

**INFLUENCE OF HEAD TEACHER'S LEADERSHIP TRAITS ON STUDENTS
ACADEMIC PERFORMANCE: A SURVEY OF PRIVATE PRIMARY SCHOOLS IN
NYALI SUB COUNTY**

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DECLARATION

This Thesis is my original work and has not been presented for a degree or any other award in any other university.

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DEDICATION

I affectionately dedicate this Thesis to my entire family; my lovely wife Faith and our beloved children Branson, Brayden, Fanchette and Brannock.

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My gratitude goes first of all to Almighty God for giving me good health throughout my studies. I specially thank my supervisor's Dr Tarsilla Kibaara and Mr Benjamin Mwawasi for good advice and guidance throughout the study. I also acknowledge my family for the special support they offered me during this period. I also acknowledge the KeMU Mombasa campus staff and students who gave me this opportunity to achieve my Masters degree. I would also like to acknowledge the library the library staff, the typist and data analyst who have been of great help in my study.

ABSTRACT

Studies done over the years indicate that Headteachers leadership traits influence academic performance to a great extent. This is because the headteacher is the chief instructor, coordinator and motivator of both teachers and pupils. Academic performance for private primary schools in Nyali Sub County has been dismal over the years hence raising questions on the effectiveness of headteachers leadership traits on students' academic performance. This study therefore endeavored to make findings on the influence of headteachers leadership traits on students academic performance in Nyali Sub-county. The study established the influence of leadership skills, leadership styles, and headteacher motivation on students' academic performance in private primary schools of Nyali Sub-county. The study used descriptive survey research design which described systematically a situation, a problem, or phenomenon, or provides information about an issue, or describes attitudes towards an issue. The target population was all 77 registered private primary schools in Nyali sub-county, 77 headteachers and 782 teachers. The study used simple random sampling technique in determining 10% sample size of the respondents. Therefore the sample size arrived at was 7 headteachers and 78 teachers. The study used closed-ended questionnaire which on a likert scale of 1-5 to measure the influence of headteachers leadership traits on students' academic performance. Reliability of the instrument was established through piloting of the instruments in Kisauni sub-county. Cronbach's Alpha coefficient of reliability of 0.7 indicated that the instruments were reliable. The validity of the instruments was established through expert judgment offered by quality assurance sub-county director of Nyali Sub- County and also the supervisors. The researcher obtained a letter from Kenya Methodist University academic (KeMU) office and the National Commission for Science, Technology and Innovation (NACOSTI) to facilitate data collection. The researcher adhered to all ethical research requirements. The data was analyzed using descriptive statistics such as frequency's, percentages, means and standard deviations. ANOVA was used to establish the extent to which the headteachers leadership traits influence academic performance. The researcher used SPSS version 23 to facilitate data analysis. The study found out that headteachers leadership traits significantly influence academic performance either negatively or positively. The researcher concluded that headteachers leadership traits should frequently be enhanced through training which is based on policy. The study recommended that the school management should formulate capacity building programs so as to empower both the head teachers and teachers in their leadership skills and styles. The study recommends a similar study to be conducted in secondary and public primary schools to identify the influence of headteachers leadership traits on student's academic performance.

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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of variance
FCAT	Florida Comprehensive Academic Test
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KeMU	Kenya Methodist University academic
NACOSTI	National Commission for Science, Technology and Innovation
PGT	Path-Goal Leadership Theory
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
USA	Unites States odd America

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is an essential ingredient for the development of any society and is seen as a pathway to raising political, social awareness as well as upholding the level of manpower (Onyara, 2015). These benefits have led to increased number of pupils in primary and in secondary schools the world over (World Bank, 2016). According to Yara and Otieno (2010), education is a fundamental human right. The pivot to sustainable development, peace, and stability within and among countries is the provision of quality education to their citizens (Oguntuase, Awe, & Ajayi, 2013).

Ankomah (2015) points out that one of the characteristics of successful school is the presence of strong leadership manifested through supervision of teachers' work. For instance, in most successful schools the head teachers sit in the classroom during instructional time and note down points that they later discuss with the teachers. On a regular basis, the head teacher samples out some of the exercises done by children to find out the extent to which teachers are teaching. The head teacher also inspects the lesson plans of teachers and vets them every week. This exercise can influence the students' academic performance positively (Ankomah, 2015).

Globally, students' academic performance is as a result of a variety of factors such as the school environment as well as teaching, learning resources and headteachers leadership traits. For example in developed countries like the UK, USA, Germany and France, the government allocates enough funds for the education sector to deal and ultimately

combat the causes of poor academic performance in schools (McKenzie & Schweitzer, 2014). The funds are utilized in buying teaching and learning materials such as textbooks, technological gadgets, training of teachers and enhancing the headteachers leadership traits (Wenglinskiy, 2015).

West and Jackson (2015) argue that school leadership globally has become more complex since the curricular demands have grown, parental; government expectations and demand for greater school effectiveness have been raised. As a result head teachers have not been able to provide effective leadership, which has affected pupils' performance. In a study in New Zealand, Cardno (2013) established that workload, work complexity and sheer enormity of the work involved were among the factors that made it most difficult for head teachers to perform their leadership roles.

The study established that the head teacher's work by nature involved frequent interruptions due to heavy demands on their time by parents, staff, students, board members and community organizations. Consequently, it is a challenge for head teachers to maintain a clear focus on their roles of improving academic performance (Cardno, 2013).

Davies (2014) asserts that the headteacher should provide a strong leadership for effective academic performance. He sets the culture of the school characterized by strong administrative leadership, up to date network of communication, high expectations for students, and disciplined school community. The headteacher as the supervisor of the school programs, bears the responsibility for the overall school

performance. He oversees the implementation of the school curriculum, school finances, and school resources and maintains good public relations between the school and stakeholders (Okumbe, 2016).

In Canada, Begley et al. (2010) found that intrinsic motivation including a commitment to lifelong learning and wanting to make a difference were strong attractors to school leadership positions. In line with these results, Beaudin, Thompson, and Jacobson (2015) findings from the United States confirm that nearly 50% of administrators and 39% of teachers were attracted to leadership positions because they presented a new challenge and an opportunity to make a difference. In a 2014 survey on attitudes towards the role of the primary headteacher conducted by a stakeholder group in Ireland, the top two persuading factors of teachers who intended to become headteachers were keen to influence school culture and desire to become a leader of a school community (IPPN, 2016).

According to Lezotte (2011), in the UK, the core purpose of head teacher is to provide professional leadership and management of a school. This will promote a 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 teaching and learning and using personalized learning to realize the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils. He is the leading professional in the school accountable to the governing body. The head teacher, working with others is responsible for evaluating the schools performance to identify the priorities for continuous

improvement and raising standards; ensuring that resource are effectively and efficiently used to achieve the schools aims and objectives and for the day-to-day management, organization and administration of the school (Lezotte, 2011).

In Africa, head teachers are scarcely prepared for their leadership tasks (Bush & Oduro, 2016). Ozuruoke, Ordu and Abdulkarim (2011) study on public schools in Nigeria indicates that many headteachers have not considered their styles and types of leadership as determinants of teachers' job performance in their schools. Hence, they further pointed out that some of the headteachers seem to find it difficult to effectively administer their schools. As such, leadership styles occupy an important position in school management in Nigeria.

A study in both Ghana and Tanzania revealed that primary school head teachers, especially those in rural schools, are left unsupported once they are offered a headship appointment (Bush & Oduro, 2016). In Ghana, for example, 60 of the 240 rural head teachers who were interviewed said they had not received any training since being appointed head teachers (Bush & Oduro, 2016).

Lack of support from the education key stakeholders affects the effectiveness of leadership offered by the head teachers thus impacting negatively on pupil's performance. Without training, for example, head teachers can only acquire leadership skills through observing serving head teachers, or from their personal experience which delays the ability of head teachers to deliver good results (Bush & Oduro, 2016).

Performance of a given school depends entirely on the teacher's effort and if a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching (Rodgers, Jenkinson & Chapman 2010). According to Jackson (2016), lack of motivation has been manifested in headteacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines are not kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

Anderson and Seashore (2014) argue that head teachers are responsible for the academic success of a school. They shape the vision for academic success of all learners. Daft (2015) believes that head teachers create a sense of purpose and direction, which guides strategy formulation and implementation of good leadership within a school. Rowe (2011) avers that effective leadership skills and styles focuses on the specific activities and behaviors of head teachers that can improve the success of the school. The head teacher is the decision maker, a leader and the central focus around which many aspects of the school revolve and is the person in charge of every detail in the running of the school; academic or administratively (Sushila, 2014).

According to Everard, Morris and Wilson (2014), in addition to essential teaching skills, institutional leaders have to provide focused instructional leadership. They must exhibit exemplary and effective classroom practice so that they can make accurate judgment and give useful feedback to the teachers with whom they work. They also have to be result-

oriented leaders since among the factors responsible for the failure of the educational policies and programmes is leadership that lack managerial and administrative skills required to succeed (Everard , Morris & Wilson, 2014).

In Kenya, there has been clear indication of the declining quality of public primary school education as a result of large numbers of students, a disproportionate teacher-student ratio and highly inadequate financial and physical resources. This has led to the increase in private schools' numbers (Njuguna, 2013). These schools are a growing trend especially in the urban areas like Nairobi and Mombasa due to their growing demand among those that are seeking quality education. This is because these institutions are performance-oriented owing to the increased competition among the private schools (Njuguna, 2013). Teachers in these schools are committed and motivated unlike those in public schools. Better pay and better working conditions topping the list. It is estimated that in public schools 1 out of 10 teachers is absent from work on any given day according to the Policy Brief of 2012. That means that these schools operate with 70% of the teaching staff in any given day (Njuguna, 2013).

According to Nyantika (2014), in Kenya, teacher's motivation and job satisfaction is not any better. For pay and allowances to the teachers is comparatively low than in the other professions. Teaching profession is considered as 'profession of the last resort' where individuals find themselves there after they fail to secure better professional courses. In some schools teachers are not involved in decision making as staff meetings are merely used as directive forums. There is poor housing and working conditions. Provision of

teaching and learning materials and equipments to the teachers is sometimes not prioritized (Nyantika, 2014).

According to Jackson (2016), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

According to Kenya School Report, of the Ministry of Education (2014), there are 7334 private schools in Kenya. Among them, 361 are in Mombasa County with 77 of them in Nyali sub-county. The ranking of schools by the Government based on KCPE performance have pushed head teachers in private schools to develop all kinds of capabilities to enhance learning and therefore, good mean scores. Private Schools that have maintained good KCPE mean scores over years have better enrolment of pupils (Nthambi, 2016).

The performance in Kenya Certificate of Primary Education is of paramount distress to all participants in the Kenya education system. The ultimatum to increase the mean scores puts pressure on school heads and the teachers. The ultimatum from parents and the government for teachers and learning institutions more so schools to improve their performance, and for the government to give adequate support is a main concern all over the country annually after the results have been released (Nyangosia, 2011).

Despite the heavy investment in education by the Government through Free Primary Education (FPE), academic performance of pupils in Nyali Sub-county has been low despite the overall poor performance in Nyali Sub-County; some schools manage to post impressive results. Since the head teacher is charged with the responsibility of managing curriculum and instruction for good performance, the disparity in performance among schools in Nyali sub county is largely due to the way individual schools are managed (Kigotho, 2016). A good number of private schools in Nyali Sub - County have posted poor performance overtime in spite of the fact that parents entrust large number of students on their hands with an expectation of high academic performance. It is on the basis of this background that the researcher set out to conduct this study.

1.2 Statement of the Problem

In Kenya, there has been clear indication of the declining quality of public primary school education as a result of large numbers of students, a disproportionate teacher-student ratio and highly inadequate financial and physical resources. This has led to the increase in private schools. The ranking of schools by the Government based on KCPE performance has pushed head teachers in private schools to develop all kinds of capabilities to enhance learning and therefore, good mean scores (Mbwaya, 2017).

Despite the heavy investment in education by the Government through Free Primary Education (FPE), academic performance of pupils in Nyali Sub-county has been low. Despite the overall poor performance in Nyali Sub-county, some schools have managed to post impressive results (Kigotho, 2016).

Headteachers leadership traits influence academic performance a great deal (Achieng, 2010). Studies conducted by various researchers such as Kabuchi and Gitau (2015) indicate that head teacher's leadership style, skills and motivation influence pupil's academic performance. A study by Kimacia (2013) on the relationship between Head teachers ' Leadership Skills and Girls Student's Performance in KCSE in Public Secondary Schools in Narok Sub-County indicates that management of teachers in the school context involves the skillful control and guidance of teachers in order to achieve the school-desired outcomes.

The ministry of education in Kenya has invested on capacity building for headteachers in order to improve academic performance (Okoth, 2015). Nyali sub-county has a large number of private schools in which parents have invested heavily for education of their pupils. In spite of these investments, the academic performance in Nyali Sub-County has raised public concern in both public and private schools. This study therefore focused in investigating the influence of headteacher's leadership traits on students' academic performance in private schools in Nyali Sub-County.

1.3 The Purpose of the Study

The purpose of the study was to determine the influence of headteacher's leadership traits on students' academic performance in private primary schools in Nyali Sub-County.

1.4 Specific Objectives

Specifically, the study sought to:

- i. Determine the influence of Headteacher's leadership skills on students' academic performance in private primary schools in Nyali Sub-County.
- ii. Examine the impact of Headteacher's leadership styles on students' academic performance in private primary schools in Nyali Sub-County.
- iii. Evaluate the influence of Headteacher's motivation on students' academic performance in private primary schools in Nyali Sub-County.

