

**RELATIONSHIP BETWEEN SELECTED HEAD TEACHERS' LEADERSHIP
STYLES AND THEIR EFFECTIVENESS IN PUBLIC PRIMARY SCHOOL
MANAGEMENT IN BOMET DISTRICT, KENYA**

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Requirements for the Award of the Degree of Master of Education in
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DECLARATION AND RECOMMENDATION

DECLARATION

I declare that this work on, “Relationship between Head teachers’ Leadership Styles and their Effectiveness in Public Primary School Management in Bomet District, Kenya” is my original work and has not been previously published or presented for the award of a Degree or Diploma in Egerton University or any other University.

Sign.....

Date.....

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EM15/1150/04

RECOMMENDATION

This Research Report has been submitted for examination with my recommendation as University supervisor.

Sign.....

Date.....

DR. E. TANUI

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DEDICATION

To my wife Judith and children Berechia, Abigael and Aaron, whose patience, love, care and understanding have been my source of inspiration. May the Almighty God bless them.

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A number of people have contributed and assisted in one way or another in my training at Egerton University and in the production of this research report. To all of them, I wish to extend my sincere gratitude. First, I am greatly indebted to my project supervisor Dr. E. Tanui of the Department of Curriculum, Instruction and Educational Management for his tireless assistance, guidance, criticism and thoughtful comments, which always challenged me and moved my work in fruitful directions. I am grateful as well; for the efforts of all the staff members of the department, whose incisive observations often forced me to rethink more about this work. They include Dr. A. Sang, P.K. Koros, Ogola, among others. The final product of this work would not have attained such high quality without the efforts of these individuals. Secondly, I would like to acknowledge all the respondents in the sampled schools who took time off their busy schedules to attend to my research needs. Third, I do acknowledge the contributions of my employer (T.S.C) for allowing me time to undertake this challenge. Last but not least, I owe much gratitude to my family members, principal and all teaching and non-teaching staff and students of Cheptuech secondary school for all the support and encouragement they accorded me throughout my studies.

GOD BLESS THEM ALL!!!

ABSTRACT

Head teachers' leadership has to do with the execution of those policies and decisions which help to direct the activities of a school towards the achievement of its specified goals. Their effectiveness in school management is determined by whether they perform their assigned roles as required by the Ministry of Education in managing pupils, staff, curriculum implementation and school finances. Available Reports indicate that the government of Kenya has heavily invested in Free Primary Education since it was introduced in 2003. Despite this, performance of pupils in National Examinations in Bomet District is below average. Head teachers' greatest challenge is to effectively manage schools. It appears there is a link between leadership styles and effective management of organizations. Therefore, this study sought to determine the relationship between head teachers' leadership styles and their effectiveness in public primary school management in Bomet district, Kenya. A correlation research design was used in this study. A sample of 120 head teachers was selected from a population of 174 head teachers of public primary schools in the District using proportionate and simple random sampling techniques. Questionnaires for head teachers with both close-ended and open-ended questions were used to collect data. Their validity and reliability were determined before they were used to collect data. Data were analysed with the aid of a computer programme, the Statistical Package of Social Sciences (SPSS) version 11.5. Frequencies and percentages were computed to determine the most preferred leadership style among head teachers, and to determine head teachers' effectiveness in public primary school management. Pearsons product moment correlation coefficient was used to determine the relationship between independent and dependent variables in the study. All statistical test were subjected to tests of significance at $\alpha=0.05$. The study found that democratic leadership style was the most preferred among head teachers while Laissez-faire was the least preferred leadership style. The study also found that, there was no statistically significant relationship between head teachers' leadership styles and their effectiveness in school management. Most head teachers were found to be ineffective in the management of school finances. The researcher recommends that the government intensify school-based in-service trainings at the divisional level to benefit head teachers on the strengths and limitations of the various leadership styles. It is further recommended that the Government should employ accounts clerks to assist head teachers in the proper management of school finances. Findings of this study should be of great value to all stakeholders in education namely; the Government and the School Management Committees in their endeavours to enhance head teachers' effectiveness in managing pupils, staff, curriculum implementation and school finances.

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LIST OF ABBREVIATIONS AND ACRONYMS

AEO	-	Assistant Education Officer
ATS	-	Approved Teacher Status
CAT	-	Continuous Assessment Tests
DEB	-	District Education Board
DEO	-	District Education Officer
F	-	Frequencies
FPE	-	Free Primary Education
G & C	-	Guidance and Counselling
H/T	-	Head Teacher
HTSGs	-	Head Teacher Support Groups
INSET	-	In-Service Training
KCPE	-	Kenya Certificate of Primary Education
K.E.D	-	Kenya Education Directory
K.I.E	-	Kenya Institute of Education
MOE&HR	-	Ministry of Education and Human Resources
MOEST	-	Ministry of Education, Science and Technology
NGOs	-	Non-Governmental Organizations
POSDCORB	-	Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting
PA/PTA	-	Parents Association / Parents Teachers Association
PRISM	-	Primary School Management
R/D	-	Return to Drawer
SD	-	Standard Deviation
SEN	-	Special Education Needs
SIMSC	-	School Instructional Materials Selection Committee
SMC	-	School Management Committee
SPSSP	-	Statistical Package for Social Science Programme
TP	-	Teaching Practice
TSC	-	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Leadership has to do with the execution of those policies and decisions which help to direct the activities of an organization towards the achievement of its specified aims. The necessity for leadership stems from the fact that each organization or group has needs which must be met. A leader is therefore needed to keep the group or organization focused on meeting the specified goals (Mbithi, 2007). Leadership is the ability to get others to work enthusiastically and competently toward accepted objectives. Leaders can improve their performance and effectiveness by their ability to influence the group and its members in achieving a common task. In practice, this means ensuring that the required task gets carried out, meeting the needs of their groups for teamwork and team morale and developing and satisfying individual needs within the group (D'souza, 1997). A leadership style refers to a particular behaviour applied by a leader to motivate his/her subordinates to achieve the objectives of the organization. It is the manner and the approach of providing direction, implementing plans and motivating people (Okumbe, 1998). Leadership is an essential quality of headship. The very title "head teacher" describes the position in which the person is perceived. The head teacher is someone to whom teachers, pupils and parents will automatically look upto for guidance and direction (Emerson & Goddard, 1993). Head teacher is overall in charge of the school. He supervises the whole school programme and bear the ultimate responsibility for the school performance, proficiency and effectiveness including the competency of all school programmes (Wango, 2009).

Researchers have attempted to quantify the leadership process and establish relationships between dimensions of leadership, school climate, teacher effectiveness, and student learning (Deal & Peterson, 1990; Maehr, 1990; Waters T, Marzano. R; & McNutty, B., 2004). Early research by Brookover (1979), Edmonds (1979), and Rutter, Maughn, Mortimore and Ouston (1979) found that correlates of effective schools include strong leadership, a climate of expectation; an orderly but not rigid atmosphere, and effective communication. These researchers suggest that the presence or absence of a strong educational leader; the climate of a school, and the attitudes of the teaching staff can directly influence student achievement. Further, research has related effective school leadership to significant increases in student achievement. Waters, *et al.*, (2004) conducted a meta analysis of 70 studies on education

leadership and established 21 leadership responsibilities that are significantly related to their levels of student achievement. Blake and Mouton (1985) indicated that leaders who fully understand leadership theory and improve their ability to lead are able to reduce employee frustration and negative attitudes in the work environment. As educational leaders, head teachers can foster an understanding of the school vision, facilitate implementation of the mission, and establish the school climate. Ubben and Hughes (1992) stated that head teachers could create a school climate that improves the productivity of both staff and students and that the leadership style of the head teacher can foster or restrict teacher effectiveness.

Hersey and Blanchard (1988) discussed leadership in relationship to several factors namely; preferred style of leadership; maturity of followers; expectations of followers, and task at hand. They developed the well-known situational leadership model that identified four styles of leadership namely; autocratic, democratic, Laissez-faire and contingency styles. These leadership behaviours range from very leader-directed to non-directive approaches. Situational leaders must analyze the various skills, needs, and strengths of the faculty and respond to many situations, and that the appropriate response depends on the situation and circumstances. The effectiveness of a leader's behaviour is expected to increase when there is a match between leadership styles and situations. Leadership effectiveness can be measured by the degree to which the manager meets both the organizational goals and satisfies the employees' needs (Bateman, et al., 1993).

An effective head teacher demonstrates professional competence and has wide-ranging and up-to-date knowledge and skills including the ability to initiate, direct, communicate and delegate. Such head teachers demonstrate good relations and work for the development of the school through teamwork (Commonwealth Secretariat, 1997). Successful head teachers are expected to develop and use leadership styles, personal qualities, knowledge and skills that will enable them to understand and successfully achieve their effectiveness in curriculum, people and resources management in schools (MOE&HR, 1999). Leadership skills, namely; technical, human and conceptual skills enhance head teachers' leadership styles and their effectiveness in school management, and are derived from training, common sense and experience; but should be recognized within the context of a good manager (Commonwealth Secretariat, 1997). The modern primary school head teacher has to adopt and refine a style of leadership, which will cope effectively with the many varied duties and responsibilities attached to the work. An effective head teacher does not rely on one approach but uses

different leadership styles depending on the tasks or situations, which may occur in the day-to-day running of the school. It is important for head teachers to establish good leadership styles, as this will have a positive effect on the growth and development of the school (MOE&HR, 1999). The Ministry of Education and Human Resource Development (1999) states that to be an effective head teacher, knowledge of the different styles of leadership that may help to achieve school objectives will be useful. They include autocratic, democratic, laissez-faire and contingency leadership styles.

Leadership involves an interrelationship among three elements; first, the qualities, skills and needs of the leader; second the needs and expectations of the stakeholders/groups and third, the demands or requirements of the situation (D'Souza, 1997). This interrelationship suggests that no one style of leadership serves for all situations. The best style is the one most appropriate in a given situation. Leadership seeks to meet the genuine needs and expectations of the stakeholders/groups, like staff and pupils, by performing required functions. Leadership is situational, that is, it depends largely on the demands of the task. Head teachers' leadership styles change from group to group and from situation to situation. Exercising strong directive power provides effective leadership when groups, like staff or pupils, lack a sense of direction or purpose. When groups have clear directions and function well, non-directive styles of leadership work more effectively. Groups in schools, like staff and pupils, sometimes need re-orientation. At other times they need encouragement (D'Souza, 1997).

The extent to which a head teacher succeeds in attaining the school objectives included in the philosophy or mission statement depends on how skillfully a suitable leadership style is developed and used in a specific context. A successful leadership style will depend largely on the head's own personality, as well as his/her training to realize that there is a range of ways of working with people. It should be remembered that the particular style of leadership will affect the school's tone either adversely or positively (Commonwealth Secretariat, 1997). Most of the head teachers in public primary schools in Kenya continue to be appointed from within the ranks of senior classroom teachers with little or no preparation for the onerous and complex task of school headship. Some of these trained teachers have been promoted on merit to the level of Approved Teacher Status without any additional academic advancement and some of them are serving at various levels of education management in schools and

Education Offices and are expected to deliver effectively in their duties as managers of schools (Commonwealth Secretariat, 1997).

According to Rono (The Standard Media Group, November 16, 2005), when Free Primary Education (FPE) was introduced in the year 2003, some head teachers in Bomet District stepped down for lack of financial management skills. They feared that failing to manage the funds as required would jeopardize their jobs. They thus opted to quit. This is because they are required to teach and handle all the school accounts with no basic accounting training. The Ministry of Education (MOEST, 2004) states that the increased roles that came with FPE have placed head teachers in a position of considerable responsibilities in which they were not fully prepared for. The introduction of revised curriculum and the launching of FPE have had an effect in the overall management of education in general; and specifically in the management of public primary schools. Head teachers are expected to take care of purchases, determine all expenditures and oversee the distribution of materials to various classes, in addition to managing the school and teaching. Head teachers are overstretched. In one way or another, school management is bound to deteriorate and performance will go down (UNESCO, 2005).

According to Lehal (2000) the most important element in managerial effectiveness is the man himself, his leadership qualities and his commitment to effectiveness in the management of organizations. D'Souza (1997) asserted that leaders and their styles affect everyone and everything within an organization. There is a direct relationship that exists between leadership styles and the behaviour of the people they lead and the organizational climate. Conventional leadership styles include, autocratic, democratic, laissez-faire and contingency styles. As education leaders, head teachers are expected to utilize these leadership styles in order to realize their effective management of schools. Head teachers' effectiveness in school management is determined by whether they perform their assigned roles in managing pupils, staff, curriculum implementation and school finances as required by the Ministry of Education. The Ministry of Education (MOEST, 2003) states that management of school funds is one of the major tasks of the head teacher, and that the success of any school programme depends very much on the way financial inputs are managed, which in turn affects the overall performance in each school. According to the Ministry of Education (MOE & HR, 2007) pupil enrolment increased by 21.46% between the year 2003 and 2007 in Bomet District as a result of the introduction of Free Primary Education. Despite the fact that

the government allocated substantial amounts of financial resources to the tune of Kshs. 522,501,785 for the purchase of teaching and learning materials, the District mean score between the year 2003 and 2007 was 246.94 marks out of a possible 500 marks. This was actually below average. The greatest challenge facing head teachers is to effectively manage schools as required by the Ministry of Education. From the foregoing information, there appears to be a link between leadership styles and effective management of organizations. Therefore, this study sought to determine the relationship between head teachers' selected leadership styles and their effectiveness in public primary school management in Bomet district, Kenya.

