reliability testing.

3.6.4 Reliability

Reliability is a measure of degree to which a research instrument yields consistent or the same results after repeated trials. The researcher used test retest technique to test the reliability of research instruments. Piloting was carried out in 3 schools in the Sub-county that were not involved in the final research. This is because they had similar characteristics with the ones used for actual study. The purpose of piloting was to make modifications on various items in order to rephrase, clarify and clear up ambiguities in the questionnaires. Reliability of the instruments was based on Cronbach's coefficient Alpha. A reliability coefficient of 0.70 and above was considered acceptable for the research instruments as

recommended by Fraenkel and Wallen (2000). When the research instruments were tested, the study obtained the following values; teacher questionnaire 0.731 and 0.74 for headteacher questionnaire. This shows that the two reliability values were above the set value (0.7) making the instruments to be considered reliable as proposed by Kothari (2004).

3.7 Data Collection Procedure

Upon receiving a letter of introduction from the graduate school, Egerton University the researcher proceeded to get a permit from National Commission for Science, Technology and Innovation (NACOSTI) to facilitate administration of questionnaires to the respondent in the sampled schools. The researcher visited the school personally to give out the questionnaires and collect them later in the day to avoid any external influence (Kothari, 2008).

3.8 Data Analysis

The data was analyzed using the descriptive statistics which include use of frequencies and percentages. Further, Chi-square tests were used to determine the relationship between independent variables and dependent variable. The following variables were measured: autocratic leadership style and academic performance, laissez faire leadership style and academic performance, democratic leadership style and academic performance and transformational leadership style and academic performance. To test hypothesis, the chi square tests p-values were measured against a set value of $p=0.05$ (95% confidence level). the researcher decided to use chi square because the variables (independent and dependent) were categorical in nature (ordinal)The research hypotheses, independent variables, dependent variables and methods used to analyse each hypothesis are indicated in Table 4.

Table 4:
Summary of Data Analysis

Research Hypothesis	Independent Variables	Dependent Variables	Presentation/ Analysis
There is no statistically significant relationship between autocratic leadership and academic performance of public primary schools	Autocratic styles	Academic Performance	Chi square
There is no statistically significant relationship between laissez faire leadership style and academic performance of public primary schools	Laissez faire styles	Academic Performance	Chi square
There is no statistically significant relationship between democratic leadership style and academic performance of public primary schools	Democratic styles	Academic Performance	Chi square
There is no statistically significant relationship between transformational leadership styles and academic performance of public primary schools	Transformational styles	Academic Performance	Chi square

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with data analysis, presentation, interpretation and discussion on the relationship between selected leadership styles and performance of public primary schools in Tindiret Sub-county, Kenya. The data obtained was coded and presented in form of tables through frequencies, percentages and correlations. The chapter is organized into five sections, with the first section covering the background data of respondents and each of the other four sections each addressing one study objective.

4.2 Demographic Characteristics of the Respondents

The study sought to determine the demographic characteristics of respondents. At first, the respondents were asked to indicate their gender profiles. The results are given in Table 5.

Table 5:

Gender of Respondents

Response	Headteachers		Teachers	
	f	%	f	%
Male	22	55.0	30	35.7
Female	18	45.0	54	64.3
Total	40	100.0	84	100.0

As shown in Table 5, male headteachers were 22 (55.0%) and female were 18 (45.0%). From Table 5, the frequency showed that primary schools in Tindiret Sub-County had more male headteachers than female. Among the 84 teachers, 30 (35.7%) were males and 54(64.3%) females. The result shows that the proportion of male is higher in headship position in Tindiret Sub-county. The result coincides with Lukingi (2014) research that showed that there were more male headteachers (60%) compared to the female headteachers (40%) at all levels of the schools. This shows that the social factors that male majority in primary schools for administrative positions in Kenya and Tindiret in particular, hence the need for equal gender representation in school leadership.

4.2.2 Age of Respondents

The study sought to determine the age bracket of headteachers and teachers who participated in the study. Results are presented in Table 6.

Table 6:
Age Category of Respondents

	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Below 30	3	7.5	15	17.9
31-40	7	17.5	34	40.5
41-50	18	45.0	26	31.0
51-60	12	30.0	9	10.7
Total	40	100.0	84	100.0

Table 6 results show that the headteachers respondents ages show that 3 (7.5%) were aged from below 30 years, 7 (17.5%) were aged between 31-40 years, 18 (45.0%) were aged between 41-50 years and 12 (30.0%) were aged between 51-60 years. It is evident from the findings that one's experience is proportional to his/her age; hence more experienced teachers are aged, hence have lived and worked through various school administrative systems. The teachers respondents ages show that 15 (17.9%) were aged below 30 years, 34 (40.5%) were aged between 31-40 years, 26 (31.0%) were aged between 41-50 while 9 (10.7%) were aged 51-60 years. Information provided on age categories shows that most of teachers and headteachers have been in school and therefore understand different leadership styles used and their relationship and academic performance of schools.

4.2.3 Level of Education

The education level of the respondents was important since level of education gives an indicator on skill and knowledge. The results are as shown in Table 7.

Table 7:
Level of Education of Headteachers and Teachers

Level	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
P1	2	5.0	10	11.9
Diploma	9	22.5	39	46.4
Undergraduate	16	40.0	20	23.8
Masters	13	32.5	15	17.1
Total	40	100.0	84	100.0

Table 7 results showed that, majority of the headteachers had degree level of education with 16 (40.0%), 13 (32.5%) had masters qualification were, 9 (20.5%) had diploma qualification and 2 (5.0%) had P1 qualification. The level of headteachers' qualification could have significant influence on the leadership styles they use. Lukingi (2014) observed that headteacher's administrative style partly depends on his/her professional qualifications, further affecting the school's academic performance. It is true from the results that the headteachers' in-charge of the schools met the minimum academic requirements and/or qualifications required of one to head the institution as per the Ministry of Education and TSC requirements.

Results from teachers show that 39 (46.4%) of teachers had Diploma level of education with, 20 (23.8%) had undergraduate degree level of qualification, 15 (17.1%) had masters qualification and 10 (11.9%) had P1 qualification. This shows that majority of respondents are professionally qualified. High education level not only enriches one's knowledge but also reinforces a teacher's confidence, exposing him to various teaching pedagogies and/or strategies. The data shows that all the teachers were qualified as primary school teachers and hence able to identify how leadership styles influence performance in the schools.

4.2.4 Length of Service of the Respondents

Successful teaching experience is a valuable asset. It enables the teachers to acquire certain commendable characteristics. Table 8 gives information on the number of years that the headteachers and teachers had served as heads and teachers in their schools.

Table 8:

Length of Service of the Respondents as Headteachers and Teachers

Length of service in years	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Below 5	8	20.0	14	16.7
6-10	10	25.0	24	28.6
11-15	15	37.5	32	38.1
16-20	5	12.5	14	16.7
Over 20	2	5.0	0	0.0
Total	40	100.0	84	100.0

Information in Table 8 shows that 8 (20.0%) of the headteachers had served as headteachers in their current schools for less than 5 years, 10 (25.0%) had served for 6 to 10 years. Moreover, 15 (37.5%) had served for 11 to 15 years, 5 (12.5%) headteachers had served for 16 to 20 years and 2 (5.0%) had served for over 20 years. This shows that majority of schools heads have adequate experience in school leadership. The study revealed that headteachers who had served for longer (in different schools) could be widely informed and have numerous approaches to academic success; hence their schools may perform comparatively better. Data from teachers show that 32 (38.1%) had taught for 11-15 years, 24 (28.6%) had taught for 6-10 years, 14 (16.7%) below 5 years and 14 (16.7%) had taught for 16-20 years. Data revealed that most teachers had a considerable experience as teachers and therefore understands how leadership styles used by their head teachers influence performance of their schools.

4.2.5 Teachers Perception and academic performance of Schools

The dependent measurement for the dependent variable in the study involved determining the teachers and headteachers' view on the performance of their schools in KCPE examinations. As seen in Appendix 3, the performance of primary schools in Tindiret Sub-county for several years is provided. Moreover, in order to correlate questionnaire responses with the perception on leadership styles, the teachers were asked to give estimates of their school performance based on the following categories; below 180 (poor), 181-230 (below average), 231-280 (Average) and 280 and above (high). The teachers' estimates for academic performance are given in Table 9.

Table 9:

Teachers Perceptions and Academic Performance Estimates of their Schools

Range	Frequency	Percent
<230 (below average)	8	9.5
230-279 (average)	46	54.8
>280 (above average)	30	35.7
Total	84	100.0

The results shows that more than half 46 (54.8%) of teachers indicated their schools KCPE performance was on average, 30 (35.7%) said that it was above average and only 8 (9.5%) indicated that their performance was below average. This shows that performance of most

public primary schools in Tindiret Sub-county has been on average. The study investigates if leadership styles used by headteachers could be explaining the performance trend in the sub-sections following.

4.3 Relationship between Autocratic Leadership Style and academic performance of Public Primary Schools

The first objective of the study was to determine the relationship between autocratic leadership style and academic performance of public primary schools in Tindiret Sub-county. The teachers were asked to indicate the extent to which headteachers exhibited autocratic leadership and how it related with the performance of their school by rating their response on a Likert scale of five; Strongly disagree (1), Disagree (2), Not sure (3), Agree (4), Strongly agree (5). Teachers' responses are illustrated in Table 10.

Table 10:**Perception of Teachers on Relationship between Autocratic Leadership Style and Academic Performance**

Autocratic Leadership (N=84)	SD		D		NS		A		SA	
	F	%	F	%	F	%	F	%	F	%
Headteacher directs teachers to teach and this influence academic performance of school	38	45.2	25	29.8	0	0	16	19.0	5	6.0
Headteacher takes precaution when dealing with teachers and this influence academic performance of school	25	29.8	34	40.5	15	17.9	10	11.9	0	0
Headteacher checks record of work covered by teachers and this influence academic performance of school	40	47.6	20	23.8	0	0	16	19.0	8	9.5
Headteacher insist that teachers follow stipulated policies and this influence academic performance of school	50	59.5	15	17.9	5	6.0	10	11.9	4	4.8
Headteacher reprimands teachers who fail to teach and this influence academic performance of school	45	53.6	30	35.7	0	0	4	4.8	5	6.0
Decisions regarding school progress are solely made by the head of the school and this influence academic performance of school	2	2.4	18	21.4	12	14.3	24	28.6	28	33.3
Autocratic leadership perception average	33	39.7	24	28.2	5	6.4	13	15.9	8	9.9

Table 10 findings shows that 38 (45.2%) of teachers strongly disagreed that headteachers in their school direct teachers on what to teach and this affected their academic performance, 25 (29.8%) disagreed, 16 (19.0%) agreed while only 5 (6.0%) strongly disagreed with the statement. This shows that three quarters (75.0%) of teachers said that their school heads do not direct their teachers on what to teach and only 25% appeared to be doing so. From the

findings, this implies that majority of heads in Tinderet Sub-county do not practice this aspect of autocratic leadership behaviour as it negatively affects their academic performance.

The results of the study revealed that 25 (29.8%) of teachers strongly disagreed that their headteachers take precaution when dealing with teachers and this influenced their academic performance, 34 (40.5%) disagreed, 15 (17.5%) were not sure while only 10 (11.9%) tended to agree with the statements. This show that headteachers have a good relationship with their fellow teachers which does not requires them to take precaution measures against and this influenced the academic performance of their schools.

