"A STUDY OF LEADERSHIP BEHAVIOUR AMONG PRIMARY SCHOOL HEADTEACHERS IN NYERI MUNICIPALITY NYERI DISTRICT

By

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DECLARATION

This project is my original work and has not been presented for a degree in any other University.

Karanja Francis Gichui

This project report has been submitted for examination with my approval as University Supervisor.

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DEDICATION

This project is dedicated to my wife Jane Nyeri Karanja who not only encouraged me to take up the course but wholeheartedly took full responsibility of the family in my absence.

To our children:
Alex Karanja
Michael Mwangi
David Kihiko

who with time had to bear with their father's absence and therefore patiently looked forward to my completion of this study.

Also I am grateful to my teachers, the two who gave me audience and filled in the gaps which I couldn't fill, Mr. C. Nyeri District Assistant Director of Education and teachers in my former primary school. I thank the others for assistance that offered me without which I would not have made any headway.

Also I am grateful to the Editor, Mrs. Njoki Njoroge who spent sleepless nights poring over the manuscript of this report.
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Also I am grateful for the co-operation of all those who gave me audience and filled in the questionnaire. These include D.E.O. Nyeri District, Assistant Primary School inspectors, headteachers and teachers in Nyeri Municipality primary schools. I thank them for the assistance they offered me without which I could not have made any headway.

Special thanks also go to the secretary Mrs. C. Kaniu who served dedicatedly and reliably in typing this project report.
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1.1 Introduction

The need for leadership can be traced far back to the time man started living together as a community. There was division of labour amongst members of a community and for every group assigned a particular task to perform, there was need to have a leader to organize the group members. A group leader would be appointed or chosen by group members on the basis of one's personality, bodily strength or due to one's power to convince and influence others. Such a leader steered group members in carrying out the activities that led to achieving the intended goals. Depending on the ability of a leader to plan, direct, co-ordinate and control the group members, efficiency and effectiveness was ensured in the production of goods and services.

Similarly, organizations that we have today are established with an aim, and that the extent to which they achieve their intended purposes depend on a number of factors of which the most important one is the kind of leadership provided by their leaders. In a school, no matter how well equipped it is, or how well the staff is qualified and has all the required facilities, without proper management and administration, the school would be a flop. Although school administration involves many people holding different positions, normally the head teacher stands out as the core of the matter. He is the leader in that school and the teaching and non-
teaching staff work under his control. Whatever they do, the head teacher will be accountable. Any action taken by others in the school is on his behalf. Campbell stated that

"School administrators are responsible for the operations of the schools. To meet this responsibility they get the help of many others among them teachers. They must elicit the co-operation of others and direct them in a common enterprise. To perform this function, administrators must accept the goals of the organization and the role of stimulating others to accept those goals as legitimate demands on their time and energy".

The leadership of primary schools today is quite different and more difficult than it was soon after independence. Duties and responsibilities assigned to headteachers in the years sooner after independence in 1963 and those of today have least similarity. We have experienced drastic changes in our education system both in the curriculum and in the needs of our society. A headteacher requires to liaise with the local community, politicians and parents to provide the facilities required to implement the 8-4-4 system of education. In return, the public being the financiers of schools have a right to demand better management of schools from the headteachers. The society further more will demand better examination results, maintainance of discipline, good performance in co-curricula activities and improved teachers interaction with the headteacher.

Olembo stated that:

"Headteachers have overall responsibility over operations of the school. They are accountable to the employer, an agent of the employer, parents and public at large. They are expected to demonstrate superior intellectual, moral and mature characteristics in their roles as heads. They are models for the staff and pupils to emulate."
If leadership of a headteacher falls short of the parents expectations, he will find himself constantly conflicting with them. Parents are continuously demanding effective administration that would bear fruits to enable them benefit fully from the huge financial investment they have made in the primary school education. Kenya News Agency had this to report about Makaka primary school in Kisumu district:

"The headmaster of Makaka primary school and the pupils were sent out of the school compound by the Schools' Committee due to disagreements between the headmaster and the committee. The school was closed indefinitely and a discussion between the area D.E.O. and the committee to reopen the school was fruitless".

The pressure exerted on the primary school headteacher does not only come from the parents but from the teachers as well. Teachers are concerned with their welfare as well as their working conditions. Quite often, one will notice teachers forming cliques intended to apply pressure on the school administration so that their needs are given the due concern they deserve. It is not a wonder to find the same teachers call for external forces like K.N.U.T., local politicians and even the press to intervene when they are at disagreement with their headteachers administrative policies that are oppressive as far as they are concerned.

According to Williams, in situations where relationship of a headteacher and the teachers are strained, pupils performance may suffer. A headteacher must manage the school in such a way that he will strike a balance between the demands of the parents and those of teachers. He should not attend some at the expense of others.
Ignoring this may be a source of conflict. Berrelson and Steinner quoted by Nolte stated that:

"That holders of intermediate positions in the hierarchy are under pressure from their superiors for productivity and under pressure from subordinates for consideration, and this cross pressure is the source of actual or potential conflict in their behaviour."5

LOGICAL STRUCTURE

Every officially designated leader of a school has his roles stipulated and how he should go about performing them. His prime duty is to act as an interpreter of the logical needs and demands of the institution he is heading. He is supposed to translate the needs of the institution, a schools head is not supposed to interfere with professional attitudes and behaviour of the teachers working under him. According to Mackay quoted by Calver:

"An administrator's role is that of taking given requirements and operationalize them for professional staff members. He is a special kind of middle man between the abstract organizational goals and the real world of professional behaviour."6

Edmonds7 studies of urban schools that taught poor children in U.S.A. found out that, over and above all other variables that were identified as characteristics of instructionally effective schools, strong administrative leadership ranked highest.

Many more factors do influence the kind of leadership behaviour a headteacher will exhibit. They include (a) the way a headteacher interpretes his roles and responsibilities (b) the
way he conceive his status position (c) his administrative experience (d) his age (e) his personality and his values.

According to Foskett studies on the role of primary school heads, he concluded that as far as interpretation of their roles is concerned, there is no agreement among the school heads. They define their roles differently. Some school heads view their roles overwhelmingly in old style managerial terms. Jacobson observed that leaders whose leadership behaviour reflect the traditional style face resistance from subordinates in the way the leaders identify goals and desirable procedures, the way they introduce innovations in the school and in the way they develop and evaluate programmes within the schools. When such disagreements arise between teachers and the headteacher, parents express their dissatisfaction about the poor administrative leadership.

Other school heads have misconception about status position they hold. They believe that loyalty from teachers should be automatic to them. However whereas a head's prestige may be obvious by virtue of his office, loyalty among the staff to the head teacher may not develop in case his leadership is weak. Bruce observed that:

"followers grant a superior the obeisance due to him when it is possible for the followers to explain the behaviour of the leader in terms that are consistent with their own pre-conceptions. The meaning of leadership and its proper exercise depends heavily upon the perceptions of followers".10
Age is yet another variable that plays a big role in the headteachers leadership behaviour. It has both physical and psychological effects in one's behaviour. As Olembo puts it:

"Age may affect headteachers memory, understanding and adaptability to extrovert instructional and administrative requirements. As retirement approaches a leader has no interest in the school's physical development. For young headteachers, they may be enthusiastic to improve the existing conditions and have the strength to lobby for funds and services for such improvement."