1.2 Statement of the Problem

Head teachers' leadership has to do with the execution of those policies and decisions which help to direct the activities of a school towards the achievement of its specified goals. Their effectiveness in school management is determined by whether they perform their assigned roles in managing pupils, staff, curriculum implementation and school finances as required by the Ministry of Education. According to available Reports from Bomet District Education Office, pupils' performance in National Examination has remained below average although the government allocated substantial amount of financial resources to public primary schools in the District for the purchase of teaching and learning materials between the year 2003 and 2007. The greatest challenge facing head teachers is to effectively manage public primary schools. As detailed in the background of this study, there appears to be a link between leadership styles and effective management of organizations. Therefore, this study sought to determine the relationship between head teachers' leadership styles and their effectiveness in public primary school management in Bomet District, Kenya.

1.3 Purpose of the Study

The purpose of this study was to determine the relationship between selected head teachers' leadership styles and their effectiveness in public primary school management in Bomet district in the Rift Valley province of Kenya.

1.4 Objectives of the Study

The objectives of this study were -:

- i) To determine the relationship between head teachers' leadership styles and their effectiveness in managing pupils in public primary schools.
- ii) To determine the relationship between head teachers' leadership styles and their effectiveness in managing staff in public primary schools.
- iii) To determine the relationship between head teachers' leadership styles and their effectiveness in managing curriculum implementation in public primary schools.
- iv) To determine the relationship between head teachers' leadership styles and their effectiveness in managing finances in public primary schools.

1.5 Research Hypotheses

The study was guided by the following research hypotheses:

Ho₁: There is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing pupils in public primary schools.

Ho₂: There is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing staff in public primary schools.

Ho₃: There is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing curriculum implementation in public primary schools.

Ho₄: There is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing finances in public primary schools.

1.6 Significance of the Study

The findings of this study are likely to provide useful information on the relationship between head teachers' leadership styles and their effectiveness in public primary school management. The Education Officers would hopefully utilize this information to intensify school based in-service trainings at the divisional levels to benefit head teachers on the strengths and limitations of the various leadership styles in school management. Further, the Education Officers, among other stakeholders, may see the need of getting head teachers to undergo in-service training on their roles in managing pupils, staff, curriculum implementation and school finances for free education in order to realize their effective management of public primary schools. Effective management of schools leads to improved performance of pupils in their National examinations. This study will hopefully contribute to the existing pool of knowledge on public primary school management. It is also hoped that the findings of the

study would be used by the government in the formulation of education policies which would focus on effective management of primary schools and recruitment of accounts clerks.

1.7 Scope of the Study

This study targeted head teachers of public primary schools in Bomet District in Rift Valley province of Kenya. The respondents comprised of selected head teachers from these schools. The study focused on the conventional leadership styles namely autocratic, democratic, laissez faire and contingency styles, and the central roles of the head teachers as spelled out in the Ministry of Education primary school management guide books in the following four areas namely; head teachers' roles in managing pupils, staff, curriculum implementation and school finances.

This study used only four selected conventional leadership styles, though head teachers may have developed and used other leadership styles like bureaucratic and charismatic among others in public primary school management.

1.8 Assumptions of the Study

This study was undertaken with the following assumptions;-

- i) That all public primary school head teachers in Bomet district received equal support from all stakeholders including the Education Officers, Parents, sponsors and Non-Governmental Organizations among others with regard to carrying out their responsibilities in schools.
- ii) That all respondents were trained teachers.
- iii) That all respondents were honest.

1.9 Limitations of the Study

Due to the fact that the research study targeted head teachers of public primary schools in Bomet District, generalization of the findings to other Districts will only be done with a lot of caution.

1.10 Definition of Terms

In this section operational definitions are presented as used within the context of this study.

Effectiveness: - Referred to whether school management roles are performed by head teachers as required by the Ministry of Education.

Head teacher: Referred to the teacher who is overall in-charge of the school.

Head teachers' effectiveness in public primary school management: Referred to whether head teachers performed their assigned roles in managing pupils, staff, curriculum implementation and school finances as required by the Ministry of Education.

Head teachers' effectiveness in managing curriculum implementation: Referred to whether head teachers performed their assigned roles in managing curriculum implementation as required by the Ministry of Education.

Head teachers' effectiveness in managing pupils: Referred to whether head teachers performed their assigned roles in managing pupils as required by the Ministry of Education.

Head teachers' effectiveness in managing school finances: Referred to whether head teachers performed their assigned roles in managing school finances as required by the Ministry of Education.

Head teachers' effectiveness in managing staff: Referred to whether head teachers performed their assigned roles in managing staff as required by the Ministry of Education.

Head teachers' roles in school management: Referred to those duties/responsibilities assigned to head teachers to perform in managing pupils, staff, curriculum implementation and school finances as required by the Ministry of Education.

Public primary schools: Referred to the type of learning institutions where the government provides teachers and financial resources for Free Primary Education for all pupils from standard one to standard eight.

Selected head teachers' leadership styles: Referred to the conventional leadership styles namely; autocratic, democratic, Laissez-Faire and contingency styles.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers literature on head teachers' leadership styles, school management, head teachers' assigned roles in managing pupils, staff, curriculum implementation and school finances in public primary schools, and conceptual framework to guide the study.

2.2 Head teachers' Leadership Styles in School Management

It is important to note that effective management of people will depend on how skilful a suitable leadership style is developed and used in the various situations. The head teacher's own personality will influence the style and success of management of schools (MOE & HR, 1999). There are various leadership styles namely; Autocratic, Bureaucratic, Charismatic, democratic or participative. Laissez-faire, servant leadership, task-oriented, transactional, transformational, contingency leadership styles among others. For the purposes of this study, selected conventional leadership styles are discussed below. They are autocratic, democratic. Laissez-faire and contingency leadership styles in schools.

2.2.1 Autocratic Leadership Style

Mbithi (2007) states that coercive type of leadership places emphasis on force. It is commonly called dictatorial, autocratic or authoritarian leadership. It does not derive its legitimacy from those who are governed but is a leadership imposed upon the organization. Those who are led have very little or no say at all about the way things ought to be done. According to D'souza (1997), authoritarian style-leaders are generally strong-willed, domineering, and to some extent, aggressive. They look upon subordinates more as functionaries than as persons, and the best subordinates, in their estimation, follow directions without questions. They ordinarily are not ready to listen to views and suggestions of others, especially if they offer different views from their own. They do not encourage equal relationships with underlings, and as a rule they do not allow themselves to get closer to employees. They generally blame poor results on the inability of others to carry out instructions correctly (D'souza, 1999). This style is used when the leader tells her employees what she wants done and how she wants it done, without getting the advice of her followers. Some of the appropriate conditions to use is when the leader has all the information to solve the problem, is short on time, and her employees are well motivated. It is not right that this style is a vehicle for leaders for yelling, using demeaning language, and leading by threats

and abusing their power. The authoritarian style should normally be used on rare occasions (Newstrom & Keith, 1993).

The autocratic type of leadership holds authority and responsibility in an organization with communication almost exclusively moving top to bottom. The manager assigns workers to specific tasks and expects orderly and precise results. The manager sets goals, tells workers what to do, and how to do it. He/she may, or may not give any explanations and also exercises close supervision (Nzuve, 1999). Autocratic leadership style, centralizes power, authority and decision-making (Okumbe, 1998). The Head teacher who subscribes to this style determines school policy alone and assigns duties to pupils and staff without consulting them. Directives are issued and must be carried out without question and in the prescribed manner (Commonwealth Secretariat, 1997). The Head teacher does not feel accountable to anyone and hence acts independently. Although this style leads to low morale amongst pupils and the staff and may cause negative reaction, the leader has a great sense of self-confidence; a clear vision of what needs to be done and manipulative skills to achieve the desired outcomes. The Head teacher feels safe because he/she does not have to solve problems with groups of people (MOE & HR, 1999).

2.2.2 Laissez-Faire Leadership Style

According to Mbithi (2007), the term Laissez-faire is a French phrase which literally means “Let people do what they want”, Laissez-faire leadership; then is the style of leadership where there are very few rules, if any, in the organization. The leader in this respect is just symbolic and does not have authority. In such an organization there is no defined code of regulations, no hierarchy of authority, and therefore no way of determining whether someone is wrong or right in a given activity. The Laissez-faire leadership style, also known as free reign style, is where the leader allows the employees to make decisions. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. This is because a leader cannot do everything and must set priorities and delegate certain tasks. This is not a style to use so that a leader can blame others when things go wrong, rather this is a style to be used when the leader has full trust and confidence in the employees (Newstrom & Keith, 1993).

In Laissez-faire leadership styles, the leader waives responsibility and allows subordinates to work as they choose with minimum interference. The employees are given the authority to make a decision or determine a course of action. The leader indicates what needs to be done, and when it must be accomplished but lets employees decide how to accomplish it as they wish; and communication flows horizontally among group members (Nzuve, 1999). In Laissez-faire style of leadership, the leader tends to avoid power and authority; and the leader depends largely on the group to establish goals and means of achieving progress and success (Okumbe, 1998). In theory, the head teacher who uses this style of leadership believes that there should be no rules and regulations since everyone has an “inborn sense of responsibility”. Such a situation may well exist amongst mature, experienced teachers, but it is not clear how it would work with newly appointed head teachers. But as the Laissez-faire style is opposite to the autocratic style, many of the criticisms of the latter become arguments in favour of the former. Thus individual head teachers have to think for themselves and individual initiative and hard work may be well rewarded. A Laissez-faire environment may be more creative and fulfilling for those involved (Commonwealth Secretariat, 1997). In a school situation, a Laissez-faire style in which the leader essentially makes no decision, may lead to more negative attitudes and lower performance among pupils and teachers (Mbiti, 2007).

2.2.3 Democratic Leadership Style

The democratic leadership style, also known as participative style, involves the leader including one or more employees in the decision-making process in determining what to do and how to do it. Using this style is not a sign of weakness; rather it is a sign of strength that employees will respect. This style is normally used when the leader has part of the information; and the employees have other parts. Using this style is of mutual benefit because it allows the employees to become part of the team and allows the leader to make better decisions (Newstrom & Keith, 1993). A democratic or participative type of leaders are generally as concerned with maintaining group effectiveness as with completing the tasks to be done; and they encourage members in their groups to express their ideas and feelings; because they believe that such a climate leads to greater creativity and commitment (D’souza, 1997). The democratic leaders encourage joint decision-making as well as shared goal-setting; and they allow group members a good deal of freedom in their work once they have shown their ability to do it. They keep looking for better ways to do things; and are open to change when convinced that such changes seemed called for and would lead to greater

effectiveness. Finally, the democratic leaders believe in the effectiveness of group work. They also believe that groups of committed individuals working together have greater potential than when those same members work as individuals (D'souza, 1997).

A democratic type of leader obtains ideas and opinions from workers. The leader evaluates the ideas and opinions before making the final decision. This is an attempt to minimize differences and get a commitment from employees before taking action. In this type of leadership, communication is usually both upward and downward (Nzuve, 1999). The democratic leadership, also known as participative or consultative leadership, decentralizes power and authority. Decisions are made through consultations (Okumbe, 1998). To ensure effective and successful management, the head teacher must not only be innovative, resourceful and dynamic, but also able to interact well with people both within and outside the school; namely staff and pupils, parents, members of the Parent-Teacher Association and many other members of the community – all of whom need to be brought, in some way or other, into decision-making processes. In other words, for the purpose of achieving success as a leader, the head teacher must create an environment for “participative democracy” in the running of the school (Commonwealth Secretariat, 1997).

A democratic style allows freedom of thought and action within the framework of the mission and objectives of the school. Available skills and talents can be used optimally through delegation and a sense of belonging, as well as promoting creativity and a higher degree of staff morale. This style is based on the belief that where people are committed to the service of ideas which they have helped to frame, they will exercise self control, self-direction and be motivated. All these ideas will promote job interest and encourage both staff and students to set their own targets and find the best way of achieving them (Commonwealth Secretariat, 1997). Democratic leadership entails the knowledge of how effective teamwork can be achieved rather than how one can enforce commands. The democratic leader realizes that even though he/she may be stronger than any one member of the organization, he/she is weaker than all the members of the organization taken together. The leader must therefore cultivate solidarity of interests about the organization and its functions. Only through team spirit can a leader of an organization succeed in his/her work (Mbith, 2007).

Head teachers' leadership is determined by the way they relate to their members of staff. For example, the head teacher as a leader in the school is expected to give directions or make

decisions which must be followed by all those who work under him or her. He or she leads and the members of staff follow. This official relationship is a shared one. The head teachers, on the one hand are expected to give proper guidance to the team/staff, while on the other hand, they must expect good quality work for their members of staff. If the head teachers as leaders in schools lack the initiative and originality to give the proper guidance, the organization cannot be expected to achieve its goals. Similarly, if some of the staff lack a sense of duty, the school will certainly fail to achieve its aims. Innovative ideas on the part of the leader, coupled with devotion to duty by the members of staff, will give an organization the success needed (Mbithi, 2007).

2.2.4 Contingency Leadership Style

Leadership means being able to assess others, evaluate the situation, and select or change behaviour to more effectively respond to the demands of the circumstances. This quality is the cornerstone of the situational approaches to leadership (Bateman, *et al.*, 1993). Effective leaders will find themselves switching instinctively between styles according to the people and work they are dealing with. This is often referred to as "situational leadership" (Newstrom & Keith, 1993). In contingency style of leadership, the Head teacher reacts to issues in different ways according to the situation. For example, a group of pupils coming in late on a given day may comprise habitual and non-habitual latecomers. In this case the Head teacher using this style would decide on different disciplinary actions for different pupils- Unless there is clear understanding why different punishments have been meted out for the same offence, it may result in misunderstanding and ill feelings (MOE & HR, 1999).