When asked as to whether headteachers in their schools check records of work covered and how it influenced the academic performance of schools, 40 (47.6%) strongly disagreed, 20 (23.8%) disagreed, 16 (19.0%) agreed while 8 (9.5%) strongly agreed. This shows that majority of headteachers tend to practice laissez faire leadership styles as opposed to constantly supervising and ensuring that teachers prepare and utilise professional document while teaching and this influenced their academic performance. Lack of headteachers' adequate supervision could be the reason for decline in academic performance of public primary schools in the area. The findings are consistent with Buregeya (2009) who established that 64.3% of headteachers routinely checked their teachers' pedagogic documents and as a practice of teacher supervision, while 57.1% of headteachers informally visited their teachers during classroom instruction. The findings of this study indicate that limited general and instructional supervision is commonplace in schools. It is likewise revealed through the study findings that headteachers are unaware of their job description.

Results also showed that more than half 50 (59.5%) strongly disagreed and 15 (17.9%) disagreed that headteachers insist teachers to follow stipulated policies and this influenced academic performance of schools. However, 5 (6.0%) disagreed while 4 (4.8%) strongly agreed that headteachers insisted on teachers following the school policies to ensure performance. From the findings, it is clear that teachers work at their own without being followed by their teachers on what to do or what to observe and this influence their school academic performance.

At least, 45 (53.6%) strongly disagreed that headteachers in their schools usually reprimands teachers who fail to teacher and this influenced their school academic performance, 30

(35.7%) disagreed, 4 (4.8%) disagreed while 5 (6.0%) strongly agreed with the statement. This implies that majority (89.3%) of teachers perceive that they are not criticised, castigated, scolded, or admonished by their headteachers in school and this influenced their school academic performance. This shows that this aspect of autocratic leaders only exists in 10.7% of headteachers in the whole sub-county and influenced their schools academic performance.

Findings of the study further showed that 28 (33.3%) of teachers strongly agreed and 24 (28.6%) that decision regarding school progress are solely made by the head of the school. but, 18 (21.4%) disagreed and 2 (2.4%) disagreed with the statement while 12 (14.3%) were undecided. The results show that majority of headteachers do not involve teachers in decision-making process despite them being important stakeholders in school and this influences their school academic performance. Teachers views and opinions seem not be taken into consideration in school management in Tindiret Sub-County. This shows that aspects of autocratic leadership are evident and it influences their academic performance. Average perception shows that 67.9% of teachers disagreed with the statements, 6.4% were undecided while 25.8% of teachers agreed that autocratic leadership was exercised by their teachers and this affected their schools academic performance. The findings concur with Aiko (2015) research that revealed that 44.67% of teachers perceived their headteacher leadership to be autocratic. This shows that autocratic leadership style is practiced in various public primary schools by head teachers although not to a large extent.

4.3.1 Headteachers Perceptions on Relationship between Autocratic Leadership Styles and Academic Performance of Schools

The study also sought headteachers opinion on the relationship between autocratic leadership styles and academic performance of schools on the following scale: Always (5), Often (4), Occasionally (3), Seldom (2) and Never (1). Their responses are given in Table 11.

Table 11:**Headteachers Perceptions on Relationship between Autocratic Leadership Styles and Academic Performance of Schools**

Perceptions (N=40)	Always		Often		Occasionally		Seldom		Never	
	f	%	f	%	f	%	f	%	f	%
I keep the staff working up to capacity and this influence academic performance of school	36	90.0	4	10.0	0	0.0	0	0.0	0	0.0
I make accurate decisions and this influence academic performance of school	32	80.0	5	12.5	3	7.5	0	0.0	0	0.0
I ask that staff members to follow standard rules and regulations and this influence academic performance of school	28	70.0	12	30.0	0	0.0	0	0.0	0	0.0
I overcome attempts made to challenge my leadership and this influence academic performance of school	26	65.0	10	25.0	4	10.0	0	0.0	0	0.0
I take full charge when emergencies arise and this influence academic performance of school	23	57.5	14	35.0	3	7.5	0	0.0	0	0.0
I act as the spokesman of the school and this influence academic performance of school	15	37.5	10	25.0	13	32.5	2	5.0	0	0.0
I become anxious when I cannot find out what is coming next and this influence academic performance of school	9	22.5	16	40.0	10	25.0	5	12.5	0	0.0
I encourage the use of uniform procedures and this influence academic performance of school	9	22.5	18	45.0	7	17.5	4	10.0	2	5.0
I publicize the activities of the staff and this influence academic performance of school	8	20.0	10	25.0	18	45.0	4	10.0	0	0.0
I push for increased production and this influence academic performance of school	5	12.5	18	45.0	14	35.0	3	7.5	0	0.0
Things usually turn out as I predict and this influence academic performance of school	5	12.5	9	22.5	25	62.5	1	2.5	0	0.0
I encourage overtime work and this influence academic performance of school	4	10.0	18	45.0	15	37.5	3	7.5	0	0.0
My arguments are convincing and this influence academic performance of school	2	5.0	14	35.0	17	42.5	6	15.0	1	2.5
I persuade others that my ideas are to their advantage and this influence academic performance of school	0	0.0	6	15.0	15	37.5	19	47.5	0	0.0
I worry about the outcome of any new procedure and this influence academic performance of school	0	0.0	0	0.0	17	42.5	10	25.0	13	32.5
Average perception of headteachers	13	33.7	11	27.3	11	26.8	4	9.5	1	2.7

Finding in Table 11 shows that the headteachers indicate that they utilise various approaches of autocratic leadership styles in their schools and this influenced their schools academic performance. For instance, 36 (90.0%) said that they keep their staff members working up to the capacity to ensure improvement in performance of their schools. This shows that majority of teachers work for long due to many responsibilities that their heads have given them to influence their schools academic performance. Secondly, 32 (80.0%) of heads admitted that they make accurate decisions to influence their school academic performance. This shows that most of them believe that the decisions they make cannot be changed or be challenged by anyone in the school. Moreover, 28 (70.0%) said that they always ask that staff members to follow rules and regulations in schools to ensure improvement in performance. This show that headteachers tend to create an environment whereby all workers in the school conform to the stipulated regulations to ensure academic performance improvement in their schools.

In addition, 26 (65.0%) of respondents said that they always overcome attempts made to them to challenge their leadership, 10 (25.0%) said that they often overcome while 4 (10.0%) said that they occasionally overcome attempts on their leadership which influences their school academic performance. This shows that majority of workers are not comfortable with the way they are being led by headteachers and therefore a significant number of them take initiative of challenging their leadership behaviour to higher authorities. However, study findings revealed that there were some aspects of autocratic leadership found to be rarely or not practiced by heads in public primary schools in Tinderet Sub-county. They were; persuading other members of staff that headteachers ideas are to their advantage and worrying about the outcome of any new procedure and this influenced the academic performance of their schools. Average result shows that most (61.0%) of headteachers practiced autocratic leadership, 26.8% sometimes practiced while 12.2% did not practice autocratic leadership. The admission by headteachers suggest that autocratic leadership is common in public primary schools in Tindiret Sub-county and this could explain why academic performance has been below average.

Hypothesis One Testing

The first hypothesis stated that:

H₀₁ There is no statistically significant relationship between autocratic leadership style and academic performance of public primary schools.

To test the hypothesis, a cross tabulation analysis involving chi square (this is because the responses received were in categories) test was computed at 0.05 significant levels to check on teacher perceptions scores on the degree to which their headteachers practiced autocratic leadership style (Table 4.10) and their schools academic performance (Table 4.9) in KCPE examinations. The results of the analysis are presented in Table 12 and 13.

Table 12:
Relationship between Autocratic Leadership and Academic Performance Cross-Tabulation for Teacher Perceptions

			Academic performance			Total
			<230	230-279	>280	
Autocratic leadership	Rarely Practiced	Count	5	34	18	57
		% within autocratic leadership	8.8%	59.6%	31.6%	100.0%
	NS	Count	3	10	12	25
		% within autocratic leadership	12.0%	40.0%	48.0%	100.0%
	Somehow practiced	Count	0	2	0	2
		% within autocratic leadership	.0%	100.0%	.0%	100.0%
Total		Count	8	46	30	84
		% within autocratic leadership	9.5%	54.8%	35.7%	100.0%

Results from Table 12 shows that whenever autocratic leadership style was rarely practiced, 31.6% of schools performed above 280 marks (Teacher Questionnaire No. 7). Furthermore, while when autocratic leadership was somehow practiced, academic performance of schools ranged between 230-279. This shows that when autocratic degree is used frequently, performance of public primary schools decreases. The chi square statistics are given in Table

Table 13:
Chi Square Statistics on Autocratic Leadership and Schools Academic Performance for Teacher Perception

Statistic	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.420 ^a	4	.352
Likelihood Ratio	5.169	4	.270
Linear-by-Linear Association	.221	1	.638
N of Valid Cases	84		

The chi statistics (Table 13) shows that there existed no significant relationship ($\chi^2=4.420$ and $p=0.625$) between autocratic leadership and academic performance of public primary schools in Tindiret Sub-county. The computed values ($\chi^2=4.420$ and $df=4$) is lower than the critical values ($\chi^2=9.488$ and $df=4$) leading to the acceptance of null hypothesis that there exist no significant relationship between autocratic leadership style and academic performance of pupils in public primary schools. This implies that continuous application and use of autocratic leadership styles by headteachers may have no impact and academic performance of schools. This shows that autocratic leadership exhibition by head teachers leads to reduction in academic performance of public primary schools, as teachers have no room to work on their own or even contribute in decision-making processes in their schools (Table 4.12). The result is in line with Kitavi (2014) who found out the relationship between the autocratic leadership style and pupils' performance was negative Aiko (2015) research in Kericho County secondary schools found out that that poor academic performance was attributed to head-teachers who were rated as autocratic leaders. Njoki and Aluko (2014) noted that most of the primary schools where democratic leadership styles were used tended to perform better than those that used authoritarian and/or laissez fair leadership approaches. The results are also in consonance with Adeyemi and Adu (2013) who found no significant relationship found in this study between headteachers' autocratic leadership style and teachers' job satisfaction implies that when headteachers are autocratic in their leadership style, teachers' job satisfaction tends to be reduced hence poor performance in schools. This means that the more autocratic leadership is applied, there is no significant increase ($p>0.05$) in academic performance of public primary schools. School leaders who use the authoritarian leadership style lead to poor academic performance, because they adopt harsh leadership styles, which are highly resented by their subordinates.

4.4 Relationship between Laissez Faire Leadership Style and Academic Performance of Schools

This is the second objective of the study that sought to determine the relationship between laissez faire leadership and academic performance of public primary schools in Tindiret Sub-County. Teachers were asked to indicate the extent to which they agreed or disagreed on their headteachers' exhibition of various approaches of laissez faire leadership and academic performance of their schools. The following scale was used; SD-Strongly Disagree (1), D-Disagree (2), NS-Not Sure (3), A-Agree (4) and SA-Strongly Agree (5). The results of the analysis are presented in Table 14.

