

A Comparative Study of the Influence of Head Teachers Management Styles on Pupils Performance in K CPE in Public and Private Primary Schools in Nakuru Municipality, Kenya

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Abstract

The purpose of this study was to compare the influence of management styles of head teacher's on pupils' performance in private and public primary schools in Nakuru municipality at Kenya Certificate of Primary Education level. The population comprised of teachers and head teachers in public primary schools. The study adopted the ex post facto survey research design and used a sample size of 70 primary schools in which 70 Head teachers and 70 teachers were interviewed. The respondents were selected using simple random sampling technique. Data for the study was collected by use of questionnaires and interview schedules. The study collected both qualitative and quantitative data. Data collected was analyzed through descriptive and inferential statistics with the aid of the Statistical Package for Social Sciences version 17. The results were presented by descriptive statistics. The study findings revealed that most public primary schools were using democratic and participatory leadership styles as opposed to private primary schools, which were mainly using autocratic leadership style; private primary schools were performing better than Public primary schools in Kenya Certificate of Primary Education (KCPE) in Nakuru municipality; most teachers in both private and public primary schools were not comfortable with the prevailing / current leadership styles and administration standards, and negatively related this with student performance. The findings further revealed a positive Spearman rank correlation between school mean mark and team working spirit $r(62)=0.078$ $p>0.05$; and a positive Spearman rank correlation between school mean mark and adequate reading materials $r(62)= 0.094$ $p>0.05$. Although the two correlations were not significant. Following these findings, the study recommends that the Ministry of Education, school governing bodies, and concerned stakeholders should consider mobilizing and allocating resources geared towards mitigating the impediments to the effectiveness of primary school leadership styles.

Key words: Head teachers' management styles, Pupils' performance, KCPE, Primary schools, Kenya

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