One important function of the head teacher is to communicate effectively to the staff the philosophy and objectives of the school and thus gain their commitment. The head teacher needs to realize that effectiveness in management depends on being able to diagnose and adapt to the dynamics of ever-changing situations. A contingency leadership style is where the head teacher "rides the waves", or deals with each problem as it arises (Commonwealth Secretariat, 1997). Among the useful contingency approaches is that of the Path-Goal model, which states that an effective leader clarifies the means or paths by which subordinates can achieve both a high performance and job satisfaction. The motivation may be an appropriate reward and a focusing on paths or behaviours, which can lead to successful job completion (Okumbe, 1998). This suggests that if some of the hurdles and barriers to motivation can be removed, a better performance by subordinates will result. Whatever approach is adopted will

depend on individual head teachers' characteristics (for example, ability, self-confidence, and needs) and the task characteristics (for example, the objectives and targets required). In more simple terms, this style suggests that because head teachers and teachers are faced by problems and issues every day, what should be planned is how best to equip them to handle these issues confidently and with a minimum of stress (Commonwealth Secretariat, 1997).

2.3 School Management

The core role of the head teachers is to provide professional leadership and management for a school in order to secure foundation from which to achieve high standards in all areas of the school's work. To gain this success, a head teacher must establish high quality education by effectively managing all forms of teaching and learning, resources and processes, and should provide leadership and direction for the school and ensures it is managed and organized to meet its aims and targets (Investor in People, 2004). Leadership is central to the effective management of educational institutions, and is about managing teams, creating appropriate structures and being as concerned with the people as the tasks (Brent Davies *et al*, 1991). Leadership is a force in the sense that it initiates action towards common goals among people. Leadership involves accomplishing goals with and through people. That is, in a certain situation and at a certain time, an individual may attempt to influence the behaviour of someone else. As leaders, head teachers are expected to influence the behaviours of pupils and staff among other stakeholders, in order to achieve the objectives and goals of their schools (Barasa & Ngugi, 1990). One of the factors influencing school effectiveness is the nature and quality of the leadership and management provided by head teachers of public primary schools. At the very least, head teachers should be able to manage and deploy school resources efficiently, guide curriculum implementation and change, and create professional ethos within the schools by involving teachers and other stakeholders in decision-making (Commonwealth Secretariat, 1997).

Effective head teachers contribute to the development of cultural patterns in schools. These cultural patterns reflect the school climate which is believed to be a consequence of the Head teachers' knowledge of and effective practice of educational administration and management. Effective management of schools is vital for the enhancement of quality education, prevention of wastage of resources and provision of guidance to staff members and their motivation to enable them excel in their work (Sisungu, 2002), Management of people in the school context involves the skillful control and guidance of pupils and other stakeholders, for

instance teaching and non-teaching staff in order to achieve the school's desired outcomes. The head teacher plays an important role in this respect (MOE & HR, 1999).

Pearsal (1998) defines management as the process of dealing with or controlling things or people and includes the responsibility for and control of an organization. According to American Heritage Dictionary (Milgram *et al*, 1999) the term management may be defined in three ways; first as the act, manner, or practice of managing, handling, supervision or control. Secondly, management can also be seen as the person or persons who control or direct a business or other enterprise. Thirdly, management can be defined as having skill in managing and / or executive ability. The Commonwealth Secretariat (1997) noted that as an art, management is about carrying out organizational functions and tasks through people. This art involves the application of techniques in human and public relations and the delegation of authority, which includes assigning and sharing responsibilities and duties. It also involves the application of techniques in communication, which include decision-making and problem-solving and managing change. School management involves the head teacher in developing school objectives and working with and through people, in this case teachers, pupils, Parents/Teachers Association and the community, to achieve school objectives by means of effective decision-making and coordination of the available resources (Sisungu, 2002).

Ngaroga (1996) defined management as the utilization of physical and human resources through cooperative efforts in order to realize the established aims and is accomplished by performing the functions of planning, organizing, staffing, directing and controlling. Management in education broadly means the running of educational institutions. This includes school business, school plant and the guidance of teachers and organizing pupils' personnel services. Henri Fayol (Hoy & Miskel, 1996) said administrative behavior consists of five functions, which he defined as follows; to plan means to study the future and arrange the plan of operations. The second is to organize which means to build up material and human organization of the business, organizing both people and materials. Third is to command, which means to make the staff do their work. Fourth is to coordinate, which means to unite and correlate all activities. Fifth is to control, which means to see that everything is done in accordance with the rules which have been laid down and the instructions which have been given. Both Luther Gulick and Lyndall (Okumbe, 1998) being strongly influenced by Henri Fayol put forward seven administrative functions, namely: planning, organizing,

staffing, directing, coordinating, reporting and budgeting. These processes are given the acronym “POSDCORB”. Sisungu (2002) stated that school administration refers to the process of developing and maintaining school procedures by directing and controlling the activities and behaviour of teachers, pupils and non-teaching staff and involves them in the acquisition and allocation of resources for achievement of goals in the school.

The Common Wealth Secretariat (1997) defines management as a collection of processes, including such things as decision-making, problem-solving and action-planning. These processes involve the management of resources including human, material, financial and time. Management entails the process of delegation and the creation of a special teacher-manager-subordinate relationship. Delegation leaves the head teacher free to make profitable use of time to concentrate on the more important tasks, and to spend more time in managing and less in doing. This should make the head teacher more accessible for consultation with the pupils, teachers, parents, superiors, and other peer managers and this will improve the process of communication (MOEST, 1995).

2.4 Head Teacher's Roles in Public Primary School Management

Head teachers’ roles in the management of public primary schools include managing pupils and staff, curriculum implementation, and school finances; as discussed below.

2.4.1 Head Teacher's Roles in Managing Pupils

Pupils are the key stakeholders within the school. Managing them effectively is important in the overall management of the school. The establishment of an effective and efficient guidance and counseling programme is one way in which the head teacher can manage the pupils smoothly. It is the responsibility of the head teacher to ensure that the guidance and counselling services are offered to the pupils. Each school should establish a guidance and counselling (G&C) committee headed by a teacher appointed by the head teacher. The committee should be gender-sensitive and embrace sufficient members to make it a tool the head teacher can use to manage pupils effectively. Where possible, the guidance and counselling committee members should be trained in counselling skills (MOE&HR, 1999). The job of the guidance and counselling committee is of utmost importance within the modern school scenario and as such, the committee must lead by example. The members of the committee must uphold the highest standards of personal dignity. A misbehaved counsellor cannot be a role model and lacks the moral authority to advice students to change

their wayward ways if he/she cannot stick to exemplary principles. Unlike other departments, guidance and counselling goes beyond academics, beyond passing exams and beyond the school environment, the very foundation of building responsible members of the society (Ongoma & Silsi, 2008). Head teachers, staff and pupils should see guidance and counselling as a positive means of correcting and improving the behaviour/conduct of the pupils. With an effective guidance and counselling committee in school, there would be no need for punitive measures such as caning, kneeling down for long hours, cutting grass or digging the school garden during class hours. The committee can instill a sense of responsibility in the pupils as early as possible to help them develop a positive attitude towards learning and their teachers (MOE & HR, 1999).

One aspect of school effectiveness is the extent to which head teacher introduces and manages a programme of guidance and counseling of the children. This involves ensuring good relationships between teachers and pupils, meeting the needs of individual pupils and working with all teachers to create a generally caring atmosphere. For effective guidance and counseling, the head teacher should note the need for effective organizational structures in the school and the need for effective communication. The school organization structure and procedures should ensure the effective care of the pupils (Commonwealth Secretariat, 1997).

The school exists to be of service to pupils, parents and the local community. It is of great importance that the school head recognizes this fact and that no arrogance is displayed towards either the community or the parents. For this reason, a school disciplinary system exists to establish an atmosphere of mutual confidence and respect both within the school and outside. Learning and teaching can then proceed efficiently. All school rules should be drawn up to emphasize their value to the individual and the community. They should not merely be a list of negative instructions. The smooth learning of a disciplinary system depends on a well-defined policy established by the head teacher in consultation with the teachers, pupils, school committee, among other stakeholders. This policy must be consistently enforced by all persons in authority. This can only be achieved by providing opportunities for discussion at all levels but the final decision rests with the school head teacher (MOEST, 1997).

The cooperation between the school staff and the parents is absolutely essential to the welfare of pupils. The Parent-Teacher Association (PTA) may assist in identifying pupils' needs and in finding solutions. For example; problems of attendance and dropouts may be shared. The

PTA may provide a forum where the head teacher and the staff may explain school programmes, gain the support of parents, and thus help to ensure the school's success. Very often, the PTA is an important source of financial and material support essential for the development of the school (Commonwealth Secretariat, 1997).

Discipline is the action by management to enforce organizational standards. In an educational organization, there are many standards or codes of behaviour to which teachers, students and non-teaching staff adhere. In order to successfully achieve the objectives of a school, all the members of the educational organization are required to strictly adhere to the various behaviour patterns necessary for maximum performance (Okumbe, 1998). For proper management of discipline in a school, the head teacher should involve the staff and the pupils among other stakeholders in developing a reasonable code of discipline. The formulation of rules and regulations should be guided by existing government policies, principles of management and ethos among others (MOE&HR, 1999). It should be noted that discipline is of vital importance for proper functioning of schools, and to achieve this, head teachers have to maintain proper relations with the staff, pupils, parents and the community at large (Mohanty, 2002).

There should be prior knowledge of school rules and regulations among the pupils. The pupils should be well informed about the school rules and regulations, and the consequences of breaking them. The rules should be clear and copies given to both the pupils and the parents, among other stakeholders. The school rules and regulations should be prominently displayed in the school notice boards, staff room and class notice boards. There should be clear regulations governing outings, sports meetings and other such functions in the school calendar (MOEST, 1987). Often, new rules are made or old ones are modified as situations dictate, and this should be communicated to the relevant people promptly. A disciplinary action should be applied immediately. All the infractions should be dealt with immediately regardless of their magnitude. Educational managers must ensure that any undesirable behaviour either by the staff members or pupils is dealt with immediately so that the offenders can see the close connection between an undesirable behaviour and its consequence. When there is a long time lapse between the undesirable behaviour and its consequence, then the association between the two becomes weak and this provides a stimulus for more undesirable behaviour (Okumbe, 1998).

The government policy is to achieve 100% enrolment for primary education by the year 2010. The head teacher therefore, has an important role to facilitate the achievement of this goal. Head teachers of schools with low enrolments should make deliberate efforts to increase enrolments and set strategies, which will enhance retention and minimize dropout rates. Some of these strategies include; seeking community support, involving local authorities, creating a conducive school environment for both boys and girls and improving academic performance. Other strategies are soliciting support for poor and needy children, ensuring that pupils with Special Education Needs (SEN) from the community are provided for in the school, avoiding levies that would keep pupils out of school when unable to pay and working closely with Head Teacher Support Groups (HTSGs) (MOE & HR, 1999).

School assemblies are important tools for communication and therefore head teachers should ensure that assemblies are well organized. Head teachers could hold successful assemblies by establishing venue, time and duration; identifying agenda, establishing an orderly system of parading, identifying speakers, avoiding prolonged assemblies and ensuring that announcements are made by as few as possible in every assembly. Similarly, the head teacher in collaboration with other staff members has the role of ensuring that school visits are well organized. School visits include both inward and outward excursions. Head teachers could make advance preparations by trying to identify places to visit, communicate with the relevant authorities, prepare a budget, prepare the pupils, prepare materials and equipment, inform parents and consider insurance cover. A similar approach should be adopted for in-school visits followed by feedback (MOE & HR, 1999).

Although the head teachers are appointees of Teachers Service Commission (TSC) they represent the higher authorities in the hierarchy of educational management and are accountable for all the activities of the school including the discipline of pupils and teachers (TSC, 2004). The head teacher will have such a keen interest in the welfare of both his teachers and pupils as to facilitate self-fulfillment in all matters including spiritual and temporal matters. Although the head teachers may delegate responsibilities, they are responsible for actualizing the educational goals and the objectives of the institutions. Their personal devotion to work, and their ability to inspire the loyalty and trust of others to themselves, to their institutions and the country, are matters of vital importance (MOEST, 1987).

2.4.2 Head Teachers' Roles in Managing Staff

For the smooth and effective running of a school the head teacher needs to gain the support and commitment of both professional and support staff. Head teachers should motivate and encourage all staff to feel they are part of a team with a common mission. Head teachers should ensure that the teaching staff has an opportunity to develop personal and professional skills (MOE&HR, 1999). Educational management has no choice as to whether to train employees or not. All employees, including teachers and non-teaching staff, regardless of their previous training; education and experience must be given further training and development. This is because the competence of staff will never last forever; due to such factors as curriculum and technological changes, transfers and promotions. For instance, staff may be trained on the newer techniques of stimulus variations in the classroom, or on the methods of managing discussion groups in the lower classes. On the other hand, staff may be given development courses on the concepts of human resource development, or on the philosophy of humanizing the work environment. Training, therefore, implies the provision of specific skills, and development implies the provision of general and conceptual skills. It is important for educational managers to note that if no definite programme of training is planned then there will be higher training costs not only because staff will take too long to learn the required skills; but also because of the likelihood that they will not learn the best methods necessary for their specific assignments (Okumbe, 1998).