Table 14:**Teacher Perceptions on Relationship between Laissez-faire Leadership Style and academic performance of Schools**

Laissez-faire leadership	SD		D		NS		A		SA	
	F	%	F	%	F	%	F	%	F	%
Headteacher leave teachers to make decisions and implement them without consulting him and this influence academic performance of school	0	0.0	2	2.4	0	0.0	30	35.7	52	61.9
Headteacher is more informal when dealing with teachers and this influence academic performance of school	5	6.0	10	11.9	12	14.3	21	25.0	36	42.8
Headteacher does not take action with teachers who don't teach well and this influence academic performance of school	64	76.2	10	11.9	8	9.5	2	2.4	0	0.0
If you do your work, the headteacher does not bother you and this influence academic performance of school	0	0.0	1	1.2	2	2.4	13	15.4	68	81.0
Teachers are friendly to the headteacher and this influence academic performance of school	0	0.0	6	7.1	0	0.0	25	29.8	53	63.1
School performance is hardly discussed and this influence academic performance of school	60	71.4	14	16.7	0	0.0	10	11.9	0	0.0
Average teachers perceptions	22	25.6	7	8.5	4	4.4	17	20.0	35	41.5

Table 14 results show that most 52 (61.9%) of teachers strongly agreed and 30 (35.7%) agreed that headteachers in their school leave them to make decisions and implement them without consulting them and this influence their academic performance. Only 2 (2.4) disagreed with the statement. This confirms that this approach of laissez faire leadership is common across all public primary schools in the study area. This implies that teachers are free to do their duties and other activities without interference from their headteachers and this influence their school academic performance.

Secondly, 36 (42.9%) of respondents strongly agreed that headteachers are more informal when dealing with teachers and this influenced their schools academic performance, 21 (25.0%) agreed, 12 (14.3%) were undecided, 10 (11.9%) disagreed and 5 (6.0%) strongly disagreed. This shows that headteachers are not formal when working with teachers in their

school and removes fear factor that is usually associated with headteachers behaving or conducting themselves officially and this affect the academic performance of their schools. Leadership theorist Martin (2004) however suggests that a balance should be sought to ensure that headteachers lead their school using formal and informal approaches. When asked as to whether headteachers does not take action with teachers who do not teach well, 64 (76.2%) strongly disagreed, 10 (11.9%) disagreed, 8 (9.5%) were neutral while 2 (2.4%) agreed with the statement. this shows that headteachers take action when their teachers are not executing their duties and responsibilities well. This action of laissez faire leadership style by headteachers is not prevalent and this influences their academic performance in most public primary schools in Tindiret Sub-county.

On the statement that ‘if you do your work, the headteacher does not bother you and this influenced their academic performance,’ majority 68 (81.0%) strongly agreed, 13 (15.5%) agreed, 2 (2.4%) were undecided while only 1 (1.2%) disagreed with the statement. This shows that this behaviour of laissez faire is common across primary school as said by the headteachers and this influenced their academic performance. When asked as to whether they were friendly to teachers and it influenced academic performance of schools, 53 (63.1%) strongly agreed, 25 (29.8%) agreed and 6 (7.1%) disagreed. This shows that there exist a cordial relationship between teachers and headteachers in their school and this influences their academic performance of schools. As to whether school performance is hardly discussed, 60 (71.4%) strongly disagreed, 14 (16.7%) disagreed and only 10 (11.9%) agreed. This shows that majority of headteachers regularly discuss performance issues with their teachers in their school. This goes against the method or characteristics of laissez faire leadership style. Average results shows that 34.1% of teachers disagreed that laissez faire was practiced in their schools, 4.4% were unsure while 61.5% of teachers said that laissez faire leadership style was being practiced by their headteachers and this influenced academic performance of their schools. This shows that laissez faire leadership style is critical to academic performance of primary schools in Tindiret Sub-county.

4.4.1 Headteachers Perception on Relationship between Laissez Faire Leadership Styles and Academic Performance of Schools

The study also sought to establish headteachers perception on the extent to which they applied laissez faire leadership styles and its relationship and academic performance of

schools. They used the following scale to indicate their perceptions; Always (5), Often (4), Occasionally (3), Rarely (2) and Never (1). Their responses are given in Table 15.

Table 15:

Headteachers Perception on Laissez Faire Leadership Styles and Academic Performance of Schools

Perceptions	Always		Often		Occasionally		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
I allow the members complete freedom in their work and this influence academic performance of school	28	70.0	10	25.0	2	5.0	0	0.0	0	0.0
I permit the members to use their own judgment in solving problems and this influence academic performance of school	24	60.0	16	40.0	0	0.0	0	0.0	0	0.0
I am able to delay action until the proper time occurs and this influence academic performance of school	16	40.0	10	25.0	12	30.0	2	5.0	0	0.0
I let the members do their work the way they think best and this influence academic performance of school	10	25.0	22	55.0	8	20.0	0	0.0	0	0.0
I do little things to make it pleasant to be a member of the staff and this influence academic performance of school	3	7.5	9	22.5	16	40.0	10	25.0	2	5.0
I am hesitant about taking initiative in the staff and this influence academic performance of school	0	0.0	2	5.0	3	7.5	5	12.5	30	75.0
I fail to take necessary actions and this influence academic performance of school	0	0.0	0	0.0	0	0.0	12	30.0	28	70.0
Average perception of headteachers on laissez-faire style use	12	28.9	10	24.6	6	14.6	4	10.4	9	21.4

Table 14 results show that headteachers practiced several aspects of laissez faire-leadership styles in managing public primary schools in Tindiret Sub-county. For instance, 28 (70.0%) of heads reported that they always allowed staff members complete freedom in their work, 10 (25.0%) often allowed them and 2 (5.0%) occasionally allowed teachers freedom and this influenced their schools academic performance. This shows that teachers have been given opportunity to conduct their responsibilities with little interference from school head and this influence school academic performance. Study findings also show that 24 (60.0%) of heads admitted that they always permit school staff members to use their own judgement in solving problems and 16 (40.0%) often permitted them and this influenced academic performance. This shows that school teachers are given their opportunity to make their decision and conclusion when solving problems within their workplaces and this influences school academic performance.

However, the results of the study revealed that only 16 (40.0%) of headteachers said that they always delay until late (deadline), 10 (25.0%) said that they often delay, 12 (30.0%) occasionally delayed while 2 (5.0%) rarely delayed and this influenced their academic performance of schools. This shows that headteachers do not rush to take action but wait until deadline period and this influenced their school academic performance. It is also seen that only 10 (25.0%) of heads said that they let their members do their work they think is best, 22 (55.0%) often allowed their staff and 8 (20.0%) occasionally permitted them. This shows that not more than 50% of heads allow their teachers to work on their own and this creates chance for them to utilise their knowledge and skills by coming up with best results in their schools. This aspect may increase teacher commitment and therefore improving academic performance of public primary schools.

Study findings further showed that 16 (40.0%) of heads occasionally did little things to make it pleasant to be a member of staff, 9 (22.5%) often did, 3 (7.5%) always did, 10 (25.05) rarely did and 2 (5.0%) disagreed and this influenced their academic performance of schools. Moreover, most 30 (75.0%) of headteachers indicated that they are never hesitant about taking initiative in the staff and 28 (70.0%) said that they never fail to take necessary actions and this influenced their school academic performance of schools. average results shows that 53.5% headteachers said they did not use laissez faire, 14.6% were undecided and only 31.8% said they used laissez faire leadership style.

Hypothesis 2 Testing

The second null hypothesis stated that:

H₀₂ There is no statistically significant relationship between laissez-faire leadership styles and academic performance of public primary schools

To test the above hypothesis, a Chi square was computed with teachers responses on the degree to which headteachers used laissez faire leadership style and their relationship and academic performance of their schools. The probability level was set at 95% confidence level; the results are presented in Table 16 and 17.

Table 16:

Laissez Faire and Academic Performance Crosstabulation for Teachers Perception

			Academic performance			Total
			<230	230-279	>280	
Laissez faire	NS	Count	6	17	9	32
		% within laissez faire	18.8%	53.1%	28.1%	100.0%
practiced	Somehow	Count	2	28	21	51
		% within laissez faire	3.9%	54.9%	41.2%	100.0%
practiced	Always	Count	0	1	0	1
		% within laissez faire	.0%	100.0%	.0%	100.0%
Total		Count	8	46	30	84
		% within laissez faire	9.5%	54.8%	35.7%	100.0%

Results shows that when laissez faire was always practiced, schools performed ranged from 230-279, while when laissez faire leadership style was somehow practiced, only 41.2% of schools attained KCPE mean score of more than 280 marks. This shows that laissez faire leadership style influences academic performance of schools to a certain degree. To confirm the above information, a chi square statistic was computed at 95% significant level. The results are presented in Table 17.

Table 17:**Chi-Square Test on Laissez-faire Leadership and Academic Performance of Schools**

Statistic	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.325 ^a	4	.176
Likelihood Ratio	6.572	4	.160
Linear-by-Linear Association	3.129	1	.077
N of Valid Cases	84		

The statistics shows that there existed no significant relationship ($\chi^2=6.325$ and $p=0.176$) between laissez faire leadership and academic performance of schools in Tindiret Sub-County (Table 17). The computed values are lower ($\chi^2=6.325$ and $df=4$) than the critical values ($\chi^2=9.488$ and $df=4$). The null hypothesis is thus accepted ($p>0.05$) which leads to the conclusion that there is no statistically significant relationship between laissez faire and academic performance of public primary schools. This implies that laissez faire leadership will not lead to improved academic performance of schools. The findings concur with Kitavi (2014) who established that the headteachers who use the laissez faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance decline. Similar to the findings of the study Njoki and Aluko (2014) found out that democratic leadership posted the best results in KCPE while laissez-faire posted the worst in KCPE. Similarly to the study findings, Adeyemi and Adu (2013) established that no significant relationship found between headteachers' laissez-faire leadership style and teachers' job satisfaction suggests that when headteachers are deficient in their leadership style perhaps through their carefree attitude to work, teachers' job satisfaction tends to be affected positively or negatively. However, Nsubuga (2009) established that there is a very low correlation between the laissez-faire leadership style in secondary schools and school performance in secondary schools in Uganda. From the above findings, it is evident that sometimes laissez faire leadership cannot predict good performance of public primary schools (Table 17). This implies that school head teachers who prefer to use laissez faire leadership style, improved performance of their schools is not guaranteed. This result suggest that application of laissez faire leadership style by some head teachers could be the reason for inconsistent performance (Table 1) that has been recorded in Tindiret Sub-county public primary schools.

4.5 Relationship between Democratic Leadership Style and Academic Performance of Schools

The third research objective sought to determine teachers and headteachers perception on how democratic leadership style related with performance of their schools academically. Through a series of questions on approaches related to democratic leadership styles, teachers were asked to state their responses on a Likert scale of five; SD-Strongly Disagree (1), D-Disagree (2), NS-Not Sure (3), A-Agree (4) and SA-Strongly Agree (5). The results of the analysis are illustrated in Table 18.

