

**INFLUENCE OF PRINCIPALS 'LEADERSHIP STYLES ON
STUDENTS' PERFORMANCE AT KENYA CERTIFICATE
OF SECONDARY EDUCATION IN KINANGOP DISTRICT,
KENYA**

Kariuki P. Maru

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DECLARATION

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

Kariuki P. Maru

E55/71063/08

This research project has been submitted for examination with our approval as university supervisor;

Dr Daisy Matula

Lecturer

Department of Educational Administration and Planning

University of Nairobi

Mrs. Lucy W. Njagi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This project is dedicated to my parents, Wamuhugu and Wangeci . To my wife Jane and my children Wangeci, Kariuki, Robert, Waigwa and Hilary.

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I am also genuinely indebted to my wife and children for their support and understanding. The Mbataru family for their support and understanding during the time of my studies.

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ABSTRACT

The search for excellence in schools is an ever ending feat especially in relation to registering continuous improvement. The role played by the principal towards school excellence as represented by a academic performance is of great concern to all stakeholders in education. The principals' role is exemplified by the leadership style employed.

The study sought to analyze the leadership styles of principals and their influence on learners' performance of secondary schools in Kinangop district. The research used descriptive survey design to obtain information regarding the independent variable, which was leadership styles, and that of the dependent variable, which was school performance. Data was collected using questionnaires from 75 teachers and 15 head teachers.

The key finding was that there is a strong positive relationship between the leadership style and school performance. The autocratic leadership style of the school's head teachers has a negative effect on school performance (-0.65). There is also a strong negative correlation between the laissez-faire leadership style and school performance in secondary schools (-0.66). There is a weak relationship between the transformational leadership and school performance in secondary schools (0.34); and there is a strong positive relationship between democratic leadership style and school performance in secondary schools (0.48). Most principals do not involve others in making decisions on matters affecting them. Their leadership style has an autocratic bias and they cannot strike a balance between democratic and autocratic leadership. Most principals' felt that they used democratic style of leadership though their schools posted poor results in KCSE. On the other hand, most teachers felt that their principals used autocratic leadership style. On the ground most school in Kinangop district post below average performance. Need therefore exists for the school administrators to embrace and practically employ democratic and transformational leadership styles. Key recommendation was that there is a need for equipping the principal with the necessary management and leadership skills through a structured and regular in service programme. Nurturing of democratic principles should be instituted in all spheres of school administration, including the student leadership. School principals should endeavor to employ both democratic and transformational leadership styles. Experienced and productive principals should also act as mentors to newly appointed and under performing principals.

This study also recommends that elaborate plans be made to develop staff development programmes and succession plans by both the teachers service commission and the Kenya education management institute. This will ensure sustained supply of competent personnel to run schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIE	Authority to Incur Expenditure
CPD	Continuous Professional Development
DEO	District Education Officer
HOD	Head of Department
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examination Council
MoE	Ministry of Education
PTA	Parents Teachers Association
RoK	Republic of Kenya
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

School principals are administrators in their respective stations and are expected to offer leadership. This is in agreement to what Goddard & Emerson (1993) asserted as the overall responsibility of the principal for detailed management of the school. Bass (1990) observes that principal's leadership is often regarded as the single most important factor in the success or failure of an institution. Relating to leadership styles of a principal to school performance may therefore help to outline the best practices that can be adopted by school heads. Principals need to respond to standard based accountability, guiding and directing instructional improvement, incorporating revolutionary new information technologies, modernizing outmoded administration structure and provide needed services to the children, (Emore, 2000 and Fin, 2003). Since Principals develop and establish school level performance policy and set the framework and parameters within which the policy is implemented as suggested by Goddard & Emerson (1993), their leadership style may influence school performance. By monitoring and evaluating the overall Principals monitor and evaluate the overall school performance and looking ahead in the medium and long term challenges, principals may vary their leadership style to register improved performance.

Miskel and Hoy School (2008) reckon that school effectiveness is usually judged through performance outcomes it produces. Among the performance outcome the school possesses, are student academic achievement. Miskel and Hoy (2008) further point out that even though a narrow view, parents and community and even scholars define the desired school performance in terms of academic achievement as measured by standardized tests. Test scores have intrinsic value and those schools with higher scores are regarded as effective. Mortimore (1998) maintains that effective schools are the ones in which students score higher on achievement tests than might be expected from their characterization at entry. Goddard and Emerson (1993) emphasize that principals must therefore perform their roles effectively in order for the school to run smoothly, be productive and have an educational environment. Since search for excellence in educational institutions has been there for quite some time and the role of the principal in school's success has been identified as a key one, principal leadership styles are thus crucial and need to be examined in order to establish how students performance can be boosted.

Wehrich and Koontz (2008) define leadership as an act or process of influencing people to willingly and enthusiastically strive towards the achievement of group's goal. Principals as school leaders need to influence the people to perform their work enthusiastically as to attain the desired goal. Harry Truman in Wehrich and Koontz (2008) on the other hand define leadership as the ability to get men to do what they don't like to do and like it. A leader therefore can be defined as that person who influences people to

earnestly work toward the set objectives. Miskel and Hoe (2008) point out that leaders are important in providing guidance in times of change and are responsible for the effectiveness of organizations. Miskel and Hoy (2008) further observed that leaders exhibit similar patterns across different countries and organizational settings. Leaders are credited for envisioning the future, inspiring members and charting the course of organization, Wehrich and Koontz, (2008). Interest in how principals as leaders in the school, run or administer in order to register good students performance continue to attract the attention of researchers.

Many studies have been conducted on leadership. Among the very first studies include those of Iowa in 1930s by Lippitt, White and Lewis in Luthans (1989). In 1970s some 163 trait studies on who should be a leader were conducted (Stogdill 1981). The studies came up with leaders traits. Glennh and Immurgat (1988) concluded that the traits associated with leaders are intelligent, dominance, self-confidence and high energy or activity level. Further Yuku (2000) concluded that the possessors of certain traits increase the likelihood that a leader will be effective representing the influence of both traits and situations. These studies did not shade light on the influence of leadership styles on performance.

The Ministry of Education, (MOE) in the sessional paper no 1 of 2005 (ROK) observes that secondary education has been characterized by poor performance in national examinations especially in core subjects of

mathematics and sciences. Some of the recommendation made by MOE in the sessional paper, in order to promote efficient school management dwelt on improving the capacities of education managers who had not received any management training. Further, the report encouraged secondary school principals to promote dialogue and participation with students to improve governance. Need therefore exists to establish the link between the principals leadership style and students performance.

In Kenya, a number of studies have also been undertaken on leadership styles. Among those undertaken include: Mang'olla (1977), Asunda (1983) and Kariuki (1988) which researched on leadership behaviour but silent on styles and performance. Ursula (2000) and Okelo (2011) researched on the influence of leadership styles on academic performance in Nairobi province and influence of Head teachers strategies in Starehe district respectively. These studies are based on urban settings and need exist to undertake such studies in rural settings. Akoth (2011), investigated the influence of head teachers leadership style on job satisfaction among public secondary schools teachers. This is not directly concerned with students performance. Njuguna (1998) researched on the relationship between head teachers leadership styles and general performance of KCSE examination in Nairobi province. This is quite sometime and was based in an urban setting. Ireri (2004) on the other hand researched on perception of head teachers leadership styles and KCSE science performance in public girls schools in Embu district. These studies are not conclusive on the effect of principals' leadership styles on students

performance. Despite these many studies, need still exist of clearly establishing the effect of leadership styles in promoting learning and the ingredient of a successful leadership styles. Such ingredients will be embraced by leaders in schools hence continue registering continuous improvement and high test scores in students performance. Investigating the influence of principals leadership style will help shed more light on such ingredients.

In the area of study, three provincial schools did not post similar results in 2011 KCSE examination results despite having similar resources/facilities. One school had a mean score of 9.00 while the other two had 6.7 and 6.6 respectively. The rest of the schools had a mean score below six. The scenario is repeated in the previous four years. This is as indicate in Table 1.1

Table 1.1: KCSE results in Kinangop district (Public secondary school – 2008-2011)

Mean score, cohort/year	1.00-2.99	3.00-4.99	5.00-6.99	7.00-8.99	9.00-10.99	11.00-12.00	Total
2011	2	9	5	0	1	0	17
2010	4	8	3	1	0	0	16
2009	4	8	2	1	0	0	15
2008	4	8	2	1	0	0	15

Source: Kinangop DEO's office 2012

The above findings suggest that there are differences in performance of schools in Kinangop that can be investigated in relation to Principal's leadership styles.

1.2 Statement of the problem

Concerns on how schools can be effective and efficient in their operations continue to occupy the minds of educators, administrators and parents among other key stakeholders. A school is regarded as efficient and effective when the outcome of the activities conducted is satisfactory. One of the key outcomes of school's education objectives is the student performance in standardized test scores as in the KCSE examination. Schools may have similar physical facilities like classrooms, laboratories as well as teaching-learning materials, yet the student's performance is different. Intervention by the government through funding the free day secondary school as well as infrastructural development has been made country wide. Yet, this has not borne proportional improvement on students' performance. This difference in performance can be investigated in relation to how the schools are run and managed.

The day to day running of the school is vested on the principal. The principal monitors, supervises and evaluates curriculum implementation at school level. To undertake these duties, the principal may adopt different leadership styles. In turn, the success or failure of these activities may affect the functioning of the school hence the performance of student in national examinations. Need

therefore exist of establishing whether a clear cut link exist between the principals leadership styles and students performance. This is bearing in mind the common contention by many scholars and people about the pivotal role played by the school principal on school effectiveness. This study sought to investigate how principals' leadership style influences the student's performance at KCSE examination.

1.3 Purpose of the study

The study determined the influence of principals' leadership styles on student performance in Kenya Certificate of Secondary education in Kinangop district.

1.4 Objectives of the study

The study was guided by the following research objectives:

- i. Establish whether autocratic leadership style employed by the principal influences students performance in KCSE examination in Kinangop district.
- ii. Determine whether democratic leadership style employed by the principal influences students performance in KCSE examination in Kinangop district.
- iii. Establish whether Laissez fare style leadership employed by the principal influences students performance in KCSE examination in Kinangop district.

- iv. Determine whether transformation leadership style employed by the principal influences students performance in KCSE examination in Kinangop district.

1.5 Research questions

The study was guided by the following research questions.

- i. To what extend does autocratic leadership style influences student's performance in KCSE examination in Kinangop district.
- ii. To what extend does the democratic leadership style influences student's performance in KCSE examination in Kinangop district.
- iii. To what extend does Laissez-faire leadership style influences student's performance in KCSE examination in Kinangop district.
- iv. To what extend does transformational leadership style influences the student's performance in KCSE examination in Kinangop district.