1.5 Research Questions

- i. What is the influence of Headteacher's leadership skills on students' academic performance in private primary schools in Nyali Sub-County?
- ii. Do leadership styles used by Headteacher's have any impact on students' academic performance in private primary schools in Nyali Sub-County?
- iii. How does Headteacher's motivation on academic performance in private primary schools in Nyali Sub-County?

1.6 Justification of the Study

The study was conducted to establish the influence of headteachers leadership traits on academic performance, in this respect, the study established the factors which enhance both positive and negative influence of headteachers leadership traits on academic performance specifically in Nyali Sub - County.

The findings of the study if effectively utilised will improve and upgrade the management of headteachers leadership traits by headteachers and the ministry of the education hence improve academic performance.

1.7 Limitation of the Study

The study was limited to private schools in Nyali sub-County. This may affect the generalization of the findings of the study to the whole county (Mombasa County). The study was also limited to only three variables namely leadership skills, leadership styles and headteachers motivation leaving out other possible variables.

1.8 Delimitation of the Study

The study was conducted in Nyali Sub-County private primary schools. The target population was all the head teachers and teachers of the 77 private schools in Nyali Sub-County. The scope of the literature reviewed ranged from 2009-2018 which informed the study objectives.

1.9 Significance of the study

The findings of the study may challenge private primary schools` heads to improve their leadership practices in order to improve pupils` academic performance. This study may provide a platform for decision makers in adopting appropriate courses of action needed by those to be appointed as head teachers of primary schools, for the development of the education system. It may also add knowledge to the type of leadership skills and styles to be used in primary schools.

The findings will be useful in making policy recommendations to the Ministry of Education that will assist in improving academic performance in Kenyan schools. The study will also be used by policy makers, Teacher Training Institutions and Kenya Education Management Institute (KEMI) in planning, constructing, organizing and coordinating capacity building programmes to empower educational managers and administrators in terms of their leadership skills and styles for effective management. This study will be of a great importance to other scholars who will be carrying out other studies related to this. They will hence use information in this study as an empirical review in their studies.

1.9 Assumptions of the Study

- All the Headteachers in private primary schools in Nyali sub- County had the required leadership skills.
- Headteachers in private primary schools in Nyali sub- County had all the required leadership styles
- Motivation factor influence academic Performance.

1.10 Operational Definition of Terms

Academic Performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Academic Performance is realized by looking at the scores in the national examination attained by the student.

Head teacher is an individual who supervises the school activities and occupies the position of the school leader and he/she is perceived as the significant figure in initiating and realizing of the innovations that take place in the schools. He is the team leader in the school set up.

Leadership skill refers to the ability of a headteacher to delegate, inspire and communicate effectively.

Leadership styles is the manner a headteacher influences his/her subjects towards the achievement of envisioned goals; in this context, the ways in which the head teacher influences the students and learners towards the realization of set academic targets.

Private Schools refer to a category of schools owned by individuals, non-governmental organisations or religious groups.

Student refers to someone who is learning at a school, or in any teaching environment.

Headteacher motivation refers to anything done to make a headteacher happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section covers: the already existing theories guiding the study besides thorough scrutiny and formal examination of findings of various research works, articles and journals which have close connections with the study and conceptual framework.

2.2 Factors influencing Students Academic Performance

According to Cranston (2011), the factors influencing high academic performance in High Schools in the USA were grouped into socio-demographic factors; the school environment (supervision, availability of teaching and learning materials, homework/class assignment, and membership of a club); the home environment (the role of parents, the role of the media, friends, and siblings of the child); and social groupings (such as membership of a club) and the influence of role models'. Another strategy employed to improve the academic performance of pupils was the provision of appropriate teaching and learning materials for pupils and instructors.

Studies by Ross and Gray (2016) in USA highlights that, successful schools are often associated with the kind of strong leadership exercised in such schools. Hence, the notion great schools do not exist apart from great leaders. Kearney (2010) study finding in Californian schools advocate that, to prepare students well for success in higher quality education, all available resources must be brought to bear in smart and wellcoordinated ways through strong school leadership.

Robison, Lloyd and Rowe (2016) study findings show that, a community of committed effective schools' leaders has the potential for overall good students' academic performance in national examinations in any country. This implies that, people working in organizations need leaders who are instrumental in guiding the efforts of group members to achieve the goals and objectives of both the individual and the organization and primary schools are no exception. Soder and Andrew (2017) assert that, successful school leadership plays a highly significant role in improving students' academic performance. These scholars emphasize that, head teachers should demonstrate effective and most appropriate leadership styles that lead schools in improving students' performance.

Robison, Lloyd and Rowe (2013) study in India showed that, a community of committed effective schools' leaders has the potential for overall good students' academic performance in national examinations in any country. This implies that, people working in organizations need leaders who are instrumental in guiding the efforts of group members to achieve the goals and objectives of both the individual and the organization and primary schools are no exception.

A study by Hurley (2015) in Netherlands holds that the head teacher is the answer to the general running of the school and academic improvement. Effective leaders drive their organization towards success. Their leadership skills and styles performance leads to the achievement of the organizational goals. Brenda (2014) in his study in Sweden indicates that strategic head teachers cultivate a range of partnerships particularly with parents, government agencies and the business community to support pupil learning and

progress. These head teachers have a high intelligence and interpersonal skills to influence the staff and other key stakeholders.

In Nigeria, Adeyemo (2016) point out that the major determinants of academic achievement include School Management Factors. Teachers must therefore create a classroom environment and organize activities in which students actively participate in their learning. Other factors that influence academic achievement were observed to include teacher characteristics for example sex, education and professional qualifications, and classroom environment which are class size, teaching aids, textbooks and homework given. Others were school head characteristics namely sex, education level and experience, school environment that include school resources, type of school, pupils' behaviour problems and school homework policy, and regional environment that is the province where the school is located.

A study by Soder and Andrew (2015) in Angola indicates that, successful school leadership plays a highly significant role in improving students' academic performance. These scholars emphasize that, head teachers should demonstrate effective and most appropriate leadership styles that lead schools in improving students' performance

A study conducted by Ocham (2015) in Ghana pointed out that the greater involvement of teachers in school decision making improve teacher motivation and commitment hence improves school performance. He argued that as managers, head teachers should work to maintain an environment that supports teachers' efforts in the classroom and minimize outside factors that can disrupt the learning process.

A study by Kamacia (2017) in Rwanda argues that there is a significant relationship between leadership style and learners' academic performance and that democratic headteachers posted higher performance than autocratic ones. A study by Nsubaga (2016) in Uganda found that democratic headteachers had posted the best results in gandon schools. In this leadership style, the leader integrates tasks and relationship orientations. Democratic leader involves the employees (teachers) in the decision-making process and thus workers do their work willingly, without being pushed.

A study by Karemera (2013) in Tanzania found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and other important facilities in the institution. With regard to background variables, he found a positive effect of high school performance and school achievement; he found no statistical evidence of significant association between family income level and academic performance of the student.

In a study, Odhiambo (2010) pointed out that, the greater involvement of teachers in school decision making improves teacher motivation and commitment hence improves school academic performance. As managers, head teachers should work to maintain an environment that supports teachers' efforts in the classroom and minimize outside factors that can disrupt the learning process.

Wamulla (2013) conducted a study on factors which influence academic performance in K.C.S.E in private schools in Westland Division, Nairobi county. The data obtained was analyzed and interpreted using descriptive statistics. The study concluded that the

availability of physical and teaching facilities have a positive influence on performance. The condition of the learning resources in terms of cleanliness and in good state of repair, have also been confirmed to bear positive impact on performance in K.C.S.E.

A study by Reche et al (2012) on factors contributing to poor performance in Kenya certificate of primary education in public day primary schools conducted in Kenya in Mwimbi division, Maara district established that; principals are holding few staff meetings, and that head teachers rarely checked the teachers schemes of work and lesson plans. It was also noted that majority of the head teachers do not at all physically observe classes conducted by the teachers in a given term. These findings indicate that there is less monitoring and reporting of the progress of the schools activities and head teachers do not follow up on curriculum implementation during the course of the term. This could be a factor contributing to poor performance in national examinations.

The current study sought to establish the influence of head teacher's leadership traits on students' academic performance in private primary schools in Nyali sub-county.

2.3 Influence of Headteachers Leadership Skills on Academic Performance

According to a study by Spreitzer, McCall & Mahoney (2014) in USA indicated that, interpersonal skills help leaders in bringing out the best in people, increasing their capability for cooperation and team building, ability to attract and develop talent, capacity to motivate and align people to one vision, and oral and written communication. Overall, social skills are outcomes and culminations of other dimensions of emotional intelligence, and combine logical intelligence, emotional intelligence and technical skills

into coherent global leadership competence. Social skills make it possible to get the work done through other people and to move people in the desired direction.

Zakaria and Taiwo (2013) conducted a study on the effect of team leader skills and competencies team based on the assumption that Self-management leadership competencies do affect team performance. The outcomes of the study revealed that team leaders' human skills and team self-evaluation significantly influence the effective performance of the team. Also, team self-evaluation had a direct effect on technical skills.

Brenda (2011) in the unpublished dissertation on „Teachers' perception of their principal's leadership style and the effects on student achievement in improving and non-improving schools" states that a controversial finding from a quantitative mixed-methods study of 52 schools in Australia found out that a visionary leadership style of principals had no statistically significant relation to building a positive school culture. Their results implied that the vision of a principal is less significant than each teacher's opinion of their leader. The authors found that teachers want a leader who validated their efforts and cared about them as individuals. The teachers wanted their principal present and confident in decision making when important issues arise

A study by Usdan (2014) in Brazil argues that, for there to be student learning, the principals must serve as leaders. Among the things they list as requirements to achieving this include: working with teachers to strengthen skills, knowledge of academic content and pedagogy, collect, analyse and use data, possess the leadership skills to fulfill the role

and ability to rally all stakeholders to increase students performance. Teachers ought to be closely supervised for effective teaching in order for students to consistently do well in national examinations.

A study by Labaree (2015) indicates that teacher leadership is important for school capacity building as broad based skillful involvement in the work of leadership in Brazil. She suggests this perspective requires working with two critical dimensions of involvement-breadth and skillfulness. Broad based involvement–involving many people in the work of leadership. This involves teachers, parents, pupils, community members, personnel and universities. Skillful Involvement entails comprehensive understanding and demonstrated proficiency by participants of leadership dispositions and knowledge and skills.

In his study, Alam (2015) delved in a study that sought to analyze the effects of community factor on primary school learners' achievement in rural Bangladesh. The researcher sampled 11 primary schools in rural Bangladesh and in his findings; he established that learners' characteristics and indeed the behavior of students determine their performance and thus that of teachers. Notably, the Government of Bangladesh devoted itself to offer free primary education and that at the age of six, every child ought to secure admission in a public learning institution, even as this is so, according to Alam (2015) only 47% of learners enrolled complete grade five. This was majorly attributed to juvenile delinquency, early exposure to drug and substance abuse, lack of parental guidance and lack of respect, which influences the performance of their teachers and thus their own academic achievements.

Buabeng-Andoh, (2012) conducted a survey in Ghana specifically focusing on primary school teachers' adoption and integration of communication technology into teaching. As one of the factors influencing the performance of teachers, characteristics of the curriculum greatly influence how teachers execute their roles. Based on the study by Buabeng-Andoh, (2012), curriculum change with respect to the realization of sustainable development goals required that teachers be key players in equipping learners with integrated computer skills, which are aimed at enhancing the level of knowledge. However, lack of computer skills among teachers, lack of teaching resources such as computers and others hamper teachers in their quest to execute their roles as required by law.

Ombako (2015) observed that employing teachers on permanent basis has been the reason why performance of teachers in public primary schools in Botswana has deteriorated. According to Ombako (2015), the government should consider employing teachers on contract basis. He adds that teachers employed on contract basis are rarely absent; they respect the code of ethics in teaching because "they don't own the profession" most of them either did not train as teachers or they are teachers not absorbed by the government. Ombako (2015) cites an example of the University of California's Centre for Effective Global Action based in India, which employed teachers on a two-year program. After the end of the contract, the learning institution in India recorded a more than 50% improvement in the academic achievement of learners (Ombaka, 2015). This was attributed to the fact that teachers employed on contract in most cases did not engage in alcoholism, absenteeism, or any misconduct.

A study conducted in Morocco by Ismail, Halim, Munna, Abdullah, Shminan and Muda (2016), leadership is a critical management skill, involving the ability to encourage a group of people towards common goal. Leadership focuses on the development of followers and their needs. Managers exercising headteacher motivation style focus on the development of value system of employees, their motivational level and moralities with the development of their skills.

A study by Ngware and Wamukuru (2016) in Uganda noted that, in addition to general communication skills, training teachers in the principles of teamwork and team building would be of great benefit to both the teachers and students. A team that meets regularly provides the members with the opportunity to express concerns, offer opinions and ask for clarification of roles, duties and goals. Teams with clearly defined roles and regularly scheduled meetings can experience many advantages not the least of which include increased job satisfaction, reduced tension, improved job performance and self confidence. Effective headteachers should identify the expectations for their schools and describe them correctly for the entire schools.

In Uganda, Buregeya (2009) focused on conducting a study in Entebbe Municipality with a principle aim of establishing the influence of Headteacher general and instructional supervisory practices on Teachers work performance. The researcher sampled 10 secondary schools in the region and in his findings; he established that most head teachers were unaware of their job descriptions and that of the teachers they lead. This was an indication that most teachers were also not aware of their job descriptions and for that reasons some of the roles bestowed on them. Buregeya (2009) added that the

teachers level of education, teaching experience and characteristics of learners all influenced the way head teachers executed their roles.

