INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON STUDENTS' KENYA CERTIFICATE OF SECONDARY EXAMINATION PERFORMANCE IN KAJIADO NORTH DISTRICT, KAJIADO COUNTY, KENYA

Kashu Lucy Naisiae

A research project submitted in partial fulfillment of the requirements of the degree of Master of Education in Educational Administration.

University of Nairobi

2013

DECLARATION

This research project is my original work and it has not been presented, for a ward of degree in any other University.

_____

Kashu Lucy Naisiae

E55/62402/2011

This project has been submitted for examination with our approval as University Supervisors.

_____

Dr. Andrew R. Riechi

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

_____

Dr. Jeremiah M. Kalai

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

It is with immense love and fond memories that I dedicate my works to my late parents; Moses Maitoyo and Mary Nayiari; children Clara Nashilu, Kelvin Kamakei, Faith Namunyak and Joy Nayok.

ACKNOWLEDGEMENTS

I would like to extend my special thanks to my Supervisors Dr. Andrew Riechi and Dr.Jeremiah Kalai who always lent me an attentive ear when I approached them for scholarly guidance towards the fulfillment of my postgraduate project work. I owe lots of gratitude to my sisters and brothers who encouraged me to read on.

Special thanks to my friends, the Kajiado North District Education Officer Halima Mohamed and her officers who included Mr. Karanja, Principals and teachers of the sampled schools which greatly contributed to the final product of this research project.

May I also thank all scholars who will use this information to enrich their unending search for new knowledge. Finally and not least, may I thank the Almighty God for giving me good health and his gift of wisdom, commitment and grace to pursue my studies.

TABLE OF CONTENT

Content	Page

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES

LIST OF FIGURES

Figure   **Page**

ABBREVIATIONS AND ACRONYMS

BOM   Board of Management

CDE   County Director of Education

DQAS   Directorate of Quality Assurance and Standards

EFA   Education for All

FDSE   Free Day Secondary Education

FPE   Free Primary Education

GoK   Government of Kenya

HEIs   Higher Education Institutions

KCSE   Kenya Certificate of Secondary Education

KEMI   Kenya Education Management Institute

KESSP   Kenya Education Sector Support Programme

KNEC   Kenya National Examination Council

PTA   Parents Teachers Association

SPSS   Statistical Package for Social Sciences

SWAP   Sector Wide Approach to Planning

TSC   Teachers Service Commission

UPE   Universal Primary Education

ABSTRACT

The purpose of this study was to determine the influence of principals' leadership styles in students' performance in Kenya Certificate of Secondary Education in Kajiado North District, Kajiado County, Kenya. The research objective were formulated to study the influence of principals' transformational, transactional and democratic leadership styles on students' performance in KCSE in Kajiado North District. There were 275 teachers and 20 principals in the targeted public secondary schools. This study employed descriptive survey design to investigate leadership style in Kenya Certificate of Secondary Education performance.

The sample was 15 principals and 82 teachers, hence a sample size of 97 respondents from the target population. Data was collected using two sets of questionnaires namely; quantitative analysis was done where the raw scores were entered into the Statistical Package for Social Science (SPSS) statistical software to express attitude. Qualitative data was arranged into thematic areas for easy coding and interpretation. The frequencies of the responses were demonstrated in figures to express mean and tables to express percentages to communicate findings in line with the objectives of the study respectively. The study from the frequency response by the principals revealed that 6 out of 15 principals used transactional leadership style 5 supported use of transformational leadership style while 4 of 15 indicated that principals used democratic leadership style 32 out of 80 teachers indicated that principals used transactional leadership style while 25 of them indicated principal use of transformational leadership style, while 23 of them out of 80 indicated that principal use democratic leadership style. These frequencies revealed that there was a high use of transactional leadership style where attendance completion of syllabus short term goal achievement were emphasized and minimal focused on long term targets, quality of teaching were least highlighted. In the transformational leadership style, principals stressed the need to strive towards common goal of fulfilling the school vision and mission, motivating teachers to go beyond self interest while minimal emphasis was made on values and symbolic actions. These did not make the schools strive towards improvement. Teachers felt their principals emphasized on values and reinforcement on symbolic leadership, display of an appealing personality that other can emulate but did little to ensure that teachers were part of the school team that set common goals and vision. This approach could have failed to compel teachers to be part and parcel of the academic end results in KCSE. The use of democracy from the principals' responses indicated that there was high consultation respect for the rights of the various groups in the school institution with minimum effort to accord teachers autonomy in decision making about improving academic performance. Teachers supported that there was high consultation before decision making, opportunity to contribute on improvement on KCSE but with less focus on respect for the rights of the various organize groups and associations in the school. Minimal autonomy and failure to consider