An effective head teacher is an active leader who creates a positive work environment in which the school and its teachers and pupils have the opportunity and the incentive to achieve high performance. Effective head teachers devote everything they have to their task, and simply do not think about failure. They take the initiative to explore new ideas, methods, products, and services; and to develop creative solutions to old problems. They challenge the teachers and pupils to give their best in terms of hard work; and seek long-term success for their organization; their teachers and pupils; and themselves (Commonwealth Secretariat, 1997). Some of the ways in which head teachers may develop and motivate staff to increase quality of performance include; ensuring that the deputy head teacher is fully able to deputize/take charge for the head when necessary and giving teachers a chance to attend appropriate in-service training (INSET) and other activities. Head teachers should delegate important responsibilities such as chairing a subject panel; and invite role models to talk to teachers, pupils and support staff. The head teacher should also organize educational visits and tours; take a positive and objective stand in recommending deserving teachers for

promotion and pay attention to the general welfare and individual problems. It is also the responsibility of the head teacher to supply all the basic resources required to teach; and regularly consult with all stakeholders including the teachers' union representatives (MOE & HR, 1999).

Job description refers to a written statement of what a jobholder does, how it is done, and why it is done. A job description, thus, defines the scope of responsibility and continuing work assignment which are sufficiently different from those of other jobs to warrant a specific title. An employee's job should be clearly spelt out so that conflicts that may arise from role ambiguity are avoided (Okumbe, 1998). Head teachers should ensure that all staff members have a clear statement of their job roles, which should have been developed and agreed upon between the head teacher and the staff. The roles that are specified should have an appropriate title, e.g. senior teacher; and a brief description summarizing the overall responsibilities and expectations, e.g. a deputy head teacher's role may be stated as, thus, to assist the head teacher in all professional aspects of the management of the school etc. Further, all specific duties and tasks should be spelt out clearly e.g. chairing a panel, responsible for school stores etc; and the job role should clearly show who the staff member is accountable to and or who the staff member is responsible for (MOE & HR, 1999).

Performance appraisal refers to the evaluation of the effectiveness of staff in their work assignments. It is aimed at finding out the potentials of an individual staff. Performance appraisal helps in evaluating how a staff succeeds in his present job and this is important for estimating how well he/she will perform in the future (Okumbe, 1998). The purpose of appraisal is for the head teacher to assess the teachers' performance, identify their professional needs and plan for future improved performance. An appraisal meeting takes place between the head teacher and individual staff members after an agreed period of time has elapsed. The appraisee should be alerted to prepare for the meeting in the following areas; the kind of questions/topics that will constitute the main areas of discussion, and prepare his/her own appraisal or self-appraisal and use the evidence for the appraisal discussions. The main areas for discussions could cover the following: commitment to the job, classroom management/control, teaching/learning skills, competence, administrative skills e.g. record-keeping, report writing etc, and projections/objectives/plans including needs for future improvement in specific areas. At the close of the appraisal meeting, both parties should

agree on the level of past performance and how future performance can be addressed (MOE & HR, 1999).

The head teacher is required to ensure that all staff members are informed about the terms and conditions of their employment, and rules and regulations of the organization in which they work. This should be done during orientation or induction (Okumbe, 1998). In every educational environment, new teachers have to be inducted and given adequate opportunities to practice their skills in a relevant and appropriate context. Teaching Practice (TP) is an essential activity that has to take place in schools. The head teacher play an important function in welcoming, placing and supporting the student teachers during teaching practice. The head teacher, therefore, should ensure the following measures are in place throughout the TP period: that regular teachers should be available to advice and support the student teacher both in and outside the classroom during the Teaching Practice period, and that professional and personal needs are catered for (MOE & HR, 1999).

2.4.3 Head Teacher's Roles in Managing Curriculum Implementation

The word curriculum refers to all that is taught in a school including the time tabled subjects and all those aspects of its life that exercise an influence in the life of the school (Farrant, 2004). Curriculum for public schools in Kenya is uniform throughout the country, and the head teacher should be aware of all policies that guide the management of curriculum (MOE & HR, 1999). Curriculum involves all subjects taught and all activities provided by the school and may include the time devoted to each subject and activity. Curriculum should be dynamic and impress on the philosophy and educational purposes of the school and the nation. Other considerations in the management of the curriculum are: allowing for Special Education Needs (SEN), providing practical experience and learning, taking into consideration culture, customs/traditions of the local people, soliciting support for implementation, the learning ability of the pupils, and gender issues pertaining to the community or school environment (MOE & HR, 1999). Curriculum may be seen as the sum total of all the experiences the learner undergoes for which the school accepts responsibility. It includes both the planned academic programme and all co-curricular activities and other events, as well as that which pupils learn through the major and quality of the school ethos. The main task of the head of each school is to provide and deliver effectively an appropriate curriculum using all the resources namely: human, material and financial resources, which are readily available. This involves mobilizing all possible resources including those from the

Ministry of Education, the community and other organizations, and then ensuring their full and effective use (Commonwealth Secretariat, 1997).

Curriculum delivery involves guidance in the professional preparation of lessons, effective teaching/learning strategies, appropriate methods of assessment and effective mode of supervision. Timetabling is the programme by which the curriculum is delivered. The resources required for curriculum delivery include: teachers, teaching areas, finance, time, supplies and instructional materials. The head teacher uses the timetable to mobilize resources to provide the greatest possible educational opportunities for pupils in the most cost-effective manner. The timetable should be pupil-centred. Allowance has to be made to cover all activities within the school; namely, assemblies, registration, pupil guidance and welfare, staff development, etc (MOE & HR, 1999).

The head teacher should encourage enrolment and retention of both boys and girls in primary school and sensitize the staff and the community on gender issues affecting the performance of all pupils. In particular, head teachers should be familiar with issues related to gender and education especially the Ministry's policies on access, equity, retention and quality education for girls and boys, and be able to advise teachers on the choice of teaching and learning materials that are gender friendly. They should be able to discourage classroom practices that are gender blind and gender biased (MOE & HR, 1999). It is important that the head teacher encourages and assists the staff to identify pupils with SEN. Special Education Needs in integrated schools may include partial blindness, partial deafness, mild physically handicapped pupils, gifted, talented and slow learners, long and short sightedness, partial mental retardation and emotionally disturbed pupils. Children with such needs may display certain anti-social behaviour such as truancy, bullying, lateness or drug abuse as a way of attracting attention. Such behaviour should be properly investigated and corrective strategies put in place. Such strategies include, group work, peer teaching, remedial teaching, guidance and counselling, among others (MOE & HR, 1999). Special Needs in Education (SNE) are conditions or needs that hinder normal learning and development of individuals. They may be temporary or life long. These conditions may include disabilities as well as social, emotional or health needs. They may be referred to as barriers to learning and development and they may be a major cause of repetition and related problems (MOEST, 2004).

The head teacher should see that the school calendar is collected from the Ministry of education and ensure that all school activities coincide with the school calendar. The head teacher must see that textbooks, stationery, furniture, games equipment and library books are ready before school resumes. Syllabuses of all the classes must be available and; with the assistance of the deputy head teacher, teachers will be helped to prepare schemes of work. The head teacher should ensure that lesson notes are made daily and that teachers teach according to the lesson notes. Assignments, tests and examinations should be marked and recorded promptly and corrections done where necessary. Teachers should do corrections with their pupils so that pupils can understand their mistakes. This will help to improve effectiveness in teaching (Commonwealth Secretariat, 1997). Records of work provide information on what has been covered in a given subject area. These records help head teachers and the substitute teachers to keep track of work done. At the same time, keeping up-to-date records on pupils is equally valuable. This will show the growth and progress of each pupil. Records on each pupil should include; continuous assessment tests (CAT), responsibilities, termly class reports, special incidents and other normal data pertaining to the pupil. The head teacher needs to maintain proper books and documents to record pupils' information, and that the information is accessible when required (MOE & HR, 1999).

For the school to implement curriculum effectively, the head teacher should adhere to the punctuality and discipline of both teachers and pupils; and school examinations should be used to measure pupils' progress throughout their school life (MOE & HR, 1998). Head teachers should ensure that the subject teachers are carrying out continuous assessment of the pupils' work (MOEST, 1987). Tests provide a means of determining the extent to which understanding and skills have been achieved. There is a great variety of classroom testing procedures. Some short tests may be given daily to test pupils' recall of work covered. Some may be more elaborate for example: fortnightly, monthly, termly or yearly exams to assess deeper understanding. Continuous assessment of pupils' achievement and progress will provide important information to the pupils, teachers, parents and education authorities. Such information will assist in motivating staff to improve their performance and benefit pupil learning achievement and promote discipline among staff and pupils. Any form of assessment must be pupil-centred, tests should be standardized and relevant, clear guidance should be available for all syllabuses. All efforts must be made to create satisfactory conditions for assessment, which will lead to an overall evaluation of the school's performance (MOE&HR, 1999).

It is important for the head teacher to supervise the curriculum implementation and provide effective advice on programmes that will improve teaching and learning in schools. This is by identifying specific curriculum needs and preparation of a supervisory plan that would promote teacher/pupil achievement. The head teacher is responsible for ensuring syllabus coverage, and establishing and maintaining the quality of teaching/learning. It is important for the head teacher and staff to measure teaching and learning achievement by means of agreed performance indicators. These include success rates in Kenya Certificate of Primary Education (KCPE), and/local examinations; and low repetition and dropout rates, among others (MOE & HR, 1999). Apart from in-school supervision, the head teacher can determine areas that require improvement by referring to Head Teacher Support Group (HTSG) reports, subject panel review, reports and feedback from inspectors, pupils, parents, TAC tutors, community and Education Officers, and school committee minutes and other information available. To improve performance of the staff and the learning achievement of pupils, the head teacher in collaboration with teachers should initiate school-based support programmes, which will improve the performance of staff and enhance pupils' achievement, involve parents in the process of improving pupils' performance, and encourage formulation of functional subject panels. Once the needs have been identified, it is the responsibility of the head teacher to organize support programmes to improve performance (MOE & HR, 1999). Ngaroga (1996), stated that the head teachers are responsible for the overall running and control of the school and maintenance of the tone and of all-round standards, and has the responsibility for creating a healthy environment conducive for effective teaching and learning.

A school library offers children an additional choice of reading material with a variety of reading levels and topics. Through instructed and controlled use of the library, pupils are encouraged to develop life-long reading habits and skills which will support their own self-development. A school library does not have to be a purpose-built building; it can consist of an adapted classroom or series of boxes containing books kept by different classroom teachers. The main purpose is that pupils have access to books and related materials, which will enhance individual reading, advance knowledge and stimulate the imagination (Commonwealth Secretariat, 1997). The head teacher must emphasize the need for teachers and pupils to make use of the school library or class library as a resource centre. The library offers pupils and teachers an additional selection of reading material with different levels of reading materials and topics. To contribute to improved performance, a library should be a

center for active learning to supplement specific subject areas taught in the curriculum, a centre to develop pupils/teachers reading skills etc. For proper use of the library, the head teacher must ensure that pupils are trained in the care and use of library books and other reading materials. The school library should be open for use during and after school to encourage reading enjoyment and supplement specific subjects in the curriculum (MOE & HR, 1999).

Where weaknesses in pupils' performance in different areas of the curriculum have been identified, the head teachers in collaboration with other teachers should set up appropriate remedial programmes rather than intensive coaching or whole class teaching. Remedial teaching should form an integral part of teaching specifically designed to address the needs of individual pupils and should take into consideration lesson presentation, personal capabilities of the pupils, and their individual differences and varying attitudes to work (MOE&HR, 1999). Remedial work is part and parcel of syllabus coverage. It is a continuous process and can come after subtopic, topic or end of syllabus. However, teachers are advised to conduct both short and long-term remedial work. This can be done weekly and monthly on short-term basis to avoid pile up of work. Also this should be done termly, annually, and at the end of syllabus coverage to create a coherent mastery and comprehension of work covered. In remedial work, one assesses how much has been achieved or retained from the work covered. If any anomaly is identified, then the work must be revised. Both the teacher and learner have to look again at the work already covered, diagnose the problem and then find a solution (Otula, 2007).

2.4.4 Head Teachers' Roles in Managing School Finances

Proper financial management is important to the general development of the school. The responsibility for collecting and accounting for school funds in the school lies with the School Management Committee (SMC). However, the SMC through the head teacher must seek the approval of the District Education Board (DEB) in order to collect and use the funds. The head teacher as the secretary to this committee is the Principal Accounting Officer for the school. Head teachers need to acquaint themselves with the principles governing sound management of funds. Some of these include: proper recording of all finances, funds should be used for the benefit of the pupils; finances must be approved by the School Management Committee; funds received must be receipted and the official receipt issued immediately; and that any expenditure must be made on a payment voucher (MOE & HR, 1999). As the

financial controller as well as the accounting officer of the school, the head teacher is responsible for all the revenue and expenditure made on behalf of the school (Investor in People, 2004).

Management of the resources of a learning institution shall be the responsibility of the head of that institution. In discharging this responsibility, the head teacher may delegate to teaching or support staff as appropriate in writing. The SMC, the PTA or other stakeholder group may lend their support to the head teacher of the institution in respect of resources management but that support does not constitute a change to the primary responsibility of the head teacher (MOEST, 2003). Head teachers are expected to have knowledge of finance, accounting, construction and maintenance of physical facilities (Sisungu, 2002). According to Olembo, et al, (1992), head teachers are overall in charge of all matters pertaining to budgeting and accounting of school funds, record-keeping and maintenance of facilities and supplies in the school. Head teachers have to make budgeting; correspondence, accounting verification, checking up-to-date entries in the registers and documents of the school (Mohanty, 2002).