Furthermore, studies done on the relationship between the performance of a school and the kind of leadership exhibited by school heads have shown that the two are directly related. According to Knezevich\textsuperscript{12}, the survival of an organization depends upon the quality of administrative services available. Jacobson\textsuperscript{13} found out that the effectiveness of a school is largely dependent upon the type of leadership the school administrators provide whereas Drunker's\textsuperscript{14} observation was that the way school administrators combine other factors of production highly determine the amount and the quality of output and finally success of an organization.

Olembo\textsuperscript{15} stated that headteachers leadership will be either inclined to the emphasis on goal achievement and ignorance of the teachers individual needs or get exceptionally overconcerned with teachers personal problems at the expense of the organization goal achievement. However effective head teachers have been rated high in both goal achievement and consideration emphasis.

In studies of leadership behaviour and its relationship to other elements or variables of the organization, two dimensions
have been identified by researchers as major contributors to the effectiveness of a school. These are organizational goal achievement and consideration.

Whereas the researcher is aware of the many leadership behaviours exhibited by school headteachers, this study is only interested in those leadership behaviours that reflect headteachers concern on goal achievement and consideration dimensions.

According to Halpin, goal achievement is the same as initiating structure. He defined it as those leader's behaviour which delineate the relationship between a leader and members of work group and endeavours to establish well defined patterns of organization channels of communication and methods of procedures. For consideration, he defined it as those leadership behaviours that indicate a sense of friendship, mutual trust, respect and warmth in the relationship between the leader and the members of his staff. It refers to regard for comfort, well being, status and contribution of followers.

Genuine consideration must be focused upon the individual recipient and must be tuned to his requirements at a particular time and place. Any leader knows that he must lead. He must initiate action and get things done. To ensure intactness and integrity of the group, a skilled administrator knows that he must also maintain good "human relations" if he is to succeed in furthering the purposes of the group. According to Barnards quoted by Calver, a leader must facilitate co-operative group action that is both effective and efficient.
Silver defined goal achievement as the establishment and clarification of roles and their interaction patterns within an organization. Such actions include defining roles and letting followers know what is expected of them. It includes such activities like scheduling the work to be done, assigning members of a group particular tasks and establishing standards of performance. According to Hemphill studies on leadership behaviour, he stated that initiating structure and consideration are fundamental dimensions of leadership and that effective leadership is associated with high performance on both dimensions.

The researcher therefore intends to investigate the leadership behaviour of primary school headteachers in relation to initiating structure and consideration dimensions as perceived by the teachers in Nyeri municipality.

**STATEMENT OF THE PROBLEM**

The purpose of this study is to investigate primary school teachers perception of headteachers leadership behaviours in initiating structure and consideration dimensions in Nyeri municipality. In order to accomplish the study, the researcher have formulated the following general research questions.

1. How do the teachers perceive their headteachers leadership behaviour in initiating structure and consideration dimensions?

2. Do the headteacher's administrative experience have any influence on their leadership behaviour in initiating structure and consideration dimensions?
3. What influence does age of a headteacher have on his/her leadership behaviour in initiating structure and consideration dimensions?

4. How do the schools performance in K.C.P.E. examinations compare with the teachers perception of their headteachers leadership behaviour in initiating structure and consideration dimensions?

OBJECTIVES

1. To investigate how primary school teachers perceive their headteachers leadership behaviour in initiating structure and consideration dimension as measured by L.B.D.Q. Real staff.

2. To examine the influence of the headteachers administrative experience on their leadership behaviour in initiating structure and consideration dimensions as perceived by the teachers.

3. To find out whether age of a headteacher has any influence on the headteacher's leadership behaviour in both initiating structure and consideration dimensions.

4. To find out how each primary school past 5 years performance in K.C.P.E. compare with the teachers rating of their headteachers leadership in initiating structure and consideration dimensions.
SIGNIFICANCE OF THE STUDY

1. The information gathered in this study can be very useful to headteachers in re-examining or re-appraising their own leadership behaviour.

2. The study can possibly provide educators with effective ways of assisting headteachers improve their leadership through consultations and training.

3. Information gathered can provide move literature for further studies in the field of school administration.

BASIC ASSUMPTIONS

1. That teachers are capable of describing leadership behaviour of their headteachers.

2. That teachers have enough information that can help them to discern a pattern in the headteachers leadership behaviour.

3. That every headteacher engages to some extent in both forms of leadership behaviour which reflect both initiating structure and consideration dimensions.

4. That every teacher respondent will provide the information required without fear, prejudice or favour.

5. All headteachers are capable of exhibiting the structure and consideration dimensions leadership behaviours at all times.
SCOPE AND LIMITATIONS

There are fifteen primary schools in Nyeri municipality. Through random selection, thirteen schools will be selected for purposes of the study and the remaining two will be used for piloting purposes.

From each primary school eight teachers will be randomly selected so as to participate in the study. The headteachers of the thirteen primary schools will as well be involved in the study. In total there will be one hundred and four teachers and thirteen headteachers to participate in the study. The reason behind selecting eight teachers per school is that on average most primary schools have twenty four teachers and this sample size of eight which is one third of the teaching staff is to the researcher's view a reasonable representation.

This study has certain limitations which must be stated in order that conclusions thereof made may be interpreted in the proper perspective. They are:

1. The findings of this study will be restricted to inferences rather than casual effects and it is possible that they may have alternative plausible explanations.

2. A sample size of thirteen primary schools is rather too small for purposes of generalising the findings to the whole district or country.
3. The study will be done in an urban area and that generalizations beyond such an area to rural areas must be made with guarded caution.

4. Due to time and financial constraints the researcher may not carry out a thorough research.

DEFINITION OF SIGNIFICANT TERMS

Administration: A process of controlling and directing human behaviour in any social organization like a family school, church, government and others.

Administrative experience: Period of time, in years a person has served as a headteacher.

Community: Members of the public within whose immediate geographical area the school is situated.

Headteachers: Officially designated head of the primary school.

Leader: The individual in the group given the task of directing and co-ordinating the task relevant to group activity, in our context the headteacher.

Leadership: The leader's ability to induce followers to act for certain goals that represent the values and motivations, the wants and needs, aspirations and expectations of both the leader and followers.

Leadership behaviour: The behaviour exhibited by a leader in pursuit of his duties.

Primary school: A formal institution of learning with classes ranging from standard one to standard eight.
**K.C.P.E.**

Refers to the examination taken at the end of the eight years primary school cycle called Kenya certificate of primary education (K.C.P.E.).

**Role:**

The part taken by an individual in execution of an assigned duty in order to achieve an expected goal in an organization.

**Teacher:**

Used interchangeably with the word staff. It refers to all the teaching personnel in the school. Teaching in this respect refers to formal and orderly instruction, training and guidance to the pupil in order to acquire skills and knowledge and change the behaviour in the desired direction.

**Consideration:**

Refers to the extent to which the leader regards the comfort, well-being, status, and contributions of followers. A high score would indicate a tendency to see the leader as one who is friendly, warm, trusting and respects follower's ideas.