personnel welfare could have contributed towards the below average performance in KCSE examination. According to principal they used transactional leadership style to reward teachers for job well done ensure teachers and students do not pursuit but gave less attention to the fulfillment of long term goals part of which are KCSE performance. Teachers viewed their principals as leaders who concentrated on the fulfillment of the short term goals, insistence on KCSE results improvement but inactive in monitoring the performance of teachers to ensure value programme ended progress. The study concluded that the use the three leadership style did not promote improvement in KCSE performance. There was a significant use of transactional leadership style to insist on short term successes at the expense of improved KCSE performance. It was recommended that principals make their personal review of their use of the three leadership styles with a few of improving KCSE performance which had remained below average for the last five consecutive years under study. A study on factors that influence students' KCSE performance other than leadership styles in Kajiado North District. A study on effect of teachers' demographics on students' performance in KCSE. This study was carried out in Kajiado North District. A similar study can be undertaken in the other four districts in the county so that a total feel of overall performance in the county can be highlighted.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education can be rated as an ideal approach for the development of the society. The principle institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003). Since education is an investment, there is a significant positive correlation between education and economic-social productivity. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations for overall development.

Effective leadership in organizations has been widely noted as a factor that will make a difference between achievers and non achievers in institutional objectives (Luthans, 2002). In many ways, the principal is the most important and influential individual in the school. It is the principal's leadership style, communication skills and decision making that sets the tone of the school, the climate for teaching/ learning process and the morale of teachers (Dean, 1995). The leadership styles associated with educational administration are: autocratic leadership style, the democratic leadership style, the laissez faire leadership style and charismatic leadership style (Mbiti, 2007).

Thus, leadership incorporates the accomplishment of a task, which is an organizational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 1998). Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realized in schools.

Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational assets, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision. This is also described by Sashkin & Sashkin (2003) cited in Hartog, Muijen & Koopman (1997) as visionary leadership. However, according to them, the concept of leadership that matters is not being limited to those at the top of the organization such as the chief executive officer or principal, but depends on certain characteristics and personality and ability to mutate followers of the leader.

Burns (1978) cited in Rautiola (2009) argues that transactional leadership entails an exchange between leader and follower.

Followers receive certain valued outcomes for example, wages, prestige, when they act according to their leader's wishes. Transactional leadership involves an exchange process that results in follower compliance with leader request but not likely to generate enthusiasm and commitment to task objective. The leader focuses on having internal actors perform the tasks required for the organization to reach its desired goals (Boehnke, cited in Rautiola (2009).

The objective of the transactional leader is to ensure that the path to goal attainment is clearly understood by the internal actors, to remove potential barrier within the system, and to motivate the actors to achieve the predetermined goals (House & Aditya, 1997). The leader clarifies the performance criteria, in other words what is expected from subordinates, and what they receive in return (House, Woycke & Fodor, 1988). Several transactional theories have been tested extensively. Some have received considerable empirical support. Examples are path-goal theory (House, 1971; House & Mitchell, 1974; Indvink, 1986) and vertical dyad theory (Graen & Cashman, 1975; Graen & Scandura, 1987).

While the transactional leader motivates subordinates to perform as expected, and the transformational leader typically inspires followers to do more than originally expected. Transformational leadership theories predict followers' emotional attachment to the leader and emotional and motivational arousal of followers as a consequence of the leader's behaviour (House, 1988). Hater & Bass (1988) cited in Rowold & Schlotz (2009) state:

The dynamics of transformational leadership involve strong personal identification with the leader, joining in a shared vision of the future, or going beyond the self-interest exchange of rewards for compliance.

Transformational leaders broaden and elevate the interests of followers, generate awareness and acceptance among the followers of the purposes and mission of the group and motivate followers to go beyond their self-interests for the good of the group Burns, (1978). Yammarino & Bass (1990); also note 'the transformational leader articulates a realistic vision of the future that can be shared, stimulates subordinates intellectually, and pays attention to the differences among the subordinates.' Tichy & Devanna (1990) highlight the transforming effect these leaders can have on organizations as well as on individuals. By defining the need for change, creating new visions, mobilizing commitment to these visions, leaders can ultimately transform the organization. According to Bass (1985) this transformation of followers can be achieved by raising the awareness of the importance and value of designed outcomes, getting followers to transcend their own self-interests and altering or expanding followers' needs.