A budget is an educational programme which is expressed in financial terms. A budget for an educational organization has an educational plan with an estimate of the amount of money to be received (receipts) and the amount of money to be spent (expenditure) in order to achieve the educational objectives. A budget plan is made for a given period of time, usually one year. A well-formulated school budget should consist of an education plan; an expenditure plan and a revenue plan (Okumbe, 1998). The budget guides and controls the school's income and expenditure plans while fulfilling the educational objectives of the school. It provides a means for those providing the funds to measure whether the head teacher, who is the custodian, is worthy of their trust and confidence. It provides an instrument for controlling expenditure and evaluating performance. It can also serve as an instrument for delegating authority. The head teacher should involve the staff, the school committee members and PTA in the preparation, approval and administration of the budget. The budget must be discussed and approved by the school committee, PA/PTA, and the District Education Officer. The preparation, presentation and approval of the budget by the school committee, in conjunction with the PA/PTA, should be completed before the end of December of every year (MOE & HR, 1999).

It is the responsibility of the head teacher to present and interpret the budget to the concerned stakeholders, especially the parents. The budget should be adopted by the beginning of the fiscal year for which it is to serve, but only after the School Management Committee which has the legal power to adopt it, has had ample time to analyze and review it (Okumbe, 1998). The administration of the budget is the responsibility of the head teacher on behalf of the School Management Committee, and the head teacher must seek the cooperation of the parents, teachers, and all other stakeholders in the preparation of the budget. When the School Management Committee and the Parents Association are satisfied with the final budget estimate, the head teacher is authorized to forward the budget to the Ministry of Education, which in turn should approve the budget estimate before the beginning of the year (Okumbe, 1998).

Financial accounting is concerned with the maintenance of records in which financial transactions of an educational organization are summarized. An adequate financial system ensures effective operation in an educational organization. Financial accounting is thus the process of recording, classifying and summarizing, financial transactions of an educational organization and interpreting the results of these transactions. Bookkeeping is the art of recording business transactions capable of being measured in monetary terms. The primary value of bookkeeping records is that they are readily available when required. Some of the various books of accounts in use in educational organizations include: cash book, ledger, journal, receipt book, commitment register, stores ledgers, inventory, payment voucher (Okumbe, 1998). The cashbook is a book detailing money received and paid out of the school on a daily basis. A cashbook is a book of accounts in which all financial transactions with respect to receipts payments and banking are recorded. It is the responsibility of the head teacher of every school to ensure that the cash book is written daily so that, through reconciliations, the cash in hand can be checked by the head teacher against the balances reflected in the cash book (Okumbe, 1998). It is the responsibility of the head teacher to ensure that the transactions must balance at the end of the day (MOE & HR, 1999).

Official receipt books are printed either by the institution or the District Education Board (DEB). Where the DEB prints the receipts, the institution should submit its requirements on a yearly basis to facilitate bulk printing. The receipt books must be serially numbered and provided with duplicate counterfoils. Where the institution prints its own receipt books, the serialized receipt books, accompanied by the requisition; deliveries and printer certificates,

should be taken to the District Education Office for registration and rubber-stamping. The officer controlling the main stock of receipt book will need to record in the numbered counter-foil / duplicate receipt books register, the number of books purchased and to whom issued, ensuring that a signature is obtained in the register for each issue (MOEST, 2003). A receipt is issued for all monies received by the school. The monies include school fees, grants from the Ministry of Education, or non-governmental organizations and other donors, rents, sales and debtors. The original receipt is given to the person or organization paying the money, while the duplicate is retained in the receipt book for record and audit purposes (Okumbe, 1998).

A payment voucher summarizes payment details and provides basis for approval of the payment. Head teachers are required to ensure that payment vouchers are serially numbered and should include: date of payment, payee, purpose; amount, account charged, approval by head teacher for payment, cheque number / evidence of payment. The payment voucher and supporting documents must be stamped “PAID” once payment is made to avoid re-representation for payment (MOEST, 2006). The head teacher must approve the payment voucher before payment is made. The payment voucher number and other details are used for completing the payments section of the cashbook. Supporting receipts, signed agreements or invoices must be firmly attached to the original payment voucher, which is filed in a sequential order. The duplicate copy of the payment voucher is given to the payee (Okumbe, 1998).

Head teachers are required to ensure that a Trial Balance is extracted every month, and properly filed for record purposes. Four copies of the trial balance must be submitted monthly, not later than on 15th of the ensuing month, together with bank reconciliation statements; a list of imprest holders, Return to Drawer (RD) cheque drawers, and each on hand certificates; as at the date of Trial Balance. These copies should be distributed as follows: - a copy each to District School Auditor, Provincial School Auditor, Teachers Service Commission, and a copy retained by the institution (MOEST, 2006). Head teachers are required to submit their schoolbooks of accounts and financial statements; and other necessary documents to their District Schools Audit by the 31st January of the ensuing year to enable the Audit Unit of the Ministry of Education to carry out the Audit. Other educational institutions with different financial years are required to submit their accounts within three months of the close of the financial year. The heads of the institutions; as accounting and

supervising officers, are fully responsible for all financial transactions, and the preparation of financial statements at the institution, as well as any irregular accounting, which in some cases is not deliberately or otherwise brought to the notice of the auditors. The audit file to be submitted should hold the Trial Balance and Finance Statements for audit purpose (MOEST, 2006).

The Ministry of Education (MOEST, 2003) directed head teachers to purchase approved instructional materials, involve parents and communities, through Parents/Teachers Association (PA/TA) and School Management Committee (SMC) in making decisions on school expenditure and provide each pupil with the minimum specified supplies of stationery every year. The School Management Instructional Materials Selection Committee (SIMSC) is made up of parents and teachers. The head teacher is the chairperson and the deputy head teacher is the committee's secretary. The chairperson of the School Management Committee (SMC) is also a SIMSC member. The members of the SIMSC are of great help to the head teacher since an effective SIMSC has an important part to play in the management of teaching and learning materials, and in keeping all parents and the community informed of key issues and the committee's decisions (MOEST, 2004). The local communities are expected to create a learning friendly environment for children by promoting and supporting Free Primary Education and abolishing child labour and to participate in school management through selected school management committees and Parents Association. Further, they are expected to participate in decision-making and implementing policies on physical facilities and procurement of teaching and learning materials (MOEST, 2003).

The main sources of the school funds are parents, government and community groups. These are the main beneficiaries of education and they provide funds for schools as a cost-sharing measure. The success of the school will to a large extent depend on the head teacher's active involvement of all stakeholders in the cost-sharing activities. This should start within the school through income generating activities. Parents should be made aware of their responsibility in providing the necessary resources that would enable their children to learn effectively. The fact that parents are the major contributors to cost sharing and yet they have limited resources should encourage teachers to take care of the available resources to avoid loss and wastage. Every primary school is required to establish a PA/PTA whose major function is to raise funds for school programmes. The key players in fund-raising include head teachers; chairpersons of school committees, PA/PTAs, the Provincial Administration,

political leaders, education officials, sponsors, counsellors, business persons, the community, media, staff and pupils among others (MOE & HR, 1999).

The head teacher as the chief executive of the school does not act alone or on his own authority, but rather carries out his assignments within the context of laws, regulations, administrative instructions and directives originating from the government. Effective management of public primary schools depend on the efforts of a number of agencies such as, the Provincial Office, the District Office, Divisional Office, the local community and the school staff, as these stakeholders play an important part in the daily operations of the school. The head teacher is a pivotal link in this network and plays the most crucial role in ensuring prudent management of financial, human and material resources (Commonwealth Secretariat, 1997).

2.5 Conceptual Framework

The conceptual framework developed from the literature review in this study illustrates the relationship between head teachers' leadership styles (independent variables) and their effectiveness in the management of public primary schools (dependent variables). From the conceptual framework below, head teachers' effectiveness in public primary school management cannot be attained in the absence of their leadership styles. These leadership styles are the conventional leadership styles which include; autocratic, democratic, laissez-faire and contingency styles. The leadership styles are acquired through training and experience and should be recognized within the context of an effective leader. A leadership style is the manner and approach of providing direction, implementing plans and motivating people.

On this study, head teachers' effectiveness in public primary school management was the dependent variable. Head teachers' effectiveness referred to whether they performed their assigned roles in managing pupils, staff, curriculum implementation and school finances as required by the Ministry of Education. Therefore head teachers' effectiveness or lack of it was determined by whether or not they had performed their assigned roles in public primary school management.

Head teachers' professional qualifications and experiences could have influenced their leadership styles, and might have gone a long way in enhancing their effectiveness in public

primary school management. Therefore head teachers' professional qualifications and experiences act as moderating variables. To be able to determine the relationship between independent and dependent variable, Pearsons product moment correlation coefficient was used. According to Black (2002), Pearson's product moment correlation coefficient is used to describe the relationship between pairs of variables.

Critical to the role of headship is working with the school Management Committee, Parents/Teachers Associations, the Ministry of Education officers, religious organizations, school sponsors etc; and all other stakeholders to achieve effective management of public primary schools. The role of the stakeholders in public primary school management may influence head teachers' leadership styles. Schools have a number of stake-holders in their activities. Their governance is therefore done through a coalition of interests working together, but performing different functions, all aimed at enabling each school to operate and to achieve its aims and objectives. The head teacher who is overall in-charge is responsible for directing and overseeing the day-to-day activities of the school, must know what agencies, groups and individuals, constitute this coalition of interests. However, the stakeholders' major role is to support head teachers in order to create a productive learning environment, which is both engaging and fulfilling for all pupils and teachers, as shown in Figure 1.

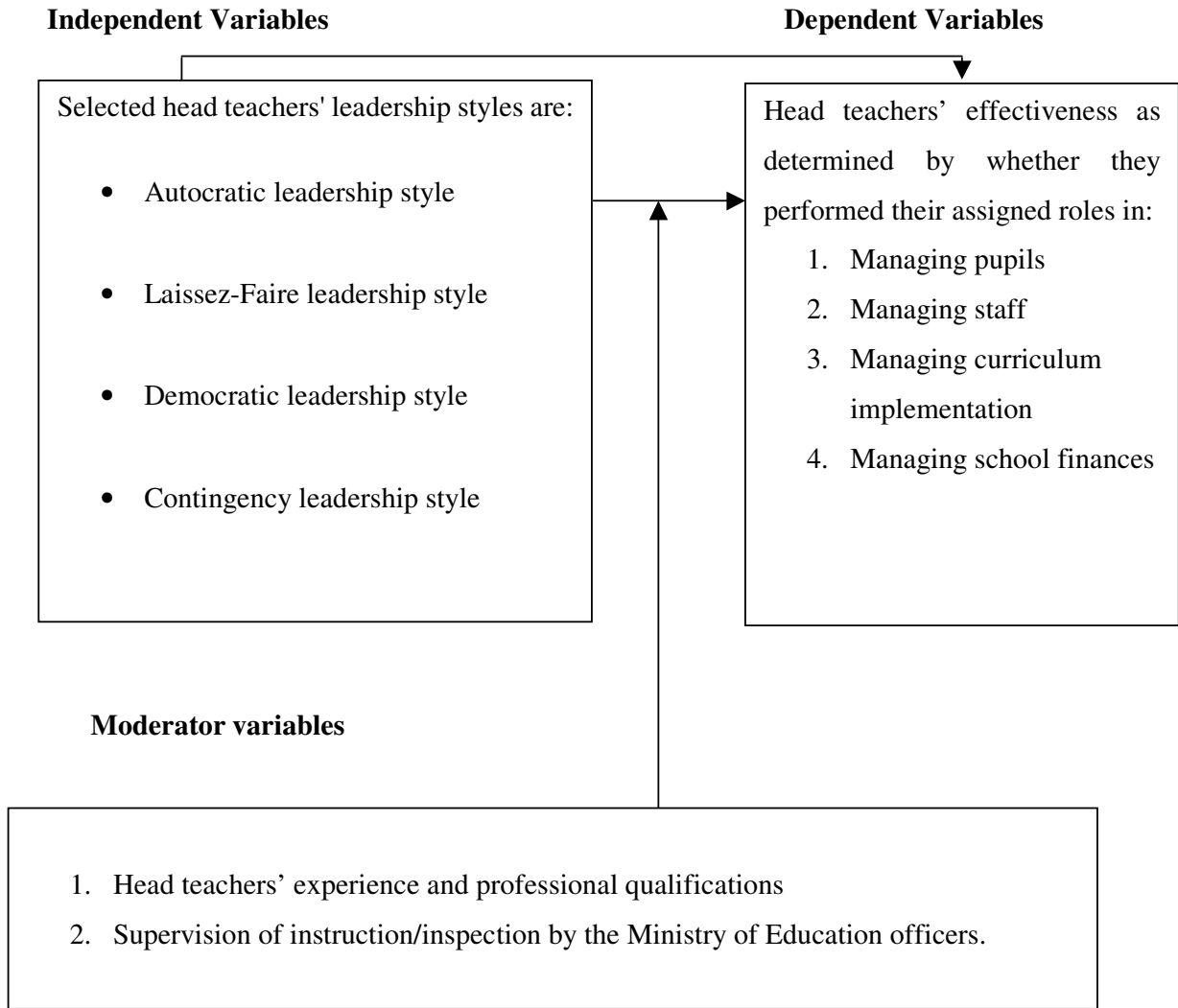


Figure 1: Conceptual Framework; Head teachers' leadership styles and their effectiveness in primary school management

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodological procedures used in data collection and analysis. This includes the research design, location of the study, population of the study, sampling techniques and sample size, instrumentation, data collection and data analysis.