Table 18:
Teachers Perceptions on the Relationship between Democratic Leadership and Academic Performance

Democratic Leadership	SD		D		NS		A		SA	
	F	%	F	%	F	%	F	%	F	%
I have enough time to teach and do other responsibilities assigned and this influence academic performance of school	10	11.9	15	17.9	6	7.1	25	29.8	28	33.3
Performance is as a result of the school teamwork and this influence academic performance of school	0	0.0	7	8.3	0	0.0	10	11.9	67	79.8
We discuss before implementing school academic plans and this influence academic performance of school	0	0.0	2	2.4	0	0.0	12	14.3	70	83.3
Headteacher is a good listener and this influence academic performance of school	4	4.8	26	31.0	0	0.0	34	40.5	20	23.7
We discuss with staff who attend a workshop and this influence academic performance of school	0	0.0	16	19.0	0	0.0	26	31.0	42	50.0
Average teachers perception	3	3.3	13	15.7	1	1.4	21	25.5	45	54.0

Results of the study revealed that 28 (33.3%) of respondents strongly agreed that they have enough time to teach and do other responsibilities assigned in their schools and it influenced their academic performance of schools, 25 (29.8%) of them agreed, 6 (7.1%) were undecided, 15 (17.9%) disagreed while 10 (11.9%) strongly disagreed. The result shows that 63.1% of teachers have enough time to do their activities and other responsibilities in schools and this affects their academic performance. The respondent also strongly agreed 67 (79.8%) that academic performance is because of the school teamwork, 10 (11.9%) agreed and 7 (8.3%) disagreed with the statement. This shows that teamwork exists in primary school leadership and this influence their academic performance in Tinderet Sub-County. The finding concur with Musunguand Nasongo (2009) research in Vihiga that found out that headteachers regular staff meetings where planning and decisions were made jointly and policies well communicated.

Furthermore, majority 70 (83.3%) strongly agreed that they discuss before implementing school academic plans with their headteachers which influenced their academic performance, 12 (14.3%) agreed and only 2 (2.4%) disagreed with the statement. This implied that discussions are held in the school by headteachers in the implementation of academic plans. The finding is inconsistent with Wanjiku et al. (2013) who established that headteachers rarely meet teachers to discuss school performance. The study concludes that although the headteachers and teachers discussed school matters which included performance and discipline, the number of times that they meet may not have been very adequate since there is need for continued meetings for planning and monitoring academic progress of the pupils. The findings of the study further showed that 34 (40.5%) of teachers agreed, 20 (23.8%) strongly agreed, 26 (31.0%) disagreed, and 4 (4.8%) strongly disagreed with the statement. The results concurs with Ampaire and Namusonge (2015) research in Tanzania that showed that democratic leadership allowed sharing of ideas experience in handling of students which lead to good academic performance.

The findings show that 64.3% of teachers agreed that their headteachers always listen to them and this influenced their academic performance of schools. Moreover, half 42 (50.0%) of the respondents strongly agreed that headteacher discuss with staff who attend a workshop, 26 (31.0%) agreed and 16 (19.0%) disagreed with the statement. From the results, it is clear that headteachers and teachers discuss when and who to go for workshops and seminars for capacity building and skills building purposes and this influenced their academic

performance of schools. In summary to teachers' perception, 79.5% of teachers perceive (agreed) that democratic leadership style is practiced by their school heads and this affects their academic performance. The findings are in tandem with Lukingi (2014) research findings that indicated that all the respondents (teachers, students and headteachers) with 76.7%, 72.6% and 60% respectively unanimously agreeing that democratic style of leadership should be embraced in schools as opposed to other leadership styles. This was because all stakeholders in school would wish to be part of the decision-making process. It gives them a sense of belonging; feeling appreciated and thus motivated to perform to their best, ameliorating academic performance of the school. This, in effect, accounts for the unanimous choice of the democratic leadership style by the majority of the respondents. Average teacher perception result shows that 19.0% disagreed that democratic leadership was practiced by their headteachers, 1.4% were unsure and most 79.5% agreed that democratic style was practiced in their schools and affected academic performance of their schools.

4.5.1 Headteachers Perception on Relationship between Democratic Leadership and Academic Performance of Schools

The headteachers were also asked to give their perceptions on the extent through which they practiced democratic leadership styles and academic performance of their schools. The following scale was used; Always (5), Often (4), Occasionally (3), Rarely (2) and Never (1). Their responses are given in Table 19.

Table 19:**Headteachers Perception on Relationship between Democratic Leadership Styles Academic Performance**

N=40	Always		Often		Occasionally		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
I wait patiently for the results of a decision and this influence academic performance of school	20	50.0	12	30.0	8	20.0	0	0.0	0	0.0
I let staff members know what is expected of them and this influence academic performance of school	21	52.5	16	40.0	3	7.5	0	0.0	0	0.0
I am friendly and approachable and this influence academic performance of school	18	45.0	19	47.5	3	7.5	0	0.0	0	0.0
I keep the staff working together as a team and this influence academic performance of school	34	85.0	6	15.0	0	0.0	0	0.0	0	0.0
I accept defeat in stride and this influence academic performance of school	0	0.0	0	0.0	13	32.5	20	50.0	7	17.5
I try out my ideas in the staff and this influence academic performance of school	5	12.5	14	35.0	18	45.0	3	7.5	0	0.0
I give advance notice of changes and this influence academic performance of school	29	72.5	10	25.0	1	2.5	0	0.0	0	0.0
I am able to tolerate postponement and uncertainty and this influence academic performance of school	2	5.0	7	17.5	10	25.0	18	45.0	3	7.5
I get my superiors to act for the welfare of the staff members	6	15.0	8	20.0	10	25.0	16	40.0	0	0.0
I maintain cordial relationship with superiors and this influence academic performance of school	34	85.0	6	15.0	0	0.0	0	0.0	0	0.0
Headteachers perception on the use of democratic styles	17	42.3	10	24.5	7	16.5	6	14.3	1	2.5

When asked as to whether they waited patiently for the results of a decision, half 20 (50.0%) reported that they always waited, 12 (30.0%) often waited and 8 (20.0%) occasionally waited. This shows that majority of headteachers are patient and thus wait other people to give their opinion before making any decision and this influenced their academic performance of schools. The results are in line with Nyagaka and Ajowi (2013) who established that headteachers occasionally let staff members know what is expected of them even though most respondents observed that the headteachers assign staff member's particular tasks. In addition, Kitavi (2014) who found out that headteachers in Kitui County had to motivate the teachers to participate in decision-making because academic progress depended on the quality of teaching exhibited.

Results also showed that more than half 21 (52.5%) of teachers said that they always let staff members know what is expected of them and this influenced their academic performance, 16 (40.0%) often told them and 3 (7.5%) occasionally told their members of staff on what is expected of them. This shows that every staff member in schools is usually communicated on what they are supposed to achieve and do in school and this affects their academic performance. Findings further showed that 18 (45.0%) of respondents said that they are friendly and approachable, 19 (47.5%) said that they are often approachable and 3 (7.5%) said that they are occasionally approachable. The friendliness and approachability of headteachers helps in building of trust with their teachers and this influenced their school academic performance.

Study findings further revealed that majority 34 (85.0%) of headteachers admitted that they keep member of staff as a team and this influenced the academic performance of their schools and only 6 (15.0%) said that they do not do so. From these, most heads are seen to embrace team working to improve academic performance of their schools. Similar findings were found by Musungu and Nasongo (2009) who found out that headteachers' use of teamwork was another organizational skill used to influence performance in their schools in Vihiga. In addition, findings coincide with Nyagaka and Ajowi (2013) research results that showed that headteachers occasionally give encouragement, support and appreciation to group members and as well as make every member enjoy working with the others in the group.

However, 20 (50.0%) of heads said that they rarely accept defeat in stride and this influence their academic performance, 13 (32.5%) said that they occasionally accept and 7 (17.5%) said that do not accept defeat. Therefore, this aspect of democratic leadership style has not been

fully embraced and accepted by heads in primary schools in Tindiret Sub-county and this affects their school academic performance. The heads also showed mixed opinion when asked as to whether they try out ideas in the staff to improve performance of their schools, 15 (12.5%) always did them, 14 (35.0%) often tried, 18 (45.0%) occasionally tried while 3 (7.5%) rarely tried. The information shows that respondents have mixed opinion on their headteachers' role in trying out new ideas.

Results further showed that most 29 (72.5%) of headteachers agreed that they always give advance notice to other staff members in schools of changes to be effected to improve on performance, 10 (25.0%) often did and 1 (2.5%) occasionally gave advance information. The findings implies that majority of school staff are given early briefings on impending changes to be done by school management therefore making them to be aware and fully prepared and this influenced their school academic performance. Study findings further showed that 18 (45.0%) of heads said that they rarely tolerate postponement and uncertainty and this influenced their academic performance, 10 (25.0%) occasionally tolerated, 3 (7.5%) do not tolerate, 7 (17.5%) often tolerate and 2 (5.0%) always tolerated. This shows that majority of heads cannot tolerate postponement of certain programmes and uncertainty and have therefore not embraced this practice of democratic leadership style which later influences their schools academic performance.

On the welfare of staff members in schools and its influence on performance of schools, 16 (40.0%) of headteachers said that they rarely acted for the welfare of staff members to be considered by senior education officials, 8 (20.0%) often acted, 10 (25.0%) occasionally acted and only 6 (15.0%) always informed their superiors to act on the welfare of their teachers in schools. This shows that not all headteachers are prepared to fight and voice the betterment of the welfare of their teachers in schools. Despite that, the result of the study showed that majority 34 (85.0%) of heads said that they always maintain cordial relationships with their superiors and only 6 (15.0%) said that they often maintained which affected their school performance. From the above response, it is clear that headteachers practice democratic leadership ideals to a moderate degree in public primary schools in Tindiret Sub-county and this could have influence on ultimately academic performance. On average, the research results showed that 66.8% of headteachers regularly used democratic styles, 16.5% sometimes used and 16.8% did not use this method in their schools.

Hypothesis 3 Testing

The third null hypothesis stated that:

H₀₃ There is no statistically significant relationship between democratic leadership and academic performance

Hypothesis sought to find out whether there was a significant relationship between headteachers' democratic leadership and academic performance of public primary schools. A Pearson Correlation was computed with ordinal scores for teachers' perceptions on the headteachers use of democratic leadership style and scores for the academic performance at 99% significant level. The results are presented in Table 20 and 21.

Table 20

Democratic Style and Academic Performance Crosstabulation for Teacher Perceptions

		Academic Performance			Total	
		<230	230-279	>280		
Democratic	NS	Count	2	11	9	22
		% within democratic	9.1%	50.0%	40.9%	100.0%
	Somehow practiced	Count	6	10	21	37
		% within democratic	16.2%	27.0%	56.8%	100.0%
Always practiced	Count	0	25	0	25	
	% within democratic	.0%	100.0%	.0%	100.0%	
Total		Count	8	46	30	84
		% within democratic	9.5%	54.8%	35.7%	100.0%

The result of the study shows that for those who said that they practiced democratic leadership, none of the school performed below 230 marks in KCSE while for those who indicated that their head teachers somehow practiced democratic leadership style, their performance ranged to more than 280 marks for 56.8% of schools. This shows that democratic leadership influences performance of schools positively. To confirm the above information, Table 21 presents the chi square statistics.

Table 21

Chi-Square Tests on Democratic Leadership and Academic Performance of Schools for Teacher Perceptions

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.438 ^a	4	.000
Likelihood Ratio	42.085	4	.000
Linear-by-Linear Association	3.328	1	.068
N of Valid Cases	84		

The findings shows that there existed a significant relationship ($\chi^2=32.438$ and $p=0.001$) between democratic leadership and academic performance of primary schools in Tinderet Sub-county. The computed values ($\chi^2=32.438$ and $df=4$) is higher than the critical values ($\chi^2=9.488$ and $df=4$).Therefore, the null hypothesis is rejected ($p<0.05$) leading to the conclusion that there exist significant relationship between democratic leadership style and academic performance of schools. The result concurs with Kitavi (2014) who established that there was a positive moderate relationship between the democratic leadership style and student academic performance of primary schools in Matinyani Sub-county, Kitui County. In Marakwet East Sub-county Muriel et al. (2015) established that there is a positive influence of democratic leadership style on students' academic achievement in secondary schools in Marakwet East Sub-county. From the above results, it is clear that continuous practice of democratic leadership ideals by headteachers will result to improved academic outcomes of schools. Also, Nyagaka and Ajowi (2013) established that there was a strong relationship between participatory traits of the headteachers and the management structures of the schools which has impact on the students' academic performance. From the above research findings, it is therefore evident that the use of democratic leadership in schools may improve academic performance of schools.

