Head Teachers' Leadership Dynamics and Teachers' Integration Performance: A Case of Public Integrated Primary Schools in Lamu County Kenya

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Abstract: - Integration in education has lately taken center stage in public schools in Kenya. This study examined the type of leadership head teachers used and their teachers' performance in promoting integration in the schools. The study was carried out in integrated public primary schools with learners with VI in Lamu County Kenya. The aim of the study was to identify the leadership styles applied by head teachers and its effects on teachers' performance in integration of learners with visual impairment (VI) in the regular schools in Lamu county Kenya. The study was guided by Douglas McGregor's model- Theory X and Theory Y (1961). This study was conducted using exploratory study design. The target population for the study was 506 educators; 86 head teachers and 420 teachers. Purposive sampling was used to select the respondents. The sample size consisted of 18 head teachers and 42 teachers. Content analysis was used to test the validity of the research instruments while a reliability coefficient was used to test the instruments' reliability. Descriptive statistics involved the use of frequencies and percentages. Relationship between independent and dependent variables was accepted at 95% confidence level. The study results revealed that various leadership styles are being employed by head teachers in integrated public primary schools in Lamu County. The main leadership styles found are democratic and autocratic leadership. The study further reveals that the type of leadership has a significant influence on teachers 'performance. The influence was found to vary based on the type of leadership among head teachers. For example democratic leadership style showed a significant positive influence on teachers' performance. The study recommends that teacher education curricula needs to be enhanced to include effective ways of leadership style in order to improve teachers' performance in integrated school settings.

Key Terms: Head Teachers, Leadership Styles, Integration, Teacher Performance

I. BACKGROUND INFORMATION

Schools serve as learning centers for not only regular but also special needs children. Therefore, school management plays a key role in actualizing the purpose of the school as an institution. This is effectively achieved through creating a school an enabling environment through effective leadership process (UNESCO, 2009). Leadership in educational settings can be traced as back as the ancient Greeks, Socrates and Aristotle. Today, throughout the word, state initiated primary schools are led by head teachers. The head teacher's main leadership role is to ensure smooth running of learning activities to enhance school performance. However, providing leadership in schools in which learners with learning disabilities are present provides challenges. According World Health Organization (WHO, 2004) it is estimated that 10% of any given population constitutes of people with this or that disabilities and that approximately 85% of the world's children with disability are below 15 years and live in developing countries. Every child has unique characteristics, interests, abilities and learning needs and those with special needs should have access to learning institutions (regular schools) through integration/inclusion into regular schools settings. These schools should accommodate students with learning disabilities using child-centered pedagogy capable of meeting their needs (UNESCO, 2008). This scenario therefore calls for competent, informed and supportive leadership, which ensures teachers effectively integrate learners with disabilities particularly those visual challenges.

As countries transform their educational systems to prepare the younger generation to obtain knowledge, social norms and skills needed to live in this changing world, the roles of school leaders and expectations of their work becomes more critical. They are expected to be well organized effective strategic leaders who will reform and improve educational outcomes on a large-scale (UNESCO, 2005).

Types of leadership adopted by school heads plays an important role whether; autocrat, democratic or *laissez-faire* leadership styles. In a study carried out in America among school administrators, Leithwood and Jantzi (2005) observed that in a democratic leadership style, the head teacher allows participatory communication involving and negotiates strategies. They further observed that these styles are characterized by open forums including staff meetings. In such meetings, the head teachers directly discuss issues with teachers and feedback is given immediately. In laissez-faire leadership, the head teacher believes that there should be no rules and regulations since everyone has a sense of responsibility (Pont, Nusche & Moorman, 2008). A *laissez-faire* administration strategy may be more creative and fulfilling in the school environment for those responsible for in school management system.

The extent to which a head teacher succeeds in attaining the school objectives, mission, vision and philosophy would depend on how he/she successfully uses suitable management styles in a specific school environment. People oriented styles helps the leader understand and responds proactively to subjects' issues on a day to day basis. Pont, et al (2008), though argues that, a *laissez-fare* leadership style may lead to confusion, anarchy and chaos. Using France as an example, she noted schools with this type of management are characterized by a high degree of freedom of students and teachers. For more appropriate learning to occur, suitable leadership styles are required to steer teachers towards achieving the set educational goals. It is therefore imperative for an analysis of leadership styles of head teachers of integrated schools and teachers' delivery on integration of learners with visual impairment. The terms and conditions of teachers' professional life are influenced by the administration and leadership of head teachers. It is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of learners (Pont, et. al, 2008). Iqba (2005) argues that an authoritative leadership style has significant effects on teacher effectiveness which is directly measured by learners' achievement.