1.6 Significance of the study

At school level, this study investigated the existence of the leadership styles employed by principals and their effect on students' performance. This study may therefore be useful to principals in understanding their leadership styles and help them improve on their weak areas. Potential principals like deputies and heads of department (HODs) are also likely to benefit from the findings of this study as they gain deeper insight into the leadership styles. The Teachers Service Commission (TSC) and Kenya Education Management Institute (KEMI) are also likely to benefit from the findings of this study while making

recommendation of leadership style as well as coming up with capacity building programmes. The study findings add to the body of knowledge in the area of leadership styles and their effect on students performance.

1.7 Limitation of the study

Schools in Kinangop district are largely in a rural setting. The research findings must be generalized to other schools in the county with caution. Student's performance is not necessarily affected by leadership styles. Other factors are assumed constant though in reality they may have played a key role in influencing the level of students performance. The instrument of data collection were constructed in a such away as to ensure validity and reliability. Principals being part of the respondent could have given biased information while the teachers could have feared giving negative information about their principals. Assuring the respondents of anonymity on the informants helped in soliciting the required information.

1.8 Delimitations of the study

This study was conducted in Kinangop district, Nyandarua County of the republic of Kenya. The district has mixed schools, day schools, single sex school for both girls and boys. The schools in the district have similar characteristics with others in the county.

The respondents were principals of the sampled schools and teachers from the five academic departments in each school because they were not directly

involved with the required information. Private schools were not used since they may not have similar leadership styles.

1.9 Basic assumptions of the study

The study assumed the following:

- i. All the respondents would understand clearly the roles, duties and leadership styles of a principal.
- ii. All the respondents would be cooperative.
- iii. Objective information would be given by the respondents on the principal's leadership styles.

1.10 Definition of significant terms

The following are the significant terms used in the study.

Academic performance:- refers to student's performance in national examination as represented by KCSE examination results.

Autocratic leadership: - refers to dictatorship method of running the school.

Democratic leadership: - refers to the leadership which takes into account the sentiments of other people before making a decision.

KCSE Certificate: - refers to the Kenya Certificate of Secondary Education Certificate which is acquired after sitting the final national examination at form four.

Laissez faire leadership: - refers to the leadership approach which allows the followers to make own strategies and decision.

Leadership style: - refers to the manner in which the Principals govern/run the school. The leadership style to define one's leadership acumen.

Principal: - refers to the leader of the secondary school, who is in charge of the day to day running of the school.

School: Refers to public secondary institution where teaching and learning takes place.

School effectiveness: - refers to the ability of the school to attain set goals/objectives as a result of the school leadership style.

School efficiency: - refers to the running of the school by the school administration with minimum wastage/loss.

Student's performance: - refers to the test scores attained by the students in the national examination of Kenya certificate of secondary education (KCSE).

1.11 Organization of the study

This study is organized into five chapters. Chapter one, the introduction of the study includes the background to the study, the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations and delimitations of the study, basic assumptions and definitions of significant terms. Chapter two entails the review of the related literature in the concept of leadership and leadership styles, autocratic, democratic, Laissez faire and transformational leadership styles. Reference has been made to the effect of those leadership styles on student's performance.

Chapter three describes the method used in the research. This includes research design, target population, sampling technique and sample size, research instrument, validity and reliability, data collection procedure and data analysis techniques. Chapter four contains information on data analysis, interpretation and discusses the research findings. Chapter five dwells on the summary of the findings, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is a review of literature on leadership styles under the following subheadings; the concept of leadership styles and learners performance, autocratic, democratic, Laissez-faire and transformational leadership and their respective influence on performance.

2.2 The concept of leadership styles and learners performance

There are many definitions of a leader and leadership as are scholars. Dubin (1952) define leadership as the exercise of authority and the making of decision. Whereas Stogdill (1948) posit that leadership is the process of influencing group activities toward goal setting and achievement. Hemphill (1994) contend that leadership has to do with initiation of acts that result in a constant pattern of group interaction directed toward the solution of mutual problems. Yuki (2002) define leadership as a social process in which members of a group or organization influence the interpretation of internal and external events, choice of goals and desired events, organization of work activities, individual motivation and abilities, power relations and shared orientation leadership is seen as having both rational and emotional elements with no assumption about the purpose or outcome of its influence effort. Miskel and Hoy (2008) see leaders as the people who help a group attain objectives

through maximum application of its capabilities, such people place themselves before the group to inspire to accomplish the organizational goals.

Miskel and Hoy (2008) contend that there's no clear cut link between students achievement and school administration. As such many studies need to continue being conducted in order to have clear cut view of this link. The studies so far conducted are silent on which processes that need restructuring and which structure that needs to be created to produce success, Bossert, (1988) in Mickel and Hoy (2008).

The leadership of the school Principal is essential in registering success at school level. Goddard and Emerson (1993), posits that the overall responsibility for detailed management of the school lies with the head teacher. The head teachers develop and establish policy and set framework and parameters within which to implement the policy.

Okumbe (1999) refers to leadership styles as those particular behaviours that are applied by a leader to motivate the followers in order to achieve organization objectives. Lall and Lall refer to leadership style as what a leader does and say. Leadership style has to do with the use of authority and the resultant participation of others in decision making. Luthan (1992) regard the term style as being equivalent to the way in which the leader influences followers. A leader may exhibit a dominant style but still have some qualities of other styles, hence identified as points on a continuum (Okumbe 1999).

School effectiveness is judged through the performance outcomes it produces, Miskel and Hoy (2008). Among these outcomes produced by the school includes students academic achievement (in terms of quality and quantity), creativity of the students. Students self-confidence, aspirations, expectation, attendance, completion and drop-outs rates. The society looks at the school effectiveness in terms of students' performance which is further hinged to the leadership in the school. This assertion is supported by Busker and Schearens (1997), Smith and Purkey (1983) in their research which pointed out that strong leadership by the Principal is essential in coming up with an effective school. Other factors that identified that are essential for an effective school includes: high quality curriculum, experienced, motivated, knowledgeable and collegial teachers, clear goals and high achievement expectation, a healthy school climate encouraging teaching and learning, a staff development programme reward for success and parents involvement.

Edmond (1979) in Mickel and Hoy (2008) came up with a five factor effective school formula which includes: strong leadership by the Principal especially on instructional matters, high expectation by teachers for the students achievement, emphasis on basic skills, an orderly environment and frequent systematic evaluation of students. Similarly, the above factors for effectiveness can be established with reference to principal's involvement.

Leaders, according to Miskel and Hoy (2008) have zeal, ardor, earnestness and intensity in the execution of work. Wehrich and Koontz (2008) identify the ingredients of leadership as: those who envision the future, inspire members in organization and chart the course the organization take, instill values, having concern for quality and honesty, having ability to use power effectively and in a responsible manner, comprehend people and note that they have different motivation forces at different times and in different situation and have ability to inspire, develop a conducive climate hence arousing motivation

In this study, principals are regarded as leaders and need to offer adequate leadership in their schools through the various leadership styles they employ. As Bass (1990) contend, leadership is often regarded as the single most important factor in the success or failure of institution. Good and Brophy (1986) in Miskel and Hoy (2008) regard Principal's leadership as essential for a school's efficiency and effectiveness. This leadership attribute is equally applicable for leadership styles employed. Bossert (1988) in Miskel and Hoy (2008) also agree to this assertion by noting that Principal's leadership is necessary to structure school effectiveness. Principal's leadership which guarantees school effectiveness according to Bossert (1988) includes: emphasize on goal and productivity, power and strong decisive making and effective management and strong human relation. These can be investigated in relation to schools in Kinangop district.

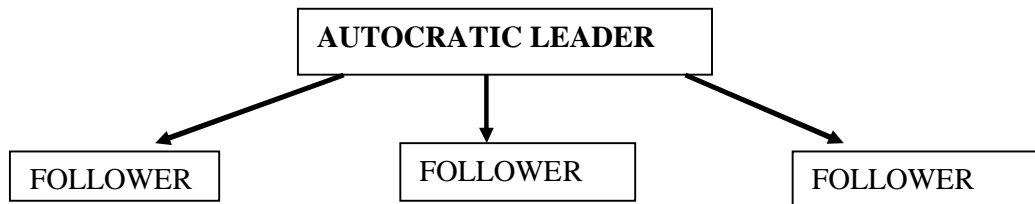
2.3 Autocratic leadership styles and its influence on performance

Wehrich and Koontz (2007) define an autocratic leader as the one who commands and expect compliance. All decision making powers are centralized with the leader as with dictators. There are no suggestions of initiatives from subordinates. The leader leads by the ability to withhold or give reward and punishment. Okumbe (1999) point out that this type of leadership style is also referred to authoritative; it centralizes power and decision making. Lall and Lall (1979) contend that this type of leadership style has the advantage of having things being done. The disadvantage is that followers become dependent on the leader and their personal developments are jeopardized. Muzaasi (1982) contend that the leader alone determine policies and assign tasks to members without consulting them. Members carry out tasks without questions. Likert and likert, (1976) in Okumbe (1999), explain that a leader with high technical competence and high performance goals uses system one and two and exert pressure on the organization for high production and low costs. This is attained through procedures like tight budget across the board, budget cuts, personal ceilings and light and tightened standards to achieve impressive productivity and financial results over the short run. Lova leadership studies reflected this leadership style in negative light. Caldwell and Sprinks (1993) affirm that there is no place for an autocratic leader who is unwilling to empower others. According to Uris, (1964), members in dictatorial systems showed signs of frustration, behaved arrogantly, depended on the leader completely and no work went on the leader's absence.

Autocratic leadership may be represented diagrammatically as under:

Figure 2.1

The flow of influence in Autocratic leadership style



Source: Adopted from Wehrich and Koontz (2007)

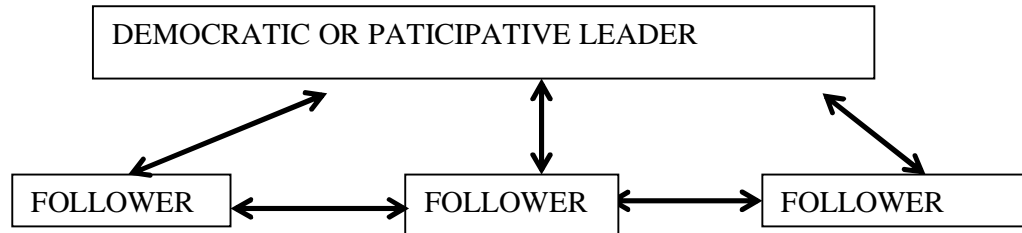
2.4 Democratic leadership style and its influence on students performance

Wehrich and Koontz (2007) refer to this style of leadership as participative. The leader consults with followers/subordinate on proposed activities and decision. The leader gets involved in policy formulation but does not dominate group action, Lall and Lall (1979). The followers are encouraged to participate and no action without their convenience may take place or the decision may only be taken after consultation. Muzaasi, (1982) highlights the participation of the group and the leader in formulation of policies that serves as guidelines for organizational operations. Decisions are made after consultation with various people in the organization. Leader derives his authority and power from his followers. Individuals are made to feel important and part and parcel of the organization. Individuals freely offer their special skills and talents and contribute towards the success of the organization. Leaders delegates responsibility to staff but they may have a final say.