**Initiating structure:**

Used interchangeably with the words goal achievement and production emphasis. It refers to the extent to which the leader clearly defines his own roles and those of his followers. A high score reflects the degree to which the leader is perceived to be involved in planning and directing group activities and establishing channels of communication and standards of performance.
LBDQ - Leader behaviour description questionnaire - Real Staff:

It is a questionnaire composed of a series of short descriptive statements of ways in which a leader may behave while leading. The members of a leader's group indicate the frequency with which the leader engages in each form of behaviour by checking the statement against one of the five adverbs; Always, Often, Occasionally, Seldom, Never. The leader behaviour description questionnaire - real, staff represents real staff perception of how their leader behaves: It is abbreviated as LBDQ - Real - Staff.

K.N.U.T. - Refers to Kenya National Union of teachers - a body which fights for the welfare of teachers in Kenya.

ORGANIZATION OF THE REST OF THE STUDY

In chapter II there will be review of literature on leadership. Chapter three, there will be a discussion on the methodology of the study. In this chapter, the design of the study, the sample, the instruments, data collection and procedures for data analysis will be discussed.

In Chapter Four, there will be data analysis. Data will be presented, analysed and discussed.

In Chapter Five, there will be summary, conclusions and implications of the study as well as suggestions for further research.


CHAPTER TWO

TRENDS IN THE STUDY OF LEADERSHIP

The study of leadership has been done through different approaches. Many scholars have approached the study of leadership from different perspectives due to their differences as regards to who can be described as an effective leader. Some of the main approaches to this study are: traditional school of thought, the behavioural, the situational, and the attribution schools of thought.

TRADITIONAL SCHOOL OF THOUGHT/TRAIT THEORY

This was the earliest approach to the study of leadership. The traditionists believed that effective leadership traits are present at birth and that nothing could be done to change them. To support their argument they quoted such famous historical figures like Alexander the Great, Gadhi, Napoleon, J.F. Kennedy, Biblical Moses as leaders who steered other people at all times properly. Their studies were done in industries, armed forces and in educational institutions. Nolte noted that these early researchers believed that leaders must possess certain traits or qualities that are not possessed by their followers. He further stated that these researchers identified traits like alertness, self confidence, enthusiasm, persistence, decisiveness, firmness charisma as the basic ones for any effective leadership. Studies done in 1900 – 1957 according to Bruce concluded that traits like intelligence, initiative, self confidence, energy, activity and task relevant knowledge present in leaders correlated least with effective leadership.
SITUATIONAL THEORISTS

This group is of more recent researchers in the field of leadership. According to this school of thought, there are very many variables that may enter into leadership process other than traits. They have discarded the trait theory on the study of leadership and instead have embarked on the study of actual leadership behaviours exhibited by leaders in the course of executing their duties.

Those who support this approach include such researchers like Stogdill, Sanfold, Hemphill, Halpin, Nolte, Bruce and many others.

Stogdill stated that the trait approach to the study of leadership has yielded negligible and often contradictory results. Sanfold quoted by Seorgevani stated that:

"Trait theory has not come up with general leadership traits, and if such traits exist, they are not to be described in any of our familiar psychological or common-sense terms".

Hemphill study of leadership behaviour and group size came up with the findings different from those of trait theory. To him large groups demand more from their leaders than small groups. Also leaders of large groups tend to be impersonal when enforcing rules and regulations whereas leaders of small groups tend to play a more personal role and treat each member of the group individually. So he stated that:

"Emphirically, the evidence got shows that variance
in leadership behaviour is significantly associated with situational variance".4

Halpin et. al. had this to say concerning the trait theory:-

"Trait theory has been guided by intuition about the possible relationship between attributes of leaders and other leadership phenomena. No sufficient empirical information has guided this approach hence variables involved in the way of a leader behaves have not been sufficiently defined".5

Nolte et. al. had something to say concerning the trait theory. He contended that:-

"Leadership is not a matter of passive status nor does it devolve a person simply because he is the possessor of some combinations of traits".6

He further indicated that those personality traits identified in the trait theory which were associated with effective leadership are acquired and as such are subject to modification by training and experience. He further stated that most of the traits or characteristics that have been found to be associated with effective leadership should be classified as skills or competencies rather than personality traits as it is possible within limits to attain them through an appropriate programme of learning experiences.

Bruce et. al in his study of leadership reported that:-

"A person does not become an effective leader by virtue of possession of some combination of traits but rather situational variables evidently influence the leaders behaviour patterns".7

Situational theorists all content that, there is no one leadership style which will prove effective in all contexts. A successful
leader in one organization may fail completely if taken to another place where conditions are different. So effective leadership style depends on the situation. The important thing is to identify the situations in which a particular leadership style will be effective. Advocates of this theory suggest that the key to understanding leadership is not only the leader's behaviour but more so the context in which the behaviour occurs.

**BEHAVIOURAL THEORISTS**

This school of thought concerns its analysis and description of those behaviours related to effectiveness and productivity of leaders. According to them, there are three main styles of leadership namely democratic, autocratic and laissez faire.

Lutherns et. al, an advocate of this school of thought stated that a democratic leader helps in organizing the groups and their activities and all decisions taken through voting. To achieve the group objectives, he said that a democratic leader allows full participation of all group members in the implementation process.

For autocratic style of leaders, he further stated that leaders who practise this kind of leadership take full responsibility for deciding on the group activities by assigning tasks to members and permit them little or no participation in decision making process. For those leaders who practise laissez faire kind of leadership, they provide no sense of direction to followers. Instead they give followers total freedom to do what they feel like.
There is no order and each member is a boss of himself. So behavioural theorists' general assertion is that participative and democratic styles of leadership need to be emphasized. Their observation in studies done in industries was that supervisors who used a general style of leadership and were oriented towards human relations were more productive than task-oriented closed supervisors.

**ATTRIBUTION THEORISTS**

Their assertion was that leadership and its proper exercise depends heavily upon the perceptions of followers which may differ greatly from the perception of supervisors and outsiders. Bruce et al. stated that:

"Followers will only grant a leader the obeissance due to him if only they can explain the behaviour of such a leader in terms that are in consistent with their own perceptions".9

When teachers fail to see their headteacher showing concern and interest in their needs and problems they will not give him the obeissance due to him as a leader.

**DEFINITION AND IMPORTANCE OF LEADERSHIP**

The term leadership lacks a definite definition. It has been defined in a number of ways. It has been used to refer to: capacity to lead; office or position; and behaviour. The following are a few definitions that have been used by researchers in the field of organizational leadership.

Stogdill10 defined leadership as the act of influencing
the activities of an organized group in its efforts toward goal setting and goal achievement. Bass\textsuperscript{11} defined leadership as the observed ability of one member to motivate other members to change their behaviour; whereas Fielddler\textsuperscript{12} says it is the relationship based on a person's power and influence over others. Davis\textsuperscript{13} referred to leadership as the principal dynamic force that stimulates, motivates and co-ordinates the organization in the accomplishment of its objectives.