This study sought to analyze head teachers' leadership styles and classroom teachers' effectiveness in integrating learners with visual impairment (VI)in Lamu County Kenya. In African schools, studies have shown that the head teacher's leadership style influence performance of both teachers and students. Nsubuga (2009) argues that the democratic or consultative form of leadership was the most suitable for Ugandan schools. He found that most head teachers in Uganda used this kind of leadership in order to develop ownership of the school outcomes. Although the democratic style was the style most preferred. His study found that the style of leadership was also situational (i.e. the style used is based on the situation being addressed at the time) as leaders tend to employ different leadership styles dependent on the situation. His study established that utilizing the democratic style of leadership, the school was likely to achieve good overall academic performance and increased in teachers output. There was need to systematically observe head teachers' leadership styles and how teachers integrated VI learners in the main stream of learning.

Kimeu (2010), suggest that head teachers should be equipped with management skills through in-service training in order to improve the teacher productivity. The nature and quality of leadership and management that head teachers provide determine the effectiveness of teachers. It is believed that different leadership styles are being employed by different head teachers to enhance teachers' performance in the country. Ngugi (2006) also observed that head teachers who used democratic leadership style posted high performance of teachers and learners in public primary schools in Maragua Sub-County, Kenya. Onyango (2008) in Kitavi (2014) stated that good academic performance in K.C.S.E resulting from better teaching was exhibited by schools whose head teachers

were having a mixture of autocratic (task oriented behaviour) and democratic leaders (relationship-oriented behaviour). However, cases of indiscipline are high and also a high level of don't care attitude among teachers when a laissez-faire form of leadership is employed. Okumbe (2001) notes that *laissez-faire* managers establish rapport with their staff, but do not enhance efficiency in performance of duties and leading to poor performance in examinations. The current study sought to assess whether these findings are applicable for the study or if the results would differ. However, in Lamu County, no study on the influences of head teacher's leadership styles on teachers' performance has been conducted. This is despite the fact that most head teachers manage teachers in integrated academic settings especially those with visual impairment. Lamu County records poorer academic performance of learners an indication that classroom instruction may not be as effective. Integration is one such instructional strategy that could promote better learner achievement. In this study researchers analyzed head teachers' leadership styles and classroom teachers' performances in integrated public primary schools in Lamu County with learners with visual impairments.

Purpose of The study: The purpose of this study was to investigate teachers' leadership styles' influence on teachers' performance in integration of leaners with visual impairment in Lamu county Kenya.

II. REVIEW OF RELATED LITERATURE

Literature is thematically reviewed on the concept of integration and mainstreaming of learners with specialties and visual impairments. Specifically, leadership styles employed by school administration have been focused.

Concept of Leadership and Types of Leadership Styles

Leadership styles could be described in various ways. It refers to the underlying needs of the leader that motivate his/her behaviour (Siskin, 1994). It is the manifestation of the dominant pattern of the behaviour of a leader (Olaniyan, 2001). It is also a process through which persons or group influence others in the attainment of group goals (Adeyemi, 2006).

Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement (Jacky & Foskett, 2005). It involves a force that initiates actions in people and the leader (Agaruwhe, 2006). It could be described as the ability to get things done with the assistance and co-operation of other people within the school system (Wiiliams, Rosenheltz & Stoltz 2003). Armstrong (2002) defines leadership as the process of influencing and supporting others to work enthusiastically towards achieving objectives. It is the catalyst that transforms potential into reality and the act that identifies develops channels and enriches the potential already in an organization and its people.

According to Yusuf (2011), leadership is centred on the phenomenon of influencing others and this occurs when a person possesses particular characteristics that make him capable of exercising this influence effectively, thereby distinguishing him/herself as a leader. Thomas, (2012) recognizes leadership as a post in which a person utilizes their characteristics and qualities in order to acquire experiences and education.