4.6 Transformational Leadership Style and Academic Performance of Schools

The fourth objective of the study was to determine the teachers and headteachers' perceptions on relationship between transformational leadership style and academic performance of schools. At first, teachers were asked to indicate how transformational leadership style influenced academic performance of their schools on the following scale: SD-Strongly Disagree (1), D-Disagree (2), NS-Not Sure (3), A-Agree (4) and SA-Strongly Agree (5). The results on teachers' perceptions are presented in Table 22.

Table 22:**Teachers Perceptions on Relationship between Transformational Leadership and Academic Performance of School**

Transformational Leadership N=84	SD		D		NS		A		SA	
	f	%	f	%	f	%	f	%	f	%
Many teachers have been promoted in this school and this influence academic performance of school	47	56.0	24	28.6	7	8.3	6	7.1	0	0.0
No teacher has been disciplined for the last one year and this influence academic performance of school	0	0.0	10	11.9	18	21.4	20	23.8	36	42.9
Teachers are self-driven in the school and this influence academic performance of school	0	0.0	7	8.3	10	11.9	25	29.8	42	50.0
Teachers are motivated and free to share ideas and this influence academic performance of school	0	0.0	2	2.4	8	9.5	10	11.9	64	76.2
Teachers have been solving problems on their own and this influence academic performance of school	32	38.1	26	31.0	9	10.7	13	15.4	4	4.8
Average transformational leadership perception	16	18.8	14	16.4	10	12.4	15	17.6	29	34.8

Results of the study showed that 47 (56.0%) of teachers strongly disagreed with the statement that many teachers have been promoted in their schools and this influenced their academic performance, 24 (28.6%) also disagreed, 7 (8.3%) were undecided and only 6 (7.1%) tended to agree with the statement. The result shows that opportunity for promotion of teachers in public primary schools in the area are limited as only 7.1% admitted that this has only been happening in their schools and this affect their schools academic performance.

Secondly, 36 (42.9%) of respondents strongly agreed that no teacher has been discipline for the last one year and this has influenced the performance of their schools, 20 (23.8%) also agreed, 18 (21.4%) were not sure but only 10 (11.9%) said that they had witnessed incidences where their fellow teachers had been disciplined. The above result shows that most schools do not discipline their teachers and this influences their school academic performance. When asked as to whether teacher were self driven in their schools which influence academe performance, half 42 (50.0%) strongly agreed, 25 (29.8%) agreed, 10 (11.9%) were undecided while only 7 (8.3%) disagreed with the statement. This shows that majority of teachers are self driven in their schools and this affects schools academic performance.

Fourthly, when respondents were asked as to whether ‘teachers are motivated and free to share ideas which affects the performance of their schools,’ 64 (76.2%) strongly agreed, 10 (11.9%) agreed, 8 (9.5%) were undecided and only 2 (2.4%) disagreed. This shows that this aspect of transformational leadership style is common across public primary schools in Tinderet Sub-County and this affects their performance. The perception by teachers agrees with Ndiga *et al.*, (2014) study researcher where majority of teachers perceived that their headteachers encouraged them to be innovative and creative in schools. They encourage new ideas from the teachers and never criticize them publicly for the mistakes committed by them. This gives the teachers room for innovation and personal growth.

When asked as to whether teachers had been solving problems on their own to improve performance of their school, 32 (38.1%) strongly disagreed, 26 (31.0%) disagreed, 9 (10.7%) were undecided, 13 (15.5%) agreed while 4 (4.8%) strongly agreed. This shows that problem-solving approaches among teachers are usually mediated by headteachers and this influence academic performance of schools. Similarly to the study findings, Leithwood and Jantzi (2005) suggested that that the best way to accomplish the increasing level of intellectual stimulation as transformational leadership style is for school heads to share knowledge with

staff in the school, which encourages them to look at past problems in new ways so problem-solving, can occur.

Average teacher perceptions show that 52.4% of teachers agree that their headteachers use transformational leadership styles and this influenced their schools academic performance while 35.2% said that their heads did not use. The findings concur with research conducted in Malaysia by Jamalullail et al. (2014) who found out that that most of the teachers perceived that the practice of transformational leadership by headteachers in the primary schools in Temerloh district is high. In addition, Ali and Shaikah (2013) research that found out headteachers in 34 government schools in Dubai were more transformational than transactional or avoidant in their leadership attitudes and behaviours. In addition to the study findings, Hoy and Miskel (2012) said that if the school administrators have transformational leadership efficacies; this will bring along the change, innovation, cooperation, high performance and quality in the school organization as well as an organizational culture. The frequent use of transformational leadership result to improvement in academic performance of schools as said by teachers in this research.

4.6.1 Headteachers Perception on Relationship between Transformational Leadership and Academic Performance

To answer the last research question for the study, the headteachers were asked to indicate the degree their perception on the relationship that existed between transformational leadership and academic performance of public primary schools. The following scale was used: Always (5), Often (4), Occasionally (3), Rarely (2) and Never (1). Their responses are given in Table 23.

Table 23:**Headteachers Perception on Relationship between Transformational Leadership and Academic Performance of Schools**

Perceptions N=40	Always		Often		Occasionally		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
I am willing to make changes and this influence academic performance of school	28	70.0	12	30.0	0	0.0	0	0.0	0	0.0
I look out for the personal welfare of staff members and this influence academic performance of school	18	45.0	12	30.0	7	17.5	3	7.5	0	0.0
I make pep talks to stimulate the staff and this influence academic performance of school	17	42.5	11	27.5	10	25.0	2	5.0	0	0.0
I get along well with the people above me and this influence academic performance of school	12	30.0	24	60.0	4	10.0	0	0.0	0	0.0
I keep the staff in good standing with higher authority and this influence academic performance of school	6	15.0	8	20.0	10	25.0	14	35.0	2	5.0
I stress being ahead of competing staffs and this influence academic performance of school	0	0.0	0	0.0	9	22.5	18	45.0	13	32.5
Headteachers average perceptions	14	33.8	11	27.9	7	16.7	6	15.4	3	6.3

From the results (Table 23), it is seen that the common transformational leadership style preferred by majority of teachers was willingness to make changes as reported by 28 (70.0%) who said they always do and only 12 (30.0%) said that they often do. This shows that headteachers understand the need for constant organisation change. This will help schools to position themselves and in competition with other schools across the country thereby improving their school performance.

When asked on the frequency to which they looked for personal welfare of staff members and whether it influenced their school performance, 18(45.0%) always looked at, 12 (30.0%) often looked, 7 (17.5%) occasionally observed and 3 (7.5%) rarely looked at the personal welfare of teachers in their schools. The result therefore show that majority of headteachers are concerned with individual welfare of each teacher in their school which is an aspect of individualised consideration in transformational leadership practices and this influences their school academic performance. The findings are in agreement with Ndiga et al. (2014) who found out that a school head that understands the unique needs of each staff member and is thoughtful of each individual's personal needs will be able to build personal relationships with these individuals. In addition, finding also concur with Ali & Shaika (2013) study that revealed that the more headteachers employed the transformational forms of leadership (idealised influence, inspirational motivation, intellectual stimulation, and individualized consideration), the more they were seen to be effective by teachers leading to improvement in school academics. This show importance of transformational leadership style usage by headteachers in public primary schools.

Hypothesis 4 Testing

The fourth null hypothesis stated that:

H₀₄ There is no statistically significant relationship between transformational leadership and academic performance of schools

To test the hypothesis, a Karl Pearson correlation analysis was conducted at 0.05 confidence levels. This involved correlating the teachers' perception relationship between transformational leadership styles and academic performance of schools ordinal scores. The results are presented in Table 24 and 25.

Table 24:**Transformational Style and Academic performance Crosstabulation for Teacher Perceptions**

			Academic performance			Total
			<230	230-279	>280	
Transformational leadership	Rarely Practiced	Count	0	3	0	3
		% within transformational	.0%	100.0%	.0%	100.0%
	NS	Count	8	23	15	46
		% within transformational	17.4%	50.0%	32.6%	100.0%
	Somehow practiced	Count	0	3	15	18
		% within Transformational	.0%	16.7%	83.3%	100.0%
	Always practiced	Count	0	17	0	17
		% within Transformational	.0%	100.0%	.0%	100.0%
Total		Count	8	46	30	84
		% within Transformational	9.5%	54.8%	35.7%	100.0%

Cross tabulation statistics shows that for schools that head teachers rarely practiced transformational leadership, their performance was between 230-279 while 83.3% of those who somehow practiced transformational leadership style, their school performance was more than 280. This shows that as schools heads utilise transformational leadership, the performance of their schools improves. The following table (Table 25) shows the results of chi square test measured at 95% confidence level.

Table 25:**Chi-Square Tests on Transformational Leadership and Academic Performance for Teacher Perceptions**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.739 ^a	6	.000
Likelihood Ratio	45.089	6	.000
Linear-by-Linear Association	.200	1	.655
N of Valid Cases	84		

The statistics reveal that there exist significant relationship between ($\chi^2=37.739$ and $p=0.001$) transformational leadership styles and academic performance of primary schools in Tindiret

Sub-county. The computed values ($\chi^2=37.739$ and $df=4$) is higher than the table value ($\chi^2=9.488$ and $df=4$) leading to rejection of null hypothesis ($p<0.05$) and conclusion that there exist significant relationship between transformational leadership and academic performance of public primary schools in Tindiret. This implies that continuous application of transformational leadership would raise academic performance of primary schools in the study area. The results are in consonance with Ndiga et al. (2014) research that showed that there was a strong, positive correlation between teacher perception towards principals' transformational leadership and student achievement, which was not statistically significant ($\rho = .057, p = .452$). This indicated that when teacher perceptions increased then the pupils' academic achievement in schools increased as well. However, the result is in concurrence with research studies (Ali & Shaika, 2013; Di Vincenzo, 2008) which found no correlation between the principal's leadership style and school performance. While this study did not prove a correlation between the principal's leadership style and school performance, we should consider the fact that research on transformational and transactional leadership in relation to student achievement or school performance has produced important results.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research findings on relationship between leadership styles and academic performance of schools, the conclusions drawn from the summary findings, implications and recommendations on ways of enhancing headteachers' leadership styles in order to improve academic performance of public primary schools in Tindiret Sub-County, Kenya.

5.2 Summary of Findings

Based on the objectives, research hypotheses and the analysis of the collected data, the following major findings were established:-

1. The study established that most of the headteachers indicated that they preferred democratic leadership style and this influenced their school academic performance followed by transformation, laissez faire and lastly autocratic.
2. There was no statistically significant relationship between autocratic leadership style and academic performance of public primary schools ($\chi^2=4.420$ & $p=0.352$) in Tindiret Sub-county. The null hypothesis was accepted ($p>0.05$).
3. It was established that there was no statistically significant relationship between ($\chi^2=6.325$ & $p=0.176$) laissez faire leadership and academic performance of public primary schools in Tindiret Sub-county. The null hypothesis was accepted ($p>0.05$).
4. Research findings showed that there was statistically significant relationship between democratic leadership and academic performance of public primary schools in public primary schools ($\chi^2=32.438$ & $p=0.001$) in Tindiret Sub-county. The null hypothesis was rejected ($p<0.05$).
5. Moreover, the study found out that there was statistically significant relationship between transformational leadership and academic performance of public primary schools ($\chi^2=37.739$ & $p=0.021$) in Tindiret Sub-county. The null hypothesis was rejected ($p<0.05$). This implied that when use of transformational leadership increased, this resulted in better academic performance of schools.