The flow of influence may be represented diagrammatically as under:

Figure 2.2

The flow of influence in democratic style



Source: adopted from Wehrich and Koontz (2008)

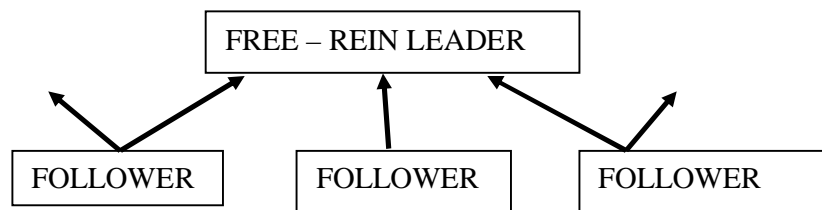
Early studies by Lewin, Lippit and White (1939) supported this type of leadership style. Iowa leadership studies overwhelmingly supported the popularity of democratic leadership styles. Uris, (1964) conducted research on the leadership styles and illustrated that members got on well with others and felt free with the leader. Work progressed well even in the absence of the leader. Research has also shown (Stogdils) that this style of leadership is characterized by high group productivity. Leaders are more mature, less aggressive, more capable of objectivity and conduct group discussion/arrive at decision through bargaining. In Kenya, the Ministry of Education through the sessional paper no 1 of 2005 (ROK), encourages school heads to promote dialogue and participation by students in order to receive feedback and incorporating emerging issues. According to Uris (1964) democratic leadership style was recommended as the best as far as the morale of the group was concerned.

2.5 Laissez – faire leadership style and its influence on performance

Muzaasi, (1982) affirm that Laissez-faire is a French word meaning “let people do what they wish’. There are no rulers and leadership grant complete freedom to group decision. This style gives the subordinates a high degree of independence in their operations. Subordinates set their goals and means of achieving them (Wehrich & Koontz (2007). The followers are only aided by supplying them with the required information. The leader in this case act as the contact person with the group’s external environment. Very little power is used. Wehrich and Koontz (2007) also refer to it as a free rein. Okumbe (1999) outline Laissez-faire as one where the leader tends to avoid power and authority. Members establish goals and means of achieving progress to success. Chances of anarchy and chaos are high since the leadership does not guide people’s activities. (Muzaasi, 1982).

Figure 2.3

Flow of influence in Laissez-faire leadership style



Source: Adapted from Wehrich and Koontz (2007)

Miskel and Hoy (2008) observes that this leadership avoids expressing their views or taking action on important issues. The leadership ignores responsibility, provides no feedback and allows authority to remain dormant.

This style is regarded as the least effective which represent absence of avoidance of leadership. Uris, (1964) concluded in his research that members in Laissez-faire group progressed haphazardly and took more time in arguments and discussion mostly on purely personal basis. In school situation a Principal stays in the office and engages the HODs and students as little as possible. This can be investigated in the area of study.

2.6 Transformational leadership style and its influence on performance

According to Miskel and Hoy (2008) transformational leadership are proactive, raises the awareness levels of followers on inspirational collective interests and help followers achieve unusually high performance outcomes. Bass and Riggio (2006) in Miskel and Hoy (2008) came up with a theory of four 1^s, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

Idealized influence is brought about by the great conviction on important issues by the leader, high ethical and moral standard set, sharing of risks, setting and attaining goals as well as considering the needs of others over own. In return, the leader is admired, respected and trusted by the followers.

Inspiration motivation is based on the followers belief that the organization's problems can be solved as stated by Atwater and Bass (1994) in Mikel and Hoy (2008). The followers are energized by projecting an attractive and optimistic vision for the organization. The followers are made to belief that

the vision is attainable. In so doing, team spirit, enthusiasm, optimism, goal commitment and a shared vision arise.

Atwater and Bass (1994) in Miskel and Hoy (2008) further contend that intellectual stimulation is nurtured through the culture of questioning old assumptions, traditions and beliefs, reframing problems and approaching old situations in new ways. Followers are challenged to do things creatively and in an innovative way. As Avolio (1999) in Miskel and Hoy (2008) posits, there's nothing that is too good, too fixed, too political or too bureaucratic that cannot be contested, changed or cleared out.

Individualized consideration revolves round the issue of the needs and strength of others as Atwater and Bass (1994) in Miskel and Hoy (2008) politics. In this way, followers develop to successfully higher level of potential while taking responsibility for their own development Avolio (1994) in Miskel and Hoy (2008). New learning opportunities are created in a supportive climate while at the same time recognizing individual differences.

Research findings conducted from Mid 1980s suggest that transformation leadership represent the ideal leader. Avolio (1999) in Miskel and Hoy contend that idealized influence and inspirational leadership are the most effective and satisfying. Thus good leadership should develop people and build teams as suggested by Bass (1990) in Miskel and Hoy (2008).

Leithwood (1994) in Miskel and Hoy (2009) came up with an eight – dimension model for educational settings. This included building of school vision, establishing school goals, providing intellectual stimulation, offering individualized support, modeling best practices and important organization values, demonstrating high performance expectations, creating a productive school culture, and developing structures to foster participate in school decision.

Leithwood, Aitken, and Jantzi (2006) in Miskel and Hoy (2008) came up with another model of core practices of successful leadership. This open social system model includes input, throughout and outcome variables with transformational leadership being on key process.

A number of other educational researches on transformational leadership have been conducted. Such have been highlighted by Miskel and Hoy (2008) as those by Siling (1992), Kyung and Miskel (2006) as well as Leithwod and Jantzi (2005). Transformational leadership was rated high than transactional leadership on greater positive effects on educational organizations. The four conclusion drawn by Leithwood and Jantzi (2005) includes, large and significant organizational effectiveness, positive and significant objective independent indicators or organizational effectiveness, uniformly positive students outcomes and modest. The skills, abilities and behaviours related to the transformational leadership can be developed, taught and learned over time as suggested by Miskel and Hoy (2008).

2.7 Summary of literature review

In this section of literature review, the concept of the key leadership styles has been outlined. Literature review seems to position democratic leadership as the most likely to give desired results. However, transformational leadership appears to be more ideal as followers are more loyal to the leader. The skills, abilities and behaviour of transformational leadership styles can be trained, studied and learnt by those desiring to be successful leaders in education institution leadership. It is apparent from the literature review that more research need to be conducted in the field of principal's leadership styles and the influence impacted on students performances. This is mainly because of lack of consistence/argument on the best suited style. Some scholar contend that the most suitable style depend on the prevailing situation. More studies will test some of the principles of good administration outlined and shade more light in this field.

2.8 Theoretical Framework

Theoretical framework of this study is based on McGregor's theory X and theory Y (1960). Theory X postulates that people are generally lazy, dislike work and will avoid it hence need to be coerced in order to do it. People also avoid responsibility, will seek to be led, self-centred and hence place security above other factors. The theory emphasizes that in order for high performance to be attained, strictness, control and application of extrinsic rewards need to

be employed. Use of coercion and threatening people is advocated. In applying this theory, the principal need to ensure strictness, control, coercion, threats and reward power in order to attain high students performance. This is supported by Lall and Lall (1976) who view this approach as enabling things being done. Likert and Likert (1976) also support the use of this approach where leaders have high technical competence and high performance goal. In this case, there's no probability of anarchy and chaos since people are guided.

On the other hand, theory Y postulates that people are not lazy and do view work as natural and necessary. Once committed to objectives, they will exercise self direction and control. In this way, people seek and accept responsibility as well as have ability to make innovative decision. The leader in this case only need to provide an enabling environment for the people to release the potential endowed with. In this study theory Y advocate for the use of democratic as well as transformational leadership style in order to register improved students performance. Uris, (1964) and Muzaasi (1982) support this theory by contending that high group productivity thrives and leaders are more mature and less aggressive. Group members work well and feel free with the leaders. This theoretical concept is applicable in this study since it shades light on leadership styles used by a leader to have a task completed.

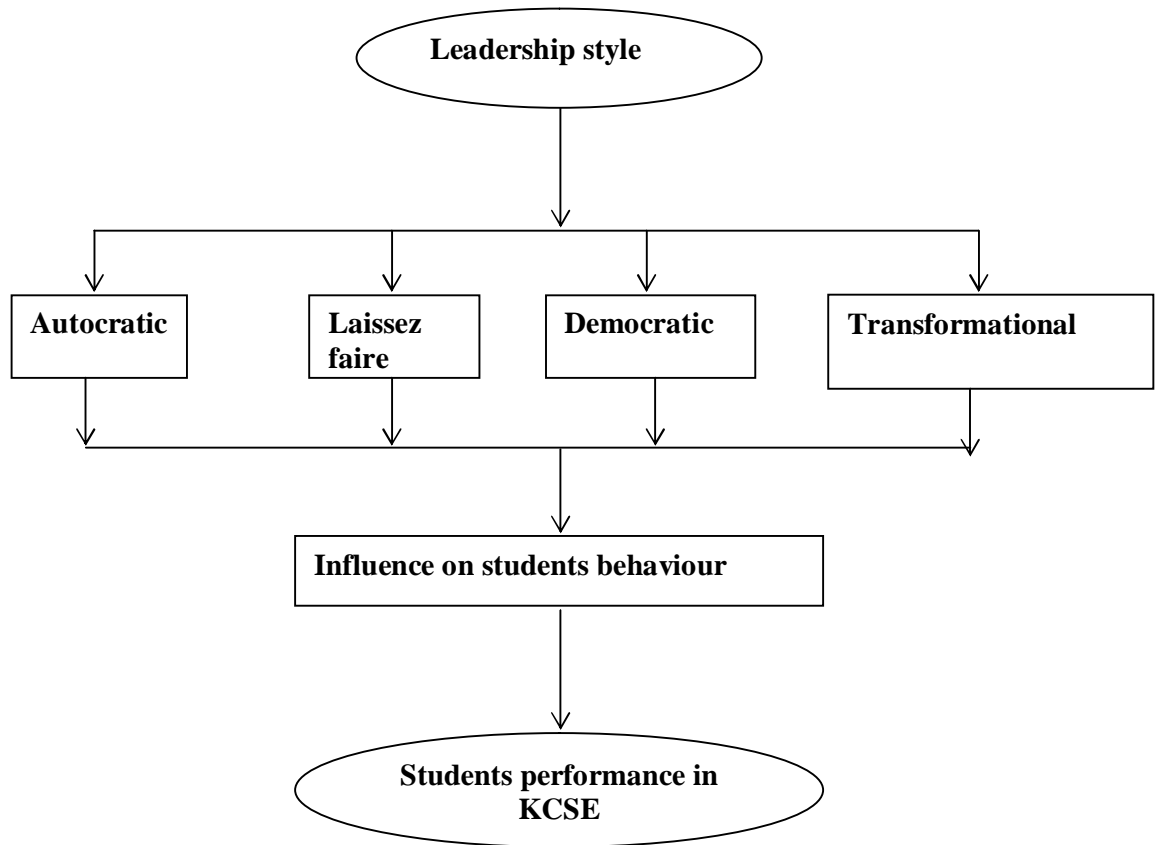
2.9 Conceptual framework

Conceptual framework of this research is based on principal's choice of leadership style which on the other hand influences the students performance.