Leadership in any organization implies the action and interaction with persons and things with a view to attain a specific objective. It is the ability to plan, control, direct and co-ordinate the activities of school involving both human and material resources for the achievement of school goals (Adenounmu, 1996). In this regard, leadership could be seen as the process of influencing the activities of an organization towards goal setting and goal achievement. As such, it must be stressed that any meaningful and useful definition of leadership must contain particular elements such as an existing group with known objectives, conscious attempts to influence the behaviour of others within the group and a willingness of subordinates to carry out the action (Akerele, 2007).

The leadership style of the head teacher is of utmost importance in school performance. The school head teacher has the role of providing direction and exerting influence on persons and other things in order to achieve the school's goals (Leithwood, 2004).

The works cited above focused on the general definition of leadership styles and only one focuses on school leadership which was the main area of interest for the present study. Various leadership styles exist in academic institutions globally. The term leadership style can also be seen as a process through which persons or groups influence others in the attainment of group goals (Adeyemi, 2006). Some of the leadership styles are as follows:

- *Directive Leadership:* This is similar to the concept of ―initialization and structure‖ advocated in the Ohio State University studies. This concept entails telling subordinates what to do and giving appropriate guidance for positive completion. It may involve providing schedules for specific work and completion dates. Reward for accomplishments may also be given and role ambiguity decreased (Leithwood, 2004). Therefore, in this style managers play a supervisory role where they monitor and direct their subordinates work in order to ensure improved work performance. A directive leader is absolutely set aside on being instructional, informing their employee what they are expected to achieve, and how to go about their daily duties and assignments. In this style of leadership, you can impede employees from achieving their full potential, and you stifle their own creativity, innovatively and decision making processes. It is commonly used to have an

immediate compliance from your employees, which is very effective in a predicament or if you cannot deviate from a task at hand. The total control over your employees can be very effective and efficient, while using discipline and threats to keep your staff in line. However, there is little chance for learning and development in this leadership approach, and highly skilled employees could be frustrated and demotivated in their job.

- *Supportive leadership:* This concept is similar to ―accounting for good conduct‖ concept defined in the Ohio State University studies. Considering the needs of the subordinates, showing concern for their welfare and creating a friendly working environment are key components of this style. This also includes increasing the subordinate's self-esteem and making the job more interesting (Leithwood, 2004; Ali, 2009). The leaders make an effort to support the workers' efforts by ensuring that they are motivated by supplying conducive working conditions. Tyler (2015) argues that, the leader is not so interested in giving orders and managing every detail as in giving employees the tools they need to work themselves. While delegation is a vital part of supportive leadership, leaders do not simply assign tasks and then receive the results. Instead, they work through the tasks with employees to improve skills and talent until the leader does not need to worry about a task being done correctly and the employee is fully empowered in a particular area.

- *Participatory Leadership:* Leaders adopting this style consult with subordinates and put their ideas into account when making decisions and taking particular actions (Leithwood, 2004; Ali, 2009). Therefore, leaders ensure that decisions are made that take into account the views and opinions of their subordinates. Leadership, especially the participative leadership is one of the most important aspects of professional life. If a group or team is led by an effective and good leader, it is more or likely that the team will be able to fulfill their as well as the organizations goal and objectives successfully. However, if the leader just commands or orders the team for specific tasks, then it is probable that the team is demotivated and they will perform less than others with a better leader (Tony, 2016)

- *Achievement-oriented Leadership:* This style of leadership involves setting challenging goals in relation to both work and self-improvement (often in tandem). High standards are demonstrated and expected. Leader shows faith in the capabilities of subordinates to succeed and steadily progress. Joe, (2014) stipulates that leaders in this type, view each encounter as a contest they need to win. They mistakenly believe that this will motivate their employees to try harder or at least imitate their

behaviour and become more proficient. Not only do these aggressive leaders compete against their employees, they also believe the best way to get maximum effort is to encourage staff to compete against each other. They are always holding some sort of contest, constantly comparing employees to each other and rewarding people based on beating someone else. Great leaders listen to employees- — not only about work-related matters, but also about their personal hopes and concerns. One of the best questions a manager can ask is: "What would you change if you were in charge?" This will not only garner important information about the organization, but also establish a trusting, give-and-take relationship within the group. Three other styles of leadership have also been identified by researchers (Basheka, 2005). These include the autocratic, democratic and Laissez-faire leadership styles.