Anderson defined leadership as... "enlisting and co-ordinating the efforts of members of a group to accomplish the purposes of the group. Lipham and Hoech in their definition of leadership stated that it is:

"The behaviour of an individual which initiates a new structure in interaction within a social system; it initiates change in the goals, objectives, configuration, procedures, inputs, processes and ultimately the outputs of social systems".\textsuperscript{14}

From these definitions above one will note slight differences in emphasis and this reflects the reasons why several approaches have been taken in the study of leadership.

As regards to the importance of leadership, Knezevich stated that:

"leadership is important and necessary in institutions like schools in order to propel the institutions effectively and efficiently towards realisation of their goals and to steer them through often uncharted problem areas and prepare them for challenges of fast changing times".\textsuperscript{15}

Silver on the other hand stated that:
"Leadership behaviour is a major area of concern to subordinates. Subordinates observe their superiors over a period of time and this enables them to discern a pattern in the supervisors behaviour that will help in predicting what to expect in future interactions".16

For Williams et. al. he stated that:

"The leader behaviour of an elementary school principal is one of the main determinants of the ability of a school to attain its stated educational goals".17

**REVIEW OF STUDIES ON LEADERSHIP BEHAVIOUR**

Halpin as reported in Carver et. al explains that evidence has indicated that initiating structure and consideration are fundamental dimensions of leader behaviour. He further explains that effective leader behaviour is associated with high performance in both dimensions. Effective leaders do define the role which they expect each member of work group to assume. They schedule work to be done, assign individual members and set standards of performance. At the same time they establish a relationship of mutual trust and respect between the group members and themselves.

Venezky and Winfield18 found out that in order for a principal to be successful, he needed to be achievement or task oriented. But they also observed that a positive relationship between the principal and his staff is essential.

Pigors et. al19 on the other hand reports that there is a marked relationship between the kind of supervision an employee receives and his productivity and satisfaction he derives from his work. When the worker feels that his boss sees him as an instru-
ment of production, and as merely a cog in a machine, he is likely to be a poor producer. However, when he feels that his boss is genuinely interested in his well being he is more likely to be a higher producer.

Yulki in his report about the relationship between dimensions of leader behaviour (i.e. consideration and initiating structure and decision making) proposed that:

"... leaders behaviour patterns affect situational variables like subordinate motivation, task-role organization and subordinate skill levels that in turn affect the quality and quantity of subordinate performance".20

Studies by Kerr reported by Halpin in Silver indicate that

"The more subordinate depends on the leader to provide valued or needed services, the higher the positive relationship will be between leader behaviour measures and subordinate satisfaction and performance".21

Other findings by Muchira on studies on primary school leadership in Nairobi where he did a project to investigate the differences in leadership in different categories of schools in Nairobi indicate that:

"Academic background has an influence on head teachers leadership behaviour and that length of administrative experience has as well an influence on headteachers leadership behaviour".22

Hemphill23 findings in his study on leadership styles indicate that changes in the attitudes of group members towards each other as well as group characteristics such as harmony, intimacy and
ment of production, and as merely a cog in a machine, he is likely to be a poor producer. However, when he feels that his boss is genuinely interested in his well being he is more likely to be a higher producer.

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"Academic background has an influence on head teachers leadership behaviour and that length of administrative experience has as well an influence on headteachers leadership behaviour".22

Hemphill23 findings in his study on leadership styles indicate that changes in the attitudes of group members towards each other as well as group characteristics such as harmony, intimacy and
procedural clarity are significantly associated with leadership style of the leader. High regard in initiating structure and in considera-
tion is associated with favourable group attitudes and also in favourable changes in group attitudes.

SUMMARY OF LITERATURE REVIEW

In this chapter a review of relevant literature on the study of leadership has been presented. In the first section, four different approaches to the study of leadership have been traced. These approaches are namely the trait or traditional theory, behavioural approach, situational approach and the attributionist approach. The findings from all these four approaches differed greatly into what actually constitutes an effective leader.

The second part of this chapter deals with various definitions of leadership and its importance as stated by various educators. All of the educators who have embarked on the study of leadership concur that leadership is one of the primary essentials for the success of any organization.

The third part of this chapter is a review of studies done on leadership behaviour. Whereas a leader's behaviours can be described in many different ways, in this part the researcher has his main concern on two leadership behaviour dimensions namely initiating structure and consideration. The importance of a leader scoring high in both initiating structure and consideration has been dealt with as identified by various researchers. More so, findings
of many researchers from studies on leadership behaviour have been quoted as well as many variables that influence the behaviour of leaders in schools. Such variables include age, academic background, length of administrative experience all of which may have an influence on leadership behaviour of a leader.
FOOTNOTES


CHAPTER THREE

METHODOLOGY

THE SAMPLE

The study was carried out in Nyeri Municipality. Nyeri Municipality has fifteen public primary schools. From these fifteen primary schools, two were randomly picked and used for piloting. The purpose of the pilot study was to assist in determining the validity and reliability of the study. The researcher used the remaining thirteen primary schools for data collection.

The researcher supplied questionnaires to one hundred and four teachers and thirteen headteachers. Only one hundred teachers responded to the questionnaire. The four teachers who refused to respond argued that the questionnaire was a betrayal document to their headteacher's leadership behaviour.

Those teachers who participated in the study had been picked randomly from the list of teachers which had been provided by the headteacher of the respective primary school. Each primary school provided eight teachers to participate in the study.

THE INSTRUMENTS

The research instruments consisted of two questionnaires. The first one was the Leader Behaviour Description Questionnaire - Real Staff which was used to gather information on how teachers in primary schools perceive their headteachers leadership behaviour.
This questionnaire carried thirty statements each describing a specific form of leadership behaviour. The first fifteen statements sought information on the extent or on the degree to which headteacher exhibited initiating structure leadership behaviours, while the remaining fifteen sought information on the extent to which a headteacher exhibited leadership behaviours on consideration dimension (refer Appendix I). Each teacher who participated in the study received a copy of the questionnaire and indicated the frequency in which the headteacher engaged in a particular form of leadership behaviour by checking the statements against five-point Likert-Scale that had the following adverbs: Always, Often, Occasionally, Seldom and Never. Each respondent teacher read each of the statements and ringed the letter with the adverb which described best the leadership behaviour of the respective headteacher.

The second kind of questionnaires were completed by the headteachers of the thirteen primary schools used in the study. These questionnaires sought information from the headteachers concerning their sex, academic background, age and their administrative experience.

ADMINISTRATION OF THE INSTRUMENT

The researcher visited each school personally. The researcher introduced himself to each and every headteacher by first presenting an introductory letter which had been issued by the District Education Officer, Nyeri District (see Appendix v).
The researcher explained the general purpose of the study to the headteachers.

The headteachers did provide lists of the teachers and the researcher picked randomly eight teachers in each school to form the sample. The staff picked were given each a copy of the LBDQ - Real Staff questionnaire to respond to the statements. The researcher assured them that the answers they would provide would be treated in confidence. All the same, four teachers refused to respond as they could not believe in the researcher's assurance that their responses would be treated in confidence.

For the headteachers, each was provided with the headteachers questionnaire to complete when the researcher visited their respective primary school. After visiting a school, the researcher waited for both teachers and their headteacher to complete filling the questionnaire and carried them away for analysis.