Appropriate leadership style influences student's behaviour which in turn influences the performance.

Many leadership styles are evident. Key leadership styles include the autocratic, Laissez faire, democratic and transformation. The principal choose one or a combination of these styles defining a transformation process which will influence student's behaviour. The influence on student's behaviour further determines the student's performance in KCSE examination. This can be illustrated in the figure below (figure 2.4).

Figure 2.4, Principal's leadership style influence on student's performance.



Source: author

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the design and methodology used in gathering data for the purpose of the study. It describes research design, study locale, sample size and sampling design, data collection instruments, procedures to be used in collection and analysis of data. Consideration for ethical issues is also made.

3.2 Research design

The research used descriptive survey design to obtain information regarding leadership styles and their effect on student's performance. Orodho, (2003), descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Orodho and Kombo, (2002) further points out that descriptive survey can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. Thus this design was used by the researcher to obtain information regarding the principal's leadership style and their influence on students performance by gathering the opinion of teachers and principals.

3.3 Target population

Kombo and Tromp (2006) describe population as an entire group of persons or element that have at least one thing in common. Kombo and Tromp (2006)

further identify the qualities of an effective population as diverse, representative, accessible and knowledgeable. The target population was 15 principals and 75 teachers in public secondary schools in the district. According to the DEO, Kinangop, there are twenty public secondary schools in the district. Two schools are girls boarding only and two are boys boarding. Five are mixed boarding while eleven are mixed day schools. However, only 15 public secondary schools which had offered candidates for KCSE exams were targeted.

3.4 Sampling technique and sample size

Payne and Payne (2004) define sampling as the process of selecting a subset of people or social phenomenon to be studied from the large universe to which they belong. Sampling is thus a systematic process of selecting a number of individuals for a study to represent the large group from which they are selected. This ensures that those selected fairly represent the population. The primary consideration of purposive sampling was used in this study is based on the best suited person to provide the required information to achieve the objective of the study. The targeted fifteen schools have offered students for Kenya certificate of education (KCSE) for the past three years. All fifteen principals were sampled as respondents. Five teachers in each school were sampled as representing the five academic departments which translate to 75 teachers.

Table 3.1: Sample size

Target group	Total Number	Sample	Percentage
Principals	15	15	100%
Teachers	262	75	28.6%

Source: DEO office

3.5 Research instruments

According to Albertine (2009), a research instrument is a device that can be used to collect data so as to accomplish the result findings. This research used questionnaires to collect data from Principals and teachers. As Gay (1976) observes, questionnaires give respondents freedom to express their views or opinion and also to make suggestions. Questionnaires are also quick to administer where time constraint exists as well as being anonymous hence respondent are likely to be more candid.

3.5.1 Questionnaire Instrument

Data pertaining to influence of secondary school leadership styles of student performance at kenya national certificate of secondary education were collected using a questionnaire for principals and teachers designed using likert scale. According to Mugenda and Mugenda (2003), questionnaires obtain important information about a population. The principals' and teachers questionnaires are divided into three sections. Section A contains

principals'/teachers personal characteristics, Section B has items on principals' leadership styles and Section C had open-ended interview questions to enable the researcher to probe the respondents for further information. Questionnaires with closed ended questions helped the researcher to obtain factual information.

3.6 Instrument Validity

According to Mugenda and Mugenda (2003) validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Instrument validity spell how accurately the data obtained in the study represent the variables of the study. Investigation was made to establish the absence or presence of systematic error in the data.

Mugenda and Mugenda (2003) further outlines three types of validity in the data as construct, content and criterion related. The researcher developed the questionnaire based from the literature review. Content validity was ascertained by having the instrument appraisal by the researcher's supervisors as professionals or experts as suggested by Mugenda and Mugenda (2003). Their suggestions were incorporated in the construction of sample items of the instruments. A pilot study was conducted in two schools which are not in the study. Irrelevant, ambiguous and inadequate items were corrected.

3.7 Instrument reliability

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Ensuring that the instruments are reliable reduce random errors related to inaccurate coding, ambiguous instructions, fatigue or bias.

The researcher used the internal consistency technique as suggested by Mugenda and Mugenda (2003) using the Cronbach's co-efficient.

Alpha is the general form of Konder-Richardson (K – R) 20 formula as KR_{20}

$$= \frac{(K)(S)^2 - (s^2)}{(S^2)(K - 1)}$$

Where: KR_{20} = Reliability coefficient of internal consistency.

K = Number of items used to measure the concept.

S^2 = Variance of all scores

s^2 = Variance of individual items

In order to ensure reliability, the responses obtained from one subject were compared with those of another subject in a given instrument. The result from analysis was found to be 0.87 which is statistically reliable since this type of study requires a minimum reliability of 0.80 for it to be considered adequate (Mugenda and Mugenda 2003). A reliability of 0.70 is generally considered a minimum threshold for reliability and 0.80 is considered very good reliability (Mugenda and Mugenda 2003).

3.8 Data collection procedure

A research permit was obtained from the National Council for Science and Technology (NSST). Letters were written to the Principal of the sampled

schools by the researcher informing them about the intended study and request them to give the necessary assistance. The DEO was also informed about the intended study. Appointments were booked with the principals of schools on when to visit the schools and administer the questionnaires. With the help of the research assistant, the researchers administered the questionnaire and build the rapport with the respondent and explain issues in the questionnaire. The selected schools were visited and questionnaires administered to the respondents.

3.9 Data analysis technique

According to Kombo (2006), data analysis refers to examining what has been collected in a study and making deductions and inferences. After the data were collected, it was checked for accuracy, completeness to identify those items wrongly responded to, spelling mistakes and black spaces. Data was coded and entered in a code sheet. Data was analysed using statistical package for social sciences (SPSS) to give computed descriptive percentage, mean, mode and frequencies.

3.10 Summary of research methodology

This chapter presented a detailed description of the research design of the study. The chapter focused on the theoretical purpose and justification of the methodology chosen, ethical considerations, informal and formal data gathering techniques and an explanation of the data analysis method used. Both quantitative and qualitative research approaches were indicated. Issues of

sampling, validity and reliability were described and explained with focus on content and face validity. The data analysis methods for both quantitative and qualitative data for the study were explained.

CHAPTER FOUR

DATA ANALYSIS, INTERPRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings from data collected through the use of questionnaires for the principals and teachers in sampled schools. Data were technically analyzed forthwith, summaries recorded in the tables and graphs before the subsequent data was interpreted. The chapter begins by presenting the demographic characteristics of the respondents. This is followed by the presentation of the views of the principals and teachers on leadership styles and performance of their schools.

The information gathered has been analyzed using the Statistical Package for Social Science (SPSS) presented and discussed as per the objectives and research questions of the study. The analysis is based on both quantitative and qualitative data analysis and interpretation.

4.2 Response rate

The study targeted 75 teachers out of which 69 (92.0 percent) and 15 principals out of which 13 (86.7 percent) responded. The return rate was statistically representative, therefore, enhancing generalization of the research results. However, the statistical results were triangulated with extensive literature to draw lessons learnt from other similar works.

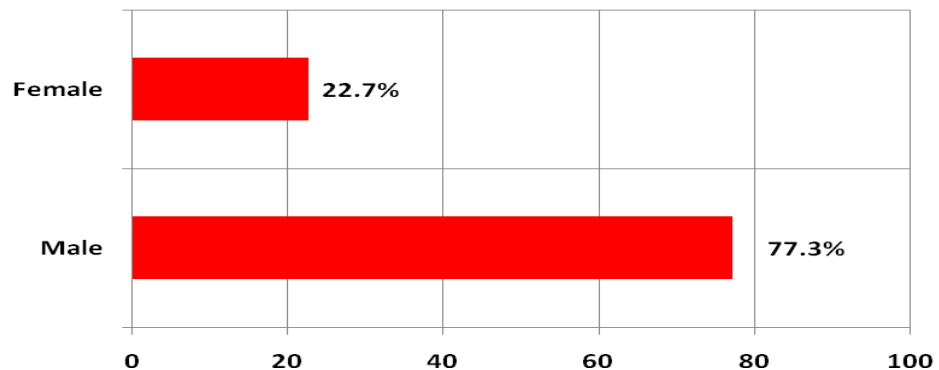
4.3 Demographic Information of respondents

It was important to analyze the background characteristics of the various respondents of the study; that is the head teachers and teachers who participated in this study. Their characteristics have a strong bearing on the study's findings relating to the research objectives. The biographic data examined variables pertaining to the respondents such as the gender of the respondents, the age of the respondents, academic qualification, principal leadership experience and teachers teaching experience.

4.3.1 Gender distribution of principals

Involvement of both male and female respondents in this study ensured that different opinions across gender are represented. The researcher included the gender of the respondents in order to establish the magnitude to which each of the sexes influences leadership and performance in secondary schools. The finding of this study shows that the leadership positions are dominated by male as 77 percent of the head teachers who participated in this study were male while 23 percent were female.