3.2 Research Design

A correlation research design was used in this study. A correlation study involves the collection of two or more sets of data from a group of subjects with the attempt to determine the subsequent relationship between those sets of data (Kathuri & Pals, 1993). In this study an attempt was made to clarify the relationship between head teachers' leadership styles and their effectiveness in public primary school management.

3.3 Population of Study

The population of this study comprised all head teachers in public primary schools in Bomet District, Rift Valley province. According to Ministry of Education and Human Resource Management (2007), the district had 174 head teachers in all public primary schools as shown in Table 1.

Table 1: Education Divisions and Target Population

Education Divisions	Head teachers
1. Bomet Central	55
2. Longisa	32
3. Siongiroi	25
4. Sigor	25
5. Ndanai	19
6. Mutarakwa	18
Total	174

Source: Bomet District Education Office, (2007)

3.4 Sample Size and Sampling Procedure

In order to determine the sample size of the head teachers from a total of 174 public primary schools in the study area, a formula by Kathuri and Pals (1993) was adopted. A sample size n was estimated from a known population size, N

$$n = \frac{X^2 N P (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

Where:

n = required sample size

N = the given population size

P = Population portion, assumed to be 0.50.

d = the degree of accuracy whose value is 0.05

X² = Table of chi-square for one degree of freedom; which is 3.841

Substituting to the formula, estimated sample size (n) will be:

$$\begin{aligned} n &= \frac{3.841 \times 174 \times 0.50 (1-0.50)}{(0.05)^2 (174-1) + 3.841 \times 0.50 \times (1-0.5)} \\ &= 120 \end{aligned}$$

Therefore, the sample size comprised of 120 head teachers selected from public primary schools in Bomet District.

In order to select the respondents to be used in the study, proportionate sampling was used to select a sample of head teachers in public primary schools in each Education division in the District. This ensured that the sample was proportionately and adequately distributed according to the population of each Education Division. This was done by dividing the number of head teachers in schools in each division by the total number of head teachers in the district and then multiplying the quotients by the sample size (n) of the head teachers which is 120, as shown in Table 2.

Table 2: Education Divisions in the Sample and Sample Size

Education Divisions	Head teachers
1. Bomet Central	38
2. Longisa	23
3. Siongiroi	17
4. Sigor	17
5. Ndanai	13
6. Mutarakwa	12
Total	120

Simple random sampling was then used to select the specific number of head teachers from each education division to be included in the sample using random number tables. The head teacher of the school corresponding to the number picked was included in the sample. The head teachers were targeted because of the key roles they play in the management of public primary schools.

3.5 Instrumentation

The research instruments used included head teachers' questionnaire and interview schedules for Education Officers.

3.5.1 Head Teacher Questionnaire

The head teacher questionnaire comprised of two sections. The first section of head teachers' questionnaire sought information on whether or not they were effective in school management. Indicators of head teachers' effectiveness was determined by whether or not they had performed their assigned roles as is required by the Ministry of Education in managing pupils, staff, curriculum implementation and school finances. The second section sought for information on head teachers' leadership styles. Indicators of various leadership styles on a five-point rating scale were used. The questionnaire was self-administered (Appendix A).

3.5.2 Interview Schedule for Area Divisional Education Officers (AEO)

There were three main items in this interview schedule. Items in this interview schedule sought information on the following areas, namely: first, what is normally considered when

appointing teachers to head schools; second, challenges head teachers face in performing their roles in school management; and third, ways in which head teachers can be helped to improve in managing pupils, staff, curriculum implementation and school finances. (Appendix C). Only three out of six Assistant Education Officers were readily available for interview schedules.

3.5.3 Interview Schedule for District Education Officer (DEO)

There were five items in this interview schedule. Items in this interview sought information on the following areas; namely; pupil enrolments in the district, financial allocation for FPE, performance of the district in KCPE, professional qualifications of the head teachers in the district, and possible causes of poor performance in KCPE in the district (Appendix D).

3.6 Validity

The questionnaire used in this study underwent several reviews during their development to determine face, construct and content validity. The supervisor and two other lecturers from the Faculty of Education and Community Studies of Egerton University checked on the face, construct and content validity. They ascertained that the instruments accurately represented the variables under study in line with the purpose and objectives of the study. The final instruments were then developed in the light of the comments from the experts.

3.7. Reliability

Before the instruments were used to collect data for the study, the instruments were pilot tested in two public primary schools in Kuresoi District. This was an immediate neighbouring District whose schools had similar characteristics to the actual sample schools. The head teachers of these two schools were the respondents. The objective of piloting was to allow for modification of various questions in order to rephrase, clarify and clear up any ambiguities in the questionnaires. Since the items in the questionnaire were weighted, Cronbach's alpha as a reliability tool that allows for one administration of the instrument was used. Here, reliability tests of split half where the responses on the even numbers were correlated with the responses on odd numbers were computed. A reliability coefficient of 0.836 was obtained. According to Fraenkel and Wallen (2000) and Nwana (1982), an instrument with a value of 0.7 and above is considered suitable to make inferences that are accurate enough, thus the instruments were considered reliable.

3.8 Data Collection Procedure

Data was collected from the selected respondents after receiving permission from the university, Department of Curriculum, Instruction and Educational Management and District Education Office in Bomet district. The questionnaires were delivered to the selected schools in person and all issues that the respondents raised were clarified. The researcher also enquired from the respondents the most convenient time to collect the data within the day and went back at the agreed time to collect the filled questionnaires. For the District Education Officer, Divisional Assistant Education Officers and the teachers, appointments were made in their respective offices/schools on when to conduct the interviews with them.

3.9 Data Analysis

The data collected from head teachers was approximately coded, scored and keyed into the computer. The Statistical Package for Social Sciences (SPSS) version 11.5 was used to analyse the data. Quantitative analysis on computation of frequencies and percentages was done to determine the dominant head teachers' leadership style in public primary school management. Frequencies and percentages were also used to determine head teachers' effectiveness in school management in performance of their assigned roles in managing pupils, staff, curriculum implementation and school finances as is required by the Ministry of Education. Pearsons product moment correlation co-efficient was used to establish relationship between the independent and dependent variables in the study. To make reliable inferences from the data, the correlation was subjected to tests of significance at $\alpha=0.05$. The research hypotheses, independent variables, dependent variables and methods used to analyse each hypothesis are indicated in Table 3.

Table 3: Data Analysis Summary Table

Null Hypotheses	Research Hypotheses	Independent Variables	Dependent Variables	Statistical Tests
Ho ₁ :	There is no significant relationship between head teachers' leadership styles and their effectiveness in managing pupils in public primary schools	Head teachers' leadership styles namely; Autocratic, Democratic Laissez-faire Contingency	Head teachers' roles in managing pupils	Frequencies, percentages and Pearson correlation
Ho ₂ :	There is no significant relationship between head teachers' leadership styles and their effectiveness in managing staff in public primary schools	Head teachers' leadership styles namely; Autocratic, Democratic Laissez-faire Contingency	Head teachers' roles in managing staff.	Frequencies, percentages and Pearson correlation
Ho ₃ :	There is no significant relationship between head teachers' leadership styles and their effectiveness in managing curriculum implementation in public primary schools	Head teachers' leadership styles namely; Autocratic, Democratic Laissez-faire Contingency	Head teachers' roles in managing curriculum implementation.	Frequencies, percentages and Pearson correlation
Ho ₄ :	There is no significant relationship between head teachers' leadership styles and their effectiveness in managing school finances in public primary schools	Head teachers' leadership styles namely; Autocratic, Democratic Laissez-faire Contingency	Head teachers' roles in managing school finances.	Frequencies, percentages and Pearson correlation

(Significant level $\alpha=0.05$)

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results obtained using descriptive and inferential statistics. The findings are presented in the form of Tables. Discussion of the results and their implications are also presented in this chapter.

The hypotheses, which guided the study, were:

Ho₁: There is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing pupils in public primary schools.

Ho₂: There is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing staff in public primary schools.

Ho₃: There is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing curriculum implementation in public primary schools.

Ho₄: There is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing finances in public primary schools.

Head teachers' questionnaires were used to collect data on their preferred leadership styles and on whether they had performed their assigned roles in managing pupils as required by the Ministry of Education. A total of 103 head teachers out of 120 filled the questionnaires. If head teachers indicated positively that they had performed their assigned roles, then they were considered to be effective in the management of schools. Results and discussions are presented below in tabular forms.

4.2 The Relationship between Head Teachers' Leadership Styles and their Effectiveness in Managing Pupils in Public Primary Schools

Head teachers' leadership styles were determined by 17 items (statements) in a five-point Likert scale. The respondents were to indicate their preferred leadership styles in public primary school management, as shown in Table 4.

Table 4: Head teachers' Responses on their Leadership Styles in School Management.

N=103

Head teachers' leadership styles	Responses	
	Frequency	Percentage
1. Autocratic	20	19.4
2. Democratic	51	49.5
3. Laissez faire	12	11.7
4. Contingency	20	19.4
Total	103	100

Source: (Field data)

Table 4 shows that 20 (19.4%) of the head teachers preferred autocratic leadership style in school management. This was the same with contingency leadership style. Further 12 (11.7%) of the head teachers preferred Laissez-faire leadership style in public primary school management, while 49.5% (51) of the head teachers preferred using democratic leadership styles. Therefore, the most dominant leadership style among head teachers in public primary school management was democratic leadership style.

The democratic leadership style, also known as participative styles, involves the leader including one or more employees in the decision-making process in determining what to do and how to do it. The fact that majority of the head teachers subscribe to democratic leadership style in school management may mean that they involve pupils, the staffs and other relevant stakeholders in the process of decision-making. According to the Ministry of Education (MOE & HR, 1999) in a democratic leadership style decisions are reached after consultations with the stakeholders and job interest is promoted and staff morale is boosted. Democratic leaders are generally concerned with maintaining group effectiveness as with completing the tasks to be done, and they encourage staff and pupils to set their own targets and find the best ways of achieving them.

4.2.2 Roles of Head teachers in Managing Pupils in Public Primary Schools

Head teachers' effectiveness was measured by whether they had performed their assigned roles in managing pupils as required by the Ministry of Education. Table 5 shows head teachers' responses on their effectiveness in performing their assigned roles in managing pupils in public primary schools.

Table 5: Head teachers' Responses on their Assigned Roles in Managing Pupils in Public Primary Schools

N=103

Head teachers Assigned Roles in Managing Pupils	Responses			
	Yes		No	
	Freq.	%	Freq.	%
1. Are the teaching staff and pupils involved in the formulation of the school rules and regulations?	99	96.1	4	3.9
2. Does the school organize educational visits and tours?	63	61.2	40	38.8
3. Are the school rules and regulations displayed in the schools' notice boards?	59	57.3	44	42.7
4. Is the copy of the school rules sent to parents?	25	24.3	78	75.7
5. Are the undesirable behaviours of pupils dealt with immediately they are noticed?	101	98.1	2	1.9
6. Are the teachers always present in the school morning assemblies for general guiding and counseling of pupils?	62	60.2	41	39.8
7. Are there clear regulations governing outings, sports meetings etc?	82	79.6	19	18.4
8. Does the school have guiding and counseling programs?	70	68	33	32.0

Source (Field data)

As shown in Table 5 above 99 (96.1%) of the head teachers involved teachers and pupils in the formulation of school rules and regulations, but only 25 (24.3%) of the head teachers sent a copy of the rules to the parents. Therefore, though head teachers were effective in the formulation of rules and regulation, they were ineffective in informing parents of what their children were required to adhere to while in school.

Table 5 also shows that 59 (57.3%) of the head teachers displayed the school rules and regulations in the schools' notice boards. This suggests that most of the head teachers were not effective in complying with the Ministry of Education (MOEST, 1987) policy requirement that the school rules and regulations should be prominently displayed in the school notice boards, staff-room, class notice boards etc. According to Okumbe (1998) there should be prior knowledge of school rules and regulations among the pupils. The pupils should be well informed about the school rules and regulations; and the consequences of breaking them. The rules should be clear and the copies given to both the pupils and parents; among other stakeholders.

Sixty two head teachers (60.2%) reported that teachers in their schools were always present in the school morning assemblies for general guidance and counseling of pupils. Further, the study revealed that 68% of head teachers had established guidance and counseling programmes in their schools. Therefore, majority of the head teachers were effective in establishing guidance and counseling programme in order to manage the pupils smoothly. The head teachers, staff and pupils should see guidance and counseling as a positive means of correcting and improving the behaviour/conduct of the pupils.

4.2.3 Correlation between Head teachers' Leadership Styles and their Effectiveness in Managing Pupils in Public Primary Schools

Hypothesis one of the study sought to find out whether there was a statistically significant relationship between head teachers' leadership styles and their effectiveness in managing pupils in public primary schools. Table 6 shows the output of the Pearson product moment correction.

Table 6: Pearsons Correlation between Head teachers’ Leadership Styles and their Effectiveness in Managing Pupils in Public Primary Schools

N=103

Variables	Head teachers’ effectiveness in managing pupils	
Head teachers’ leadership styles	Pearson correlation coefficient (r)	- 0.052
	<i>p</i> value (Sig. 2 sided)	0.601
	N	103

Source (Computer printout for Analysis of results)

Since the *p* value > 0.05 significance level, there is no statistically significant relationship between head teachers’ leadership styles and their effectiveness in managing pupils in public primary schools. Therefore, head teachers are expected to develop and use various leadership styles in managing pupils, and that no one particular styles could be appropriate all the time. The Ministry of Education (MOE & HR, 1999) concurs with this by stating that the modern primary school head teacher has to adopt and refine a style of leadership, which will cope effectively with the varied duties and responsibilities attached to the work. An effective head teacher does not rely on one approach but uses different leadership styles on the tasks or situations, which may occur in the day-to-day running of the school.

