The purpose of this study was to investigate the influence of head teachers’ leadership styles on pupils’ performance in Kenya Certificate of Primary Education in Kandara District Murang’a County. The study objectives sought to determine influence of autocratic leadership, transformative leadership, transactional leadership, charismatic leadership and democratic leadership on pupils’ performance in KCPE in Kandara District Murang’a County, Kenya. There is need to make a comparison of the various leadership styles in relation to pupils’ performance. The study employed descriptive research design. The target population for the study was all the 72 public primary school head teachers and 876 teachers in Kandara District. The researcher took 30% of the population to arrive at a study sample of 21 head teachers and 273 teachers. The researcher collected data using a questionnaire for the teachers and head teachers. The questionnaire had both open and closed ended questions. Quantitative data was analyzed by the use of descriptive statistics and presented through percentages, frequencies means, and standard deviations. From the study findings, it was established that the head teachers’ adopted autocratic style of leadership. By being autocratic leaders, the head teachers remained focused in their managerial roles as they were task-oriented (Mean=4.9), they asserted their authority and were mainly concerned about getting the tasks done (Mean=4.2). The study found that the head teacher were highly visible, and spent a lot of time communicating with teachers, pupils and subordinates. The study also revealed that the head teacher used rewards and punishment to motivate teachers and pupils to perform better. From the study findings, it was established that the head teachers encouraged teachers and students to participate in decision making. In addition the study established that the charismatic leadership styles was the most significant leadership style that influenced pupils’ performance in KCPE, followed by transactional leadership style, transformative leadership style, autocratic leadership style while democratic leadership style was the least significant in influencing pupils’ performance in KCPE. The study recommends the head teachers should adopt a hybrid approach of various leadership styles in their managerial role in primary schools.