During this time there was no mention or reference to the concepts of initiating structure and consideration. The respondent teachers indicated the frequency of their head teachers leadership behaviour by checking the statements on the questionnaire against the adverbs; Always, Often, Occasionally, Seldom and Never. For the headteachers, they completed the questionnaire given to them with their personal data like age, sex, academic qualifications and length of service as headteachers in years.
SCORING OF THE ITEMS IN THE QUESTIONNAIRE

Each response on each statement on the questionnaire was scored on a scale of one to five points. For all statements which were stated positively, scoring was done starting from highest point that is five points to the lowest which was one point. For example; statement number four section A of LBDQ-Real Staff (refer to Appendix I) reads:

"He criticises poor work"

a) Always (b) Often (c) Occasionally (d) Seldom (e) Never.

If the respondent marked "Always" then this carried a score of five points and if he marked "Never" the score was one point.

For negative statements such as number three section A (refer to Appendix I) which reads:

"He rules with an iron hand"

Scoring was one point for "Always" and five points for never. Consequently, the theoretical range of scoring on each leadership dimension was 15-75 points. That means the lowest score was fifteen points and highest was seventy five points for each dimension (initiating structure and consideration).

Every teacher who participated in the study gave two scores for his or her headteacher. These were:

- LBDQ - Real Staff Score on consideration dimension.
- LBDQ - Real Staff Score on initiating structure dimension.

The researcher used this raw data which was inform of scores for
every primary school to compute the mean score for each head-
teacher as perceived by teachers using the formula shown below.

\[ \bar{X} = \frac{\sum X}{n} \]

Where

\( \bar{X} \) - stands for the mean score of the respective
leadership behaviour dimension.

\( \sum X \) - is the total sum of the scores awarded to each
headteacher by the eight teachers who parti-
cipated in the study in each primary school on
each leadership behaviour namely initiating
structure and consideration dimensions.

\( n \) - Represents total number of teachers in each
primary school who participated in the study.

The researcher then tabulated the results which are presented in
chapter four later.

Similarly, the researcher calculated the overall average
score for all headteachers who participated in the study. This was
with respect to each leadership dimension: initiating structure
and consideration. The researcher used the formula shown below.

\[ \bar{X} = \frac{\sum X_i}{n_i} \]

Where

\( \bar{X} \) - represents the overall mean score to be
calculated for all headteachers who participated
in the study on each of the two dimensions
that is initiating structure and consideration.

\[ \sum x_1 \] - represents total sum of mean scores of the thirteen headteachers on each of the leadership dimensions namely initiating structure and consideration.

\[ n_1 \] - represents the total number of headteachers who participated in the study. Again the results will be presented in chapter four later.

The reason behind computing these two-types of mean scores, that is each individual headteacher’s mean score for each of the two dimensions stated earlier and the overall mean score for all headteachers who participated in the study was to enable the researcher compare the two types and come up with percentages of those school heads whose mean scores fell below and above the overall mean.

The researcher also requested the office of the D.E.O Nyeri District to supply him with the record of the performance in national examinations of all those primary schools which were used in the study. This was the record for the past five years. This data was necessary for the purpose of comparing the rating attached to a specific headteacher by his or her teachers with the school's performance. It is important to note that the researcher did not lose sight of the fact that there are many variables that contribute to the good performance in a school.
However, as stated in the literature review, the kind of leadership exhibited by a leader will greatly determine the level of performance of an organization.
CHAPTER FOUR

DATA ANALYSIS

INTRODUCTION

The purpose of the study was to investigate primary school teachers' perception of their headteachers' leadership behaviour in the two dimensions namely initiating structure and consideration. The two dimensions had been identified by the researchers as core variables in enhancing the performance of organizations and in improvement of human relations within a working environment. Nyeri Municipality was identified as the area of study so as to help the researcher come up with answers for the following research questions:

a) How do teachers perceive their headteachers' leadership behaviour in initiating structure and consideration dimensions?

b) Whether the headteacher's administrative experience have any influence on their leadership behaviour in initiating structure and consideration dimensions as perceived by their respective teachers.

c) Whether a headteacher's age has any influence on his/her leadership behaviour in initiating structure and consideration dimensions.

d) The extent to which school's performance in K.C.P.E. examinations for the past five years is comparable with the teachers rating of their respective headteacher's leadership behaviour in the two dimensions namely initiating structure and consideration.
To answer these questions, questionnaires were distributed to selected teachers in those primary schools which participated in the study. The second type of questionnaire was distributed to thirteen headteachers. Of all the responses expected, only ninety six per cent of the respondents participated in the study. The remaining four per cent refused deliberately to participate on the grounds that they could not trust fully how the information sought would not jeopardise their position in future.

The questionnaire used for teachers and their headteachers are available at the back of this project report (refer Appendix I and II respectively).

PRESENTATION AND ANALYSIS OF THE COLLECTED DATA

The next part of this report will be on data collected and its analysis with respect to the four questions stated there before.

The first question was "HOW TEACHERS IN PRIMARY SCHOOLS PERCEIVE THEIR HEADTEACHERS LEADERSHIP BEHAVIOUR ON INITIATING STRUCTURE AND CONSIDERATION DIMENSIONS."

To answer this question, the researcher computed using the formulae shown in Appendix III (a) the following data:-

a) Mean scores of each of the thirteen headteachers on initiating structure dimension

b) Mean scores of each of the thirteen headteachers on consideration dimension.
c) Overall mean score for all of the headteachers on each of the dimensions stated in (a) and (b) above.

The range of the scores was from 15-75 on each of the leadership dimensions as explained earlier. The results are presented below:

**TABLE I**
Mean Scores for Thirteen Headteachers on Leadership Behaviour in the Dimensions Namely Initiating Structure and Consideration in Nyeri Municipality Primary Schools

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Initiating Structure Mean Score</th>
<th>Consideration Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>57</td>
<td>46</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>63</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>65</td>
<td>57</td>
</tr>
<tr>
<td>6</td>
<td>53</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>66</td>
<td>52</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>49</td>
</tr>
<tr>
<td>9</td>
<td>56</td>
<td>43</td>
</tr>
<tr>
<td>10</td>
<td>67</td>
<td>57</td>
</tr>
<tr>
<td>11</td>
<td>58</td>
<td>53</td>
</tr>
<tr>
<td>12</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td>13</td>
<td>67</td>
<td>66</td>
</tr>
</tbody>
</table>

**OVERALL MEAN SCORE**

| Mean Score | 53 |
As it can be observed from Table I above, for example, headteacher one scored a mean of 64 out of 75 in initiating structure and 53 in consideration dimension. The implication is that the headteacher puts more stress on initiating structure when compared with consideration.

Observations made at first sight are that:

a) Overall mean score is higher in initiating structure than in consideration.

b) All individual headteachers mean score is higher in initiating structure than in consideration.

This in general implies that the headteachers are more concerned about attending to the needs of the schools than the needs of the teaching staff they work with. The headteachers are more interested in defining roles which they expect each staff member of the school to assume, delineate patterns of organization and ways of getting the job done but care less in establishing and maintaining sound and successful human relation.

The researcher in an attempt to answer this first research question further more worked out percentages of those headteachers who scored averages above and below the overall mean score.