- *Leadership and Teachers' Performance:* A teachers' performance can be described as the duty performed by a teacher at a particular period in the school system to achieve organizational goals. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Maicibi & Nkata, 2005). Oyetunyi (2006) asserts that variables of performance such as effective teaching, lesson preparation, and effective use of work schemes, effective supervision, monitoring students' work and ability to discipline ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual reports of work activities in terms of teaching effectiveness, lesson preparation, lesson presentation, mastery of subject matter, competence, commitment to his/her job and involvement in extra-curricular activities. Other areas of teachers' assessment include effective leadership, effective supervision, effective monitoring of students' work, ability to motivate students and class control and disciplinary ability (Agaruwhe, 2006). Several studies have attempted to assess teacher performance by examining the following variables: Akinsolu (2010) asserts that availability of qualified teachers determine the performance of students in schools. Wirth & Perkins (2013) indicate that a teacher's attitude contributes significantly to student attention in classrooms. Whereas Adesoji & Olatunbosun (2008) illustrates that a student's attitude relates to the teacher's characteristics. This means that a teacher's attitude directly affects a student's attitude.

In a discussion on teachers' personalities, Adu & Olatundun (2007) contend that personality characteristics are strong determinants of how students' perform in primary schools. Scholars are in agreement that school variables, which include teacher administration, are more critical in educational achievement than other variables (Patrick, 2005). The important role of teachers is unquestionable. Teachers have a great influence on classroom practices. Teachers should have and apply specific abilities without which their influence may not be reflected in their students' performance in the subject. For students to be able to make a practical connection between the subject matter taught in school and its application in real life problem solving, the teacher must use effective teaching methods.

Head teachers' Leadership Styles and Teacher's Performance

Several studies have been conducted to investigate the relationship between leadership styles and teacher performance and have come up with different results and recommendations. One study was conducted in Malaysia by Cheah Lee Hwa, in 2008. The Study was entitled —The Impact of Principles' Transformational Democratic Leadership Style on Teachers Job Satisfaction and Commitment. Findings of this study reveals that school leadership practice in Malaysia is keeping pace with contemporary recommendations that school head teachers adopt a more democratic and transformational leadership as a way to promote higher levels of school performance and greater job satisfaction for teachers (Bidwell, 2001). The case study also reveals that there are a number of common attributes of head teachers that contribute to the successful empowerment of teachers in schools. They include amongst others: the head teachers' non-hierarchical view of the school setting; upholding participatory and collaborative management; relationship focused and establishing trusting bonds. Further, leaders also possess attributes of transformational leadership that is characterized by individualized consideration, idealized influence and intellectual stimulation. Through their participatory virtue and ability to limit power hierarchies, these transformational democratic leaders are able to empower their teachers and forge a more dispersed and democratic form of leadership in schools (Basheka, 2005). The findings show that as teachers become more highly educated, they tend to expect greater autonomy. Teachers not on the administration team are generally concerned about their instructional autonomy rather than the school overall school goals and policies. Some teachers still maintain the traditional belief of the superiority of a hierarchical system. Their appreciation of democratic leadership and empowerment is limited to people being given the right to be heard. There are still a number of challenges to democratic leadership practice in Malaysian schools. Similar study was conducted in Pakistan. The topic of the study was the relationship between leadership styles and academic achievement at the secondary school level in Punjab. The findings showed that most of the aspects of using a democratic style were significant and positive. The study also found that the autocratic style has significant impact for science learners and the laissez-faire style had insignificant

impact (Cheah, 2008). Overall, the democratic style is shown to be the most effective one. An examination of leadership styles in the public primary schools will assist administrators to utilize the type of leadership that leads to higher levels of student success. The current study addressed influence leadership styles and teacher's achievement in integrated schools.

Head teachers' leadership styles and teachers' job performance in primary schools were examined in a study taking place in Ondo State, Nigeria (Adeyemi, 2006). It was found that the democratic leadership style was the most commonly used among head teachers of primary schools in the state. Teachers' job performance was at a moderate level in the schools. This level was raised in schools where head teachers use an autocratic leadership style compared with those where head teachers use a democratic or *laissez-faire* leadership styles. It was recommended that head teachers should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers. In contrast, the use of the laissez-faire leadership style was to be discouraged among school head teachers as it fared poorly in terms of job performance.