Mwalala (2017) cites lack of management skills by head teachers as a major factor contributing to poor performance in national examination. The school head teacher will have to engage the teaching staff in their teaching through use of appropriate leadership styles in order to succeed in redirecting staff effort and in creating a conducive climate for students to improve performance in academics. Bersy and Blanchard (2015) advise that the leadership skills adopted by a leader should be on the basis of linking the situation at hand with an appropriate skills. The Bureau of Business Research at the Ohio state University initiated research on leadership by involving researchers. Two dimensions of leadership behavior emerged from data analysis labeled consideration and initiating structure. Findings showed that initiating structure would be related to delineating the relationship between the leader and subordinates and at the same time establishing defined patterns of organization.

As showed up by Gitau (2014), the staffing of teacher planning has offered hints of right hand unflinching nature. Right when lighting up headway conviction included spreading qualified, experienced, and capable staff fantastically more daintily teacher arranging, then again, teacher bearing has ordinarily gotten astounding low status improvement kept up in low status establishments.

Wayne and youngs (2015) moreover subject to teacher quality in their assessment of spotlights that paid excellent character to the properties of astonishing teachers and their

relationship with understudy reasonableness. Like Rice, Wayne and Youngs reviewed evaluations of teachers' undergraduate affiliations, teachers' test scores, degrees and coursework, and accreditation status. They pondered that —students get from teachers with unequivocal characteristics. Teachers change greatly in their reasonableness, despite teachers with and unbounded separate a bit.

Muya (2013) found that the grown-up engineering teachers were bankrupt down limiting fit foundations from Kenya Certificate of Primary Education (KCPE) through Kenya Certificate of Secondary Education (KCSE) to Kenya Advanced Certificate of Education (KACE). Muya in like manner found that the grown-up course teachers' preparation was not framed to suit their changing instructive foundations yet rather the substance was the relative for every one of them. The preparation which occurred in sort of assertion, in-administration and (Correspondence Course Unit-CCU) purpose of reality was piecemeal, sporadically controlled, inconsequential and far between which did not show quality ace arranging.

Harris and Sass (2016) study how teacher limits and in-administration preparing influenced understudy accomplishment in Florida. They discovered impacts of comprehension and illuminating foundation on teacher execution. Basically, they found that a teacher's school major or sharp bowed test is irrelevant to their evaluation fight execution

Armstrong and Cummins (2009) inspected that a typical technique to give up magnificent picking information of level in for all students, preparing ought to be fittingly watching and managed attainably. They depict duties and properties of the twenty first century submitted teachers as: sorting out rules and packs to student's piece, achieving task assessment to pick the right beginning stage, and a genuine approach for arranging, picking isolating focuses. Exercises must be reasonably framed to solid the students' abilities and interests. Exercises need to proceed with first year volunteers to need to overview the fresh out of the plastic new feelings.

A have an assessment by strategies for technique for (Buddin and May (2009) on mentor qualifications and researcher accomplishment in city key schools. The assessment separated the guide licensure research scores and fluctuating tutor properties sway on essential student satisfaction. They utilized longitudinal framework. The results stated epic structures in educator unmistakable close to the completion of school a territory. Teacher award check rankings are confines to control accomplishment inside the appraisal anteroom; student accomplishment isn't connected with the instructors' unmatched levels, student achievement will impact with guide level in at any rate the relationship is slanted.

As showed up by look at with the strong asset of Abe (2014) in Sky Journal of Education, there are 3 strategies wherein educator point of confinement can be considered this is; Level of engineering; Years of idea in a dangerous circumstance check and instructional way of thinking; and Certification of their confirmations district

and their on-going fit improvement. Adolescents separate underneath the steerage of educators in wonderfully controlled talk rooms. Composed instructors use youth focused masterminding approachs and talented examination to help learning and diminishing incoherencies among children (SadigRasheed 2000, UNICEF Headquarters', New York).

A view by technique for Dan and Dominic (2010) on thinking about the effect of teacher Degree Level on instructional general execution in America moved by methodology for the National Commission on Teaching and America's Future gives a not all that awful considered arraignment of the education calling. The report passes on that extraordinary starting late utilized instructors are unfit for the undertaking. In basic, the commission charts that one fourth of over the top school instructors need school arranging of their major research room issue and that educator enlisting and using rehearses the country over are 'distressingly haddock'. Instructor most extreme may in like way influence student accomplishment in urban accomplice schools.

Buddin and May (2009) considered guide qualifications and understudy satisfaction in city inescapable schools. The investigation attempted the guide licensure inspect scores and exciting coach characteristics influence on clear student achievement. They utilized longitudinal system. The impacts demonstrated goliath structures in instructor top notch all through school district. Instructor award test scores are confined to supervise accomplishment in the school room; student satisfaction isn't ceaselessly identified with the educators' unavoidable degrees, ace achievement will impact with educator relationship with any rate the relationship is slanted.

Dan and Dominic (2010) attempted the assortment of requested instructors and the association with students' wise all around execution in open optional schools for a condition of Local Government Areas in Nigeria. Exposures of the examination ensured teachers' qualifications, level in and class size had been generally identified with students' instructional fundamental everything considered execution. These finding were utilized to coordinate facilitators around the requirement for articulated instructors to help confounding education and considering in accomplice schools in Nigeria.

Owalabi (2012) gave the impact of tutor's capacity a shot ordinary execution of senior optional work control material science students in material science. The reason pushed toward inducing the opportunity to be to pick if or not the extensiveness of the educator has any impact at the general execution of school students in material science. The watch utilized explaining appraisal plan. The test confirmed that students trained by systems for guide with higher qualifications completed higher than the ones educated by the use of teacher with low qualifications. The impacts additionally found that experts instructed by system for virtuoso instructors completed higher, yet educators' level in setting up the weight make to be of best favored position in material science. Based at the results it make as kept up that students inside the yr of evaluation should take a gander at by utilizing strategy for master instructors.

A study by Kimeu (2015) on the impact of Head teachers' of Public Schools in Kenya suggest that head teachers should be equipped with management skills through in-service training in order to improve the teacher productivity. The study further indicated that the nature and quality of leadership and management that head teachers provide

determine the effectiveness of the school. According to a study by Zakaria and Taiwo (2013), human skills and team self-evaluation significantly influences the effective performance of the team. Also, team self-evaluation have a direct effect on technical skills. They are also consistent with (Moore & Rudd, 2011) whose findings identified six major leadership skill areas needed by extension leaders: human, conceptual, technical, communication, emotional intelligence, and industry knowledge skills.

A study by Kimacia (2013) on the relationship between Head teachers ' Leadership Skills and Girls Student's Performance in KCSE in Public Secondary Schools in Narok Sub-County indicates that management of teachers in the school context involves the skillful control and guidance of teachers in order to achieve the school-desired outcomes. The head teacher plays an important role in this aspect. The nature and quality of the leadership and management that the head teacher provides determines the effectiveness of the school.

According to Kurgat and Tanui (2014), there are school with consistent years of posting poor performance, whenever a teacher is deployed in such a school, such a teacher will adopt the inherent culture of poor performance. Over the years, public primary school teachers in Kenya have been downing their tools and protesting for salary increment and other allowances. The move by the government to fail to increase the salaries and allowances of teachers lowers teachers' productivity towards performance.

Subsequent studies have been done on the influence of headteachers skills on students' academic performance and none has been done in Mombasa County. This current study

will hence determine the influence of Headteacher's leadership skills on students' academic performance in private primary schools in Nyali Sub-County.

2.4 Influence of Headteachers Leadership Styles on Academic Performance

A study by Asago (2015) on the challenges facing the primary school education management which indicates that the extent to which a head teacher succeeds in attaining the school objectives, mission, vision and philosophy depends on how he/she uses suitable management styles to a specific school contextual environment. This works with allowance to accept changes in each management style in line with various changes in school contexts.

In a study that was conducted by Eissa Al-Safran (2013), it was found that the headteacher leadership styles were found to be very different between Kuwait and USA schools. Kuwait schools' headteachers were authoritative in their leadership style, while their USA counterparts tended to be integrative. Interestingly, although Kuwait school headteachers were authoritative in nature, data indicated that a cooperative school environment showed higher school outcomes. This study did not indicate whether it was a primary or secondary school, hence this study in the Zambian context.

Le Clear (2015) conducted his study in Florida on Relation among Leadership styles, school culture, and student achievement. The purpose of the study was to explore the relationship between perceived effective school culture, headteacher leadership characteristics and student performance as measured by the Florida Comprehensive Academic Test (FCAT). The assumption in this study was that headteacher leadership

styles and school culture were expected to enhance student achievement. A leader survey and school culture survey were used as assessment tools. Students' achievement was assessed by using the school grade that was based upon student FCAT data. The findings of the study demonstrated that there were specific characteristics of the transactional and headteacher motivation styles that affected school culture. The data provided evidence that school culture and leadership style were significantly related to student achievement.

In a study conducted by Hardman (2016) in Florida in the U.S.A, it was found that teachers in improving and non-improving schools had minimal differences in how they perceived their headteachers' leadership styles. All three leaderships were statistically significant predictors of student's achievements.

Webb (2015) conducted a case study in six primary schools in England. The aim was to examine the reality of primary head teacher leaderships. Three alternative theoretical models of leadership were used to analyse the ways in which it had changed since the Education Reforms Act (ERA, 1988) and the implications of these changes for leading teaching and learning, in England. Prior to 2015 primary head teachers as educative leaders were involved in teaching and direct working relations with children and class teachers. From this study it was argued that pedagogical leadership as exemplified by two head teachers in the study, appeared to offer much greater possibilities for developing teaching and promoting both pupils and teacher learning. While the practice of pedagogical leadership was viewed as conflicting with aspects of instructional leadership it had value congruence with educative leadership.

Kurland Pevetz and Lazarowitz (2014) in their study on leadership style and organizational learning in Switzerland found out that there is a positive relationship between headteacher motivation style and the school vision which is a key factor in curbing school strikes.

Silins (2015) in his study of Australian schools found out that headteacher motivation style contributes to the development of schools as learning organization. They further affirm that higher performing schools that engage in organizational learning enables their teachers to learn collaboratively and continuously and staff is able to put this learning into use in response to social needs and the demands of their environment.

In his study in Canada, Fiedler (2014) came up with two main styles of leadership thus the task oriented leadership style and the relationship oriented leadership style. Task-oriented (autocratic) leaders' primary concern is ensuring employees perform at high levels and are more appropriate in disaster's and extreme situations. Relationship oriented (democratic) leaders are concerned with developing good relationships with employees and seek to be liked by the employees.

Adeyemi (2016) in Nigeria identified 3 Styles of leadership used by school managers. These were Autocratic Style, Democratic Style and Laissez- faire Style. He argued that in the autocratic style of leadership, the administrator had put the interests of the subordinates to be secondary. The basic human needs were ignored. The administrator was feared rather than respected. The leader was selfish, wicked, ruthless, and greedy and power crazy. He/she did not consult with any group before taking decisions. On the

other hand, in the democratic leadership style, the needs and interests of subordinates were given priority or considered. The subordinates were involved in decision making. The leader acted as a co-coordinator and as an organizer. There was the decentralization of authority. In the laissez- faire leadership style on the other hand, there was the shift of authority to the group. The leader left a lot of initiatives and decisions to the group. Such a leader was timid.

Adeyemi and Adu (2013) investigated head teachers' leadership styles and teachers' job satisfaction in primary schools in Ekiti State, Nigeria. The study was a correlation with a population of 350 primary schools and involved 1,260. The study found that there was a significant relationship between head teachers' democratic leadership styles and teachers' job satisfaction in the schools. Their study did not use a theory and did not look at the effects of head teachers' leadership styles on teachers' morale in selected primary schools.

Mumbe (2015) conducted a study to investigate principal leadership styles and influence on academic achievement in secondary schools in Zimbabwe. In the study, he concluded that transformational leadership style affected students and the general school performance positively and motivated teachers to work with principals towards the achievement of school objectives. The schools headed by transformational principals, both the head and teachers use the term "our school" in reference to the school ensuring that there is sense of ownership, responsibility and accountability at every stage of decision making

A study in Uganda by Nsubuga (2009) revealed that the democratic or consultative form of leadership was widely used and found to be effective in public schools the country. It was also found that most headteachers in Uganda used this kind of leadership in order to create ownership. The findings of the study also showed that no one kind of leadership style was used in schools. Although the democratic style was the most preferred, it was found that depending on situations in schools, leaders tended to use the different leadership styles and at times used other styles of leadership. It was established that where the democratic style of leadership was practiced, the school was likely to achieve good overall school performance.

According to a study by Okumbe (2016), leadership style is a particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the organization in Kenya. Leadership styles are usually identified as points on a continuum and he identifies them as democratic, autocratic and Laissez faire. A study by Ngugi (2014) observed that head teachers who used democratic leadership style posted high exam results. No significant relationship was found between the autocratic leadership style and academic performance in public secondary schools in Maragua sub-county, Kenya. A study by Onyango (2017) stated that good academic performance in K.C.S.E was exhibited by schools whose head teachers were having a mixture of autocratic (Taskoriented behaviour) and democratic leaders (relationship-oriented behavior).

Kibue (2015) study on Idealized influence in headteacher leadership style on public secondary schools in Kirinyaga County revealed that majority of headteachers and teachers did not understand nor use the Idealized influence in headteacher leadership

style in schools, hence it was difficult to establish whether idealized influence influenced teachers job commitment. The researcher concluded that there was need for teachers to be trained and properly inducted on leadership in order to properly manage both human and material resources.

