

**A COMPARATIVE STUDY OF THE INFLUENCE OF HEAD TEACHERS'  
MANAGEMENT STYLES ON PUPILS PERFORMANCE IN K.C.P.E IN  
PUBLIC AND PRIVATE PRIMARY SCHOOLS IN NAKURU  
MUNICIPALITY, KENYA.**

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## ABSTRACT

Teachers teach and work in schools that are usually administered by head teachers. School administration is itself often part of larger administration units. The conditions of teachers' working life are influenced by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students. The purpose of this study was to compare the influence of management styles of head teacher's on pupils' performance in private and public primary schools in Nakuru municipality at Kenya Certificate of Primary Education level. The study population comprised of teachers and head teachers in public primary schools. The study adopted the ex post facto research design and used sample size of 70 primary schools in which 70 Head teachers and 70 teachers were interviewed. The respondents were selected using purposive sampling technique and simple random sampling technique. Data for the study was collected by use of questionnaires and interview schedules. The study collected both qualitative and quantitative data. Data collected was then analysed through descriptive statistics (frequencies and percentages) and inferential statistics (Pearson correlation) with the aid of the Statistical Package for Social Sciences version 17. The results were then presented in tabular summaries and charts. The study findings revealed that most public primary schools were using Democratic and Participatory leadership styles as opposed to private primary schools, which were mainly using autocratic leadership style; Private primary schools were performing better than Public primary schools in K.C.P.E in Nakuru municipality; Most teachers in both private and public primary schools were not comfortable with the prevailing / current leadership styles and administration standards, and negatively related this with student performance; the capacity of leadership style to influence student performance in K.C.P.E was subject to various factors which if checked would yield desirable performance the remedies adopted by primary school head teachers in Nakuru Municipality included mainly remedial classes; maintenance of high discipline; and provision of learning and teaching materials. Following these findings, the study recommends that the Ministry of Education, School governing bodies, and concerned stakeholders should consider mobilizing and allocating resources geared towards mitigating the impediments to the effectiveness of leadership styles in influencing student performance in KCPE. The information obtained through this study may be used in assessing the influence of management styles on pupils' performance in K.C.P.E public and private primary schools in Nakuru Municipality. This could form the basis for relevant modification of policies in education in respect to Kenya Education Staff Institute (KESI) who trains school managers, Heads of schools, School Directors and other stakeholders such as parents, teachers and pupils.