In Uganda a similar study was conducted and the study was titled: Leadership Styles of Head teachers and Teachers' Performance in Selected Primary Schools in Bushenyi District. The study revealed that pseudo democratic and autocratic leadership styles existed in Bushenyi schools and were affecting service delivery. It was also found that a transactional, democratic and middle of the road leadership style positively influenced teachers' observance of their professional code of conduct and was considered to be the best in promoting teachers' performance in regards to completion of their respective academic tasks (Frida, 2009). In cases where it was applied it had led to good results, due to its positive effect on building morale and, team spirit, creating confidence and setting goals. They found that a democratic and all inclusive leadership style practiced in schools it improves teachers' professional conduct as it creates a self-motivation among staff. They found that a democratic style was preferred by teachers and when applied in schools it led to positive academic performance. The theory of leadership is the core aspect that leaders need to practice in various needs that will facilitate leaders to be very effective in executing their duties in the working environment. The various findings of the studies of leadership and skills discussed in this chapter will empower head teachers in their institutions to improve on academic performance. Besides, related studies on leadership styles and academic performance in inclusive setting, also strategies in improving leadership styles have been highlighted. This gives the leaders the opportunity to be effective and improve on their leadership.

According to Eshiwani (1983) in Frida (2009), good performance in schools is positively correlated to efficient leadership. Ogawa and Hart (1985) in Frida (2009), in their study determine the extent to which head teachers influence the instructional performance of schools. Their findings led them to attribute the role of the head teachers as a significant influence on the instructional performance of pupils. They found that there is a strong correlation existing between the qualities of administration in a school and performance of that school in national examinations (Kathuri 1985 in Frida 2009). Various studies reviewed under this section acknowledge that head teachers leadership style affects performance. However, most of these studies created a direct link between head teachers leadership styles and learners achievement bypassing the effects of head teachers chosen leadership style on teachers' actual job performance. This was an area of interest for the current research. Although some researchers revealed that specific leadership styles of head teachers affect teachers' job performance, they showed no relationship between the two. The current study highlights the leadership style employed by head teachers and their effects on teachers' job performance in integrated public primary schools particularly schools with students having

III. METHODOLOGY

Research Design

The study employed explanatory research design. it was used explore the extents to the independent variable impacted on the dependent variable(s)of the study. This study design was deemed appropriate where variables co-vary (Creswell, 2009).

Location of the Study

The study was carried out in Lamu County integrated public primary schools having learners with visual impairment. The ideal setting for any study should be that which permits rapport with the respondents (Singleton 1993). Lamu County is situated in the North Eastern part of Kenya along the Coast. The area is divided into mainland and island locations. The County is quite densely populated but with diverse distribution varying from one district to the other and from region to region. The majority of people in Lamu County live below the poverty line with the most vulnerable groups being unemployed youth. The residential population may not have the necessary resources to take pupils who are visually impaired to special schools. Lamu County was chosen for several reasons. Singleton (1993) stipulates that the ideal setting for any study should be of easier access to the researcher and should be that which allows instant rapport with the respondents. Besides, both public and primary schools had integrated a quite number of learners with visual impairment as there is no special school in the county. These learners attend regular classrooms and underperform in comparison to their unimpaired normal counterparts (County Education Officers report 2013). Lastly, integrated public primary schools having learners with visual impairment could be found both in rural and urban areas of Lamu County providing a good sample population. The researcher is stationed in one of the schools which the study was conducted in Lamu County. This gave the researcher an opportunity to

apprehend the actual setting without relying on the prior conceptualization as recommended by Semakula (2000)

Target Population & Sampling procedures

The target population of this study consisted of head teachers and teachers with more than one year of education working experience. Statistically, Lamu County has 86 head teachers and 420 teachers. In the area there were 86 primary schools. Within Lamu island 21 primary schools exist and 65 others are found on the mainland with students who are visually impaired. Respondents were from public primary schools. The researcher used purposive sampling technique to reach respondents in the integrated public primary schools having learners with visual impairment in Lamu County. This involved, choosing the nearest and most convenient person to act as respondent. The researcher used this technique to get accurate and appropriate response. This provided individuals with opportunity to participate in the study. This technique enabled the researcher to get the needed sample from the target population. Based on the principle of 10-30% sample, out of 506 target population a 12% sample was drawn comprising of 18 head teachers and 42 teachers.