Musera, Achoka and Mugasia (2015) analyzed the perception of secondary school teachers on the headteacher's leadership styles in school management in Kenya. Their study results indicated that indeed most of the headteachers in the sampled schools do practice headteacher motivation style. The presence of headteacher motivation in Kenya's secondary schools, they argued, was in tandem with the expectations of the 21st century. It is averred that headteacher motivation has the potential to influence the subordinates to adopt an organizational vision as that of their leaders. Headteacher motivation relates to giving stakeholders an opportunity to lead. It was noted that teachers indicated that the headteachers do lead through others.

Mohammed (2016) studied the impact of head teachers' leadership styles on KCSE performance in Mombasa District, Kenya. The results indicated the most used styles were democratic and autocratic or dictatorial. The results also indicated that the principal did not involve all stake holders in decision making and running of the schools and that no relationship existed between principal's leadership styles and the student's performance in KCSE; all stakeholders to be involved in decision making for better performance

The study done by Kitavi (2014) in Kenya indicate that the democratic leadership style was most applied in primary schools that were identified to have better academic performance. Democratic leadership styles are applied by some head teachers and it comes second in academic performance while most of the schools indicated that their head teachers applied autocratic leadership style and had dismal academic performance.

Muchira (2015), in a study of leadership effectiveness in primary teacher colleges in Kenya found that the head teacher's leadership styles correlated significantly to student achievement. He further found that the leadership styles were significantly correlated to the head teacher's level of education. He found that the head teacher with masters had a higher leader performance score than those a bachelor's degree. Perhaps an indication that the more education one has the more the tendency to be relations oriented than task oriented.

Ngai and Wat (2017) argued in their study that leadership style whether autocratic, democratic or laissez faire used when carrying out the roles of curriculum supervision, finance and business management, school plant and resource management, students and staff management and school community relations propels teachers to perform and these results in student's intense effort leading to high student's performance.

Renson (2016) carried out a study on the role of the school leadership on students' achievement in Kenya. The research focused on how the headteacher's leadership style affects the performance on mathematics in Kenyan secondary schools. The study did not

relate the influence of head teacher's management practices on academic performance thus the need for this study.

Onyango (2015) stated that good academic performance in K.C.S.E was exhibited by schools whose head teachers were having a mixture of autocratic (Task oriented behaviour) and democratic leaders (relationship-oriented behavior). Njuguna (2015) noted that there was no significant relationship between leadership styles and KCSE performance. This study was therefore necessary to further investigate points of non-consensus on leadership styles and student performance in national examinations. The reviewed studies indicated different findings.

Kabuchi and Gitau (2015) on their studies on influence of head teacher's leadership style on pupil's performance in KCPE in public primary schools found out that, there was significant relationship between head teachers' leadership styles and pupils' academic performance. Further these researchers found that, democratic leadership style was the most widely practiced followed by Laissez – faire and finally autocratic. The researchers noted that, school heads avoided setting performance standard goals.

Ngugi (2014) observed that head teachers who used democratic leadership style posted high exam results. No significant relationship was found between the autocratic leadership style and academic performance in public secondary schools in Maragua sub county, Kenya. Okumbe (2016) pointed out that although communication is in all channels, it enriches human relations than enhancement of facilities for ideal learning environment. Okumbe notes that laissez-faire managers establish rapport with staff, but

do not enhance efficiency in performance of duties and learning leading to poor performance in examinations.

Huka (2013) study findings in Mandera Sub-county found that, head teachers who are rated to be high in consideration their pupils get low scores in their examinations. Also, Muli (2015) study findings in Mutomo Division shows that, head teachers who are rated to be democratic had lower mean scores while those rated to be autocratic head teachers had higher mean scores.

Many studies both international and local have been carried out on how different headteachers leadership styles affect students' academic performance. In Nyali sub-County, headteachers have been employing different leadership styles to foster good academic performance. This study hence looked at the influence of Headteacher's leadership styles on students' academic performance in private primary schools in Nyali Sub-County.

2.5 Influence of Headteachers Motivation on Academic Performance

In a study carried out by (Alarm & Farid, 2015) on "Factors Affecting Teachers Motivation" it was revealed that teachers were not satisfied with socio-economic status, choice of profession, students' behavior and examination stress. It also revealed that personal and social status, classroom environment, socio-economic status, students' behavior, examination stress, rewards and incentives and self-confidence of the teacher affected teachers' motivation.

A study Lyimo (2014) shows that their salaries are not enough to meet their basic needs. Some of teachers are isolated from their family social activities because they cannot contribute financially. They are facing difficulties to help their extended family members due to low income.

Esther and Marjon (2008) did a study in Netherlands on motivation to become a teacher and its relationships with teaching self-efficacy, professional commitment and perceptions of the learning environment. They found that teachers' ratings of the academic assessment during their training related significantly to teachers' motivation based on prior learning and teaching experiences and teachers' motivations based on teaching as a fallback career

A study in Austria by Wentzel (2013) noted that students will perform better academically if they perceive that their teachers have high expectations from them. That is this high expectation by their teachers will make them feel motivated to perform better. Additionally, for those students who perceive that their teachers do not have high expectations for them, they will perform poorly. As a result of this effect of expectations on motivation, expectations can be identified as a vital factor on students' performance academically.

A study by Davison' (2015) in USA revealed that teachers' payments are insufficient to meet their basic needs. The study indicated that due to teacher's payment being delay and insufficient it forces some of teachers to borrow some money to meet their basic needs. It also affects them psychologically because of thinking about debts., instead of

thinking how to teach effectively. This delay of paying teachers their payments discourage them to dedicate and commit to their work. This situation forces teachers to teach very harshly, shallowly, and unwillingly. This circumstances directly affect students' learning negatively specifically for slow learners. Therefore, there is a need to increase teachers salaries and pay their allowances on time so that they may be motivated to concentrate on teaching activities and this will possibly improve teaching and learning (Davison, 2015).

Jessop and Penny (2018) analyse the role perceptions of primary school teachers in rural South Africa and the Gambia. They identify two distinct 'frames of understanding' about teaching, described as 'instrumental' and 'relational', which affect the way teachers discuss job satisfaction and motivation. The individual teachers studied are classified according to whether they lean towards one frame or the other. The authors find that instrumental teachers, who see education mainly as a technical process, are more likely to show concern about the inadequacy of physical resources for learning, support from inspectors and extrinsic incentives. Relational teachers, however, see education mainly as a moral activity and are motivated mainly by a nurturing relationship with pupils. The typical complaints of this group are not mentioned and one is left to assume that they complain less.

According to a study carried out by Paul and Kwame (2017) on teacher motivation in Sub-Saharan Africa and South Asia with respect to motivation patterns, it is commonly argued that working in rural schools is more difficult and thus more de-motivating than in urban schools due to poor living and working conditions. The findings from the

country studies show that this is not necessary the case. In South Asia countries, it appears that teachers in rural schools do feel disadvantaged. The findings also indicate that over one-third of all the teachers in primary schools in five extended study countries indicated that teachers at their school are “poorly” or very “poorly” motivated.

In a study of teacher motivation in Sub-Saharan Africa, researchers found that low motivation results in absenteeism, underutilization of class time, professional misconduct, reliance on traditional teaching practices, poor preparation, and teachers engaging in second income-generating activities that distract from teaching duties (Bennell & Akyeampong, 2015).

A study by Akanbi (2015) found that schools in Nigeria are fast decaying and the "rot" in the system ranges from shortage of teaching and learning resources to lack of effective leadership and proper motivation of teachers. He pointed out that teachers in Nigeria were unhappy, frustrated, uninspired and unmotivated. The school environment is dotted with dilapidated buildings equipped with outdated laboratory facilities and equipments. Teachers at times have to work under the most unsafe and unhealthy conditions. This has no doubt, translated into students' poor performance in external examinations, their involvement in examination malpractice, cultism and other negative dispositions.

A study by Ofoegbu (2012) in Namibia argues that the headteacher's attitude towards work naturally affects the headteacher's motivation. It has a lot to do with the headteacher's desire to take part in the instructional processes in the school environment,

his/ her interest in the learners" discipline and his/ her classroom control. It will therefore, include the teachers" participation or lack of involvement in the academic activities taking place in the school. The headteacher does translate the philosophies involved with education and the objectives of education into knowledge and skills which he/she then passes on to the learners, the classroom climate affects the whole process of giving knowledge to the students since this process takes place in the classroom.

Akah (2017) conducted studies of motivation in Ultimate Companion Limited, Douala, Cameroon. Its purpose was to examine factors that motivate employees in order to have increased performance within the company. The study found that employees at Ultimate companion limited had an overall fair job satisfaction. The employees are not satisfied with their current salary situation at the company which illustrate that financial motivation was important within a company. The findings equally showed that the majority of the employees is motivated most to perform when they receive non-financial rewards. Also, the majority of the employees showed a great intrinsic value for higher performance. Finally, the study recommended that the management at Ultimate companion limited should use multiple motivational strategies (both intrinsic and extrinsic tools) in order to achieve greater performance from the employees.

In Zimbabwe, Chireshe and Shumba (2011) argued that the need for motivated teachers is reaching crisis proportions in today's technological society undergoing fundamental changes. They add that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a school in facing the various 2 challenges and problems posed to it.

It is therefore important to investigate the factors affecting teacher motivation in order to revert the situation.

Kitogo (2009) observed that in Tanzania standard seven final examinations were poorly done due to lack of motivation of headteachers and poor teaching and learning environment. It was also noted that teachers leaving in rural areas led a pathetic life, a factor which demoralized them despite their professional qualification. The classrooms were also overcrowded which made it difficult for teachers to attend to pupils' academic needs.

Nyakyi (2016) in his study found out that motivated headteachers are pillars of quality education, for it is through them that students obtain various skills, which can be applied in their daily lives. He further recommended that through quality education, Tanzania will be able to create a strong and competitive economy, which can effectively cope with the challenges of development and confidently adapt to the changing market and technological conditions in the regional and global economy.

Langat (2013) observed that failure to promote teachers encourages apathy in taking up assigned responsibilities among them in most learning institutions. He recommended that the school management should devise internal promotion arrangements to motivate teachers, as the teachers' principal employer had let down teachers for far too long.

Odhiambo (2015) did a study on the teacher performance appraisal, the experience of the Kenya Secondary school teachers. His findings indicate that the teachers appraisal

policies and practices in Kenya secondary schools exhibit weakness which needed to be urgently addressed if the appraisal is to be used to improve the quality of teacher and hence education in Kenya. Datche (2017) did a study on factors affecting the teacher performance appraisal system; his findings indicated most public secondary schools in Kenya carried out performance appraisal. His study revealed that the setting of performance standards was mainly a preserve of the Principals and heads of department while the teachers formed a majority of the school members their participation in the setting of performance standard was low. The performance standards were set mostly at the beginning of the year and were rated as normal and achievable by the teachers. The teachers' lack of involvement in setting of the performance standard could therefore be seen as a weakness which affects the entire performance appraisal system.

David (2015) studied the effects of performance appraisal on teacher development. His findings were that performance appraisal influences teacher development, brought about motivation among the teachers, mode teachers' procedure, brought about innovative methods of teaching and curriculum implementation. His study however showed that performance appraisal has not been done at regular intervals.

Wanzare (2015) conducted a study titled "Rethinking teacher evaluation in the third world:the case of Kenya." His study concluded that, like in many third world countries, teacher evaluation as practiced in Kenya has numerous shortcomings and dubious effectiveness. Wanzare and Ward (2015) investigated on the factors influencing staff development in schools. Among the recommendations of their research were that

Principals can do much to improve teaching and learning by using professional formative evaluation of their teachers.

A recent study by Mobegi, Ondigi, and Oburu (2010) looked at secondary school s' quality assurance strategies and challenges in Gucha district, Kenya. The findings of the study showed that s' curriculum supervisory methods were limited to checking of teachers' professional records and gave less emphasize to departmental supervision, self appraisal and class-visits.

Aacha (2016) conducted a study on the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuza division, Masaka district, Uganda. The study specifically sought to find out whether the motivation of primary teachers had any effect on their morale to perform and the effect of intrinsic and extrinsic motivation on the performance of teachers. The research findings revealed that the performance of primary school teachers was good despite the fact that their motivation was inadequate. Besides, the majority of the teachers performed their activities with high morale as evidenced from reporting early at school, regular testing and examination of pupils and high turn up of teachers in staff meetings and school occasions among others. It also indicated that there was a significant positive relationship between intrinsic motivation and performance of teachers in the surveyed primary schools. Interestingly a positive relationship was also revealed between extrinsic motivation and performance of teachers, implying that extrinsic motivation affected the performance of teachers.

A study by Aacha (2016) examined whether the motivation of primary teachers had any effect on their morale to perform and the effect of intrinsic and extrinsic motivation on the performance of teachers in Migori County. It found that there was a significant positive relationship between intrinsic motivation and performance of teachers in the surveyed primary schools. Furthermore a positive relationship was also revealed between extrinsic motivation and performance of teachers, implying that both extrinsic and intrinsic motivations affected the performance of teachers.

Sogomo (2013) studied job satisfaction of secondary school principals and found out that Kenyan principals placed highly factors such as interpersonal relationships with peers, teachers and sub-ordinates in their satisfiers ladder. Principals appeared dissatisfied with the fringe benefits in their contracts. Principals in private schools were generally more satisfied than those from public schools

Geoffrey (2010) conducted a study which investigated public universities' academic staff performance with reference to the context of motivation using Makerere University in Uganda as a case study. It examined the effect of motivational factors on lecturers' teaching, research activities, and community service. The findings revealed that, motivational factors, significantly affected lecturers teaching and research activities at Makerere University. It also found out that motivational factors did not have a significant effect on lecturers' community service activities. It was concluded that, motivational factors do have a significant effect on lecturers' teaching and research activities

Matheka's (2015) study on motivation and job content among teachers in secondary, in Machakos District indicates that the main issues of concern for teachers as; head teachers" administrative styles, workload, status and acceptance in society, available promotional possibilities and relationship with the employer. The headteacher being an instrument of success requires the physical, psychological, economic and social comfort

Studies have been conducted globally on the relationship between headteacher motivation and students' performance. However none of the study have touched on Mombasa County. This study will focus on the influence of Headteacher's motivation on students' academic performance in private primary schools in Nyali Sub-County.