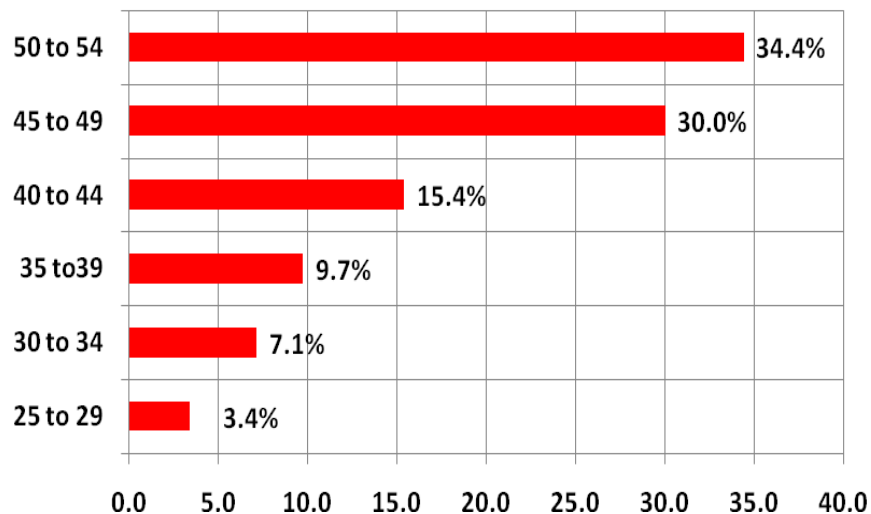
Figure 4.1: Gender distribution of principals



4.3.2 Age of principal respondents

The majority of principal (34.4%) were above 50 years of age. These were followed by principals between 45 and 49 years of age who represented (30.0%). The youngest principals were those aged below 29 years and were least in number (3.4%) while 15.4 percent were aged between 40-44 years. This analysis shows that it take years for one to escalate to a position of leadership in schools hierarchy. The figure 4.2 below summarizes the findings.

Figure 4.2: Age of principal respondents

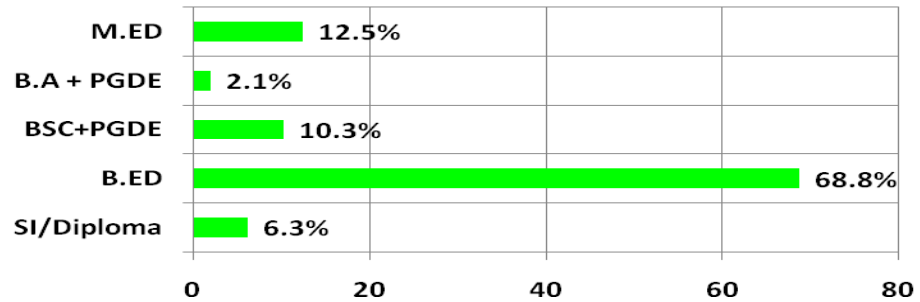


4.3.3 Academic attainment of principal respondents

This study indicates that 68.8 percent of the respondents had Bachelor of education degree, 12.5 percent had Masters in Education degree, 10.3 percent had BSc plus PGDE, 2.1 percent had BA plus post graduate diploma in education and 6.3 percent had others (SI and diplomas). The higher the attainment of education and professional studies by an individual, the more

one stands a better chance of being promoted. The figure 4.3 below summarizes the findings.

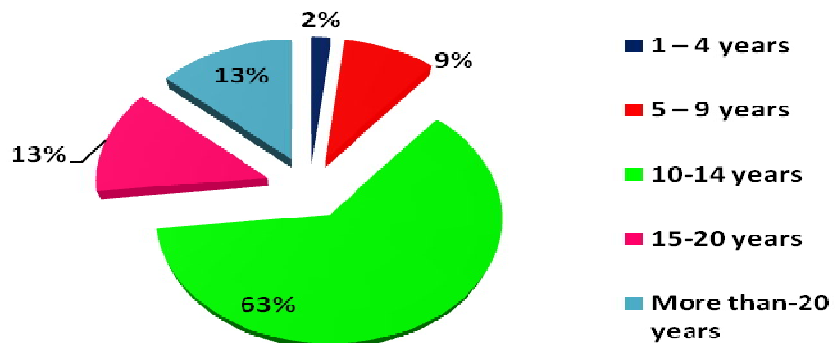
Figure 4.8: Academic attainment of principal respondents



4.3.4 Teaching experience of principal respondents

The respondents indicated that a majority of the head teachers had a teaching experience of 10 – 14 years before they were appointed as principals. This represents 63.0% of the total respondents. About 13.0 percent indicated they had an experience of 15-20 years, 9.0 percent had worked for 5-9 years before appointment while 13.0 percent of the respondent had an experience of more than 20 years prior to appointment. The study reveals that promotion to head teacher is gradual and that most of those in position are quite experienced in their line of operation. The figure 4.4 below summarizes the findings.

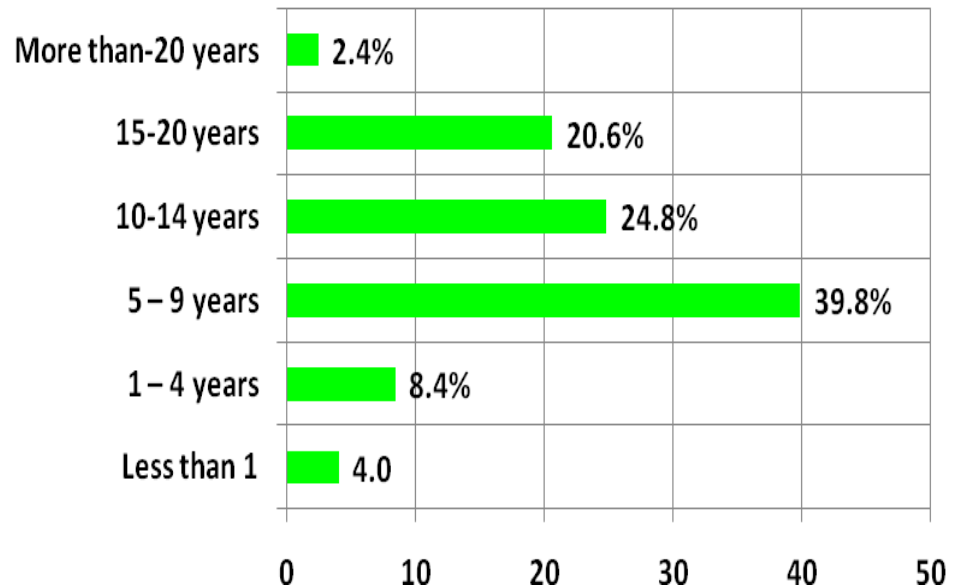
Figure 4.4: Teaching experience of principal respondents



4.3.5 Administrative experience of principal respondents

The findings of this study show that the majority of the sampled principal's (39.8%) had leadership experience of between 5 – 9 years. Those that had experience of between 10-14 years were 20.6 percent while the group that had the highest experience (over 20 years) was 2.4 percent. The Principals that had the least experience in headship position (less than 1 year) were represented by 4.0%. The figure 4.5 below summarizes the findings.

Figure 4.9: Administrative experience of principal respondents



4.4 Analysis of Teachers Information's

4.4.1 Gender distribution of the teacher respondents

The finding of this study shows that the secondary school teaching profession in kinangop district is dominated by male as 73.9 percent of the teachers who participated in this study were male while 28 percent were female. The chart below summarizes the finding.

Figure 4.6: Gender distribution of the teacher respondents



4.4.2 Age distribution of teacher’s teacher respondents

The respondents were asked to indicate their age category in accordance with one of seven categories shown in table 4.1. Several observations were noted from the respondents’ responses.

Table: 4.1 Age distribution of teacher respondents

	Frequency	Percent
20– 24 years	1	1.8
25 – 29 years	2	2.8
30 – 34 years	10	14.7
35-44 years	8	11.9
45-49 years	27	39.4
50-54 years	12	17.4
55-59 years	8	11.9
Total	68	100.0

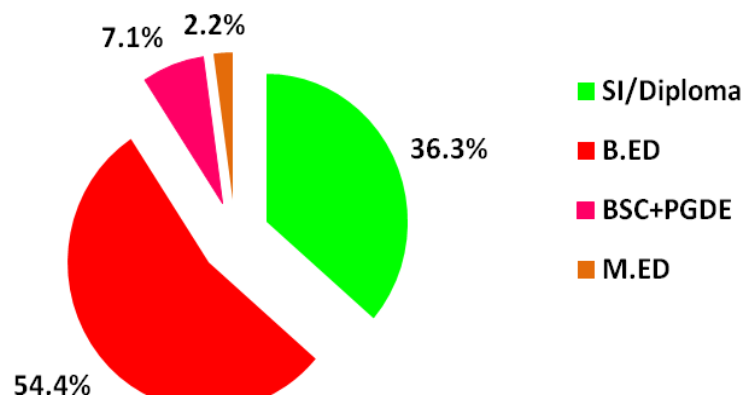
Majority of the respondents (39.4%) were aged between 45 – 49 years. Few respondents (1.8%, 2.8% and 14.7%) were below 39 years. About 17.4% and

11.9% were aged above 50 years meaning that they were nearing retirement. Many of the opinions on the relationship between leadership styles and their influence on school performance in secondary schools emerged from this group of teacher respondents (31-49 years). There were few opinions expressed by the other age groups.

4.4.3 Academic attainment of the teacher respondents

Another pertinent issue about the effectiveness of teachers is their qualifications. Traditionally, education researchers and planners have believed that professionally trained teachers are more efficient and effective than untrained ones. This study indicates that 36.3 percent of the respondents had SI/Diploma certificate, 54.4 percent had B.ED, and 7.1 percent had BSC plus PGDE while 2.2 percent had M.ED. The results show that principals were well trained as teachers, but not as school managers. Indeed it is true that most head teachers leave their classrooms to become school heads. The chart below summarizes the finding.

Figure 4.10: Academic attainment of the teacher respondents



4.4.4 Teaching experience of teacher respondents

The study included the identification of the teaching experience for the teachers who were part of the study. The table 4.2 summarizes the findings.

Table: 4.2- Teaching experience of teacher respondents

	Frequency	Percent
Less than 1 year	1	1.8
1 – 4 years	2	2.8
5 – 9 years	10	14.7
10-14 years	8	11.9
15-19 years	7	10.1
More than-20 years	41	58.7
Total	69	100.0

Out of the 69 teachers who participated in this study, more than half of them (58.7%) had more than 20 years of teaching experience, followed by 11.9 percent who had 5-9 years experience. About 1.8 percent had the least teaching experience (less than 1) and 2.8 percent had experience of 1 to 4 years while 11.9 percent had taught for 10 to 19 years.

4.4.5 Positions held by teacher respondents

The study revealed that most teachers were involved in various roles in their schools. The table 4.3 summarizes the findings.

Table 4.3 Positions held by teacher respondents.

Position held	Frequency	Percent
Deputy principal	-	-
H.O.D	25	36.2
Class teacher	28	46.4
Assistance teacher	3	10.1
Club patron	4	7.2
Total	69	100.0

Majority 46.3 percent of the respondents indicated that they were class teachers, 36.2 percent indicated that they were heads of departments, 10.1 percent were clubs patrons while 10.1 percent indicated that they were assistance teachers. None of the respondent indicated that he/she was deputy head.