Below is Table II which shows the breakdown of the percentages.
### TABLE II
Percentage of Headteachers Scoring Different Means on Initiating Structure and Consideration

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>% above overall Mean score</th>
<th>% below overall Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating structure</td>
<td>46% (^a)</td>
<td>54% (^b)</td>
</tr>
<tr>
<td>Consideration</td>
<td>38% (^c)</td>
<td>62% (^d)</td>
</tr>
<tr>
<td>Both initiating structure</td>
<td>37% (^e)</td>
<td>63% (^f)</td>
</tr>
</tbody>
</table>

In I and II above they indicate the percentage of those headteachers who scored above and below overall mean average initiating structure respectively. In III and IV, it indicates percentage of headteachers in consideration, V and VI show the percentage of those headteachers who performed above and below the overall mean score in both dimensions namely initiating structure and consideration. Effective leader behaviour as mentioned earlier in the literature review, is associated with high performance in both leadership dimensions stated above. From the afore-stated percentages, then the researcher wish to state that:-

- Those who are scoring below overall mean score in initiating structure, consideration or in both dimensions need to improve their skills. They need to undergo through inservice courses, engage in consultancy, and training seminars in the field of educational administration.
They need to be made aware that, apart from emphasis on the performance to achieve the organizational objectives, the capacity to work with and through others is important hence the need to improve skills in interpersonal relationship.

Those scoring above overall mean score are concerned in both dimensions of initiating structure and consideration. They are rated high by the teachers working under them in both dimensions. Such headteachers may be said to be effective in their leadership of the organization.

The second research question to be answered was whether the headteachers' administrative experience have any influence on their leadership behaviour as perceived by their respective teachers. To be able to answer this question, the researcher categorized headteachers administrative experience into four classes. The researcher computed mean scores for each category of headteachers in initiating structure and consideration dimensions and the results are indicated below in form of a table.

**TABLE III**

<table>
<thead>
<tr>
<th>Years of Administrative Experience</th>
<th>Mean Score On</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initiating Structure</td>
<td>Consideration</td>
</tr>
<tr>
<td>1 - 5</td>
<td>59</td>
<td>44</td>
</tr>
<tr>
<td>6 - 10</td>
<td>59</td>
<td>47</td>
</tr>
<tr>
<td>11 - 15</td>
<td>62</td>
<td>59</td>
</tr>
<tr>
<td>16 and above</td>
<td>65</td>
<td>59</td>
</tr>
</tbody>
</table>
As can be observed from the table those headteachers who had served for more than ten years as heads of various schools are rated highly in both consideration and initiation of structure dimensions in comparison to those who had less years of service as school heads. If other factors are held constant, the researcher is of the opinion that this category of headteachers had amassed a wealth of experience over the years and their success may be attributed to this experience.

Those headteachers who had served for less than ten years as school heads scored lower than their counterparts who had served for more than ten years. Although the difference is small, the researcher was of the view that those school heads who had served between one and ten years were still fresh and enthusiastic in scheduling work to be done as well as assigning tasks to teachers with an aim of establishing standards of performance. Further more, for the low performance in consideration dimension, the researcher had the opinion that the headteachers with less than ten years of headship had not yet developed fully interpersonal skills to deal with their teachers hence the low rating in this dimension.

The third research question to be answered was whether the headteachers chronological age had any influence on their leadership behaviour. The researcher classified the headteachers who participated into three categories of age in terms of years;-

(a) 30-35 years, (b) 36-40 years (c) above 40 years. Their mean scores on both initiating structure and consideration were computed. The results are tabulated in Table IV below.
TABLE IV

Mean Scores on Initiating Structure and Consideration in Relation to Age of the headteachers

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Mean Score On</th>
<th>Initiating Structure</th>
<th>Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-35</td>
<td>63</td>
<td></td>
<td>55</td>
</tr>
<tr>
<td>36-40</td>
<td>63</td>
<td></td>
<td>56</td>
</tr>
<tr>
<td>Above 40</td>
<td>61</td>
<td></td>
<td>54</td>
</tr>
</tbody>
</table>

Generally the difference in rating on both dimensions namely initiating structure and consideration was insignificant for all categories. However those headteachers who were between 30 and 35 years old rated higher in both leadership dimensions in comparison with those who were above fourty years old. The researcher formed the opinion that the younger headteachers are still fresh and energetic to attend to the needs of the schools through initiating structure and consideration.

For the headteachers whose age was over 40 years, they may have been in the school system for quite some time both as teachers and headteachers. They may have lost the interest to work for improvement of the school and the welfare of the staff. Instead, they are more concerned with their personal affairs in preparation for retirement.

Fourth research question was whether the schools performance in National examinations called K.C.P.E. compared favourably with the teachers rating of their headteachers leadership behaviour in
relation to initiating structure and consideration. The researcher got results on the district's ranking of the municipality primary schools for the previous five years. As the schools attained different positions in different years, the researcher averaged all the positions attained in each school for those past five years. This data was then tabulated in a table against the headteachers mean scores who headed those primary schools.

Below is table V which shows the data.

TABLE V
Mean Scores on Initiating Structure and Consideration Versus Schools Positions in K.C.P.E. Performance

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Mean Scores on</th>
<th>School Average Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initiating Structure</td>
<td>Consideration</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>57</td>
<td>46</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>45</td>
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<tr>
<td>4</td>
<td>63</td>
<td>60</td>
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<tr>
<td>5</td>
<td>65</td>
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<td>6</td>
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<td>40</td>
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<td>7</td>
<td>66</td>
<td>52</td>
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<td>8</td>
<td>60</td>
<td>49</td>
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<tr>
<td>9</td>
<td>56</td>
<td>42</td>
</tr>
<tr>
<td>10</td>
<td>67</td>
<td>67</td>
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<tr>
<td>11</td>
<td>58</td>
<td>53</td>
</tr>
<tr>
<td>12</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td>13</td>
<td>67</td>
<td>60</td>
</tr>
</tbody>
</table>

As can be observed from the table those schools which held best positions had their headteachers score high averages but more so the difference in scores on both dimensions was negligible. Those
headteachers whose schools held last few positions, that is 10, 11, 12, 13, 14, 15 scored high in initiating structure but very low on consideration. The difference between each of the headteachers two scores in those two dimensions was great.

The researcher formed the opinion that, in those schools where headteachers neglected improvement of human relations, teachers were not happy with such heads and therefore worked just to please their heads without necessarily being committed. Instead of working to achieve the institutional goals, such teachers worked to earn their salary hence the poor performance of their schools in national examinations.

SUMMARY OF THE FINDINGS
a) Generally, headteachers in Nyeri Municipality put more emphasis on initiating structure in comparison to consideration. The average mean score for all headteachers is higher in initiating structure than in consideration.

b) Only 37% of headteachers rated above the overall mean score for all headteachers in both initiating structure and consideration dimensions. This implies that 63% scored below overall average in both leadership dimensions.

c) The findings also indicate that those headteachers whose administrative experience is above ten years rated high in both dimensions namely initiating structure and consideration.
d) Those headteachers who were between 30 and 40 years old rated high in terms of initiating structure and consideration in comparison to those aged above forty years.

e) The findings also indicated that those headteachers whose schools ranked top five positions were rated high in both initiating structure and consideration dimensions. More so the difference between the two mean scores for each headteacher was negligible.