Looking to challenge the theory that certain types of leadership will improve student achievement, (Berker 2007) performed a qualitative case study looking at the Shire School in the south of England. Seventeen staff members were selected and interviewed. Interview notes were word processed in first person statement. Classroom observations were also performed to triangulate comments from

interviews to student and teacher relationships. The researcher found that although the leadership of the school played an important process in transforming the processes of the school, the direct effect on leadership pertaining to student achievement remains unclear and unproven. Miller & Rowan (2006) also looked at a study that included 20,000 students enrolled in 250 American schools. The study showed that "organic management" had no effect on academic achievement. Although the results of many studies on transformational leadership indicate the strong leaders significantly impact student outcomes, few empirical studies provide strong evidence of direct leader impact on student outcomes whose effects are usually indirect and mediated by teachers.

Good performance in any secondary school should not only be considered in terms of academic rigors, but should also focus on other domains of education like the affective and psychomotor. Several studies have been conducted on how leadership styles affect students' performance. Okoth (2000) investigated the effects of leadership styles on performance in KCSE Examinations in Nairobi Province. The study sought to establish the leadership styles of secondary school teachers in Nairobi province and how they affected performance in schools. She found that teachers perceived more principal's as practicing democratic leadership styles than autocratic. The study also found that principals were rated higher in more task oriented than human relationship oriented leadership behavior.

Her study did not focus of the transformational and transactional leadership hence the need for this study.

Njuguna (1998) conducted a study on principal's leadership styles and students KCSE examinations performance in Public Secondary Schools in Nairobi Province. The objectives of the study were to determine the principal's leadership styles as perceived by teachers, establish whether there was any relationship between principals' selected demographic variables and their leadership styles, investigate if there was any differences in principal leadership styles from different categories of schools and if there were relationships between principal leadership styles and student performance.

Huka (2003) in his study noted that autocratic principals provide higher mean scores than democratic principals. Kiptanui (2011) in his study on the influence of principals ' leadership styles on KCPE performance in Tirap Division Marakwet East District findings indicated that there was no significant relationship between principals ' use of autocratic (authoritarian) style and school performance. While studies on KCPE performance revealed that there was no significant relationship in performance in autocratic and laissez –faire leadership styles, principals who were democratic in leadership styles were rated highly than those who applied autocratic leadership styles where performance in KCSE supported the teachers' ratings respectively. These studies were conducted in Nairobi County while others were conducted in Marakwet Division primary schools.

The studies therefore focused on democratic, autocratic and laissez faire leadership styles. This study focuses on transformational, democratic and transactional leadership styles in relation to academic performance.

Wamai (1991) cited in Rautiola (2009) notes that examination results will be taken as a valid yardstick of pupils' achievement. Cramers (2007) further notes that schools' effectiveness will result due to "the extent to which the desired output is achieved…." Griffin (1994) argued that good performance on the KCSE is attributed to what he calls "happy atmosphere," the skill and devotion of teachers and sound management styles, which falls under the principal. Bass (1985) cited in Rautiola (2009) argues that transformational leadership builds on transactional leadership but not vice versa. Transformational leadership can be viewed as a special case of transactional leadership, in as much as both approaches are linked to the achievement of some goal or objective. The models differ on that process by which the leader motivates subordinates and on the type of goals set (Hater & Bass, 1988).

The positive impact of transformational leadership on organizational outcomes such as employees' satisfaction, subjective and objective performance indicators is well established (Fuller, Patterson, Hester & Stringer, 1996; Judge & Piccolo, 2004). While transformational leaders motivate followers to performance beyond expectations (Bass, 1985), little is known whether this process implies increased

performance, for example. It is reasonable to assume that increased demands by the leader will result in higher performance (Bass, 1990).

1.2 Statement of the problem

Although it is the Government of Kenya's policy to ensure the delivery of quality education performance, particularly in Kajiado north district has remained poor, despite the various interventions by policy makers and implementers. Many interventions have been put in place by the Government of Kenya (GoK), to ensure quality education through Free Primary Education (FPE) in tandem with the national and international commitments as well as Education For All (EFA) goal, which has been internationally agreed upon as well as the Sector goal, which has been internationally agreed upon to attain Universal Primary Education (UPE) by 2005. Free Day Secondary Education (FDSE) was introduced by the Government of Kenya in 2008 to promote quality and high transition rates in Secondary Schools. The Kenya Education Sector Support Programme (KESSP) in Sessional Paper No. 1 of 2005 introduced twenty three Investment programmes through a Sector Wide Approach (SWAP) to planning where the following were key: first to improve the quality of all aspects of education and training so that recognized and measurable learning outcomes are achieved, Second, to ensure quality management capacities amongst educational managers and other personnel involved in education at all levels by 2010 (KESSP).

This was in a bid to offer education in totality. In spite of these interventions, there is evidence to suggest that the initiative may not be bearing the desired results over the years. This is demonstrated in Table 1.1.