4.3 The Relationship between Head Teachers’ Leadership Styles and their Effectiveness in Managing Staff in Public Primary Schools

Head teachers’ effectiveness referred to whether they had performed their assigned roles in managing staff in schools as required by the Ministry of Education. Head teachers were considered effective if they indicated positively that they had performed the required roles in managing staff. Table 7 shows head teachers’ responses on their effectiveness in performing their assigned roles in managing staff in public primary schools.

Table 7: Head teachers' Responses on their Assigned Roles in Managing Staff in Public Primary Schools

N=103

Head teachers' Assigned Roles in Managing Staffs	Responses			
	Yes		No	
	Freq.	%	Freq.	%
1. Is the deputy head teacher fully able to deputize/ be in-charge for the head when necessary?	87	84.5	16	15.5
2. Do teachers have a clear statement of their job roles developed and agreed upon between them and the head teacher?	84	81.6	19	18.4
3. Are there staff appraisal meetings in the school?	68	66	35	34
4. Are new teachers inducted immediately they report to school?	93	90.3	10	9.7
5. Do teachers participate in courses, seminars, conferences and professional associations, clubs and societies, etc?	102	99.0	1	1.0

Source (Field data)

Table 7 shows that most head teachers performed their assigned roles as required by the Ministry of Education. This indicates that they were effective in managing staff in public primary schools. Eighty-seven of the sampled head teachers (84.5%) reported that their deputy head teachers were able to deputize when called upon to do so. The study further established that 99% of the sampled head teachers gave their teachers opportunities to attend/participate in courses, seminars, conferences and professional associations, clubs and societies; among others. This concurs with the Commonwealth Secretariat (1997) assertion that for the smooth and effective running of the schools, head teachers need to gain the support and commitment of their staff; and that head teachers are expected to motivate and encourage all staff to feel they are part of a team with a common mission. Some of the ways in which head teachers may develop and motivate staff to increase quality of performance include: giving teachers a chance to attend appropriate in-service training (INSET) and other activities; and supply all the basic resources required to teach, among others. Therefore, most

head teachers were found to be effective in developing and motivating staff in order to increase their quality performance in their work in schools.

As shown in Table 7, the study established that sixty eight head teachers (66%) carried out staff appraisal meetings in their schools. This may mean that most head teachers were effective in evaluating teachers' effectiveness in their work assignments. Performance appraisal aims at finding out the potentials of an individual teacher. It helps in evaluating how a teacher succeeds in his present job, and this is important for estimating how well he/she will perform in the future (Okumbe, 1998).

Table 7 shows that eighty-four head teachers (81.6%) had a clear statement of their job roles developed and agreed upon between them and head teachers. Therefore, they were effective in ensuring that teachers had a clear statement of their job roles. According to Okumbe (1998), a job description refers to a written statement of what a jobholder does, how it is done, and why it is done. A job description; thus, defines the scope of responsibility and continuing work assignment which are sufficiently different from those of other jobs to warrant a specific title. The roles that are specified should have an appropriate title, e.g. senior teachers; and a brief description summarizing the overall responsibilities and expectations, e.g., a deputy head teacher's role may be defined as; thus, to assist the head teacher in all professional aspects of the management of the school etc.

Ninety-three of the sampled head teachers (90.3%) reported that they induct new teachers immediately they report to school. New teachers are supposed to be informed about the terms and conditions of their employment; and rules and regulations of the organization in which they work. Okumbe (1998) concurs with this by stating that in every education environment, new teachers have to be inducted and given adequate opportunities to practice their skills in a relevant and appropriate context. Thus majority of the head teachers were effective in inducting new teachers in their schools.

4.3.1 Correlation between Head teachers' Leadership Styles and their Effectiveness in Managing Staff in Public Primary Schools

Hypothesis two of the study sought to find out whether there was a statistically significant relationship between head teachers' leadership styles and their effectiveness in managing staff in public primary schools. Table 8 shows the output of the Pearson product moment correlation.

Table 8: Pearsons Correlation between Head teachers' Leadership Styles and their Effectiveness in Managing Staff in Public Primary Schools.

N=103

Variables	Head teachers' effectiveness in managing pupils	
Head teachers' leadership styles	Pearson correlation Coefficient (r)	0.011
	<i>p</i> value (Sig. 2 sided)	0.916
	N	103

Source (Computer print out for analysis of results)

Since the *p* value > 0.05 significance level, there is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing staff in public primary schools. Therefore, head teachers are expected to apply various leadership styles when managing staff in order to motivate them to perform their work as required in schools. Leadership is determined by the way the leaders relate to their members of staff. For example, the leader is expected to give directions or make decisions which must be followed by all those who work under him or her. He or she leads and the members of staff follow. This official relationship is a shared one. The leader on the other hand is expected to give proper guidance to the team, while on the other hand, he or she must expect good quality work from his or her members of staff. If the leader lacks the initiative and originality to give the proper guidance, the organization cannot be expected to achieve its goals. Similarly, if some of the staff lack a sense of duty, the organization will certainly fail to achieve its aim. Innovative ideas on the part of the leader, coupled with devotion to duty by the members of staff will give an organization the success needed (Mbithi, 2007).

4.4 The Relationship between Head Teachers' Leadership Styles and their Effectiveness in Managing Curriculum Implementation in Public Primary Schools

Head teachers' effectiveness was determined by whether they had performed their assigned roles in managing curriculum implementation in public primary schools as required by the Ministry of Education. Head teachers were considered effective if they indicated positively that they had performed their assigned roles in managing curriculum implementation in schools. Table 9 shows head teachers' responses on their effectiveness in performing their assigned roles in managing curriculum implementation in public primary schools.

Table 9: Head teachers' Responses on their Assigned Roles in Managing Curriculum Implementation in Public Primary Schools

N=103

Head teachers' Assigned Roles in Managing Curriculum Implementation	Responses			
	Yes		No	
	Freq.	%	Freq.	%
1. Are there any relevant learning/teaching materials?	97	94.2	6	5.8
2. Is there delegation of duties to other teachers to enhance effective implementation and supervision of curriculum?				
3. Is the subject allocation and time-tabling pupil-centered and NOT teacher-centered?	94	91.3	9	8.7
4. Do teachers prepare professional teaching documents?	93	90.3	10	8.7
5. Have gender issues been addressed at the school level?	101	98.1	2	1.9
6. Are Special Education Needs Pupils catered for in the school?	34	33	69	67
7. Are there cases of pupils repeating classes?	46	44.7	57	45.3
8. Does the school participate in co-curricular activities?	82	79.6	21	20.4
9. Are Continuous Assessment Tests in place at school?	101	98.1	2	1.9
10. Are pupils trained in the care and use of library books and other reading materials?	103	100	00	00
11. Are remedial teaching programmes in place for weak learners?	79	76.7	24	23.3
12. Are there cases of pupils dropping out of school?	63	61.2	40	38.8
	66	64.08	37	35.92

Source (Field Data)

Table 9 shows that all the head teachers were effective in assessing pupils' achievement and progress in class work. This is because all head teachers (100%) had Continuous Assessment Tests (CATs) in place at their schools at the end of every month during the school terms. This is in line with the Ministry of Education (MOE&HR, 1999) requirement that CATs be given to pupils because such Continuous Assessment of pupils' achievement and progress will provide important information to the pupils; teachers, parents and education authorities. Such information will assist in motivating staff to improve their performance and benefit pupil learning achievement and promote discipline among staff and pupils. Nevertheless, in an interview schedule with the District Education Officer (DEO), the study found that the Continuous Assessment Tests in place in schools has not translated to improved performance in KCPE in the district. This was blamed on lack of adequate teaching staff in public primary schools. Therefore, tests given to pupils may not be standardized and pupil-centered as is required. This will definitely undermine the quality of such tests; and such tests may not provide a means of determining the extent to which understanding and skills have been achieved.

Thirty four head teachers (33%) reported that gender issues in their schools had been addressed. Head teachers are required to encourage enrolment and retention of boys and girls in primary schools, and sensitize the staff and the community on gender issues affected the performance of all pupils. The fact that 33% of the head teachers had addressed gender issues may suggest that most of them were not familiar with issues related to gender and education, especially the government's policies on access, equity, retention and quality education for boys and girls. Therefore, most head teachers were not effective in advising teachers on the choice of teaching and learning materials that are gender friendly, and may be unable to discourage classroom practices that are gender blind and gender biased, as is required of them by the government.

Eighty-two head teachers (79.6%) reported that there were cases of pupils repeating classes in public primary schools. According to the head teachers, the causes of pupils repeating classes included, poor performance in class work and frequent absenteeism. Pupils were frequently sent home to collect levies required to pay teachers on contract employed by PTA. Further, seventy-nine head teachers (76.7%) reported that there were cases of pupils dropping out of school. This was blamed on poor performance in class work and the inability of parents to pay required school levies. From the foregoing, it is clear that most head teachers were not

effective in implementing government policy of achieving 100% enrolment for primary education by year 2010. The government expect head teachers to make deliberate efforts to increase enrolments and set strategies which will enhance retention and minimizing dropout rates (MOE & HR, 1999).

Sixty three head teachers (61.2%) confirmed that there were remedial teaching programmes in place for weak learners in their schools. This is in line with Otula’s recommendations (Otula, 2007) that remedial teaching should form an integral part of teaching specifically designed to address those needs of individual pupils and should take into consideration lesson presentations, personal capabilities of the pupils and their individual differences and varying attitudes to work. This can be done weekly, monthly, termly, annually and/or at the end of syllabus coverage comprehension of work covered. Therefore, most head teachers were effective in managing remedial teaching programmes for weak learners.

4.4.1 Correlation between Head teachers’ Leadership Styles and their Effectiveness in Managing Curriculum Implementation in Public Primary Schools

Hypothesis three of the study sought to find out whether there was a statistically significant relationship between head teachers’ leadership styles and their effectiveness in managing curriculum implementation in public primary schools. Table 10 shows the output of the Pearson product moment

Table 10: Pearsons Correlation between Head teachers’ Leadership Styles and their Effectiveness in Managing Curriculum Implementation in Public Primary Schools.

N=103

Variables	Head teachers’ effectiveness in managing pupils	
Head teachers’ leadership styles	Pearson correlation	
	Coefficient (r)	- 0.122
	<i>p</i> value (Sig. 2 sided)	0.221
	N	103

Source (Computer Print out for analysis of results)

Since the p value > 0.05 significance level, there is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing curriculum implementation in public primary schools. This suggests that head teachers are required to use various leadership styles in order to realize their effectiveness in managing curriculum implementation in schools. This study finding concurs with the Ministry of Education (MOE&HR, 1999) assertion that an effective head teacher will find himself/herself switching instinctively between styles according to people and work they are dealing with. This is because the curriculum of a school includes not just the planned academic programmes but also all co-curricular activities and other events, as well as that which pupils learn through the nature and quality of the school ethos.

4.5 The Relationship between Head Teachers' Leadership Styles and their Effectiveness in Managing School Finances in Public Primary Schools

Head teachers' effectiveness in managing school finances was measured by whether they had performed their assigned roles in overseeing school finances as required by the Ministry of Education. Table 11 shows head teachers' responses on their effectiveness in performing their assigned roles in managing finances in public primary schools.

Table 11: Head teachers' Responses on their Assigned Roles in Managing Finances in Public Primary Schools

N=103

Head teachers' Assigned Roles in Managing School Finances	Responses			
	Yes		No	
	Freq.	%	Freq.	%
1. Does your school maintain a cash book?	101	98.1	2	1.9
2. Are the cash book entries checked and reviewed?	100	97.1	3	2.9
3. Are the receipt books recorded in the counterfoil receipt book register?	80	77.1	23	22.3
4. Are the expenditure support documents numbered and filed?	96	93.2	7	6.8
5. Does the school maintain a filing system for payment vouchers?	100	97.1	3	2.9
6. Does the school submit on a monthly basis a trial balance and expenditure analysis to the District Education Office?	54	52.4	49	47.6
7. Does the school prepare monthly bank reconciliation?	56	54.4	47	45.6
8. Does the School Management Committee (SMC) always approve the annual financial budget in your school?	96	93.2	7	6.8
9. Does the school submit the books of accounts and financial statements and other documents to the District audit unit by 31 st January of the ensuing year?	87	84.5	16	15.5
10. Does the school have School Instructional Materials Selection Committee (SIMSC)?	103	100	00	00

Source (Field data)

Table 11 shows that fifty four head teachers (52.4%) confirmed that they submitted on a monthly basis a trial balance and expenditure analysis to the District Education Office as is required. Fifty six teachers (54.4%) reported that they prepared monthly bank reconciliation statements. Therefore, it is clear that a number of head teachers were not effective in submitting financial statements to the Ministry of Education on time as required. A trial balance is a list of balances of all accounts in the ledgers and cash and bank balances. It

should be drawn up monthly, and normally before the preparation of Income and Expenditure Account. The ledger account should also be ruled off each month. Therefore, head teachers were found to have breached the Ministry of Education (MOEST, 2006) requirement that they extract a trial balance every month, and should properly file it for record purposes. Head teachers reported that they were already overworked in other duties like teaching and office work to be able to review the cashbooks as required. Further, lack of accounts clerks in public primary schools who could assist them in the management of school finances made matters worse.

Further Table 11 shows that ninety-six head teachers (93.2%) were of the view that annual financial budget in their schools is always approved by School Management Committee. This indicates that head teachers were effective in involving the school committees, who are the representatives of the local communities, in determining the budget estimates of their schools. This is in line with the requirements of the government that head teachers present and interpret the budget to the affected stakeholders, especially parents. Okumbe (1998) concurs with this by stating that the administration of the budget is the responsibility of the head teacher on behalf of the school management committee; and the head teacher must seek the cooperation of the parents, teachers and all other stakeholders in the preparation of the budget.