2 6 Theoretical Review

The researcher reviewed three theories which were found relevant to inform the study namely, Path-Goal Leadership Theory (PGT), Contingency Theory of Leadership and Trait Leadership Theory.

Path-Goal Leadership Theory (PGT) argues that followers are motivated in a task by the high level of self-efficacy, belief that their efforts result in a certain outcome or reward and belief that an outcome or reward is worthwhile (Bhatia, 2016). PGT of leadership rests on two propositions that the leader behaviors will be acceptable and satisfying when subordinates perceive it to be an immediate source of satisfaction or as being instrumental in obtaining future satisfaction. It also says that the leader behavior will be motivating to the extent that it makes subordinate satisfaction contingent upon effective performance and to the extent that it complements the subordinates' work environment

by providing necessary guidance, clarity of direction, and rewards for effective performance (Greenberg, & Baron 2010).

The theory argues that in order to accomplish the foregoing, a leader will have to engage in different types of leadership behavior depending upon the nature and demands of the particular situation. PGT identifies four distinct styles of leader behavior: directive leadership, supportive, participative and achievement-oriented leadership (Greenberg, & Baron 2010).

According to Northouse (2013), effective leadership occurs when the leader accurately diagnosis the development level of subordinates in a task situation and then exhibits the prescribed leadership style that matches that situation. Dixon and Hart (2010) argue that leaders who lead by means of PGT reward and encourage their followers towards goal achievement. Malik (2015) opines that this theory predicts the leader behavior which is essential for achieving subordinates' motivation and which is also linked to organizational performance. Implementing PGT increases subordinates' motivation by clarifying the paths towards which organizational performance is possible.

Even though goal setting is widely used by change leaders some researchers have questioned the suitability of goal setting in organisational change processes as this theory is more task-oriented while organisational change is more people oriented (Chang & Lorenzi, 2013). Furthermore, Erez (2015) argues that if goals are not reached as planned, it will not only create environments full of tension, dissatisfaction and

frustration. It will also discourage motivation, raise the risk of staff resistance and lead to the failure of the change process.

One of the success factors in organisational change identified by (Kotter, 2015) is that the change leader is required to adopt a ‘divide and conquer’ approach by modularizing the whole process in different stages (milestones), with different goals set for each stage to encourage employees to move from one stage to another and at the same time making evaluation of the process possible in each stage. On the other hand, (Kotter, 2015) also gives a warning to organisation leaders not to celebrate and declare the change success too early before the final goals have been reached, as this would give the side effect of de-motivating the team and leading to change failure.

Leadership skills and styles practice has been viewed as being able to contribute significantly and positively towards achieving organizational performance by motivating others to pursue the same strategic direction. This theory is relevant in this study for focusing on the role of the leader in motivating subordinates towards achieving an organization’s goal.

One of the criticisms of PGT is that it tends to be relatively simplistic, despite the complex nature of the theory. The majority of research on PGT has focused on determining how task structure moderates the relationship between leader behavior and follower performance and satisfaction (Jermier, 2016). Investigations of directive leader behavior and supportive leader behavior have dominated the literature, while research has generally neglected the other types of leader behavior about which the theory makes

predictions. In order to comprehensively evaluate PGT, all of the hypothesized relationships must be tested (Hughes, Ginnett & Curphy, 2016).

A third criticism of the research on PGT is that it has not examined the basic motivational assumptions of the theory. Seminal reviews of the VIE (valence, instrumentality, and expectancy) research by Evans (2016) noted some empirical support, but have also identified several problems. These problems have ranged from mismeasurement of the three key constructs to the use of inappropriate research designs to assess the validity of the theory.

Chang and Lorenzi (2013) also argues that merely setting the goals is not enough, because employees will only buy in if they are able to perceive that achieving the goals will promise to bring them immediate or future benefits. Therefore, in order to have realization of the goals, the effective goal must also be aligned with the reward needs of employees in order to inspire and motivate them.

Implementing PGT increases subordinates' motivation by clarifying the paths towards which organizational performance is possible. Leadership skills and styles practice has been viewed as being able to contribute significantly and positively towards achieving organizational performance by motivating others to pursue the same strategic direction. This theory was relevant in this study for its focus on the role of the leader in motivating subordinates towards achieving an organization's goal. Therefore there is a clear link with PGT and leadership skills and styles practices as both types of leadership are result-oriented. This theory supports the argument that leadership skills and styles practice has

an effect on organizational performance; therefore, it needs to be established in private schools.

Contingency Theory of Leadership, developed by Fiedler (2008) suggests that a leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the capabilities and behaviours of followers and also various other situational factors.

According to the theory, leaders adopt a suitable leadership style depending on the readiness of followers. The theory suggests that the favorability of the situation determines the effectiveness of task and person-oriented leader behavior. The approach is called “contingency” because it suggests that a leader’s effectiveness depends on how well the leader’s style fits the context. The performance of leaders cannot be properly understood outside of the situations in which they lead. Prominent among these theories are Fielder’s Contingency Theory of leadership, the Path-Goal Theory of leader effectiveness which embodies transactional leadership, Hersey and Blanchard’s situational leadership Theory, the Cognitive Resource Theory, and the Decision-Process Theory (Bass, 2008).

The Fiedler contingency model proposed that effective group performance depended upon the proper match between the leader’s style of interacting with his or her followers and the degree to which the situation allowed the leader to control and influence. Fiedler offered two leadership styles, those that are motivated by task and those that are motivated by relationship. Task-motivated leaders are those who are primarily

concerned with reaching a goal, whereas relationship-motivated leaders are concerned with developing close interpersonal relationships. In order to measure a leader's style, Fiedler developed the Least Preferred Co-worker (LPC) questionnaire (Robbins & Coulter, 2011).

Fiedler characterizes situations in terms of three factors, leader-member relations, task structure and position power (Robbins, 2010). Task structure is the degree to which the requirements of a task are clear and spelled out. Leader-member relations refer to the degree of confidence, trust and respect employees have for their leader; rated either good or not. Position power is the amount of authority a leader has over power-based activities like hiring, firing, discipline, promotions and salary increases (Chance & Chance, 2012).

According to Hoy (2009), an individual's leadership style is fixed with only two ways to improve leader effectiveness. This could be by bringing in a new leader whose style fit the situation or change the situation to fit the leader by restructuring tasks or increasing or decreasing the power that the leader had over factors such as salary increases, promotions and disciplinary actions.

According to Vroom and Jago (2015) strategic leaders should utilize their leadership skills approach in ensuring successful strategy implementation. A strategic leader should provide a clear plan on a strategy will be implemented in terms of their roles, assignment and reporting relationships between the employees and the strategic leaders. The designed action plan should conform to the various needs of the customers.

Morgan (2007) argues that the leadership approaches adopted by strategic leaders should match the specific needs of the customers and the situation at hand. Leadership fails due to the kind of approaches used to deal with the situations unlike using the same approach to handle different scenarios. This is because the needs of the customers are distinct and keep on changing (Lutans, 2011). Contingency theory holds that the best leadership style is dynamic and flexible. A leader should adopt a participative leadership approach in strategy implementation; leaders should involve their employees in key decisions by explaining to them the importance of strategy adoption and how it will impact on them and the organization (Lutans, 2011).

Contingency theory of leadership has been the subject of a considerable amount of criticism. This is because the theory is essentially a set of continually changing empirical generalizations. Another distinguishing characteristic is that contingency theory has evolved around a measurement process. Instead of proposing a set of theoretical constructs and then devising measures to match, Fiedler started with the measurement process and then sought to develop theoretical constructs to go with the measures and the research results obtained with them (Miner, B.J, 1980).

Another weakness with the model is that it is unrealistic to assume that a person can't change his/her leadership style to fit the situation. Moreover, it has been pointed out that more variables were probably needed to fill in some gaps in the model. The model has as well been questioned due to the practicality of the LPC questionnaire. In spite of its weaknesses, the model showed that effective leadership style needed to reflect situational factors (Robbins & Coulter, 2011). In relation to this study, contingency

theory helps to identify outside variables that impact a school. Secondly, contingency theory helps to appraise the impact of school's organization structure on responses to external pressures and demands. Finally Contingency theory matches leadership styles with the needs of the school and consider relationships among teachers' personalities and attitudes.

The major works that are behind The Trait Theory are by (Stogdill, 1948; Mann, 1959; Kirkpatrick, 1986 & Lord, 1991). During the period between 1920's and 1930's, a lot of leadership research focused on the traits that differentiate leaders from non-leaders. Trait Theory is one of the earliest leadership theories and it focuses on what an effective leader is and not what an effective leader does.

The basic assumption that guided the trait leadership studies was that leaders possessed certain traits that other people did not possess. These traits included emotional intelligence; having an extrovert personality (charisma); masculinity and conservatism and being better adjusted than non-leaders (Senior, 2015).

According to Bhatia (2016), Trait Theory postulates that there are sets of traits and characteristics that are associated with successful leaders. The prominent traits for successful leaders include physical traits, social traits and social characteristics, and task-related characteristics which are inborn and enables a leader to be successful. Empirical studies Supporting Trait Theory have found evidence that there are traits that contribute to organizations' effectiveness and performance (Northouse, 2013). The list of leader traits, however, is huge and continues to grow as leaders emerge. Despite

numerous studies on the diversity of leadership traits, certain criticisms have been levelled out on the trait leadership theory (Northouse, 2013).

It is argued out that leadership can be learned, nurtured and not necessarily an inborn thing as has been the case in human history where some very successful leaders emerged to diverse situations. Another criticism is that there is nothing inborn, divine, or mysterious as leadership qualities (Northouse, 2013). The point is that leaders do not succeed because they possess certain traits in isolation with other factors (Bhatia, 2016).

Perhaps in an attempt to conclude the discussion on traits, Northouse (2013) isolated five traits which lead to organizational transformations namely intelligence, self-confidence, determination, integrity, and sociability. These traits are interesting because they link well with the leadership skills and styles practices. The traits cited out in many trait theories link to leadership skills and styles practices in regards to leader characteristics, abilities, and effectiveness in a responsibility or organization.

Understanding the role of leadership traits in leadership skills and styles practices is important especially where success is not dependent on a single factor. This is more important because the traits a specific leader possess qualifies why he or she is an important asset in the organizational performance. The leader and subsequently the leadership practices add to competitiveness of an organizations which is required in not-for-profits also.

According to Gheselli (2015), the search for leader traits was not a total failure and several traits do appear to be modestly associated with leadership. Chief among these

traits is intelligence. He says that the people who hold leadership positions tend to be somewhat more intelligent. In his study, he emphasized significant correlations between leadership and traits of intelligence, supervisory ability, initiative, self-assurance and individuality in doing work but suggested that extremely higher or lower intelligence reduces the leadership qualities.

Researchers however, have failed to agree on what traits are universal and trait theories suffer from a lack of a structure in describing personality leading to a wide range of traits being investigated under different labels (Judge, Bono, Ilies & Gerhardt, 2015). For instance, (Kirkpatrick & Locke, 2011) argue that the six traits that distinguish leaders from non-leaders include drive, desire to lead, honesty, integrity, self-confidence, cognitive ability and business knowledge. On the other hand, House and Aditya (2015) propose four factors including achievement motivation, prosocial influence motivation, adjustment and self-confident.

Mullins (2015) observes that there is a bound to be subjective judgment in determining who is regarded as a good or a successful leader. Also the list of possible traits would be very long and there is not always agreement on the most important traits. Even if it were possible to identify an agreed list of more specific qualities, this would provide little explanation of the nature of leadership. It would do little to help in the development and training of leaders (Mullins, 2015). The shortcoming of the Trait Theory is that it does not make judgment as to whether these traits are inherent to individuals or whether they can be developed through training and education. Comparing leaders in different situations suggests that the traits of leaders depend on the situation

This theory contributes to the tenets for successful leadership skills and styles practice that underlie leaders' characteristics, abilities, and knowledge which drive the schools' performance.

2.7 Conceptual Framework

According to Mugenda and Mugenda (2013), a conceptual framework is a hypothesized model identifying the model under study and the relationship between the dependent and independent variables. The dependent variable in this study is Students' Academic Performance while the independent variables are Leadership Skill, Leadership Styles, and Headteacher motivation.

