INFLUENCE OF HEADTEACHERS’ LEADERSHIP STYLES ON PUPILS’ PERFORMANCE IN KCPE IN PUBLIC PRIMARY SCHOOLS IN TIRAP DIVISION, MARAKWET EAST DISTRICT, KENYA

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

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DECLARATION

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

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

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ABSTRACT

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

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