Data Analysis

The data obtained for this study was analyzed using descriptive and inferential statistics. Mugenda and Mugenda (1999) assert that the purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores or measurement using a few indices or statistics. Descriptive statistics involved the use of frequencies and percentages. The process of data analysis required the use of a computer spreadsheet, and for this reason the Statistical Package for Social Sciences (SPSS) was used. In order to determine the degree relationship between independent and dependent variables of the study at 95% confidence level, regression analysis was carried out.

IV. RESULTS AND PRESENTATION OF THE FINDINGS

Head Teachers Leadership Styles in Integrated Public Primary Schools

The purpose of this study was to investigate teachers' leadership styles' influence on teachers' performance in integration of leaners with visual impairment in Lamu county Kenya. The researchers sought to establish the forms of leadership styles employed by head teachers in their daily school administration. Based on the information gathered, it was established that most head teachers (28%, n=5) practiced democratic leadership, 18%, n=3 used autocratic leadership style while 5%, n=1 used *laissez-faire* leadership styles. The findings are summarized and presented in the figure below.

Head teachers Responses on their Leadership Styles
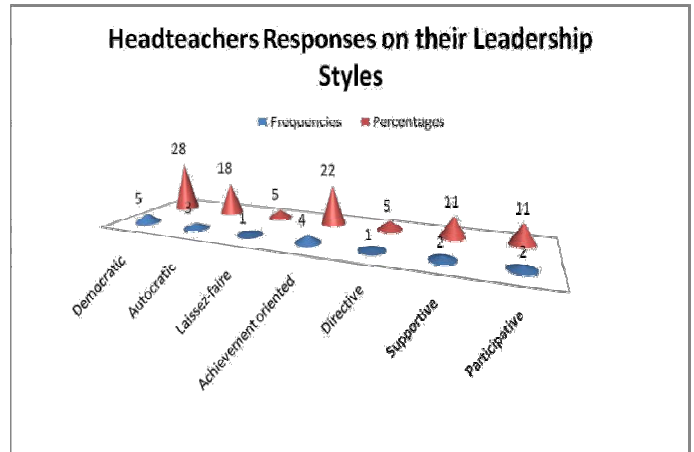
The above figure illustrates the head teachers' leadership styles responses. Most of the respondents ((head teachers) employed democratic and achievement oriented leadership styles at 28% and 22% respectively. Directive style was the least used at 5%. The results revealed that most of the school teachers (60%, n=25) mentioned that autocratic leadership style was the most used leadership style by the head teachers while 5%, n=2 mentioned that the school heads used achievement oriented leadership style.

To fully understand leadership styles employed by the head teachers, the researchers sought teachers' responses to this regard.

Teachers' Responses on Head teachers Leadership Styles
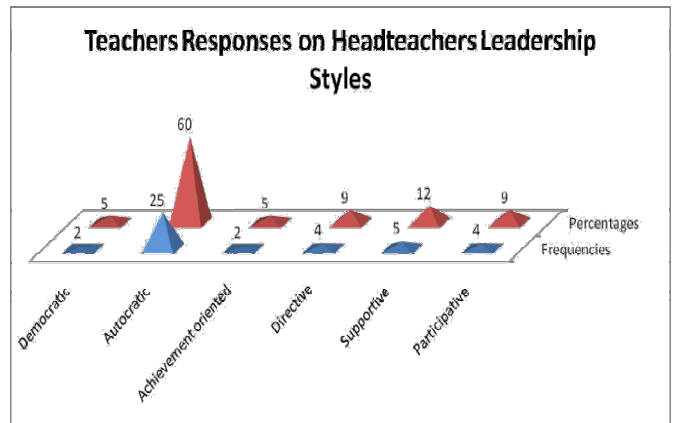
The above figure shows that majority of the head teachers (56%, n=10) strongly agreed that they often made decisions without consulting others due to time pressure upon the task at hand. Furthermore, 56%, n=10 strongly agreed that staffs never question their decisions as they rarely back down while 72%, n=13 disagreed with the statement that, "*I have learnt that people will never fail to positively surprise you if you leave them alone.*"

Results from teachers also revealed that a majority of them; 71%, n=30 strongly agreed that head teachers often made decision without consulting others due to time pressures upon the task at hand, 83%, n=35 strongly agreed that they never

question their head teachers while 67%, n=20 strongly disagreed that their input was highly valued by the head teachers before making any decisions. This further confirms that the head teachers used autocratic and dictatorship leadership styles as opposed to people oriented and transformational leadership.