4.5 The sampled secondary schools achievement in national exams

The quality of education offered in a school is determined by the level of material inputs allocated to the school and the efficiency with which these materials are organized and managed to raise student achievement. In this study, to assess student's achievement standards in secondary schools, The Kenya Certificate of secondary Education (KCSE) results for 2011-2009 were analysed. The table 4.4 summarizes the findings.

Table 4.4 School KCSE mean score.

Year	School KCSE mean score
2011	5.3
2010	3.5
2009	4.1

The finding of this study shows that the mean score 2011 to 2009 was below 5-6.99 usually considered to be the pass mark. However, the trend shows to have improved from 4.1 average score results in 2009 to 5.3 reported in 2011 thus and improvement of 1.2.

4.6 Leadership Style

4.6.1 Leadership styles used by principals

In answering this question, data on the prevalent leadership style used by principals' of secondary schools in Kinangop district were collected from the responses of the respondents on items of the principals' leadership style questionnaire. A five point scale was used that ranged from strong disagree (SA) -1, disagree (D) - 2, undecided (UD) – 3, agree (A) – 4, and strongly disagree (SD) – 5. Average responses are shown along with the percentage of head teachers who rated each leadership style as being either “strongly agree” or “agree” that the style was being used at Kinangop district secondary schools. Descriptive statistics were computed to calculate the average response and additions of percentage score of the respondents that indicated

strongly agree” or “agree” that the approach was being used. The table 4.5 summarizes the findings.

Table 4.5 Prevalent leadership style used by principals

Leadership style	Average Response	Percent rating as SA or A
Autocratic	1.4063	31.3
Democratic	1.4063	40.6
Laissez-faire	1.8438	25.0
Transformational	2.3438	12.5

In table 4.5, the democratic leadership style had the largest number of responses. The bulk of the principals (40.6%) claimed that they used democratic leadership style. Although, some of the principals (31.3%) were using the autocratic style of leadership in their schools, evidence from the findings of the study indicated that minority of the principals of secondary schools were using transformational style of leadership.

4.6.2 Principals perceptions toward their leadership style

The researcher requested the principals to rate the level they use various leadership styles in management of school through structured questioners containing list of tasks that school managers may perform. Next to each task, the principals wrote one of the following numbers to indicate whether or not they agree with that particular task. A five point scale was used that ranged

from strongly disagree, disagree, moderate, agree and strongly agree. Average responses are shown along with the percentage of head teachers who rated each leadership style as being either “strongly agree” or “agree” that the style was being used at Kinangop District secondary schools. The table below summarizes the findings.

Table 4.6 Principals rating on democratic leadership style

Democratic leadership style	Average Response	Percent rating as SA or A
Prioritizing on instructional matters by the teachers	2.5313	45.0
Teaching and understanding basic skills in each subject	1.6250	37.5
Maintenance of an orderly environment	1.7500	40.6
Frequent systematic evaluation of students	2.0000	12.5
Your level of consultation with members of staff and students on proposed activities and decisions	2.2812	16.0
Your level of involvement in policy formulation at school level without dominating	3.5313	18.8
Level of making decision after consulting with the teachers	1.8750	33.1
Level of being proactive in schools undertaking	2.2188	59.4

Democratic leadership style was the most prevalent leadership style used by principals. About 45 percent schools principals cited that they prioritize on

instructional matters by the teachers, 40.6 percent cited that they maintain an orderly environment 12.5 percent cited that they carry out a frequent systematic evaluation of students and 33.1 per cent cited making decision after consulting with the teachers.

Table 4.7 Principals rating on Autocratic Leadership Style

Autocratic Leadership Style	Average Response	Percent rating as SA or A
Expect the staff and students to comply with the direction given at all times without question	2.0000	35.6
Make all decision without welcoming any suggestion from the staff and students	2.4375	31.9
Rewards handsomely those loyal to you	2.0938	41.9
Punishes those who do not toe the line	2.1563	25.1

About 35.6 percent cited that they expect the staff and students to comply with the direction given at all times without question, 31.9 percent stated that they make all decision without welcoming any suggestion from the staff and students, 41.9 percent rewards handsomely those loyal to them while 25.1 percent punishes those who do not toe the line. Most principals do not involve others in making decisions on matters affecting them. Their leadership style has an autocratic bias and they cannot strike a balance between democratic and autocratic leadership.

Table 4.8 Principals rating on Laissez-Faire Leadership Style

Laissez-Faire Leadership Style	Average Response	Percent rating as SA or A
Level of allowing staff and students to make own decision without any interference	2.4063	56.3
Incident of staff/student freedom of making own decision without any reference to the Principal whatever	3.0938	28.1

About 56.3 percent of the principal allow both the staff and students to make their own decision without any interference.

Table 4.9 Principals rating on Transformational Leadership Style

Transformational Leadership Style	Average Response	Percent rating as SA or A
Teachers having high expectations on student performance	2.1875	34.4
Extent of raising the level of awareness to all staff/students on key issues	2.5000	50.1
The extent of the support and encouragement to staff/students to attain high performance target	1.6250	37.5
Level of concern/involvement on the welfare of staff and student	1.7500	40.6
The extent to which the Principal stimulate both the staff/student to attain their best performance possible	2.0000	12.5
The extent to which the staff/students are encouraged to do things in a creative and innovative way	2.0000	15.6
The level at which the staff development is encouraged	2.4375	21.9

Most principals also did not provide instructional leadership in their schools by, among other things, monitoring learner progress, showing high expectations of learners and visiting classes regularly to ensure that teaching and learning take place.

4.7 Teachers perception towards their principals leadership stlye

The researcher sought to understand the teacher's perception on their principals leadership styles in their schools through a five point scale was used that ranged from strongly disagree, disagree, moderate, agree and strongly agree. Average responses are shown along with the percentage of teachers who rated each leadership style as being either "strongly agree" or "agree" that the style was being used at Kinangop District secondary schools. The table 4.7 a, b, c and d summarizes the findings.

Teachers were interviewed on whether it was reasonable for the head teacher to use a laissez faire leadership style in order to manage academic performance in the school. Accepting teachers to fully make decisions that are intended to improve the academic standards of the schools is quite good. However, the head teacher should monitor and concur with decisions made.

Table 4.10 Teachers rating on Democratic leadership style

Democratic leadership style	Average Response	Percent rating as SA or A
The strong emphasize on instructional matters by the Principal	1.9063	41.3
The school leadership stresses on an orderly environment	1.9062	41.2
The school leadership stresses on frequent systematic evaluation of students	1.7188	40.6
The Principal consults a lot with staff members on proposed activities and decision	2.0000	12.5
The Principal is involved in policy formulation at school level but does not dominate	2.0000	15.6
Principal make decision after consulting the teachers	2.4375	21.9

About 41.3% teachers indicated that their schools principals emphasizes on instructional matters, 41.2 percent cited that their pricipals stresses on orderly environment while 40.6 percent stated that their school leadership stresses on frequent systematic evaluation of students. Principal consults a lot with staff members on proposed activities and decision was at 12.5 percent, 15.6 percent cited that principal is involved in policy formulation at school level but does not dominate while 21.9 percent cited that principal make decision after consulting the teachers. This shows the level of head teachers use of democratic leadership style.

Table 4.11 Teachers rating on Autocratic Leadership Style

Autocratic Leadership Style	Average Response Frequency (Average)	Percent rating as SA or A
The Principal commands and expect compliance at all times without question	1.6250	46.9
The Principal makes all decision without welcoming any suggestion	1.6250	47.5
The Principal rewards handsomely those loyal to him	2.5000	50.1
The Principal punishes those who do not toe the line	1.6250	37.5

About 46.9 percent teachers cited that their schools principals commands and expect compliance at all times without question, 47.5 percent felt that principal makes all decision without welcoming any suggestion, 50.1 percent

felt that principal rewards handsomely those loyal to him/her while 37.5 percent felt that principal punishes those who do not toe the line.

Table 4.12 Teachers rating on Laissez-Faire Leadership Style

Laissez-Faire Leadership Style	Average Response	Percent rating as SA or A
Principal allow the staff to make their own decision without any interference	2.0000	15.6
Each department/staff are free to make own decision without any reference to the Principal whatever	2.4375	21.9

Teachers were interviewed on whether it was reasonable for the head teacher to use a laissez faire leadership style in order to manage academic performance in the school. About 15.6 percent teachers felt that their schools principal allow the staff to make their own decision without any interference and 21.9 percent cited that each department/staff are free to make own decision without any reference to the Principal whatever.

Accepting teachers to fully make decisions that are intended to improve the academic standards of the schools is quite good. However, the head teacher should monitor and concur with decisions made.

Table 4.13 Teachers rating on Transformational Leadership Style

Transformational Leadership Style	Average Response	Percent rating as SA or A
Teachers are encouraged to have high expectation for the students achievement	2.0000	31.9
The school leadership emphasize on basic skills	2.5000	26.9
The Principal accomplishes a lot of what he purpose to do	1.7500	40.6
Principal is proactive in schools undertakings	2.0938	21.9
The Principal raises the level of awareness to all staff on key issues	2.1563	25.1
The Principal encourages and support to attain high performance target	2.9375	37.6
The Principal is genuinely concerned about the welfare of the staff and students	2.2812	16.0
The Principal stimulate both the staff and the student to attain their best performance possible	3.5313	18.8
The Principal encourages both students and the staff to do things in a creative and innovative way	1.8750	23.1
The Principal allows and encourage staff development	2.4063	56.3

About 31.9 percent teachers cited that their schools principals encourages teachers to have high expectation for the students achievement, 40.6 percent cited that their principal accomplishes a lot of what he purpose to do, 18.8

percent cited that principal stimulate both the staff and the student to attain their best performance possible and 23.1 percent cited that principal encourages both students and the staff to do things in a creative and innovative way.

4.8 Leadership Style and School Performance

Before ascertaining the values of each objective the researcher sought to establish the general relationship between leadership styles and school performance in secondary schools. This finding was necessary to compare results from the independent variable-leadership styles and those from the exogenous variables so as to determine which variable has a greater influence on school performance.

Table 4.14: Leadership Style and School Performance

	R	R Square	Adjusted R square	Std. Error of estimate	Change Statistics	
Model 1					R Square Change	F statistic
	0.615	0.328	0.241	2.6770	0.328	11.168

a. Predictors (Constant), Leadership styles

The results in Table 4.8 indicate that the R-square, as computed using the regression, is 0.328 showing that the predictor variable, represented by leadership styles, contributes less than a half (32.8%) to student school performance in secondary schools. The regression coefficient (R) is 0.615 or

61.5%. There is thus a strong relationship between leadership styles and school performance in secondary schools in Kinangop. In other words, school performance in secondary schools may be explained by the prevailing styles of leadership.