5.3 Conclusions

The study found out that the headteachers in the Sub-County applied various leadership styles which influenced the academic performance of schools differently. The study discovered that leadership is critical to the performance of the school as a whole. According to teachers, most school heads used democratic (79.5%) and laissez faire (61.5%) leadership styles more compared to transformation (52.4%) and autocratic (25.9%) leadership styles.

1. With regard to the first objective, 25.9% of teachers and 12.2% of headteachers said autocratic leadership was used in their schools. Chi square results showed that there existed no statistically significant relationship ($\chi^2=4.420$ & $p=0.352$) between autocratic leadership style and academic performance of schools. This showed that school leaders who use the authoritarian leadership style, their schools academic performance were poor. This was because they adopted leadership styles that was highly resented by the stakeholders they are leading in schools. The results showed that continuous use of autocratic leadership style would not improve academic performance of schools. therefore this study concludes that autocratic leadership style is not popular method of improving academic performance of schools.
2. Secondly, research findings showed that 53.5% of headteachers and 61.5% of teachers said that laissez faire leadership style was used in their schools. Chi square result showed that there existed no significant relationship between ($\chi^2=6.325$ & $p=0.176$) laissez faire leadership style and academic performance of schools. This implied that the use of laissez faire leadership style could not lead to improvement in academic performance of schools. This implies that laissez faire leadership style usage by head teachers would not guarantee increased in academic performance of public primary schools in Tindiret Sub-county. This implied that this leadership style may not be relied upon to improve academic performance by head teachers in schools.
3. The study revealed that 66.8% of headteachers and 79.5% of teachers said that democratic leadership style was used in their schools. The study established that there existed significant relationship between ($\chi^2=32.438$ & $p=0.001$) democratic leadership style use and academic performance of public primary schools in Tindiret Sub-county. This meant that utilisation of democratic leadership style by head teachers' would improved academic performance of primary schools. this implied that for schools needing to improve academic performance, use of this style is necessary.
4. Fourthly, the study established that 61.7% of headteachers and 52.4% of teachers said that transformational leadership was used in their schools. Chi square results showed

that there existed a significant influence ($\chi^2=37.739$ & $p=0.021$) of transformational leadership and academic performance of public primary schools in Tindiret Sub-county. This implied that utilisation of transformational leadership style would result to academic performance improvement in public primary schools.

5.4 Recommendations

The study recommends the following;

1. Headteachers may need to allow input of other stakeholders during the decision-making process as a way of reducing the utilisation of autocratic leadership styles. The promotion of participatory approaches improves relations between staff in schools and therefore propels schools to better their performance.
2. There is need for headteachers not to apply laissez faire leadership style in their schools as it was found not influence academic performance of their schools.
3. To improve on democratic leadership practices in schools, there is need for headteachers to be good listeners, be friendly with other school members, be approachable and hold regular meetings for all stakeholders in the school. If this is done, performance of schools improves. Therefore head teachers should consider utilising this style with the aim of improving academic performance.
4. There is need for headteachers to be involved in problem solving aspects in the school by not leaving it to teachers alone to improve the practice of transformational leadership practices.

5.5 Suggestion for Further Research

The study made the following suggestion for further study:-

1. Influence of headteachers instructional supervision on performance of public primary schools
2. Influence of gender on performance of public primary schools.
3. The influence of culture on performance of public primary schools

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APPENDICES

APPENDIX 1: TEACHERS' QUESTIONNAIRE

Dear Teacher,

I am a student of Egerton University pursuing a Masters Degree in Education Management and conducting a research Relationship between Headteachers Leadership Styles and academic performance of public primary schools in Tindiret Sub-County. I am therefore requesting you to provide the information by completing this questionnaire. Please note that all information given will be treated with almost confidentiality.

Yours faithfully

Daniel Ruto Bett

Instructions; Please do not write your name or the name of your institution on the questionnaire. Put a tick/provide an answer in the given boxes/spaces.

SECTION 1: Background Information

1. Indicate your gender:

Male [] Female []

2. Age in years:

Below 30 [] 31-40 [] 41-50 [] 51-60 []

3. Current grade/ job group (specify) _____

4. Educational level:

P1 [] Diploma [] Degree [] Masters []

Others (Specify) _____

6. Number of years as a teacher:

Below 5 [] 6-10 [] 11-15 [] 16-20 [] Over 20 []

7. As a teacher, what can you estimate to be your school academic performance in KCPE examinations in the last three years? (2013, 2014, 2015)

280 and above [] 230 – 279 [] 229 and below []

SECTION 2; Teachers' perception of headteacher's leadership styles

8. Using the scale below, indicate how much you agree or disagree with each of the statements provided with regard to relationship between leadership styles and academic performance of schools. If you strongly disagree tick (1), disagree (2), undecided (3), agree (4) and strongly agree tick (5).

No	Item	1	2	3	4	5
Part 1:						
i	Headteacher directs teachers to teach and this influence academic performance of school					
ii	Headteacher takes precaution when dealing with teachers and this influence academic performance of school					
iii	Headteacher checks record of work covered by teachers and this influence academic performance of school					
iv	Headteacher insist that teachers follow stipulated policies and this influence academic performance of school					
v	Headteacher reprimands teachers who fail to teach and this influence academic performance of school					
vi	Decisions regarding school progress are solely made by the head of the school and this influence academic performance of school					
Part 2:						
i	Headteacher leave teachers to make decisions and implement them without consulting him and this influence academic performance of school					
ii	Headteacher is more informal when dealing with teachers and this influence academic performance of school					
iii	Headteacher does not take action with teachers who don't teach well and this influence academic performance of school					
iv	If you do your work, the headteacher does not bother you and this influence academic performance of school					
v	Teachers are friendly to the headteacher and this influence academic performance of school and this influence academic performance of school					
vi	School performance is hardly discussed and this influence academic performance of school and this influence academic performance of school					
Part 3:						
i	I have enough time to teach and do other responsibilities assigned and this influence academic performance of school					
ii	Performance is as a result of the school teamwork and this influence academic performance of school					
iii	We discuss before implementing school academic plans and this influence academic performance of school					
iv	Headteacher is a good listener and this influence academic performance of school					
v	We discuss with staff who attend a workshop and this					

	influence academic performance of school					
Part 4:						
i	Many teachers have been promoted in this school and this influence academic performance of school					
ii	No teacher has been disciplined for the last one year and this influence academic performance of school					
iii	Teachers are self-driven in the school and this influence academic performance of school					
iv	Teachers are motivated and free to share ideas and this influence academic performance of school					
v	Teachers have been solving problems on their own and this influence academic performance of school					

The End

Thank You

APPENDIX 2: HEADTEACHERS QUESTIONNAIRE

Dear Headteacher,

I am a student of Egerton University pursuing a Masters Degree in Education Management and conducting a research on headteachers leadership, influence and academic performance of Tindiret Sub-County. I am therefore requesting you to provide the information by completing this questionnaire. Please note that all information given will be treated with at most confidentiality.

Yours faithfully

Daniel Ruto Bett

Instructions; Please do not write your name or the name of your institution on the questionnaire. Put a tick/provide an answer in the given boxes/spaces.

SECTION 1: Background Information

1. Indicate your gender:

Male [] Female []

2. Age in years:

Below 30 [] 31-40 [] 41-50 [] 51-60 []

3. Current grade/ job group (specify) _____

4. Educational level:

P1 [] Diploma [] Degree [] Masters []

Others (Specify) _____

5. Number of years as a headteacher:

Below 5 [] 6-10 [] 11-15 [] 16-20 [] Over 20 []

Section 2: Directions:

a. READ each item carefully.

b. THINK about how frequently you engage in the behaviour described by the item.

c. DECIDE whether you (1) Always (2) Often, (3) Occasionally, (4) Seldom or (5)

Never act as described by the item.

d. Circle one of the five numbers (1 2 3 4 5) following the item to show the answer you selected.

1 = Always

2 = Often

3 = Occasionally

4 = Seldom

5 = Never

e. MARK your answers as

Part A

Statement	Always	Often	Occasionally	Seldom	Never
I act as the spokesman of the school and this influence academic performance of school					
I encourage overtime work and this influence academic performance of school					
I make accurate decisions and this influence academic performance of school					
I publicize the activities of the staff and this influence academic performance of school					
I become anxious when I cannot find out what is coming next and this influence academic performance of school					
My arguments are convincing and this influence academic performance of school					
I encourage the use of uniform procedures and this influence academic performance of school					
I push for increased production					
Things usually turn out as I predict and this influence academic performance of school					
I take full charge when emergencies arise and this influence academic performance of school					
I persuade others that my ideas are to their advantage and this influence academic performance of school					
I overcome attempts made to challenge my leadership and this influence academic performance of school					
I worry about the outcome of any new procedure and this influence academic performance of school					
I ask that staff members to follow					

standard rules and regulations and this influence academic performance of school					
I keep the staff working up to capacity and this influence academic performance of school					

Part B

Always	Always	Often	Occasionally	Seldom	Never
I am hesitant about taking initiative in the staff and this influence academic performance of school					
I allow the members complete freedom in their work and this influence academic performance of school					
I permit the members to use their own judgment in solving problems and this influence academic performance of school					
I fail to take necessary actions and this influence academic performance of school					
I do little things to make it pleasant to be a member of the staff and this influence academic performance of school					
I let the members do their work the way they think best and this influence academic performance of school					
I am able to delay action until the proper time occurs and this influence academic performance of school					

Part C

Statement	Always	Often	Occasionally	Seldom	Never
I wait patiently for the results of a decision and this influence academic performance of school					
I let staff members know what is expected of them and this influence academic performance of school					
I am friendly and approachable and this influence academic performance of school					

I keep the staff working together as a team and this influence academic performance of school					
I accept defeat in stride and this influence academic performance of school					
I try out my ideas in the staff					
I give advance notice of changes and this influence academic performance of school					
I am able to tolerate postponement and uncertainty and this influence academic performance of school					
I get my superiors to act for the welfare of the staff members and this influence academic performance of school					
I maintain cordial relationship with superiors and this influence academic performance of school					

Part D:

Statement	Always	Often	Occasionally	Seldom	Never
I make pep talks to stimulate the staff and this influence academic performance of school					
I get along well with the people above me and this influence academic performance of school					
I stress being ahead of competing staffs and this influence academic performance of school					
I keep the staff in good standing with higher authority and this influence academic performance of school					
I look out for the personal welfare of staff members					
I am willing to make changes and this influence academic performance of school					

