RELATIONSHIP BETWEEN HEADTEACHERS' LEADERSHIP STYLES AND PUPILS' K.C.P.E PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KATHONZWENI DIVISION, MAKUENI COUNTY-KENYA

BY

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0715619000

REG: E55/CE/27113/2011

A RESEARCH PROJECT PROPOSAL SUBMITTED TO THE DEPARTMENT OF EDUCATION MANAGEMENT, POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILLMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY.

AUGUST 2014.
DECLARATION

This proposal is my original work and has not been presented to any other institution for consideration. All sources referred to have been duly acknowledged.

Signature--------------------------------- Date 10/09/2014

Raphael Ndolo Kimuli

This proposal has been submitted for appraisal with our approval as university supervisors.

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Education is an important investment. It empowers men and women and provides opportunities for active participation in development by inculcating knowledge, skills and attitudes that are compatible with sustainable development. The ultimate performance of a school is associated with good leadership styles of the head teachers. Literature shows head teachers' leadership styles impact on students' performance in Kenya Certificate of Primary Education (K.C.P.E). Majority of the pupils who sat for K.C.P.E, over the last five years in Kathonzweni Division had average marks. This is despite the schools having qualified teachers, adequate resources and facilities to enhance effective learning and good performance. This study aims at investigating the effects of head teachers' leadership styles on students' performance in K.C.P.E in public primary schools in Kathonzweni division. The objectives of the study were; Establish the leadership styles of public primary school head teachers in Kathonzweni division, Indicate the relationship between the leadership styles of head teachers and pupils' K.C.P.E performance in Kathonzweni division, determine whether there is any relationship between the head teachers' selected variables and their leadership styles and to examine whether exposing head teachers to in-service courses has any significant influence on their leadership styles. The study will adopt descriptive survey research design. All teachers, deputy head teachers and head teachers in all the public primary schools in Kathonzweni district are targeted. Ten head teachers, ten deputy head teachers and fifty teachers will be sampled from ten primary schools. Responses will be obtained using questionnaires. Descriptive and inferential statistical techniques will be utilized in data analysis. Findings are expected to reveal if there is a significant relationship between head teachers' leadership styles and students' academic performance.