4.8 Autocratic Leadership Style And School Performance

The first objective of this study was to establish whether autocratic leadership style employed by the principal influences students performance in KCSE examination in Kinangop district. This was done in order to answer the research question: “To what extend does autocratic leadership style influences student’s performance in KCSE examination in Kinangop district?”

The autocratic style of leadership refers to a situation whereby a leader issues close instructions to his/her subordinates and makes most of the decisions by him (Ezenne, 2003). It was necessary to ascertain the levels at which the autocratic leadership style singularly influences school performance in secondary schools. Pearson Product Moment Correlation Coefficient was used to analyze the relationship between autocratic leadership and school performance.

Table 4.16 shows the correlation coefficient results from the Pearson Product Moment Correlation Coefficient (see results in Table 4.15).

Table 4.15: Correlations for autocratic leadership style and school performance

		School performance	Autocratic leadership
Pearson Correlation	Autocratic leadership	1.000 -0.65	-0.65 1.000
Sig (1-tailed)	School performance	1.000 -0.65	
N	13	13	

Table 4.9 indicates the Pearson Product Moment Correlation Coefficient results for the relationship between the autocratic leadership style and student school performance from the teachers' questionnaire. From the analysis it is clear that autocratic head teachers negatively influence (-0.65) school performance.

4.9 Democratic Leadership Style And School Performance

The second objective of this study was to establish whether democratic leadership style employed by the principal influences students performance in KCSE examination in Kinangop district. This was done in order to answer the research question: "To what extend does democratic leadership style influences student's performance in KCSE examination in Kinangop district?" In order to examine the extent of the relationship between the democratic leadership style and performance, the analyses were performed using the Pearson Correlation Coefficient.

The scores obtained on the independent variable (democratic leadership style) were correlated with the predicted variable school performance. The coefficient of determination in the relationship was established. In subsequent steps, data was collected on the dependent variable school performance and then correlated with that of the independent variable democratic leadership style.

Table 4.16: Correlations for democratic leadership style and school performance as indicated by head teachers' responses

		School performance	Democratic Leadership
Pearson Correlation	Democratic leadership	1.000 0.48	0.48 1.000
Sig (1-tailed)	School performance	1.000 0.48	
N	13	13	

From the results obtained on a 1-tailed test of significance and 3 degrees of freedom, it was observed that there is a positive moderate (0.48) relationship between the democratic leadership style and performance in secondary schools in Kinangop district.

Most school head teachers use the democratic leadership style compared to other leadership styles. Schools are composed of intelligent people whose ideas are quite crucial in the day-to-day operation of the same schools. Teachers, students and prefects, for example, have the capacity to advise

effectively on academic matters. This has pushed many school managers to rely heavily on participatory governance mechanisms or the democratic leadership style.

4.10 Laissez-Faire Leadership Style and School Performance

The third objective of this study was to establish whether Laissez-faire leadership style employed by the principal influences students performance in KCSE examination in Kinangop district. This was done in order to answer the research question: “To what extend does Laissez-faire leadership style influences student’s performance in KCSE examination in Kinangop district?”

Table 4.17: Laissez-Faire Leadership Style and School Performance

		School performance	Laissez-faire leadership
Pearson Correlation	Laissez-faire leadership	1.000	-0.66
		-0.66	1.000
Sig (1-tailed)	School performance	1.000	
		-0.66	
N	13	13	

There is very strong negative (-0.66.) relationship between laissez-faire leadership and performance in secondary schools. The laissez-faire head teacher tries to give away his powers and does not follow up progress. In most cases, laissez-faire head teachers do not prompt good academic performance because they are too liberal and flexible. This is why their overall performance is often poor.

4.11 Transformation Leadership Style and School Performance

The fourth objective of this study was to establish whether transformation leadership style employed by the principal influences students performance in KCSE examination in Kinangop district. This was done in order to answer the research question: “To what extent does transformation leadership style influences student’s performance in KCSE examination in Kinangop district?” School managers contend that there is no single style of leadership used all the time. The adoption of a particularly relevant style in a specific situation leads to school effectiveness and is better than the use of one style throughout one’s management experience. Leadership is dictated by change within the school situation and outside.

Table 4.18: Transformation Leadership Style and School Performance

		School performance	Transformation leadership
Pearson Correlation	Transformation	1.000	0.34
		0.34	1.000
Sig (1-tailed)	School performance	1.000	
		0.34	
N	13	13	

Results in Table 4.18 indicate a positive relationship between Transformational leadership and academic performance in secondary schools according to teachers.

4.12 Summary of findings

In this chapter it was established that leadership is very important in creating an effective school. It was found that all the four leadership styles were in use in schools. Moreover, the democratic or consultative form of leadership was revealed to be commonly used form of leadership style in the area of study. It was also found that most head teachers used this kind of leadership in order to create ownership in schools. Although the democratic style was most preferred, it was found that depending on situations in the school, leaders tended to vary the different leadership styles and at times used the autocratic style of leadership, but this was very seldom and it was mostly used where policies in schools had been compromised. It was also established that there was a positive relationship between transformational leadership style and performance though it was not commonly used.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the conclusion of the study. Section two presents the summary of the major study findings while section three presents the conclusion section four offers the recommendations deduced from the study while section five makes suggestions for further studies.

5.2 Summary of the findings

The main focus on this study was to assess the influence of principals' leadership styles on student performance in Kenya Certificate of Secondary education in Kinangop district. This was done in order to attempt to realize the objectives of the study as detailed in chapter one. The summary and discussion of the findings are given in line with each of the objectives of the study.

5.2.1 Leadership Style and School Performance

The study established that there is a strong positive relationship between the leadership style of a principal in secondary schools and school performance, but that the contribution of the leadership style towards the overall school performance is low. However, from the study and also through the literature reviewed, it is clear that leadership is a very important component and a critical ingredient in the process of improving the school's performance.

The researcher's task was to establish the relationship between leadership styles of the principal and school performance in secondary schools. The Pearson Correlation Coefficient (R) was 0.615 or 61.5 per cent. This means that there is a strong relationship between leadership styles and school performance in secondary schools in Kinangop district. In other words, academic performance in secondary schools is explained by the prevailing style of leadership.

However, the extent to which leadership styles contribute to student academic performance is weak denoting a coefficient of determination of 0.328 or 32.8 per cent. Leadership style may be a strong factor accounting for the academic performance of students in a school but its degree of influence may be limited. The rest of the 67.2 per cent is the extent to which extraneous variables like the quality of teachers, availability of school facilities, instructional materials, home background factors and student's factors among others contribute to school performance. This explains the magnitude of the contribution of leadership style to school performance.

Results from the Pearson Product Moment Correlation Coefficient indicated in Table 4.8 that the relationship between the autocratic leadership style and school performance from the teachers' questionnaire as -0.65 or -65%. This was interpreted as a strong negative relationship. This simply means that the more autocratic one becomes, the poorer the performance of the school and the contrary is also true. School leaders who use the authoritarian leadership

style lead to poor academic performance, because they adopt harsh leadership styles, which are highly resented by their subordinates.

Results in table 4.10 obtained on a 1-tailed test of significance and 3 degrees of freedom, established that there is a positive moderate relationship between the democratic leadership style and student academic performance in secondary schools in Kinangop district (48%). Most school managers use the democratic leadership style compared to other leadership styles in order to involve the school community. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers, students and prefects, for example, have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored.

The significant relationship found between principals' democratic leadership style and students' academic performance suggest that the more democratic a principal is in his or her leadership style the better the academic performance of students in the schools. The finding was in agreement with the findings made by Akerele, (2007) who found significant relationship between principals' democratic leadership style and students' academic performance in secondary schools Kinangop District.

The correlation coefficient indicated that there is a very negative correlation between the laissez-faire leadership style and the school performance in

secondary schools. This study established that principals who use the laissez faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. They leave everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work.

The non-significant relationship found in this study between principals' laissez-faire leadership style and students' academic performance implies that there was no concurrence between them. This finding suggests that principals' laissez-faire leadership style had no significant relationship with students' academic performance. The finding was consistent with the findings made in previous studies (Goldring & Sharon, 1993; Liberman, Beverly & Alexander, 1994).

Results from the quantitative analysis of the study in Table 4.12 indicate that there is a weak positive relationship between transformation leadership and academic performance in secondary schools in Kinangop district. School principals suggested that the adoption of a particularly relevant style depending on a specific situation led to school effectiveness, rather than relying on a single style of leadership. Several arguments captured in the study account for the significance of the situational leadership approach. This may support situation like when principals or their deputies are transferred from one school to another, they may tend to adopt new leadership styles because the new environment dictates differently in order to succeed.

5.3 Conclusion

From the study findings and literature review the following observations can be made.

5.3.1 Leadership styles and academic performance.

Leadership style influences the students academic performance to a given extend though extraneous valuables may also affect performance.

5.3.2 Autocratic leadership style

This leadership style was found to have a negative relationship with students academic performance. This leadership style does to a large extend affect performance in a negative way. This style brings about resentment among colleagues and may only be used while introducing key changes. It should be blended with appropriate explanation.

5.3.3 Democratic leadership style

A positive moderate relationships was found to exist between democratic leadership style and student performance in relation to other leadership style. Use of this leadership style may therefore lead to improved performance. The pool of intelligent people in the school need to be used.

5.3.4 Laissez faire leadership style

A negative relationship existed between laissez faire leadership style and school performance. Need for further follow up on tasks assigned to subordinate by the leaders is required.

5.3.5 Transformational leadership

A weak positive relationship was established between transformational leadership style and student performance. This may not necessarily imply that the leadership style is not appropriate but few people may be aware of style's attributes. Principal should be made aware/study the attributes of transformational leadership style and apply them in their leadership.

5.4 Recommendations of the study

Effective school research reveals that there is a significant leadership effect not only on the student learning. Leadership is a very strong predictor of school performance (Leithwood & Jantzi, 2007). This study established that among the pillars on which education is anchored leadership is pivotal. For example, if leadership per se, is expected to have a pronounced effect on education, it must be visionary, transformational and shared. This section therefore proposes the following recommendations on the basis of the research findings.

5.4.1 Principals' Training and Professional Development

The leadership style employed by a school's principal is a function of his/her training, professional development and exposure. Being a principal is challenging task. Need therefore exist for equipping the principal with the necessary management and leadership skills. Structured and regular in service for all principals is hereby advocated. Membership to professional associations like that of secondary heads association should also be mandatory in order to become an astute administrator.