4.5.1 Correlation between Head teachers' Leadership Styles and their Effectiveness in Managing Finances in Public Primary Schools

Hypothesis four of the study sought to find out whether there was a statistically significant relationship between head teachers' leadership styles and their effectiveness in managing finances in public primary schools. Table 12 shows the output of the Pearson product moment correlation.

Table 12: Pearsons Correlation Between Head teachers Leadership Styles and their Effectiveness in Managing Finances in Public Primary Schools

N=103

Variables	Head teachers' effectiveness in managing pupils	
Head teachers' leadership styles	Pearson correlation	
	Coefficient (r)	0.000
	<i>p</i> value (Sig. 2 sided)	0.999
	N	103

Source (Computer print out for analysis of results)

Since the *p* value > 0.05 significance level there is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing school finances. Therefore, an effective head teacher needs to have knowledge of the different leadership styles that may help them to achieve the school objectives. They are required to involve pupils, parents, teachers and other stakeholders in the management of school finances. This concurs with the Ministry of Education (MOEST, 2003) requirement that in managing the resources of a learning institution, the head teacher may delegate to teaching or support staff as appropriate in writing. The school Management Committee, the Parents/Teachers Association or other stakeholders may lend their support to the head teacher of the institution in respect to resources management but that support does not constitute a change of the primary responsibility of the head teacher.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research findings on the relationship between head teachers' leadership styles and their effectiveness in public primary school management, the conclusions drawn from the summary findings, implications and recommendations on ways of enhancing head teachers' leadership styles and their effectiveness in public primary school management.

5.2 Summary

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

- (i) The study established that 49.5% of the head teachers indicated that they preferred democratic leadership style in public primary school management. Only 19.4% of the head teachers preferred using laissez-faire leadership styles.
- (ii) There is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing pupils in public primary schools ($p > 0.05$ significance level).
- (iii) There is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing staff in public primary schools ($p > 0.05$ significance level).
- (iv) There is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing curriculum implementation in public primary schools ($p > 0.05$ significance level).
- (v) There is no statistically significant relationship between head teachers' leadership styles and their effectiveness in managing finances in public primary schools ($p > 0.05$ significance level).
- (vi) The study established that only thirty head teachers (29.1%) sent a copy of the school rules and regulations to parents.
- (vii) Only fifty-four head teachers (52.4%) confirmed that their schools submit on a monthly basis a trial balance and expenditure analysis to the District Education office.
- (viii) Only fifty six head teachers (54.4%) confirmed that their schools prepare monthly bank reconciliation statements.

5.3 Conclusions

The study made an attempt to determine the relationship between head teachers' leadership styles and their effectiveness in public primary school management in Bomet district, Kenya. This study is considered useful in providing a clearer understanding of the importance of the various head teachers' leadership styles on their effective management of primary schools. The concerned stakeholders who include the school administration, parents and the Ministry of Education could use such information to enhance head teachers' effectiveness in school management.

Based on the summary findings, the study makes the following conclusions:

- (i) The dominant leadership style widely preferred by head teachers in school management is democratic style, while laissez faire is the least preferred leadership style.
- (ii) In order to realize effective management of public primary schools, head teachers are expected to develop and use the various leadership styles in school management because no one leadership styles is suitable for all situations.
- (iii) Most of the head teachers did not send a copy of the school rules and regulations to the parents. Therefore most parents may not have been aware of what is required of their children to do while in school. This shows that most head teachers were not effective in involving parents in managing their children.
- (iv) Most of the head teachers did not submit on a monthly basis a trial balance and expenditure analysis to the District Education Officer, and did not prepare monthly bank reconciliation statements as required by the government. Therefore, most head teachers were not effective in managing school finances. Head teachers indicated that they were already overworked with administrative duties and class work.

5.4 Implications of the Study

The results from the findings of this study imply that head teachers may not perform their assigned roles in managing school finances as required by the Ministry of Education because they are already overworked in class work and other administrative duties. Head teachers are expected to teach and to perform other office work. They are expected to develop and use various leadership styles in school management because there is no one leadership style suitable for all situations. This is evidenced by the fact that there is no relationship between head teachers' leadership styles and their effectiveness in public primary school management. The government should therefore consider employing accounts clerks in all public primary

schools to assist head teachers to effectively manage school finances. Further, head teachers need to be trained through in-service programmes on the importance of the various leadership styles and on effective performance of their roles in school management. This will lead to improve management of schools and better performance of pupils in National Examinations.

5.5 Recommendations

Based on the summary of the research findings and conclusions drawn from the objectives of the study, the following recommendations are made:

- (i) There is need for the Ministry of Education officers to intensify school based in-service trainings at the divisional level to benefit the head teachers on the strengths and limitations of the various leadership styles in primary school management.
- (ii) There is need for the government to adequately train head teachers on their roles in managing pupils, staff, curriculum implementation and finances for effective management of public primary schools.
- (iii) Head teachers should involve parents among other stakeholders in decision-making in all matters that affect management of pupils in primary schools.
- (iv) The government should consider employing Accounts clerks to assist the head teachers in the proper management of finances in public primary schools.

5.4.1 Suggestions for further studies

1. Teachers' Perceptions on the Influence of Head Teachers' Leadership Styles on Effective Management of Public Primary Schools.
2. The Influence of Head Teachers' Leadership Skills on Their Effectiveness in Public Primary School Management.
3. Effective and Ineffective Head Teachers in Public Primary School Management.

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APPENDIX A
QUESTIONNAIRE FOR HEAD TEACHERS

Introduction

Instructions

This questionnaire is designed to give information on the possible relationship between head teachers' leadership styles and their effectiveness in public primary school management in Bomet District. The more honest your responses are, the more it will help us achieve the intended purpose.

There are no right or wrong answers. Only honest answers will be useful. All responses will be treated with strict confidence. Your input in this study will be highly appreciated.

1. Are the teaching staff and pupils involved in the formulation of the school rules and regulations? Yes [] No []
2. Does the school organize educational visits and tours? Yes [] No []
3. Are the school rules and regulations displayed in the schools' notice boards?
Yes [] No []
4. Is the copy of the school rules sent to parents? Yes [] No []
5. Are the undesirable behaviours of pupils dealt with immediately they are noticed?
Yes [] No []
6. Are the teachers always present in the school morning assemblies for general guiding and counseling of pupils? Yes [] No []
7. Are there clear regulations governing outings, sports meetings etc?
Yes [] No []
8. Does the school have guiding and counseling programs? Yes [] No []
9. Is the deputy head teacher fully able to deputize/ be in-charge for the head when necessary? Yes [] No []
10. Do teachers have a clear statement of their job roles developed and agreed upon between them and the head teacher? Yes [] No []
11. Are there staff appraisal meetings in the school? Yes [] No []
12. Are new teachers inducted immediately they report to school?
Yes [] No []
13. Do teachers participate in courses, seminars, conferences and professional associations, clubs and societies, etc? Yes [] No []
13. Are there any relevant learning/teaching materials? Yes [] No []

14. Is there delegation of duties to other teachers to enhance effective implementation and supervision of curriculum? Yes [] No []
15. Is the subject allocation and time-tabling pupil-centered and NOT teacher-centered? Yes [] No []
16. Do teachers prepare professional teaching documents? Yes [] No []
17. Have gender issues been addressed at the school level? Yes [] No []
18. Are Special Education Needs Pupils catered for in the school?
Yes [] No []
19. Are there cases of pupils repeating classes? Yes [] No []
20. Does the school participate in co-curricular activities? Yes [] No []
21. Are Continuous Assessment Tests in place at school? Yes [] No []
22. Are pupils trained in the care and use of library books and other reading materials? Yes [] No []
23. Are remedial teaching programmes in place for weak learners? Yes [] No []
24. Are there cases of pupils dropping out of school? Yes [] No []
25. Does your school maintain a cash book? Yes [] No []
26. Are the cash book entries checked and reviewed? Yes [] No []
27. Are the receipt books recorded in the counterfoil receipt book register?
Yes [] No []
28. Are the expenditure support documents numbered and filed? Yes [] No []
29. Does the school maintain a filing system for payment vouchers? Yes [] No []
30. Does the school submit on a monthly basis a trial balance and expenditure analysis to the District Education Office? Yes [] No []
31. Does the school prepare monthly bank reconciliation? Yes [] No []
32. Does the School Management Committee (SMC) always approve the annual financial budget in your school? Yes [] No []
33. Does the school submit the books of accounts and financial statements and other documents to the District audit unit by 31st January of the ensuing year?
Yes [] No []
34. Was the school finances audited in the last financial year? Yes [] No []
35. If yes, (in the above), has the audit report been submitted to the SMC for review?
Yes [] No []
36. Does the school have School Instructional Materials Selection Committee (SIMSC)? Yes [] No []

37. Is the SIMSC involved in the procurement process? Yes []

No []

No .	Statements	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
38.	Power, authority and decision-making in school is centralized.					
39.	Decisions are made solely by the head teacher in matters that affect pupils, teachers and other stakeholders.					
40.	Duties are assigned to teachers/pupils and are carried out as given to them by the head teacher					
41.	School goals are set and teachers/pupils are told how and when to do them					
42.	Staff, pupils and other stakeholders are involved in decision-making process in school.					
43.	Though ideas and opinions are sought from teachers/pupils and other stakeholders; head teacher makes the final decision.					
44.	Communication in schools is both upward and downward, i.e. it flows from head teacher to staff and pupils and vice versa.					
45.	Power and authority in school is decentralized, i.e. responsibilities are shared with the head teacher, deputy head teacher and teachers, etc.					
46.	Head teacher is skilled in delegating responsibilities to teachers/pupils					
47.	Teachers and pupils are allowed to work as they choose with minimum interference.					

48.	No set rules and regulations and each person in the school (teachers and pupils) is responsible for activities undertaken.					
49.	Teachers/pupils are given authority to make a decision or determine a course of action in the areas of their work.					
50.	Head teacher indicates what needs to be done and when it must be accomplished, but lets teachers/pupils decide how to accomplish it as they wish.					
51.	Head teachers clarifies the means by which teachers and pupils can achieve both a high performance and job/work satisfaction					
52.	Head teacher reacts to issues in school in dealing with teachers/pupils in different ways according to situations					
53.	Head teacher deals with each problem as it arises in all matters affecting teachers/pupils					
54.	Head teacher switches instinctively between various leadership styles according to the people and work they are dealing with.					

APPENDIX B
INTERVIEW SCHEDULE FOR ASSISTANT DIVISIONAL EDUCATION
OFFICERS (AEO)

This study seeks to find out head teachers' effectiveness in public primary school management in Bomet district. As an Education Officer, you are requested to assist in providing information in this interview schedule for purpose of this study.

1. What is normally considered when appointing teachers to head public primary schools in your division?

2. What challenges have head teachers faced in performance of their duties in managing pupils, staff, curriculum implementation and school finances?

3. In what ways can head teachers be helped to improve in performance of their duties in the following areas;

- a) Managing pupils

- b) Managing staff

- c) Curriculum implementation

- d) School finances

APPENDIX C

INTERVIEW SCHEDULE FOR DISTRICT EDUCATION OFFICER (DEO)

This study seeks to find out head teachers' effectiveness in public primary school management in Bomet district. As an Education Officer, you are requested to assist in providing information in this interview schedule for purpose of this study.

1. What is the pupil enrolment in the district in public primary schools in the last four years?

2. How much money has been allocated to the district for Free Primary Education programme since the government in the year 2003 launched it?

3. What is performance of the district in KCPE in public primary schools in the last four years?

4. What are the professional qualifications of public primary school head teachers in the district?

5. What could be the causes of poor performance among pupils in KCPE in the district?

APPENDIX E
LETTER OF EDUCATIONAL RESEARCH: PILOT STUDY

Egerton University,
P.O. Box 535,
Egerton, Kenya.
25th September, 2008

Head teacher,
_____ Primary School,
Molo District,

Dear Sir/Madam,

RE: EDUCATIONAL RESEARCH: PILOT STUDY

I am a student of Egerton University pursuing a degree of Master of Education in Educational management. I am conducting research in partial fulfillment of the above course. The research topic will be “Relationship Between Selected Head teachers’ Leadership Styles and their Effectiveness in Public Primary Schools Management in Bomet District”

To test the reliability and validity of the research instruments, I am conducting pilot study in public primary schools in Molo District. To collect data, I am using a questionnaire for head teachers with closed and open-ended items. The information obtained will solely be used for this research and your name and that of your school will not be required.

Thanks in advance.

Yours sincerely,

Richard M. Sigilai

APPENDIX F

LETTER OF EDUCATIONAL RESEARCH IN BOMET DISTRICT

Egerton University,
P.O. Box 535,
Egerton, Kenya.
25th September, 2008

Head teacher,
_____ Primary School,
Molo District,

Dear Sir/Madam,

RE: EDUCATIONAL RESEARCH

I am a student of Egerton University pursuing a degree of Master of Education in Educational management. I am conducting research in partial fulfillment of the above course. The research topic will be “Relationship Between Selected Head teachers’ Leadership Styles and their Effectiveness in Public Primary Schools Management in Bomet District”

To collect data, I am using a questionnaire with both closed and open-ended items. The information obtained will solely be used for this research and should be anonymously given. Therefore, your name and that of your school will not be required..

Thanking you in advance

Yours sincerely,

Richard M. Sigilai