Head Teachers' Leadership Styles and Teachers' Performance

This study also sought to establish the extent to which head teachers' leadership styles influenced teachers' Performance in promoting integration of learners with visual impairment. The findings from the head teachers as presented in the figure below show that a majority of them (44%, n=8) believed that their leadership styles improved teachers performance while 11%, n=2 mentioned that leadership styles they employ negatively affected teachers performance.

Leadership Style's Influence on Teachers' Performance

From the teachers, responses it was established that majority of them; 48%, n=22 believed that head teachers leadership style positively influenced their performance while 12%, n=5 observed that it negatively affected their performance.

Various statements were used to rate the influence of head teachers on teachers performance. The data from the head teachers showed that a majority of them, 67%, n=12 strongly agreed that democratic leadership style employed had positive influence on teachers general performance in school and in class which improves learners achievement. in addition, 84%, n=15 strongly disagreed that autocratic leadership style employed had positive influence on teachers general performance in school and in class while 44%, n=8 strongly disagreed that *laissez-faire* leadership style employed had a positive influence on teachers general performance in school and in class which improves learners achievement.

It was evident that head teachers used prohibitive leadership styles which in turn affected teachers negatively in promoting proper integration of learners with visual impairment, in the mainstream.

These findings on the influence of leadership style on teachers' performance have also been supported by other researchers. For instance, in France, Pont, et al. (2008) argued that a *laissez-fare* leadership style leads to confusion, anarchy and chaos. Accordingly schools with this type of management are characterized by a high degree of freedom of students and teachers which negatively affects teacher effectiveness. In India, Iqba (2005) revealed that an authoritative leadership style has significant effect on teacher effectiveness as compared to the democratic style used in public schools. Therefore, both the current study and the supportive studies indicate that head teachers leadership styles have great influence on teachers' performance.

To test for significance at 95% confidence level, linear regression analysis was carried out using SPSS to assess head

teachers leadership styles and teachers performance in public primary schools of Lamu County Kenya. The following regression model was used; $Y= \beta_0 + \beta_1 X_1$; where β_0 is the regression intercept, β_1 the regression coefficient. Y is the dependent variable of teachers' performance while X_1 is head teachers leadership styles.

In the table below, the results presented indicate that in Lamu County integrated public primary schools, head teachers leadership styles have significant relationship with teachers performance as explained by 84% of the coefficient of determination (R^2=0.836). Therefore, other variables not studied affect teachers' performance in the studied area by only 12%. This indicates that teachers' performance in the studied schools is highly influenced by head teachers' leadership style.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	.914	.836	.826	.896

a. Predictors: (Constant), Teachers performance

On the other hand, the analysis of variance results as presented in Table 4.8 show a very high significant relationship between the independent variables (head teachers leadership styles) and the dependent variable (teacher performance) with a p-value of 0.000. The F calculated value for the study at 95% confidence level is 81.500 also indicating a statistical significant relationship between the dependent and independent variables investigated. This means that head teachers' leadership styles negatively influenced teachers' levels of performance in promoting integration.

ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	65.432	1	65.432	81.5	.000
Residual	12.846	16	.803		
Total	78.278	17			

a. Predictors: (Constant), Teachers performance

b. Dependent Variable: Head teachers leadership styles

From the above table it would be established that holding the independent variable (head teachers leadership style) constant at 0, teachers' performance in County integrated public primary schools is 0.040. The research further reveals a significant relationship between head teachers leadership style and teachers performance in the study area with a p-value of 0.000. This proves that there is a significant relationship between the two variables investigated in this study. It was concluded from the current study that in Lamu County, integrated public primary schools, different leadership styles were employed by head teachers in their daily school

management. The most common ones were democratic and autocratic leadership styles.

Further, the study established that leadership style employed has both negative and positive influence on teachers' performance in various studied schools as the findings indicated. However, democratic leadership style was found to positively influence teachers' performance within integrated public primary schools.

The major recommendations for improved practice is for the government to train head teachers on leadership and management skills in order to help them employ people-oriented styles which in turn would promote teachers' performance in integration of learners with special needs.

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