

**INFLUENCE OF HEAD TEACHERS LEADERSHIP STYLES ON
TEACHERS' PRODUCTIVITY IN PUBLIC SECONDARY
SCHOOLS IN MOMBASA DISTRICT-KENYA**

PATRICK MUCHOKI KARAYA

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE
AWARD OF A MASTER OF EDUCATION DEGREE IN EDUCATIONAL
PLANNING, MANAGEMENT AND ADMINISTRATION OF
MOUNT KENYA UNIVERSITY**

MARCH 2012

ABSTRACT

To a large extent, the head teacher as an individual occupying the highest official position in a school, determines how the school is run. His/her expectation, values, relationships with teachers and the example he/she sets for the whole school shapes the level of productivity of the teachers' and by extension the school performance. The head teacher leadership can promote or inhibit the teacher productivity. The study sought to analyze head teachers leadership styles and their influence on teachers productivity. The study was conducted in Mombasa District, Coast Province in Kenya. Descriptive survey design was used in establishing the relationship of head teachers leadership styles and teachers' productivity. The target population was six public secondary schools with a total population of 140 teachers and 6 headteachers. A representative sample of 78 respondents was studied which included 72 teachers and 6 principals. Semi-structured questionnaires and interview schedules were used to draw up data which was processed and analyzed using statistical package for social sciences.

The findings of the study revealed that transactional style of leadership is heavily used by head teachers in Mombasa district secondary schools. Respondents also indicated they were not satisfied with the way school heads manage the school. The level of teachers productivity was found to be wanting as very few teachers were engaged in extra work with their students. The study revealed that the teachers were unable to meet their personal targets hence poor performance by their students. The study concluded that a combination of leadership style of leadership styles which includes transformational, charismatic, transactional and visionary do prevail in schools. However their application was not found to be motivating. In a nutshell, the type of leadership style employed by the school head has a bearing on the productivity of the classroom teacher. Thus effective administration and management of a school through a careful selection of a leadership style improves the morale of employee/teacher to work, enhances commitment to his/her job performance, and stimulates a positive attitude in the teacher and thus overall productivity of the teach.