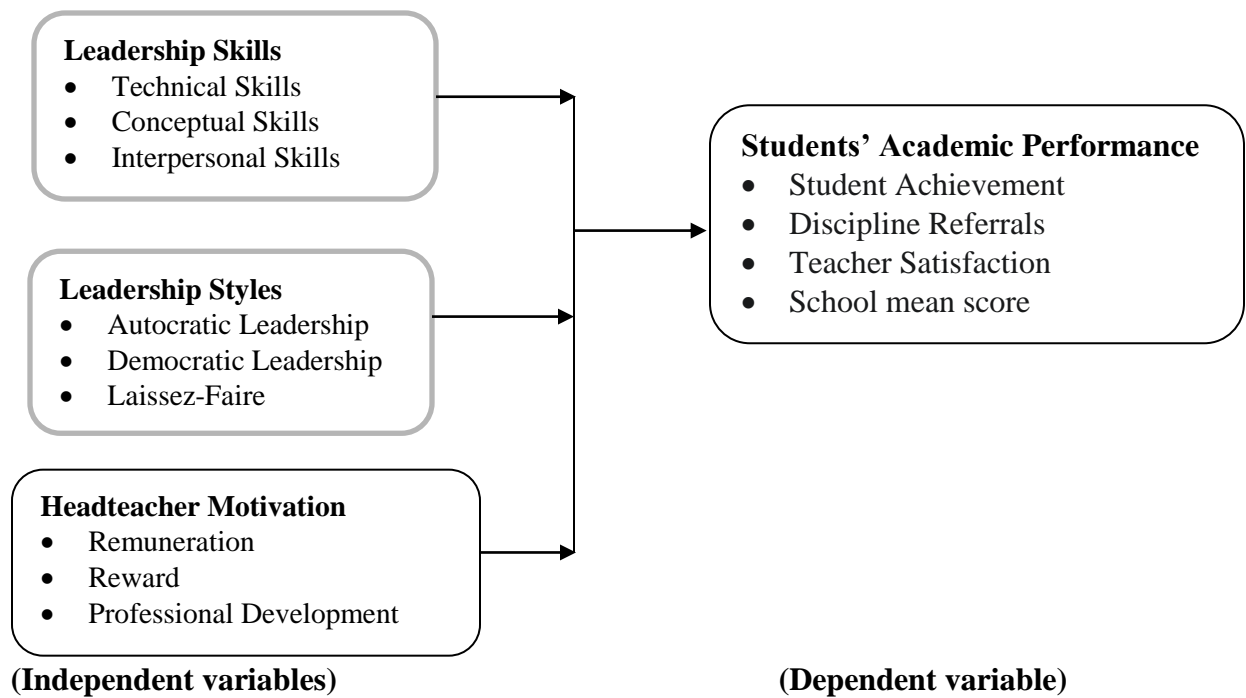


Figure 2.1 Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design and methodology used in the study. It outlines the target population, sampling procedure, data collection instruments and procedures, validity and reliability of research instruments as well as data analysis and presentation.

3.2 Research Design

Research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. It constitutes the blueprint for the collection, measurement, and analysis of data (Kothari, 2014). This study used descriptive survey research design. According to Mugenda and Mugenda (2010), descriptive survey determines and reports the way things are in their natural environment. This design attempts to describe systematically a situation, a problem, or phenomenon, or provides information about an issue, or describes attitudes towards an issue (Kumar, 2015). The design was appropriate for this study since it helped to collect data in order to answer questions on the influence of head teacher's leadership skills and styles on students' academic performance in private primary schools in Nyali Sub-County as it is. It also helped the researcher report on the issues related to the study as they are.

3.3 Study Location

The study was conducted in Nyali Sub-County which is located in Mombasa County. is Nyali Sub-County is situated in the coastal region of Kenya, its geographical coordinates are 4° 3' 0" South, 39° 42' 0" East. The Sub-County borders Kisauni sub-county and Mwita Sub-county, it has two new divisions; Kongowea which has a population of 126,509 people and Frere town which has a population of 102,310. The Sub-county has 77 private primary schools and 11 public primary schools. Economic activity's conducted in the sub-county include tourism, businesses and fishing.

3.4 Target Population

According to Mugenda and Mugenda (2015), population refers to an entire group of individuals, events or objects having a common observable characteristic. The target population was all 77 registered private schools in Nyali sub-county (Appendix VI).

3.5 Sample and Sampling Techniques

A sample according to Mugenda and Mugenda (2015) is a subgroup carefully selected so as to be representative of the whole population with relevant characteristics. The study used all the registered schools in Nyali Sub-County. This is validated by Mugenda and Mugenda (2015) assertion that a sample size of 15% and above of the target population is large enough and allows for reliable data analysis and testing.

Table 3.1

Sample Size

Target population	Target population	15% Sample size
Head teacher	77	12
Teachers	782	117
Total		129

Source: Nyali Sub-County Education Office (2016-2017)

The study used purposive sampling technique in determining the sample size. According to Mugenda and Mugenda (2014) Purposive sampling is a sampling technique that allows a researcher to use cases that have the required information with respect to the study objectives. The researcher used 12 teachers in 117 teachers in the selected private schools as the sample size. These schools were selected for the study because their head-teachers had been in the school for more than 10 years

3.6 Data Collection Instruments

Research instruments are methods or techniques used by a researcher to gather information pertaining to the study aimed at establishing or refuting some hypothesis (Hakim, 2015). The data collection method used was questionnaire. According to Mugenda and Mugenda (2010), questionnaires are preferred because responses are gathered in a standardized way, so questionnaires are more objective, certainly more so than interviews. Questionnaires are also relatively quick when information is collected

from a large portion of a group. The study used closed-ended questions which were used to limit the respondents' answers on specific subject matter for easier analysis.

3.7 Reliability

According to Ogula (2015), reliability is the extent to which a research instrument yields measures that are consistent each time it is administered to the same individuals or yields consistent results after repeated trials. In order to ensure the reliability of the questionnaires, a pilot study was undertaken to test whether the aim of the study would be achieved, whether there is any ambiguity in any item or whether the research objectives are appropriately addressed.

According to Ebrahim (2013), a pilot test is necessary for testing the reliability of data collection instruments. Pilot study was conducted to detect weakness in design and instrumentation and to provide proxy data for selection of a sample. The study selected six respondents comprising of two Headteacher and four teachers in Brightways Academy and Coast Progressive School in Nyali sub-county which represented 5 percent of the sample size as (Mugenda & Mugenda, 2013) pointed out that a successful pilot study should use one to 10 percent of the actual sample size. The pilot data was not included in the actual study.

The pre-test was conducted using Cronbach's Alpha coefficient reliability. The data gathered from the pilot study was subjected to Cronach's Alpha a coefficient of reliability that gives an unbiased estimated of data generalized. According to Zinbarg Yovel, Revelle and McDonald (2006), Cronbach's Alpha is a coefficient of reliability

that gives unbiased estimate of data generalizability. An alpha coefficient of higher than 0.6 indicated that the gathered data had a relatively high internal consistency and could be generalized to reflect opinions of all respondents in the target population.

3.8 Validity

Validity is defined as the extent to which a research instrument measures what is intended to measure (Fraenkel & Wallen 2013). The validity of the instrument was established by being given to experts, research assistant with experience the supervisors who approved the instruments for data collection

3.9 Data Collection Procedure

The researcher obtained a letter from Kenya Methodist University academic (KeMU) office and the National Commission for Science, Technology and Innovation (NACOSTI) to facilitate data collection. The letters obtained from both KeMU and NACOSTI were used to permit the researcher to collect data in the field. The questionnaires were administered to the respondents through drop and pick method.

3.10 Data analysis and Presentation

Data analysis method refers to examining what has been collected in a survey or experiment and making deductions and inferences; It includes scrutinizing the acquired information and making inferences (Kombo & Tromp, 2006). After the questionnaires were collected, they were checked so as to ascertain whether they were complete and accurate. The data was then entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 23 which processed accurate frequencies and percentages which was used to discuss the findings. ANOVA statistical data

analytical technique was used. Frequency distribution tables and pie charts were used to present the data. From the analysis the findings were presented in the subsequent chapters where discussions, conclusions and recommendations were drawn.

The multiple linear regression model was used to measure the relationship between the independent variables and the dependent variable which are explained in the model. The regression model helped to explain the magnitude and direction of relationship between the variables of the study through the use of coefficients like the correlation, coefficient of determination and the level of significance.

The multi- linear regression model was as indicated;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where,

Y = Students Academic Performance (Dependent variable)

β_0 = Constant

$\beta_1, \beta_2, \text{ and } \beta_3$ = Regression coefficients

X_1 = Skills

X_2 = Styles

X_3 = Motivation

e = margin of error

In the model a is the constant term while the coefficient β_1 to β_4 are used to measure the sensitivity of the dependent variable (Y) to unit change in the independent variable (X_1, X_2, X_3, X_4). e is the error term which captures the unexplained variations in the model.

The results were presented in form of tables.

3.11 Ethical Considerations

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. According to Fouka, & Mantzorou (2011), it is important to observe ethics in research in order to maintain human dignity. In this study, ethics was observed by maintaining confidentiality, treatment of respondents with respect and honesty and observation of protocol at all stages. The researcher sought the consent of the respondents. Moreover, the researcher agreed with the respondents about the use of the data, and how its analysis was reported and disseminated. The researcher observed privacy and confidentiality by ensuring that the respondents did not give their names in the questionnaire and that the analysis done was not for individual respondent but a combined response of all the respondents.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The chapter presents empirical findings and discussion of results on the influence of head teacher's leadership skills and styles on students' academic performance in private primary schools in Nyali Sub-County. The objectives of the study was to investigate the influence of Head teacher's leadership skills on students' academic performance in private primary schools in Nyali Sub-County; Examine the impact of Head teacher's leadership styles on students' academic performance in private primary schools in Nyali Sub-County and evaluate the influence of Headteacher motivation on the relationship between leadership skills, styles and students' academic performance in private primary schools in Nyali Sub-County.

4.2 Response Rate

Table 4.1

Response Rate

Respondents	Frequency	Percentage (%)
Received responses	109	78%
Un-received responses	30	22%
Expected responses	139	100%

A survey was conducted on 139 teachers in selected private schools in Nyali sub-county. 109 questionnaires were returned by respondents. This represented 78% of the response rate; 22% of the questionnaires were not returned. Mugenda and Mugenda,

(2006) recommends that: 50% response rate is adequate, 60% good and any other response rate above 70% very good.

Based on these recommendations, the response rate of 78% was rated very good. Therefore, the data collected was capable of enabling the researcher to arrive at a satisfactory conclusion about the study.

4.3 Reliability Analysis

According to Creswell (2015), reliability refers to stability or consistency of measurements; that is whether or not the same results would be achieved if the test or measure was applied repeatedly. Cronbach's alpha reliability coefficient normally ranges between 0 and 1. The closer the value is to 1, the greater the internal consistency of the items (variables) in the scale.

The questionnaire employed for this study measured four constructs; leadership skills, leadership styles, headteacher's motivation in relation to students' academic performance. Leadership skills was measured using 8 questions and the scale had a high internal consistency as determined by Cronbach's alpha value of 0.828. The second construct leadership styles had 9 items in the scale, also revealed a high internal consistency with a Cronbach's alpha value of 0.834. The third construct headteacher motivation had 7 items in the scale, also revealed a high internal consistency with a Cronbach's alpha value of 0.756. The fourth construct student academic performance had 6 items in the scale, also revealed a high internal consistency with a Cronbach's alpha value of 0.723.

Table 4.2

Cronbach's Alpha's Reliability test for study variables

Item	Cronbach's Alpha	No of Items
L.S	.828	8
L.SL	.834	9
H.M	.756	7
A. P	.723	6

Key; L. S - Leadership Skills, L.SL - Leadership Styles, H.M - Headteacher motivation, A.P - Academic Performance.

The reliability of the constructs were acceptable based on the rule of George and Mallery (2013) who ascertain that Cronbach's alpha value that is greater than 0.9 is considered excellent; value of 0.8 is deemed very good and 0.7 is rated as good. In social sciences researches, a reliability value of 0.7 or more is considered acceptable. All the four items leadership skills, leadership styles, headteacher motivation and academic performance achieved the threshold of acceptance in social science researches (Hair, Black, Babin & Anderson, 2010). Thus reliability of the questionnaire was affirmed and accepted altogether.

4.4 Demographic Characteristics of the Respondents

The study sought to establish the demographic data of the respondents. The researcher conducted a general analysis on the demographic data from the respondents which included; gender, age and working experience.

4.5 Gender of Respondents

Table 4.3

Gender of Respondents

Gender	Percentage
Male	41%
Female	59%
Total	100%

Table 4.3 above shows that 59% of the respondents were male while 41% of the respondents were females. The distribution however represents a fair gender balancing, an indication of successful efforts of various gender mainstreaming campaigns. The number of female teachers in private primary schools in Nyali sub- County is more than a 1/3 of the total respondents.

4.6 Respondents Age

Table 4.4

Respondents Age

Age	Percentage
20 years and below	0%
Between 21-30 years	38%
Between 31-40 years	45%
41 years and above	17%
Total	100%

Table 4.4 above shows that that majority of the respondents (45%) were between 31-40 years, (38%) of the respondents were between 21-30 years, (17%) of the respondents were 41 years and above. From the findings its clear that majority of the respondents 45% were between 21-30 years. The findings indicates an even distribution of respondents across the different generations and ages

4.7 Working Experience

Table 4.5

Working Experience

Years	Percentage
Less than a year	17%
1-5 years	48%
6-10 years	25%
11 years and above	10%
Total	100%

This question sought to investigate the number of years each respondent had worked in the school. (48%) of the respondents had a working experience of between 1-5 years, 25% of the respondents had a working experience of between 6-10 years, (17%) of the respondents had a working experience of less than a year while the remaining (10%) of the respondents had a working experience of 11 years and above. The findings indicate that the teachers at private primary schools in Nyali Sub-County had adequate work experience.