APPENDIX 3: KCPE EXAMINATIONS PERFORMANCE

KCPE EXAMINATIONS ANALYSIS 2012-2015

S/NO	SCHOOL	Status	Division	Overall Performance				
				2015	2014	2013	2012	2011
1	A.I.C CHEPK.EMEL	Public	Tinderet	305.56	327	328	325.33	NEW
2	A.I.C DIGUNA	Private	Tinderet	273.78	236.51	293.85	283.17	284.17
3	A.I.C TAUNET	Public	Soba	212.92	219.59	270.21	284.53	-
4	A.I.C TINDERET ACAD	Public	Meteitei	331.82	347.32	342.33	348.27	234.83
5	AICTUIYOBEL	Public	Songhor	234.05	245.93	NEW	NEW	New
6	AINAPNG'ETUNY	Public	Meteitei	264.18	291.68	272.67	278.59	256.75
7	CHELAMBUT	Public	Tinderet	216.45	255.94	247.84	263.82	231.04
8	CHEMALAL	Public	Songhor	285.5	247.11	NEW	NEW	NEW
9	CHEMAMUL	Public	Tinderet	259.67	242.07	260.11	279.64	221.67
10	SONGHOR BOARDING	Public	Songhor	321.66	316.08	NEW	NEW	NEW
11	CHEMURSOI	Public	Songhor	271.89	273.65	NEW	NEW	NEW
12	CHEMUTIA	Public	Songhor	206.65	216.26	257.29	250.72	232.54
13	CHEPKECHIR	Public	Tindiret	237.38	253.05	217.61	242.82	216.34
14	CHEPSWERTA	Public	Songhor	283.73	256	NEW	NEW	NEW
15	CHERANGUT EDUCATION	Private	Soba	277.29	NEW	NEW	NEW	NEW
16	CHEROBON	Public	Meteitei	236.16	226.82	218.25	231.13	246.50
17	CHERONDO	Public	Soba	233.6	198.96	240.5	255	211.30
18	CHERUNGUT	Public	Meteitei	302.25	333.63	327	314.7	304.63
19	EMIT	Public	Songhor	208.52	232.55	NEW	NEW	NEW
20	FR.MARTIN BOYLE	Private	Meteitei	337.43	342.67	359.95	347.37	337.5
21	GOT-NE-LEL	Public	Songhor	232.89	239.61	263.25	271.4	210.75
22	HILL VIEW ACADEMY	Private	Tindiret	275	274.01	310.85	291	268.28
23	IBOI SDA	Public	Songhor	196.79	200.6	NEW	NEW	NEW
24	SOBA	Public	Soba	242.82	177.35	253.89	257.67	244.6
25	KABOLEBO	Public	Tinderet	200.28	238.42	206.45	252.16	212.42
26	KABUNYERIA	Public	Soba	267.33	274.42	264.24	249.93	208.47
27	KABUTIEI	Public	Songhor	52.08	275.08	300.76	285.22	246.76
28	KAMASAI E. C	Private	Soba	67.81	347.5	347.91	NI W	NEW
29	KAMELIL	Public	Meteitei	60.97	292.35	306.61	298.34	233.19
30	KAMELILLO	Public	Songhor	45.96	234.21	279.86	241.42	225.70
31	KAMUNY	Public	Songhor	51.33	260.6	264.4	NI W	NEW
32	KAPKENO ACADEMY	Private	Soba	61.33	286.33	NEW	NI W	NEW
33	KAPKERI	Public	Meteitei	60.4	298.8	288.75	267	223.60
34	KAPKITANY ACADEMY	Private	Soba	55	294.34	NEW	NEW	NEW
35	METEITEIS	Public	Meteitei	36.58	202.2	229.19	239.79	248.7
36	KAPKULUMBEN	Public	Soba	48.58	222.71	236.1	M I KM	229.4
37	KAPLELACH	Public	Tindiret	46	217.21	212.47	211.13	NEW
38	KAPLOLON	Public	Soba	44.48	218.11	284.15	259	282.75
39	KAPRURET	Public	Soba	43.29	211.88	226.67	1>./K8	223.89
40	KAPSIGILAI	Public	Songhor	49.63	280.31	»,.) 14	NEW	NEW
41	KAPSOEN	Public	Meteitei	60.62	296.16	281.2	275.77	281.79
42	KAPSOKIO A.I.C	Public	Meteitei	48.58	233.04	265.74	269.05	236.40
43	KIBONGWA	Public	Songhor	58.14	264.48	229.52	NEW	NEW
44	KIBUGAT	Public	Tindiret	61.82	286.97	268.88	274.15	221.13
45	KIBUKWO	Public	Soba	50.21	242.3	250.38	277.65	258.17
46	KIGUSKONG	Public	Soba	45.24	218.47	246.04	264.61	243.54
47	KIMATKEI	Public	Tindiret	50.33	235.4	250.33	253.51	230.79
48	KIMUGUL	Public	Meteitei	48.71	253.91	262.7	268.67	258.34
49	KIMWANI	Public	Songhor	43.11	227.42	227	246.71	224.77
50	KIPKURES	Public	Songhor	49	226.95	257.12	275.62	218.17
51	KIPLELGUT	Public	Songhor	39.32	184.12	210.62	263.45	261.87
52	KIPNG'ELEL	Public	Songhor	39.23	197.85	241.44	240.08	240.84
53	KIPSIELEI	Public	Soba	62.06	267.56	231.73	246.68	251.20
54	KIPSISIN	Public	Songhor	50.24	252.05	243.37	278.25	261.33
55	KIPTEBES	Public	Songhor	46.17	240.04	222.89	226.36	248.47
56	KIPTEGAT	Public	Songhor	32.59	162.96	158	243.67	220.17
57	KIPTIONGIN	Public	Songhor	48.84	231.92	249.93	NEW	NEW
58	KIPYAOR	Public	Tinderet	54.76	284	259.95	295.33	263.40
59	KIRORO	Public	Songhor	54.88	269.18	269.5	NEW	NEW
60	KISOGA	Public	Meteitei	264.77	281.47	NEW	NEW	NEW
61	KITECHGAA	Public	Meteitei	273.12	273.4	NEW	NEW	NEW

62	KITOROCH	Public	Songhor	239.6	224.07	271.88	260.26	256.91
63	KOIBEYO	Public	Meteitei	307.07	243.67	274.22	NEW	NEW
64	KOISEGEM	Public	Meteitei	252.31	284.79	301.82	303.16	265.84
65	KOIYET	Public	Soba	292.35	299.41	314.37	332.61	231.31
66	KOLELACH	Public	Songhor	230.12	259.94	265.35	NEW	NEW
67	KOROSIGT	Public	Songhor	290.14	257.18	278	283.21	244.08
68	KOSABEI	Public	Tinderet	230.5	259.81	266.67	275.73	236.4
69	LAMAIYWO	Public	Songhor	290.19	259.97	NEW	NEW	NEW
70	LENGON	Public	Meteitei	261.05	240.8	278.67	265.93	274.18
71	MAGOI	Public	Songhor	190.14	244.11	NEW	NEW	NEW
72	M ATA M BACH	Public	Songhor	230.95	241.74	260.9	247.83	228.80
73	TINDIRETALE	Public	Tindiret	285.58	298.33	300.22	310.03	283.4
74	METEITEI	Public	Meteitei	304.52	310.39	312.55	307.28	294.08
75	MOMBWO	Public	Soba	247.27	245.18	275.16	289.6	245.8
76	MUSTARD SEED ACADEMY	Private	Soba	333.85	NEW	NEW	NEW	NEW
77	NG'ATIPKONG'	Public	Meteitei	307.69	306.81	311.65	304.41	274.54
78	OLOMOTIT	Public	Meteitei	272.18	300.82	302.94	296	267.44
79	SAMUTET	Private	Soba	270.27	NEW	NEW	NEW	NEW
80	SARWAT	Public	Tinderet	226.25	229.35	248.04	278	216.26
81	SDA LABUIYWO	Public	Meteitei	330.74	362.67	358.35	NEW	NEW
82	SEIYOT	Public	Soba	252.19	244.48	280.78	256.9	257.07
83	SONGHOR	Public	Songhor	287.43	284.25	289	294.5	228.07
84	SETEK	Public	Soba	207.07	246.82	253.87	251.83	255.8
85	SETEK GAA	Public	Meteitei	241.63	290.35	295.94	292.37	NEW
86	SIGORIA	Public	Soba	236.71	205.66	251.31	236.28	250.54
87	SIGOWET	Public	Meteitei	302.3	287.61	283.33	274.07	264.94
88	SIMOTWET	Public	Tindiret	251.15	261.38	253.06	NEW	NEW
89	SOBA RIVER	Public	Soba	255.6	263.5	296.5	289.13	280.52
90	SOKOSIK	Public	Soba	206.16	222.42	217.75	276.53	255.53
91	SOSIOT	Public	Songhor	220.59	232.13	265.95	232.53	248.53
92	SOYSITET PREPARATORY	Public	Soba	316.18	316.75	329.25	321.19	300.0
93	ST VICTORIA	Public	Soba	264.28	279.71	287.06	NEW	NEW
94	ST. BARNABAS SOSIOT	Public	Meteitei	289.22	287.32	306.43	329.35	301.15
95	ST. MARTIN CHEPKEMEL	Public	Tinderet	232.32	221.78	248.7	263.18	241.65
96	ST. MATHEWS MARABA	Public	Tinderet	351.97	372.2	372.78	355.79	NEW
97	ST.PETER'S KIPLAMAIYWA	Public	Meteitei	266.2	286.99	NEW	NEW	NEW
98	TACHASIS	Public	Meteitei	272.13	287.32	305.65	299.29	254.84
99	TAMBUL	Public	Songhor	220.36	220.67	225.3	242.79	NEW
100	TAMOO DAYSTAR	Public	Soba	307.89	NEW	NEW	NEW	NEW
101	TERENO	Public	Meteitei	251.91	266.9	280	298.86	253.7
102	TINDERET EDUCATION CEh	Private	Songhor	357.68	NEW	NEW	NEW	NEW
103	TINDIRET TEA	Public	Tinderet	186.2	227.42	247.27	256.24	236.9
104	TUIYOBEI	Public	Meteitei	303	282.45	329.63	314.12	292.08
105	TULWOMOI	Public	Tinderet	215.18	188.68	NEW	NEW	NEW
106	UNDERT	Public	Songhor	180.7	216.47	243.19	229.27	211.13
107	USON	Public	Soba	228.99	198.93	236.06	233.67	206.01
108	VICTORIOUS HILL ACADEM	Private	Meteitei	337.36	316.14	NEW	NEW	NEW
109	WEAVERBIRD ACADEMY P	Private	Songhor	305.33	NEW	NEW	NEW	NEW
				258.81	259.35	272.54	274	243.17