5.4.2 Democratic practices in school and training of students leaders.

All schools should nurture democratic principles in the running of school activities. Involvement guarantees ownership and good results. Such principles should be extended to all levels of leadership and manuals should be developed by heads association in conjunction with Kenya education management institute (KEMI). At school level the students should be elected in a democratic way and appropriate training offered on regular basis.

5.4.3 Principals' use transformational leadership style

Transformational leadership encourages loyal followers who give results. School principal must be encouraged to use this management style. The finding denotes a positive relationship between performance and this leadership style. Though not commonly used, the phenomena may be more to do with lack of the necessary skills and information rather than dismal expected positive results on leadership style. Principals should therefore be encouraged to use this style which promises to produce royal and logical followers rather than fanatical boot lickers.

5.4.4 Staff development and succession plans

The study has established the need to have qualified principals in schools who can meet the leadership challenges. Need therefore exist for building a constant supply of the needed manpower for such leaders for the schools. This can be met by coming up with staff development and succession plans. In so doing, the issue of quality leadership will be addressed. This study therefore recommends that elaborate plans be made to develop staff development

programmes and succession plans by both the teachers service commission and the Kenya management institute to ensure sustained supply of competent personnel to run schools. Regular and compulsory training for school deputy heads, hods and hos should be instituted by Kemi.

5.4.5 Mentoring of Principals

In a bid to improve the performance of principals, a mentoring program is strongly recommended for newly appointed and underperforming serving principals. In this program, the Ministry of Education to identify mentors from experienced and knowledgeable serving head teachers with a proven track record of success. Mentoring is not only beneficial to the mentee, but it also benefits the mentor.

5.4.6 Curriculum for teacher training

The study recommends a review of the curriculum for the training of teachers so that sufficient attention is given to management and leadership skills. The need to review the training curriculum is precipitated by the existing gap between theory and practice. Trainee teacher should also be examined on leadership skills even on teaching practice. All the teachers are potential leaders - future head teachers. Ministries of Education and the universities in liaison with the teacher training colleges should undertake the review of the said curricula.

5.6 Suggestions for Further research

It has become evident in the course of this investigation that further research needs to be carried out in the following related areas:

- i. The researcher recommends a need for a similar study to be carried out in other secondary schools in other districts to see how the situation is portrayed.
- ii. Conduct a study comparing the influence of male and female principal leadership styles on school climate and student achievement. This recommendation was influenced by the assertion of Johnson, Busch, and Slate (2008) that male leadership is more directive and authoritative, while females practiced leadership through suggestion accompanied by a strong democratic style.
- iii. Replications of this investigation will need to be carried out five or six years from now to establish exactly what changes will have taken place in school administration.
- iv. Conduct a study that solicits how head of department perceive the leadership styles of the head of subjects in their department. Head of department perceptions of the head of subject leadership styles may aid in the training of aspiring administrators.

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APPENDIX I

LETTER OF INTRODUCTION

KARIUKI P.M.
Department of education
administration and planning
University of Nairobi
P. O. Box 30197 Nairobi

TO THE PRINCIPAL

_____ SEC. SCHOOL

Dear Sir/Madam,

**RE: REQUEST TO INVOLVE YOUR STAFF IN A RESEARCH
STUDY**

Your school has been sampled for a research on the effect of Principals leadership styles on students performance. This letter is therefore to request you to allow your staff members to participate in this study. A questionnaire will be administered to five HOD in your school or any teacher from the five academic department. One other questionnaire will be meant for the Principal.

The research will give insight on the existing leadership styles in the district and how the same can be harnessed for improved performance. Information collected will be used for the research study only. The name of your school or the person(s) giving the information will not be disclosed directly as the source of the information. The name of the school and the person filling in the questionnaire should not be indicated on the questionnaire.

Appropriate research permit and authorization has already been accorded from National Council for Science and Technology (NCST) and the Ministry of Education.

Thank you in advance.

Yours faithfully,

KARIUKI P.M.
MED STUDENT
U.O.N.

APPENDIX II

QUESTIONNAIRE FOR PRINCIPALS

This questionnaire has been designed to gather information on Principals leadership style in the school.

Kindly fill in the questionnaire by ticking (✓) against your opinion and filling in the blanks by giving your honest view on the issue. Information provided will be treated with utmost confidentiality and for the purpose of the research only. Do not write your name or that of the school anywhere on this questionnaire.

SECTION A: BIO-DATA

1. Please indicate your gender: Male Female
2. Please indicate your age bracket.

Age bracket	25 – 29	30 – 34	35 – 39	40 – 44	45 – 49	50 – 54	55 – 59	60 +
Tick one								

3. Please indicate your education and professional background

SI/DIPLOMA	B.ED	BSC + PGDE	B.A with PGDE	ANY OTHER – SPECIFY
Tick one				

4. Please indicate your teaching experience

No of years	< 1 yr	1 – 4	5 – 9	10 – 14	15 – 19	>20
Tick one						

5. Please indicate your experience as a Principal.

No of years	< 1	1 – 4	5 - 9	10 – 14	15 – 19	>20
Tick one						

SECTION B

Kindly tick (✓) in the relevant column to show the extent to which each of the statement applies to your leadership style in your station.

Key 1 never (N), 2 very little (VL), 3 little/sometime (S), 4 considerate (C), 5 very great (VG)

		1	2	3	4	5
6.	To what extent do you employ the following leadership styles? a) Autocratic b) Democratic c) Laissez-faire d) Transformation					
7.	To what extend do you emphasize/practice the following?					

7.1	Prioritizing on instructional matters by the teachers					
7.2	Teachers having high expectations on student performance					
7.3	Teaching and understanding basic skills in each subject					
7.4	Maintenance of an orderly environment					
7.5	Frequent systematic evaluation of students					
7.6	Expect the staff and students to comply with the direction given at all times without question					
7.7	Make all decision without welcoming any suggestion from the staff and students					
7.8	Rewards handsomely those loyal to you					
7.9	Punishes those who do not toe the line					
7.10	Level of accomplishment of what you purpose to do					
7.11	Your level of consultation with members of staff and students on proposed activities and decisions					
7.12	Your level of involvement in policy formulation at school level without dominating					
7.13	Level of making decision after consulting with the teachers					
7.14	Level of allowing staff and students to make own decision without any interference					
7.15	Incident of staff/student freedom of making own					

	decision without any reference to the Principal whatever					
7.16	Level of being proactive in schools undertaking					
7.17	Extent of raising the level of awareness to all staff/students on key issues					
7.18	The extent of the support and encouragement to staff/students to attain high performance target					
7.19	Level of concern/involvement on the welfare of staff and student					
7.20	The extent to which the Principal stimulate both the staff/student to attain their best performance possible					
7.21	The extent to which the staff/students are encouraged to do things in a creative and innovative way					
7.22	The level at which the staff development is encouraged					

SECTION C

8. Which is your popular leadership style amongst autocratic, democratic, Laissez-faire or transformation?
9. Why do you prefer the leadership styles noted in (i) above?

10. What are the key issues which you emphasize in the above leadership style?
11. How do you employ your leadership style/skill to influence on the students performance in KCSE examination?
12. What are the challenges that you encounter as you undertake your leadership duties?
13. What suggestion would you like to make with reference to Principal leadership style and student performance.
14. Any other comment on leadership style.
15. Please fill in the table below on your schools performance for the last 3 years.

Grade/Year	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	X	Y	Z	E	MEAN
2011																
2010																
2009																

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire has been designed to gather information on school leadership style as exemplified by the Principal. Kindly fill in the questionnaire by ticking () against your opinion and filling in the blanks by giving your honest view on the issue. Information provided will be treated with utmost confidentiality and for the purpose of the research only. Do not write your name or that of the school anywhere on this questionnaire.

SECTION A: BIO-DATA

1. Please indicate your gender: Male Female

2. Please indicate your age bracket.

Age bracket	20 – 24	25 – 29	30 – 34	35 – 39	40 – 44	45 – 49	50 – 54	55 – 59
Tick one								

3. Please indicate your education and professional background

GRADE	SI/DIPLOMA	B.ED	BSC + PGDE	B.A with PGDE	ANY OTHER – SPECIFY
Tick one					

4. Please indicate your teaching experience

No of years	< 1 yr	1 – 4	5 – 9	10 – 14	15 – 19	>20
Tick one						

5. Please indicate your position/responsibility in school.

Position	D/Principal	HOD	Assistant teacher	Class teacher	Club patron
Tick one					

SECTION B: STYLES OF LEADERSHIP

6. Use the scale below to indicate the leadership style found in your school.

Strongly agree	Disagree	Undecided	Agree	Strongly disagree
SA	D	UD	A	SD

	Leadership style employed in school	SA	D	UD	A	SD
6.1	Autocratic & dictatorship style					
6.2	Participative/democratic style					
6.3	Hands off/Laissez faire					

6.4	Transformational leadership					
	Any other					

7. Using similar scale as 1 above, tick () on the best description of the nature/characteristic of leadership style on your school.

	Nature/characteristic of leadership style	SA	D	UD	A	SD
7.1	The strong emphasize on instructional matters by the Principal					
7.2	Teachers are encouraged to have high expectation for the students achievement					
7.3	The school leadership emphasize on basic skills					
7.4	The school leadership stresses on an orderly environment					
7.5	The school leadership stresses on frequent systematic evaluation of students					
7.6	The Principal commands and expect compliance at all times without question					
7.7	The Principal makes all decision without welcoming any suggestion					
7.8	The Principal rewards handsomely those loyal to him					
7.9	The Principal punishes those who do not toe the line					

7.10	The Principal accomplishes a lot of what he purpose to do					
7.11	The Principal consults a lot with staff members on proposed activities and decision					
7.12	The Principal is involved in policy formulation at school level but does not dominate					
7.13	Principal make decision after consulting the teachers					
7.14	Principal allow the staff to make their own decision without any interference					
7.15	Each department/staff are free to make own decision without any reference to the Principal whatever					
7.16	Principal is proactive in schools undertakings					
7.17	The Principal raises the level of awareness to all staff on key issues					
7.18	The Principal encourages and support to attain high performance target					
7.19	The Principal is genuinely concerned about the welfare of the staff and students					
7.20	The Principal stimulate both the staff and					

	the student to attain their best performance possible					
7.21	The Principal encourages both students and the staff to do things in a creative and innovative way					
7.22	The Principal allows and encourage staff development					

SECTION C

8. Please highlight in point form the best attributes which you appreciate from your Principal's leadership style.
9. Please highlight in point form the negative attribute which you least desire in your Principal's leadership style.
10. What do you think your Principal should incorporate in his/her leadership style in order to improve students performance in KCSE examination.
11. What other comment can you make regarding leadership style?

Thank you.