4.8 Leadership Skills

Table 4.6

Leadership Skills

Leadership Skills	Mean	Std. Deviation
The headteacher frequently undergo management course	3.31	1.24
The headteacher understands basic skills in each subject	3.08	1.28
The headteachers technical skill helps him to work proficiently	3.27	1.21
The headteacher has human skills which enables him/her to work with people	3.40	1.25
The headteacher has good communication skills which helps him/her in build consensus	3.42	1.27
The years in an institution helps the head teacher understand his administrative skills	3.41	1.16
The headteacher has more skills in handling and improving the teaching-learning process.	3.33	1.28
Teachers acquire adequate management skills in their training	3.17	1.16

The study aimed to determine the influence of Head teacher's leadership skills on students' academic performance in private primary schools in Nyali Sub-County. The findings in Table 4.6 the researcher sought respondents' views on whether the head - teacher frequently undergo management course which indicated a mean of 3.31 and a standard deviation of 1.24. The head - teacher understands basic skills in each subject indicated a mean of 3.08 and a standard deviation of 1.28. The head- teacher's technical skill helps him/her to work proficiently indicated a mean of 3.27 and a standard deviation of 1.21. The head- teacher has human skills which enables him/her to work

with people indicated a mean of 3.40 and a standard deviation of 1.25. The head teacher has good communication skills which helps him/her in build consensus indicated a mean of 3.42 and a standard deviation of 1.27. The years in an institution helps the head teacher understand his administrative skills indicated a mean of 3.41 and a standard deviation of 1.16. The head- teacher has more skills in handling and improving the teaching-learning process indicated a mean of 3.33 and a standard deviation of 1.28. Teachers acquire adequate management skills in their training indicated a mean of 3.17 and a standard deviation of 1.16. The above findings indicate that Head teacher's leadership skills significant affects students' academic performance in private primary schools in Nyali Sub-County

4.9 Leadership Styles

Table 4.7

Leadership Styles

Leadership Styles	Mean	Std Dvn
The head teacher delegates authority to teachers	3.26	1.35
The head teacher treats all teachers equally	3.36	1.26
The head teacher consults before making decisions	3.13	1.32
The head teacher involves teachers in decision making	2.91	1.36
The head teacher always finds time to talk to the staff	3.25	1.34
The head teacher emphasizes the meeting of deadlines	3.44	1.20
The head teacher encourages staff development and initiative	3.31	1.21
The head teacher supervises closely to ensure standards are met	3.34	1.33
The head teacher ensures all teachers understand their roles in school	3.28	1.26

In Table 4.7 above, the researcher sought respondent's views to examine the impact of Head teacher's leadership styles on students' academic performance in private primary schools in Nyali Sub-County. The head teacher delegate's authority to teachers indicated a mean of 3.26 and a standard deviation of 1.35. The head teacher treats all teachers equally indicated a mean of 3.36 and a standard deviation of 1.26. The head teacher consults before making decisions indicated a mean of 3.13 and a standard deviation of 1.32. The head teacher involves teachers in decision making indicated a mean of 2.91 and a standard deviation of 1.36.

The head teacher always finds time to talk to the staff indicated a mean of 3.25 and a standard deviation of 1.34. The head teacher emphasizes the meeting of deadlines indicated a mean of 3.44 and a standard deviation of 1.20. The head teacher encourages staff development and initiative indicated a mean of 3.31 and a standard deviation of 1.21. The head teacher supervises closely to ensure standards are met indicated a mean of 3.44 and a standard deviation of 1.33. The head teacher ensures all teachers understand their roles in school indicated a mean of 3.28 and a standard deviation of 1.26. According to the above findings, Head teacher's leadership styles have a significant impact on students' academic performance in private primary schools in Nyali Sub-County.

4.10 Headteacher Motivation

Table 4.8

Headteacher Motivation

Headteacher Motivation	Mean	Std Deviation
I get credit and praise from the head - teacher for doing my work well	3.38	1.25
The head - teacher inspires loyalty and commitment to the school	4.03	1.16
The head - teacher inspires and encourages teachers to aim high in our teaching job and in life.	3.66	1.30
I have complete faith and trust in the head - teacher because of the Good way the school is managed.	3.77	1.14
The head - teacher creates Conditions that allow teachers to do their teaching job and Co-curricular activities even without his /her presence	3.23	1.12
The head - teacher stimulates and encourages teachers to participate willingly and happily in doing their duties.	2.95	1.24
The head - teacher treats each teacher as an individual with different needs, abilities and aspirations.	3.31	1.27

In Table 4.8 above, the researcher sought respondent's views to analyse how Headteacher motivation influenced students' academic performance in private primary schools in Nyali Sub-County. The teachers get credit and praise from the head - teacher for doing my work well indicated a mean of 3.38 and a standard deviation of 1.25. The head - teacher inspires loyalty and commitment to the school indicated a mean of 4.03 and a standard deviation of 1.16. The head - teacher inspires and encourages teachers to aim high in their teaching job and in life indicated a mean of 3.66 and a standard deviation of 1.30. The teacher's faith and trust in the head – teacher is there because of

the Good way the school is managed indicated a mean of 3.77 and a standard deviation of 1.14. The head - teacher creates Conditions that allow teachers to do their teaching job and Co-curricular activities even without his /her presence indicated a mean of 3.23 and a standard deviation of 1.12. The head - teacher stimulates and encourages teachers to participate willingly and happily in doing their duties indicated a mean of 2.95 and a standard deviation of 1.24. The head - teacher treats each teacher as an individual with different needs, abilities and aspirations indicated a mean of 3.31 and a standard deviation of 1.27. The above findings indicate that how Head teacher's headteacher motivation had a significant influence on students' academic performance in private primary schools in Nyali Sub-County

4.11 Academic Performance

Table 4.9

Academic Performance

Academic Performance	Mean	Std Deviation
Students 'academic performance is dependent on the head teacher's managerial practices.	3.14	1.17
When supervision regarding teaching and learning is done well, students seem to perform better	3.70	1.03
Staff development plays a big role on the overall academic performance in the school	3.11	1.02
Teaching styles affects students' academic performance	3.71	1.03
Parental involvement and support has a great impact towards student performance.	3.31	1.02
The school adheres to students' performance management policies	3.54	1.03

In Table 4.9 above, the researcher analysed students' academic performance in private primary schools in Nyali Sub-County. The influence of Students 'academic performance on the head teacher's managerial practices indicated a mean of 3.14 and a standard deviation of 1.17. Students 'academic performance is dependent on the head teacher's managerial practices indicated a mean of 2.72 and a standard deviation of 1.08. When supervision regarding teaching and learning is done well, students seem to perform better indicated a mean of 3.70 and a standard deviation of 1.03. The role of Staff development on the overall academic performance in the school indicated a mean of 3.11 and a standard deviation of 1.02. The effect of teaching styles on students' academic performance indicated a mean of 3.71 and a standard deviation of 1.03. The impact of Parental involvement towards student performance indicated a mean of 3.31 and a standard deviation of 1.02. The schools adherence to students' performance management policies indicated a mean of 3.54 and a standard deviation of 1.03.

4.12 Correlation Analysis

Pearson Bivariate correlation coefficient was used to compute the correlation between the dependent variable (students' academic performance) and the independent variables (Leadership Skill, Leadership Styles and Headteacher motivation). According to Sekaran (2015), this relationship is assumed to be linear and the correlation coefficient ranges from -1.0 (perfect negative correlation) to +1.0 (perfect positive relationship). A correlation coefficient was calculated to determine the strength of the relationship between dependent and independent variables (Kothari, 2013).

Table 4.10**Pearson Correlation Coefficient**

		Leadership Skills	Leadership Styles	Headteacher motivation	Academic Performance
Leadership Skills	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	109			
Leadership Styles	Pearson Correlation	.217**	1		
	Sig. (2-tailed)	.000			
	N	109	109		
Headteacher motivation	Pearson Correlation	.359**	.334**	1	
	Sig. (2-tailed)	.000	.000		
	N	109	109	109	
Academic Performance	Pearson Correlation	.456**	.355**	.603**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	109	109	109	109

** . Correlation is significant at the 0.01 level (2-tailed).

The findings in table 4.10 indicated that there is a positive correlation between leadership skills and students' academic performance ($r = 0.456$, $P = 0.001$). Therefore, an improvement in leadership skills leads to an improvement in students' academic performance. Regarding leadership styles, the correlation coefficient was also positive ($r = 0.355$, $P = 0.001$). This means that an improvement of leadership styles leads to an improvement in students' academic performance. Lastly the study results showed that there is significant positive correlation between headteacher motivation and students' academic performance ($r = 0.603$, $P = 0.001$) implying that implementation of headteacher motivation leads to an improvement in students' academic performance.

4.13 Regression Analysis

This section presents a discussion of the results of inferential statistics using regression analysis, which involved running an analysis of the relationship between the independent variables; and the dependent variable.

4.14 Model Summary

Table 4.11

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.820 ^a	.747	.840	.15314

Predictors: (Constant), Leadership Skill, Leadership Styles, Headteacher Motivation.

Table 4.11 illustrates that the multiple correlation coefficient $R = 0.820$ indicates there is a strong positive correlation between independent variables (Leadership Skill, Leadership Styles, Headteacher Motivation) and students' academic performance in private primary schools in Nyali Sub-County. The R-squared is the proportion of variance in the dependent variable which can be explained by the independent variables. From the findings, the R-squared in this study was 0.747, which shows that the three independent variables (Leadership Skill, Leadership Styles, Headteacher Motivation) can explain 74.7% of the variation in the dependent variable, students' academic performance in private primary schools in Nyali Sub-County. This clearly shows that other factors not considered in this study explain 25.3% of the variation in the dependent variable, students' academic performance in private primary schools in Nyali Sub-County.

4.15 ANOVA

Table 4.12

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	40.910	3	13.637	194.814	.000 ^b
	Residual	7.383	105	.070		
	Total	48.293	108			

a. Dependent Variable: Students' Academic Performance

b. Predictors: (Constant), Leadership Skill, Leadership Styles, Headteacher Motivation.

The ANOVA statistics was used to test the fitness of regression model. The significance F value of 194.814 ($p < 0.001$) was obtained. This therefore means that the regression model obtained was fit and statistically significant and can be deemed fit for prediction purposes

4.16 Regression Coefficients

Table 4.13

Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
		B	Std. Error			
1	(Constant)	3.950	.420		9.399	.000
	Leadership Skills	.629	.045	.703	2.896	.000
	Leadership Styles	.237	.101	.236	2.338	.023
	Headteacher motivation	.657	.114	.582	5.762	.000

a. Dependent Variable: Students' Academic Performance

After the computation of the factors under study against Students' Academic Performance; the findings indicated that Leadership Skills had a $p < 0.001$ connoting a strong relationship between Leadership Skills and Students' Academic Performance. Secondly, Leadership Styles had a $P = .023$ which is less than the significance level of 0.05. This shows a strong relationship between Leadership Styles and Students' Academic Performance. Finally, Headteacher motivation had a $p < 0.001$ indicating a strong relationship between Leadership Skills and Students' Academic Performance. This is a clear indication that all the factors affect students' academic performance; therefore, it's upon the head teachers to ensure that they further their study and attend leadership training so as to acquire leadership skills and styles for the schools to achieve Academic Performance.

4.17 Discussions

The study findings indicate that factors influencing Students' Academic Performance have statistically significant effect. In as far as the influence of Head teacher's leadership skills is concerned, the findings are concurring with a study by Spreitzer et al., (2014), interpersonal skills help leaders in bringing out the best in people, increasing their capability for cooperation and team building, ability to attract and develop talent, capacity to motivate and align people to one vision. The findings also concur with a study by (Kimeu, 2015) on the impact of Head teachers of Public Schools in Kenya suggest that head teachers should be equipped with management skills through in-service training in order to improve the teacher productivity. The study further indicated

that the nature and quality of leadership and management that head teachers provide determine the effectiveness of the school.

The study findings in table 4.10 above indicate that Leadership Styles has a significant influence on Students' Academic Performance. These findings are in line with a study by (Asago, 2015) on the challenges facing the primary school education management which indicates that the extent to which a head teacher succeeds in attaining the school objectives, mission, vision and philosophy depends on how he/she uses suitable management styles to a specific school contextual environment. The study is also in line with a study by (Kinyanjui, 2014) on the extent to which head teacher leadership skill influenced pupils' academic performance. The major findings in her study were that head teachers applied various leadership styles with the most frequently used being democratic and laissez fair styles.

The study findings in table 4.10 above indicate that Headteacher motivation has statistically significant influence on Students' Academic Performance; the findings are concurring with a study by (Gitaka, 2014) which indicated that head teachers' headteacher motivation styles positively influenced primary school teachers levels of job satisfaction. The study further indicated that there was need to adopt headteacher motivation style in order to enhance motivation.

The findings are also inline to a study by (Joan, 2010) who indicated that motivation is what people need to perform better and can only work if the right person with the right skills has been placed in charge of the task at hand.

A study by Dutta, Eden, Crossan & Shamir (2013) indicated that headteacher motivation is inspirational, providing scope for intellectual and creative development, which values the role of the individual in achieving a shared vision. Transactional leadership is more closely allied to traditional management techniques with the leader establishing organizational goals and entering into a contractual arrangement with subordinates based on reward and punishment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the conclusions drawn from the findings, recommendations and suggestions for further research

5.2: Summary and findings

First, to determine the influence of Head teacher's leadership skills on students' academic performance in private primary schools in Nyali Sub-County: the findings indicated that Leadership Skills had a $p < 0.001$ connoting a strong relationship between Leadership Skills and Students' Academic Performance. The findings imply that head teacher's ability to create good communication through use of various leadership skills with teachers creates a good learning environment in the school, which results to good students' academic performance. A head teacher's ability to stay in an institution for long helps them understand their administrative skills better which translates to good management of the school hence realizing an improvement in the students' academic performance.

Second, to Examine the impact of Head teacher's leadership styles on students' academic performance in private primary schools in Nyali Sub-County.: results indicated that Leadership Styles had a $P = .023$ which is less than the significance level of 0.05. This shows a strong relationship between headteachers Leadership Styles and Students' Academic Performance. This implies that head teachers in private primary schools use different leadership styles with an aim of improving students' academic

performance. However, the different leadership styles adopted influenced schools academic performance differently. The ability of a head teacher to succeed in improving the academic performance of the students is by frequently scrutinizing the challenges affecting the students' academic performance and adopt the appropriate leadership style.