**TINDERET SUB COUNTY
2016 and 2017 KCPE ANALYSIS**

S/NO	SCHOOL	STATUS	ZONE	ENTRY	M.S 2017	M.S 2016
1	TINDERET ED. CENTRE	PRIVATE	SENETWO	23	361.57	359.85
2	ST. MATHEW'S MARABA	PUBLIC	TINDERET	45	342.67	364
3	MUSTARD SEED	PRIVATE	KABIRER	15	341.67	349.56
4	HOLY TRINITY	PRIVATE	METEITEI	16	335.13	312.63
5	A.I.C TINDERET ACAD.	PUBLIC	METEITEI	64	333.5	349.89
6	KAMASAI E. C	PRIVATE	KABIRER	18	331.78	318.6
7	CHERUNGUT	PUBLIC	METEITEI	35	328.79	301.06
8	FR.MARTIN BOYLE	PRIVATE	METEITEI	27	327.11	346.25
9	NG'ATIPKONG'	PUBLIC	METEITEI	19	325.79	292.06
10	SDA LABUIYWO	PUBLIC	METEITEI	41	323.75	348.59
11	KOYET	PUBLIC	SOBA	20	316.6	283.53
12	A.I.C CHEPKEMEL	PUBLIC	TINDERET	27	316.58	292.73
13	IMMANUEL	PRIVATE	KAPKOROS	20	310.35	NEW
14	KITECHGAA	PUBLIC	KAPKOROS	18	309.28	271.26
15	CHEMASE BOARDING	PUBLIC	CHEMASE	25	303.24	313.43
16	SOYSITET PREPARATORY	PUBLIC	KABIRER	45	300.04	307.33
17	KITOROCH	PUBLIC	SENETWO	17	296.54	272.47
18	AINAPNG'ETUNY	PUBLIC	KAPKOROS	18	294.44	290.12
19	SIGOWET	PUBLIC	METEITEI	17	292.65	312.67
20	KAMELIL	PUBLIC	METEITEI	32	289.41	287.09
21	KIPLELGUT	PUBLIC	SENETWO	23	289.26	278
22	OLOMOTIT	PUBLIC	METEITEI	18	288.11	279.33
23	MBOGOVALE	PUBLIC	MBOGOVALE	37	287.7	294.41
24	METEITEI	PUBLIC	METEITEI	31	287.35	298.71
25	TUIYOBEI	PUBLIC	METEITEI	17	287.05	295
26	A.I.C DIGUNA	PRIVATE	TINDERET	16	284.88	281.76
27	KAPKITANY AC.	PRIVATE	SOBA	16	282.19	307.07
28	TAMOO DAYSTAR	PUBLIC	SONGHOR	19	282.11	277.7
29	KAPTEBENGWO	PUBLIC	SOBA	16	282.06	270.87
30	AIC LEL GOTET	PUBLIC	SENETWO	19	280	290.7
31	VICTORIOUS HILL ACADEMY	PRIVATE	KAPKOROS	15	279.26	319.63
32	SENETWO	PUBLIC	SENETWO	35	278.85	269.04
33	SDA REVIVAL	PUBLIC	METEITEI	26	278.19	NEW
34	ST.PETER'S KIPLAMAIYWA	PUBLIC	METEITEI	16	276.56	277.85
35	KAPSOEN E.C	PRIVATE	KABIRER	15	273.73	282.36
36	KAPKENO AC.	PRIVATE	KABIRER	16	272.18	302.89
37	KABUTIEI	PUBLIC	SENETWO	17	266.59	263.77
38	MUTUMON	PUBLIC	MBOGOVALE	28	265.93	263.3
39	USWET	PUBLIC	KABIRER	18	264.72	263.88
40	KAPSOEN	PUBLIC	METEITEI	34	264.35	265.16
41	KOISEGEM	PUBLIC	METEITEI	38	263.07	265.21
42	KAPSOKIO A.I.C	PUBLIC	KAPKOROS	15	262.33	252.04
43	LENGON	PUBLIC	KAPKOROS	17	261.88	301.43
44	KIRORO	PUBLIC	CHEMASE	19	261	248.21
45	KIBONGWA	PUBLIC	CHEMASE	21	260.86	266.64
46	SIMOTWET	PUBLIC	MBOGOVALE	17	259.41	267.68
47	KAPSIGILAI	PUBLIC	CHEMASE	24	259.17	267.6
48	KAPKERI	PUBLIC	METEITEI	21	258.57	291.05
49	ST. BARNABAS SOSIOT	PUBLIC	METEITEI	34	257.62	280.13
50	CHEPSWERTA	PUBLIC	CHEMASE	18	254.67	260.07
51	CHEPKITILEI	PUBLIC	SONGHOR	17	251.35	238
52	SOBA RIVER	PUBLIC	SOBA	28	250.52	266.76
53	ST. MARTIN CHEPKEMEL	PUBLIC	TINDERET	21	249.52	200.24
54	SAMUTET	PUBLIC	SOBA	16	248.8	297.01
55	KIMWOGI	PUBLIC	KAPKOROS	16	248.38	242.91
56	TACHASIS	PUBLIC	METEITEI	39	247.31	281.18
57	KOIBEYO	PUBLIC	METEITEI	19	246.42	270.7
58	MOMBWO	PUBLIC	SOBA	18	245.88	246.56
59	KIPYAOR	PUBLIC	TINDERET	17	245.12	249.57
60	KIPKURES	PUBLIC	SONGHOR	18	245	236.95
61	KOLELACH	PUBLIC	SENETWO	16	245	249.33
62	KIMATKEI	PUBLIC	MBOGOVALE	24	241.56	226.13
63	KABUNYERIA	PUBLIC	KABIRER	22	240.5	254.69

64	SOSIOT	PUBLIC	SONGHOR	40	240.48	231.51
65	CHERANGUT E.C	PRIVATE	SOBA	16	240.32	301.17
66	KAMUNY	PUBLIC	CHEMASE	20	239.75	244.72
67	MAGOI	PUBLIC	CHEMASE	16	238.75	262.57
68	SETEK GAA	PUBLIC	METEITEI	18	238.33	258.31
69	CHEROBON	PUBLIC	KAPKOROS	20	237.65	243.16
70	ST VICTORIA	PUBLIC	KABIRER	20	236.75	250.42
71	KIPSISIN	PUBLIC	SONGHOR	20	236.7	242.34
72	KIPTIONGON	PUBLIC	CHEMASE	15	235.87	220.4
73	CHEMAMUL	PUBLIC	TINDERET	29	235.79	260.09
74	LAMAIYWO	PUBLIC	CHEMASE	33	234.39	240.93
75	CHEMALAL	PUBLIC	CHEMASE		232.4	221.11
76	MATAMBACH	PUBLIC	SENETWO	17	231.71	222.6
77	KIPSIELEI	PUBLIC	KABIRER	25	230.56	235.45
78	SARWAT	PUBLIC	TINDERET	46	230.49	230.93
79	EMIT	PUBLIC	SONGHOR	27	229.7	244.55
80	KIMUGUL	PUBLIC	KAPKOROS	28	228.17	264.08
81	CHEMURSOI	PUBLIC	CHEMASE	26	227.88	251.4
82	UNDERIT	PUBLIC	SONGHOR	17	226.5	211.5
83	KAPKOROS	PUBLIC	KAPKOROS	19	225.42	232.94
84	SIGORIA	PUBLIC	SOBA	16	223.2	236.08
85	KIPTEBES	PUBLIC	SENETWO	19	223.05	222.93
86	TERENO	PUBLIC	KAPKOROS	34	222.59	257.69
87	KAPKULUMBEN	PUBLIC	SOBA	20	222.5	223.04
88	CHEPKECHIR	PUBLIC	MBOGOVALE	29	220.68	251.2
89	KIBUGAT	PUBLIC	MBOGOVALE	42	220.51	274.19
90	KABIRER	PUBLIC	KABIRER	29	220.41	213.04
91	CHELAMBUT	PUBLIC	TINDERET	16	219.02	238.53
92	KOROSIOT	PUBLIC	SENETWO	21	217.47	235.87
93	KOSABEI	PUBLIC	TINDERET	21	216.85	237.24
94	KAPCHEPLANGET	PUBLIC	SONGHOR	16	216.33	NEW
95	IBOI SDA	PUBLIC	SONGHOR	23	212.65	NO ENTRY
96	SETEK	PUBLIC	KABIRER	24	211.21	229.71
97	KISOGA	PUBLIC	KAPKOROS	32	210.06	252.11
98	KAPCHANGA	PUBLIC	KAPKOROS	16	209.46	NEW
99	SOKOSIK	PUBLIC	KABIRER	31	209.2	226.93
100	CHEMUTIA	PUBLIC	SONGHOR	21	208.24	216.42
101	KAPSASUR COMMUNITY	PUBLIC	SONGHOR	21	206.62	NEW
102	KAPLELACH	PUBLIC	MBOGOVALE	23	206.22	188.06
103	KAPRURET	PUBLIC	KABIRER	15	206.13	202.71
104	KIBUKWO	PUBLIC	KABIRER	40	205	245.71
105	TULWOMOI	PUBLIC	TINDERET	25	203	170.07
106	KIPNG'ELEL	PUBLIC	SONGHOR	22	202.45	211.4
107	KAPLOLON	PUBLIC	KABIRER	41	199.95	231.41
108	GOT-NE-LEL	PUBLIC	SENETWO	28	195.2	196.12
109	A.I.C TAUNET	PUBLIC	KABIRER	35	195	209.87
110	TAMBUL	PUBLIC	SONGHOR	22	194.91	223.88
111	KABOLEBO	PUBLIC	TINDERET	30	193.93	198.97
112	KIPTEGAT	PUBLIC	SONGHOR	18	193.21	NO ENTRY
113	USON	PUBLIC	KABIRER	22	192.91	199.4
114	SEIYOT	PUBLIC	KABIRER	26	190.38	201.91
115	KIMWANI	PUBLIC	SONGHOR	16	189.06	199.83
116	TINDIRET TEA	PUBLIC	TINDERET	56	183.14	219.19
117	KAMELILO	PUBLIC	SENETWO	29	177.62	221.6
118	AIC TUIYOBEI	PUBLIC	SONGHOR	28	176.89	218.24
119	KIGUSKONG	PUBLIC	SOBA	38	171.55	227.81
120	CHERONDO	PUBLIC	KABIRER	59	164.6	227.48
				2925	248.766	259.2342

APPENDIX 4: RESEARCH PERMIT

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 **2610**


CONDITIONS: see back page

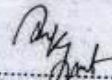
THIS IS TO CERTIFY THAT:
MR. DANIEL RUTTO BETT
of **EGERTON UNIVERSITY, 185-40110**
SONGHOR, has been permitted to
conduct research in **Nandi County**

on the topic: **SELECTED HEADTEACHERS LEADERSHIP STYLES AND THEIR INFLUENCE ON PUPILS ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS IN TINDIRET DISTRICT, NANDI COUNTY**

for the period ending:
20th December, 2014


Applicant's
Signature




Secretary
National Commission for Science,
Technology & Innovation

Permit No : NACOSTI/P/14/3314/3320
Date Of Issue : 21st October, 2014
Fee Received : Ksh 1,000

**MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION**

Telegrams: "EDUCATION",

Telephone: 0718990505

Fax: 053-643340

E-mail: moe.deo.tindiret@gmail.com

: moedeotinderet@yahoo.com

When replying please quote

TIN/ADM/54/VOLI/396



SUB-COUNTY EDUCATION OFFICE

TINDERET SUB-COUNTY

P.O. BOX 159

SONGHOR.

DATE: 17TH OCTOBER 2014

TO WHOM IT MAY CONCERN

RE: PERMISSION TO CARRY OUT RESEARCH IN TINDERET SUB COUNTY

The item above refers. Permission is hereby granted to Mr. Daniel Rutto to carry out an educational research in Primary schools in Tinderet Sub County as from January 2015

This office therefore requests you to give him support and cooperation as need be.

Thank You

A handwritten signature in black ink is written over a purple rectangular official stamp. The stamp contains the text: "DISTRICT EDUCATION OFFICER", "TINDIRET", "P. O. Box 159", and "SONGHOR".

**DISTRICT EDUCATION OFFICER
TINDIRET
P. O. Box 159
SONGHOR**

ISAAC C KIPRAISI
SUB COUNTY DIRECTOR OF EDUCATION
TINDERET SUB COUNTY

APPENDIX 5: MAP OF TINDIRET SUB-COUNTY