Below is the summarised data presented in tabular form which was collected from Nyeri Municipality primary schools in relation to various headteachers.

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Age</th>
<th>Administrative experience</th>
<th>Mean scores on initiating structure</th>
<th>Mean scores on consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30-35 years</td>
<td>5</td>
<td>58</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>36-40 years</td>
<td>5</td>
<td>66</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>36-40 years</td>
<td>7</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td>4</td>
<td>36-40 years</td>
<td>8</td>
<td>60</td>
<td>49</td>
</tr>
<tr>
<td>5</td>
<td>above 41 years</td>
<td>13</td>
<td>60</td>
<td>66</td>
</tr>
<tr>
<td>6</td>
<td>&quot;</td>
<td>16</td>
<td>58</td>
<td>53</td>
</tr>
<tr>
<td>7</td>
<td>&quot;</td>
<td>15</td>
<td>56</td>
<td>43</td>
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<td>8</td>
<td>&quot;</td>
<td>12</td>
<td>64</td>
<td>53</td>
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<td>9</td>
<td>&quot;</td>
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<td>57</td>
<td>46</td>
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<td>10</td>
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<td>8</td>
<td>60</td>
<td>45</td>
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<td>11</td>
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<td>20</td>
<td>63</td>
<td>63</td>
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<tr>
<td>12</td>
<td>&quot;</td>
<td>17</td>
<td>65</td>
<td>57</td>
</tr>
<tr>
<td>13</td>
<td>&quot;</td>
<td>18</td>
<td>67</td>
<td>67</td>
</tr>
</tbody>
</table>
SUMMARY

This research project is entitled a study of leadership behaviour among school headteachers in Nyeri Municipality in Nyeri District. It was carried out with the sole purpose of:

a) Investigating primary school teachers' perception of their headteachers leadership behaviour in initiating structure and consideration dimensions.

b) Examining the influence of the headteachers' administrative experience on their leadership behaviour.

c) Finding out whether age of the headteacher has any influence on the headteachers leadership behaviour.

d) Finding out whether each primary school's performance in K.C.P.E. national examination compare favourably with the teachers rating of their headteacher's leadership behaviour in initiating structure and consideration dimensions.

The researcher decided to use two questionnaires, one to be completed by headteachers and the other one by the teachers. The respondents were one hundred and four teachers and thirteen headteachers but the researcher got one hundred responses from the teachers and thirteen headteachers. The data collected was analysed using descriptive statistics.
In chapter one, the researcher looked at the problem and its related components. Chapter two was on review of related literature on leadership. Views of various schools of thought were analysed which were advanced at different times and in different parts of the world. In chapter three, there is discussions on the methodology on how the study was conducted. Chapter four has data presentation and analysis. Chapter five there is summary, conclusion and recommendation.

**CONCLUSION**

a) This study indicates that, in general, headteachers in Nyeri Municipality Primary Schools emphasise more on initiating structure than on consideration dimensions. The researcher formed the opinion that one of the main reasons the headteachers express the foregoing leadership behaviour is the pressure from parents and the educational officers above the level of a headteacher for effectiveness and efficiency.

Whereas the headteachers in Nyeri Municipality primary schools work hard to please their superiors with an aim of being credited in many ways in future, they forget to cultivate effective interpersonal relations with the teaching staff working under them thus scoring low in consideration dimension. Other headteachers may view teaching staff as instruments of production whose aim is to earn salary and need not be catered for as far as their welfare is concerned.
While in organizations like schools, leaders are under pressure from superiors to work hard to improve performance, these same leaders are under pressure from teachers for improved interaction and consideration on the teachers' needs. These teachers are fully aware of their rights and powers and any leader who takes them as instruments of work will face the greatest opposition from them in all school programmes.

b) According to the research findings, headteachers with a longer service as heads rated high in both initiating structure and consideration dimensions which is according to the literature review are the qualities of effective leadership. More so those headteachers whose age was between thirty to forty years scored higher than their counterparts whose age was above forty years.

The conclusion is therefore that as the headteachers grow old within the teaching profession, they may become rather carefree and incompetent in terms of their administration. They may be concerned more on their life after retirement and less on promoting the schools' physical growth as well as professional development of the teachers.

c) According to the research findings, those primary schools that held top positions (1-5) throughout the past five years had their headteachers scoring high in both initiating structure and consideration dimensions and more so the
difference in the two mean scores for each headteacher was negligible. The researcher formed the opinion that those headteachers whose schools performed well may have had interacted with members of the community outside school life in different activities and therefore may have acquired skills in dealing with people. That is why they were rated high by teachers, especially in consideration dimension.

RECOMMENDATIONS

a) To avoid conflicts with teachers, headteachers need not only be task specialists but also to be human relations specialists. The effective headteacher as perceived by work associates should be one who scores high in both leadership dimensions namely initiating structure and consideration.

b) For purposes of dynamism of any working environment all headteachers need to be updated through inservice courses on leadership in institutions like Kenya Education Staff Institute. More so, seminars on improved leadership skills need be organized on regional basis where headteachers' organizations may hold discussions and consult one another. By doing so they will educate one another on areas of improved leadership.

c) Ample opportunities to practice as a leader need to be provided to teachers before they are made to assume positions
of leadership. It is the opinion of the researcher that teachers need not be promoted to headship directly from classroom. They need to have acted as deputy headteachers for possibly three years. A teacher's life outside school environment need to be scrutinised especially on the responsibilities he holds within the community before he is promoted to positions of leadership.

d) It is necessary for the community to give a chance to headteachers who have just joined that rank, to improve on their leadership, rather than point an accusing finger at their incompetencies.

e) Performance of headteachers who have advanced in age need to be assessed often and if necessary retire such school heads with benefits for the sake of avoiding the collapse of the schools.

f) Headship of primary schools should be made contractual. After a headteacher serves for three years, he should be relieved his headship or reappointed for another three years term depending on whether his or her past performance in that capacity was satisfactory. Leadership in schools should be made renewable. By doing so a headteacher will always work hard in initiating structure and consideration dimension to ensure that his/her contract is renewed after expiry.
g) A forum need to be availed for teachers to air their views freely without intimidation on their feelings about their headteachers. This could be in form of evaluation questionnaire touching on the teachers feelings about various aspects on their headteachers leadership behaviour.

SUGGESTIONS AND FURTHER RESEARCH

a) Since the research carried out involved an investigation on how headteachers behave in their leadership as perceived by their teachers, more research ought to be done to investigate the headteachers self leadership ideology using the LBDQ-Ideal Staff instrument.

b) It is important that more research is done on a wider scale as this one involved only a small sample of respondents in Nyeri Municipality.

c) Since this research was carried out in an urban setting, there is need to do more research in rural settings and compare the findings.
BIBLIOGRAPHY


Hemphill, J.K., "Leadership Behaviour Associated with the Administration of College Departments." The Journal of Educational Psychology, 46, No.7 (Nov.1955).