Finally, to evaluate how headteachers motivation influence students' academic performance in private primary schools in Nyali Sub-County: results indicated that Headteacher motivation had a $p < 0.001$ indicating a strong relationship between Leadership Skills and Students' Academic Performance. These findings imply that headteacher motivation pays particular attention to the subordinates need for growth and achievement and thus leaders who use this style are proactive leaders. If headteacher motivation is well adopted, students' academic performance will improve within a short period of time. This can be done by improving working environment by involving teachers in decision making and in policy formulation and this will motivate the teachers who will strive to improve the students' academic performance.

5.3 Conclusion

Based on the findings the study concludes that there was a significant relationship between head teachers' skills and students' performance. The study found out that head teachers in private primary schools frequently undergo management course so as to instil them with more knowledge manage the schools well. The courses have helped them improve their communication skills which enabled them to create a conducive working environment for the teachers. It was also observed that some of the head teachers did not

acquire adequate management skills in their training which greatly affected their leadership skills.

This study established that there was a significant relationship between Head teacher's leadership styles and students' academic performance. It was established that the head teachers delegated authority to teachers, treats all teachers equally and also involved teachers in decision making as a way of motivating them. It was also established that the head teachers supervised the teachers closely to ensure standards are met all though some of the teachers preferred minimal supervision so that they executed their roles willingly with minimal pressure from the head teachers.

The study concluded that although the head teachers and teachers discussed school matters which included performance and discipline, the number of times that they meet may not have been very adequate since there was need for continued meetings for planning and monitoring academic progress of the pupils.

From the study's findings, there was strong relationship between Headteacher motivation and Students' Academic Performance. The study found out that some of the headteachers gave credit and praise to the teachers for doing their work well. Due to high competition in private primary schools, directors of the schools have been looking for head teachers who are aggressive and who could ensure good student academic performance. It was also established that the head teachers created good conditions that allowed teachers to do their teaching job and Co-curricular activities even without their

presence. It was also established that the head teacher stimulated and encouraged teachers to participate willingly and happily in doing their duties.

5.4 Recommendations

Headteacher's should use the most appropriate leadership skills and styles that facilitates collective responsibility in order to create a conducive environment for teaching and learning.

Headteacher's should adopt a blend or mix of leadership styles for instance headteacher motivation as dictates situations. They should avoid the traditional habit of sticking to one approach of leadership style

The Ministry of Education and the county government should organize Head teachers exchange forums between the public and private primary schools geared at promoting and sharing of leadership approaches and intra-school mitigation strategies for leadership challenges that impede student performance.

The study also recommends that there is need to involve teachers and parents in matters of students' performance in schools by dealing with the discipline of the students so that head teachers can concentrate more on the general management of the school. The school management should formulate capacity building programs which will provides opportunities for headteachers to develop new instructional techniques refine their teaching skills and therefore become motivated.

For leadership to remain important and useful towards the promotion of quality education, it must be distributed appropriately among the different levels of administration in the school.

5.5 Area for Further Studies

1. Further studies can be done on other challenges facing head teachers out of leadership skills and styles in private primary schools.
2. Studies may also be done on the role of in-service training on how to further head teachers leadership skills and styles in both public and private primary schools in Kenya.
3. Further studies can also be done on the factors affecting the choice of leadership style to be implemented by head teachers to improve academic performance.
4. A similar study can also be done in public primary and secondary schools and also in private secondary schools so as to see if similar results can be realised and also identify other factors which may influence head teacher's leadership skills and styles.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear Respondent,

REF: PERMISSION TO COLLECT DATA FROM YOUR INSTITUTION

I am a student at Kenya Methodist University currently pursuing a Master of Education in Leadership and Education Management. I am carrying out a study on the influence of head teacher's leadership traits on students' academic performance in private primary schools in Nyali Sub County. The purpose of this letter is to request you to allow me carry out the study in your institution. The Data collected shall only be used for the purpose of research and shall be kept confidential.

Yours faithfully,

KEFA KEVIN NYONGESA

APPENDIXII: RESARCH QUESTIONNAIRE FOR HEAD TEACHERS

Part A: General Information *Please tick (√) appropriately.*

Gender (please tick in the box)

- i. Male []
- ii. Female []

Age of the respondents

- i. 20 years and bellow []
- ii. Between 21-30 years []
- iii. Between 31-40 years []
- iv. 41 years and above []

For how long have you been in the school?

- i. Less than a year []
- ii. Between Years 1-5 years []
- iii. Between 6-10 years []
- iv. 11 years and above []

SECTION B: Effect of Leadership Skills on Students' Academic Performance

Please tick the numerical value corresponding to your personal opinion for each statement. Use the scale provided to guide you. Please tick (√) appropriately.

1=Strongly Agree, 2= Agree, 3= Moderate, 4= Disagree, 5=Strongly Disagree

Leadership Skills	1	2	3	4	5
The head teacher frequently undergo management course					
The head teacher understands basic skills in each subject					
The head teacher's technical skill helps him/her to work proficiently					
The head teacher has human skills which enables him/her to work with people					
The head teacher has good communication skills which helps him/her in build consensus					
The years in an institution helps the head teacher understand his administrative skills					
The head teacher has more skills in handling and improving the teaching-learning process.					
Teachers acquire adequate management skills in their training					

SECTION C: Effect of Leadership Styles on Students' Academic Performance

Please tick the numerical value corresponding to your personal opinion for each statement. Use the scale provided to guide you. Please tick (√) appropriately.

1=Strongly Agree, 2= Agree, 3= Moderate, 4= Disagree, 5=Strongly Disagree

Leadership Styles	1	2	3	4	5
The head teacher delegates authority					
The head teacher treats all staff as equal					
The head teacher consults before making decisions					
The head teacher involves teachers in decision making					
The head teacher always finds time to talk to the staff					

The head teacher emphasizes the meeting of deadlines					
The head teacher encourages staff development and initiative					
The head teacher supervises closely to ensure standards are met					
The head teacher ensures all teachers understand their roles in school					

SECTION D: Effect of Head teacher motivation On Students' Academic

Performance

Please tick the numerical value corresponding to your personal opinion for each statement. Use the scale provided to guide you. Please tick (√) appropriately.

1=Strongly Agree, 2= Agree, 3= Moderate, 4= Disagree, 5=Strongly Disagree

Headteacher motivation	1	2	3	4	5
I get credit and praise from the head - teacher for doing my work well					
The head - teacher inspires loyalty and commitment to the school					
The head - teacher inspires and encourages teachers to aim high in our teaching job and in life.					
I have complete faith and trust in the head - teacher because of the Good way he/she manages the school.					
The head - teacher creates Conditions that allow teachers to do their teaching job and Co-curricular activities even without his /her presence					
The head - teacher stimulates and encourages teachers to participate willingly and happily in doing their duties.					
The head - teacher treats each teacher as an individual with different needs, abilities and aspirations.					

SECTION E: STUDENT ACADEMIC PERFORMANCE

Please tick the numerical value corresponding to your personal opinion for each statement. Use the scale provided to guide you. Please tick (√) appropriately.

1=Strongly Agree, 2= Agree, 3= Moderate, 4= Disagree, 5=Strongly Disagree

Student Academic Performance	1	2	3	4	5
Students 'academic performance is dependent on the head teacher's managerial practices.					
When supervision regarding teaching and learning is done well, students seem to perform better					
Staff development plays a big role on the overall academic performance in the school					
Teaching styles affects students' academic performance					
Parental involvement and support has a great impact towards student performance.					
The school adheres to students' performance management policies					

APPENDIX III: LIST OF PRIVATE PRIMARY SCHOOLS IN NYALI SUB-COUNTY

1. Abu-Rayyan Academy	2. ACK St. Joseph Primary School
3. Al-Iman Academy	4. Angels Leadership Academy
5. Bakecethr Ed. Centre	6. Bamburi Great News Sda School
7. Bamka Preparatory School	8. Beach Road Academy
9. Blessed Peak Academy	10. Blue Bells School
11. Bridge International Academy	12. Bright Star Bullo Academy
13. Bright Vision Academy	14. Brightways Academy
15. Busy Bee – Nyali	16. Coast Progressive School
17. Estate View School	18. Friends Point Academy
19. Glorious Hope Academy	20. Glorious Trinity Academy
21. Golden Dream Academy	22. Jeddys Academy
23. Jerosh Academy	24. Jocham Academy – Umoja
25. Joyland Kisauni Academy	26. Junda Academy Frere Town
27. Kadzandani Glorious Academy	28. Karihama Academy
29. Kidarajani Twinklestar Academy	30. Kidzone Tango School
31. Light Academy	32. Lighting Candles Academy
33. Little Faces Schools	34. Lorhenso Aeby Home School
35. Madaraka Edu. Centre	36. Mary Kopilo Academy
37. Masaba Hill Academy	38. Maville Academy
39. Maweni Little Stars Academy	40. Methodist Gardens School
41. Miche Bora N/Primary School	42. Milele Elimu Centre
43. Mishomoroni Gracious Academy	44. Mombasa Royal Park Academy
45. Mwasal Academy	46. New Aipca Bombolulu Academy
47. Nyali Hills Academy	48. Nyali Primary School
49. Olivine School	50. Our Lady Of Fatma
51. P.C.E.A. Kisauni	52. Paramount Primary
53. Prince Pasitho Playgroup	54. Qurratul-Ein School
55. Raheeq Al-Makhtum Academy	56. Reasha Academy
57. Rehema Childcare Primary Sch	58. Shree Swaminarayan Academy,
59. SOS Pry School	60. St. Angela Bombo Academy
61. St. Ann's Preparatory	62. St. Benard Preparatory
63. St. Elizabeth Preparatory School	64. St. Paul's Children Centre
65. St. Robert Preparatory School	66. St. Kevin Hill Academy
67. The Azhar Progressive School	68. The Gate Of Holiness Academy
69. The Great Berny School	70. The Greens Academy
71. The Peak Academy	72. Times Academy School
73. Tumaini Roho Na Kweli Academy	74. Twin Peaks Learning Center
75. Ulinzi New Vision Academy	76. Victory Of Hope Academy
77. Vilwakwe School	

Source: Nyali Sub-County Education Office (2016-2017)

APPENDIX IV: UNIVERSITY AUTHORITY LETTER



KENYA METHODIST UNIVERSITY MOMBASA CAMPUS

P O Box 89983-80100 MOMBASA, Kenya
Tel: +254-715120282

Fax: 041-2495946
E-mail: mombasa@kemu.ac.ke

Date: 05-6-2018

TO WHOM IT MAY CONCERN

Reg. No: EDU-3-7284-3/2016

Name: KEFA KEVIN NYONGESA

This is to confirm that the above named person is a bona fide student of this University pursuing a **Master of Education Leadership and Management** as part of the degree requirements the student is required to undertake research and write a thesis in the area of specialization.

The student is undertaking research on "Influence of head teacher's strategic leadership on students academic performance: A survey of private primary schools in Nyali Sub County" and is currently proceeding to collect field data.

Any assistance given towards attaining this goal will be highly appreciated.

Yours faithfully


Eric Mathuva
For Coordinator, Postgraduate Studies



APPENDIX V: MINISTRY OF EDUCATION RESEARCH AUTHORITY



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/79340/23309**

Date: **10th July, 2018**

Kefa Kevin Nyongesa
Kenya Methodist University
P.O. Box 267- 60200
MERU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of head teacher’s strategic leadership on students academic performance. A survey of private primary schools in Nyali Sub County”* I am pleased to inform you that you have been authorized to undertake research in **Mombasa County** for the period ending **6th July, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Mombasa County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Mombasa County.

The County Director of Education
Mombasa County.

APPENDIX VI: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:
MR. KEFA KEVIN NYONGESA
of KENYA METHODIST UNIVERSITY ,
89983-80100 Mombasa, has been
permitted to conduct research in
Mombasa County**

**Permit No : NACOSTI/P/18/79340/23309
Date Of Issue : 10th July,2018
Fee Received :USD 10**

**on the topic: INFLUENCE OF HEAD
TEACHER'S STRATEGIC LEADERSHIP ON
STUDENTS ACADEMIC PERFORMANCE A
SURVEY OF PRIVATE PRIMARY SCHOOLS
IN NYALI SUB COUNTY**



**for the period ending:
6th July,2019**

.....
**Applicant's
Signature**

.....
**Director General
National Commission for Science,
Technology & Innovation**

ORIGINAL

OFFICIAL RECEIPT

Station Name: Kefa Kevin Nyongesa Date: 18/7/18

RECEIVED from Kefa Kevin Nyongesa

Shillings Ten dollars only

cents —

on account of Research permit fee

Vote Head 10

Item No. ATA

Cash Report 10

AC No.	USD
Kshs	10

Signature of Officer receiving remittance [Signature]

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE
PERMIT**

Serial No.A 19274

CONDITIONS: see back page

ORIGINAL

OFFICIAL RECEIPT

Station No. 17588 AC: 17588

RECEIVED from Keta Kevin Njengesa Date 18/1/18

Ten dollars only

Shillings

on account of Research permit fee

Note: Pg 2

Head Pg 2

Item No. ATA

Cash Direct Deposit

Check No. ATA

USD	100
Kshs	
AC	
No.	

Signature of Officer receiving remittance ATA

APPENDIX VII: CERTIFICATE OF PUBLICATION



The Strategic
JOURNAL *Of* **Business & Change**
MANAGEMENT

No. 2018/3/55

Certificate of Publication

This is to certify that **KEFA KEVIN NYONGESA** has published a research paper in this journal, *Volume 5, Issue 3, 2018, pp 766 - 785.*

Article Title:-

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