

**EFFECTS OF HEAD TEACHERS' LEADERSHIP STYLES ON KENYA
CERTIFICATE OF PRIMARY EDUCATION PERFORMANCE IN
PUBLIC PRIMARY SCHOOLS IN RUIRU MUNICIPALITY,
KIAMBU COUNTY, KENYA**

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ABSTRACT

Institutional leadership has recently been an issue of concern to many educational stakeholders. Leadership styles applied by head teachers in schools are influential in regard to achievement of institutional goals. The purpose of the study was to investigate the effects of head teachers' leadership styles on Kenya Certificate of Primary Education (K.C.P.E.) performance in public primary schools in Ruiru Municipality, Kiambu County. The study also identified strategies that could be applied to enhance head teachers leadership styles in order to improve pupils' performance. The study is based on normative decision theory by Vroom and Yetton (1973). The researcher envisaged the use of descriptive survey research design which was considered suitable because it was not restricted to facts finding only, but also led to the formulation of important principles of knowledge and solutions to challenges experienced by institutional leaders. The locale of the study was Ruiru Municipality. It was considered suitable for this study because public primary schools in this area have been performing below average in KCPE for the last four years; hence the researcher wished to investigate the leadership styles applied by head teachers in order to find out whether these styles applied were contributing factors towards this phenomenon. Through purposive and stratified simple random sampling, the researcher sampled eight public primary schools from twenty nine (29) public primary schools. From every school sampled, the head teacher, twelve (12) teachers and the Chairperson of the Parent Teachers Association (PTA) were sampled to form the study population. In addition the Area District Education Officer was also included making a total of one hundred and thirteen (113) respondents. Primary data was collected through questionnaires and interview schedule. Secondary data was collected from the D.E.O's document analysis. Data collected was analyzed using descriptive statistics such as frequency distribution tables for quantitative data while qualitative data was analyzed thematically based on research objectives. The major findings of the study indicated that academic qualification on KCPE performance corresponded to leadership styles to a very great extent. The study further found out that there was laxity by the head teachers in delegation of power and responsibilities to their junior staff and lack of consultation of all stakeholders in the welfare of the school thus affecting the pupils' performance. The study recommends that head teacher should apply the most appropriate leadership styles that enhance collective responsibility and consultative decision making with all stakeholders in schools. In-service courses and other appraisal courses to enhance quality leadership should be provided. The findings of the study will be used by education policy makers and implementers to formulate strategies that can be used to enhance good leadership styles that promote better education performance at primary level. In addition the study will provide more literature for further research in the field of leadership styles and their effects on academic performance.