APPENDIX I

Leader Behaviour Description Questionnaire—Real, Staff

The purpose of this questionnaire is to seek information on your headteacher's leadership behaviour. The information provided is purely for academic purposes and will be treated in confidence. You are kindly requested to afford the researcher time out of your busy schedule to respond to the items presented below.

Read the following statements carefully and circle the letter which best describes the leadership behaviour of your headteacher.

Section A

1. He makes his attitudes clear to the staff.

2. He tries out his new ideas with the staff.

3. He rules with an iron hand:

4. He criticizes poor work.

5. He speaks in a manner not to be questioned.
14. He sees to it that staff members are working to capacity.
   a. Always   b. Often   c. Occasionally   d. Seldom
   e. Never

15. He sees to it that the work of staff members is well co-ordinated.
   a. Always   b. Often   c. Occasionally   d. Seldom
   e. Never

Section B:

1. He does personal favours for staff members.
   a. Always   b. Often   c. Occasionally   d. Seldom
   e. Never

2. He does little things to make it pleasant to be a member of staff.
   a. Always   b. Often   c. Occasionally   d. Seldom
   e. Never

3. He is easy to understand.
   a. Always   b. Often   c. Occasionally   d. Seldom
   e. Never

4. He finds time to listen to staff members.
   a. Always   b. Often   c. Occasionally   d. Seldom
   e. Never

5. He keeps to himself*
   a. Always   b. Often   c. Occasionally   d. Seldom
   e. Never
6. He looks out for the personal welfare of individual staff members.
   a. Always   b. Often   c. Occasionally   d. Seldom
   e. Never

7. He refuses to explain his actions.*
   a. Always   b. Often   c. Occasionally   d. Seldom
   e. Never

8. He acts without consulting the staff.*
   a. Always   b. Often   c. Occasionally   d. Seldom
   e. Never

9. He is slow to accept new ideas.*
   a. Always   b. Often   c. Occasionally   d. Seldom
   e. Never

10. He treats all staff members as his equals.
    a. Always   b. Often   c. Occasionally   d. Seldom
    e. Never

11. He is willing to make changes.
    a. Always   b. Often   c. Occasionally   d. Seldom
    e. Never

12. He is friendly and approachable.
    a. Always   b. Often   c. Occasionally   d. Seldom
    e. Never

13. He makes staff members feel at ease when talking with them.
    a. Always   b. Often   c. Occasionally   d. Seldom
    e. Never

14. He puts suggestions made by the staff into operation.
    a. Always   b. Often   c. Occasionally   d. Seldom
    e. Never

15. He gets staff approval on important matters before going ahead.
    a. Always   b. Often   c. Occasionally   d. Seldom
    e. Never

*(To be scored negatively).

APPENDIX II
KENYATTA UNIVERSITY
FACULTY OF EDUCATION

To be completed by the Headmaster. Please do not write your name.

Put a tick in one of the boxes as it applies to you.

a. Sex:
   - Male ( )
   - Female ( )

b. Age:
   - (i) Below 25 ( )
   - (ii) 25-30 ( )
   - (iii) 31-35 ( )
   - (iv) 36-40 ( )
   - (v) 41 and above ( )

c. Number of years of service as a headteacher:
   - Less than 1 year ( )
   - 1 - 5 years ( )
   - 6 - 10 years ( )
   - 11 - 15 years ( )
   - 16 - 20 years ( )
   - over 20 years ( )

d. Put a tick in the box that indicate your highest academic qualifications.
   - K.J.S.E. ( )
   - C.S.C./E.A.C.E/K.C.E ( )
   - B.A./B.Sc./B.Ed./Diploma ( )
   - Other (specify) ............................................

e. Indicate any professional certificate you have:
   - P3 ( )
   - P2 ( )
   - P1 ( )
   - SI ( )
   - Approved SI ( )
   - Other (specify) ............................................
APPENDIX III A

Formula for calculating mean score on headteachers real leadership behaviour as perceived by teachers.

\[ \bar{x} = \frac{x}{n} \]

Where:
- \( \bar{x} \) - Stands for the mean score on the respective leadership behaviour dimension.
- \( x \) - Is the total sum of scores on the respective leadership behaviour (initiating structure and consideration dimension) as obtained from the eight teachers LBDQ in each of the primary school.
- \( n \) - Represents the number of teachers in the school who participated in the study in each of the school.

APPENDIX III B

Formulae for calculating overall mean score on the headteachers leadership behaviour as perceived by teachers.

\[ \bar{x} = \frac{x_I}{n_I} \]

Where
- \( \bar{x} \) - will represent the overall mean score for all the headteachers who participated in the study on initiating structure and consideration dimensions respectively.
- \( x_I \) - Total mean scores computed by summing the mean score of the thirteen headteachers on each leadership dimension.
- \( n_I \) - The total number of headteachers who participated in the study.
INTRODUCTORY NOTE FOR THE RESEARCH PROJECT.

M.ED. (PTE) II COURSE - 1992

STUDENT'S NAME - KARANJA FRANCIS GICHIU ------ REG. NO E55/8213/90

The above named is our post-graduate student undertaking a Master's programme at this university. In the final year of the programme, it is the practice of this University for Masters Students to produce a piece of research project work as a partial fulfilment of the degree.

It is in this regard that I request you to assist and encourage this student in carrying out project work of the title:

A STUDY OF LEADERSHIP BEHAVIOUR AMONG PRIMARY SCHOOL HEAD-TEACHERS IN NYERI MUNICIPALITY

NYERI DISTRICT, KENYA.

Thanking you in advance,

Yours faithfully,

Dr. Twoli N.W.
COURSE CO-ORDINATOR, DEPARTMENT OF EDUCATIONAL COMMUNICATION & TECHNOLOGY

TNW/enk.
Dear Sir,

REF: PERMISSION TO COLLECT DATA FOR RESEARCH PROJECT

I am a post-graduate student at Kenyatta University taking Master of Education (Primary Teacher Education Programme) and is required to conduct an educational research project in partial fulfilment of my degree course. I therefore wish to apply for permission to visit schools in Nyeri Municipality to collect data for research project.

The title of my research project is "A Study of Leadership Behaviour Among Primary School Headteachers in Nyeri Municipality, Nyeri District, Kenya.

The data collected will be for educational purposes only.

I will be grateful if you allow me to carry out this exercise.

Yours faithfully,

MR. KARANJA FRANCIS GICHUI
Headteachers
NYERI MUNICIPALITY

RE: MR. KARANJA FRANCIS GICHUI
REG. NO. E55 /8213/90

MINISTRY OF EDUCATION

DISTRICT EDUCATION OFFICE,
P.O. BOX 208,
NYERI.

5th October, 1992.

The above named is a post-graduate student taking master of Education
(Primary Teacher Education Programme) conducting an educational
research project as partial fulfilment to his degree course. He has been
granted permission to visit schools in Nyeri Municipality to collect data
for his research project. "A study
leadership Behaviour Among Primary school Headteachers in Nyeri
Munipalirty".

KARIUKI MANYUIRA
for: DISTRICT EDUCATION OFFICER,
NYERI

cc
The Education Officer,
NYERI MUNICIPALITY
The Z.I.S. - Nyeri Municipality.
Mr. Karanja Francis Gichui,
KUC. Box 43844,
NAIROBI