Table 1: Kajiado North district public secondary schools KCSE analysis from 2008 - 2012

Year	2008	2009	2010	2011	2012
Mean score	4.87	5.36	5.23	5.69	5.54

Source: District Education Officer Kajiado North District (2013)

Table 1.1 shows that Kajiado North district has been registering poor performance results for the last five years. Though performance is determined by many factors which include availability of adequate resources, students discipline, teachers' commitment and principals' leadership styles have a significant input on students' achievement in national examinations. Most studies done on the effect of leadership styles on students' Kenya Certificate of Secondary Education (KCSE) performance give differing results and very few are in agreement on their findings. The researcher therefore aimed at investigating the effect of principals' leadership styles on students' performance in KCSE in Kajiado North district in Kajiado County which remained below average for the five consecutive years under study. There have been outcries that school principals' leadership

contributed to low school performance in Kenya according to Musera et. al., 2012 in Ndiritu, (2012). The allegations have created discontent between principals and other stakeholders. The problem to be addressed was whether there had been use of transformational, transactional and democratic leadership styles or a lack of their use which could be responsible for the low grades in KCSE performance.

The findings if found that there has been non-use and hence the poor academic attainment could encourage their use. If their use could be found not to support good scores, then further studies on likely underlying causes, to poor performance in examination could be suggested.

1.3 Purpose of study

The purpose of this study was to explore the influence of principals' transformational, democratic and transactional leadership styles on students' performance in Kenya Certificate of Secondary Education in Kajiado North district, Kajiado County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

(i) To establish the extent to which principals' transformational leadership styles influence students' performance at Kenya Certificate of Secondary Education (KCSE) in Kajiado North district.

(ii) To determine the extent to which principals' democratic leadership styles influence students' performance at Kenya Certificate of Secondary Education in Kajiado North district.

(iii) To establish the influence of principals' transactional leadership style on students' performance at Kenya Certificate of Secondary Education.

1.5 Research questions

The study sought to answer the following research questions;

(i) To what extent do principals' transformational leadership styles influence students' performance in Kenya Certificate of Secondary Education in Kajiado North district?

(ii) How do principals' democratic leadership styles influence students' performance in Kenya Certificate of Secondary Education in Kajiado North district?

(iii) To what extent do principals' transactional leadership styles influence students' performance in Kenya Certificate of Secondary Education in Kajiado North district?

1.6 Significance of the study

The finding of this study may be significant in numerous ways. Data collected from this study may be used by the Ministry of Education in formulating capacity building programmes to empower principals in terms of transformational,

democratic and transactional leadership styles. The same findings may also be beneficial to school principals who can use different leadership styles as need arise for improved academic performance. Students may also benefit from principals use of various leadership styles in that it would improve their communication with school leaders and their academic performance, particularly on the possible relationship between transformative, democratic and transactional leadership styles and academic performance.

1.7 Limitations of the study

The investigator may not be able to control attitudes and perception of respondents which would likely affect research findings. Some respondents might have given socially accepted answers to avoid offending the researcher or exposing the weaknesses of the school principals' leadership. However the researcher ensured confidentiality by concealing the identity of the respondent for free expression. The study was limited to public secondary in Kajiado North District and to principals and teachers as the only sampled respondents. This study confined itself to leadership related factors while all other factors such as students' home background and role models to emulate among others were held constant.

1.8 Delimitations of the study

This study was conducted in public Secondary Schools in Kajiado North district among principals and teachers although members of Board of Management (BOM) and Parents Teachers Association (PTA) might have had relevant data on

the study and was not involved. No attempts were made to investigate the influence of intervening variable such as students' level of anxiety, motivation, fatigue and self discipline among students academic performance. It specifically focused on transformational, democratic and transactional leadership styles in academic performance and not any other variables that affect academic performance.

1.9 Assumptions of study

The study assumed that:

(i) The principals used different leadership styles.

(ii) Students' academic performance is affected by principals' leadership styles.

(iii)That the principals and teachers are knowledgeable about various leadership styles used in Secondary Schools and would honestly respond to the questions presented to them in questionnaires.

1.10 Definition of significant terms

Consideration refers to behaviour of principal, showing regard for teachers, students and all school stakeholders.

Democratic leader refers to a principal who encourages teachers, to express their opinions in group discussions and to make decisions.

Initiating structure refers to principals' behaviour that will be seen in designing work for teachers and providing direction towards attainment of group goals.

Leadership refers to the principals' ability to influence teachers, students and other stakeholders to willingly follow guidance and perform group tasks. It focuses on how the Principal of a School plans, organizes and controls Secondary School Programmes.

Leadership style refers to patterns of behaviour of a principal in influencing members of the group which could include teachers and students among others.

Performance refers to students' grades in Kenya Certificate of Secondary Education as rated by Kenya National Examination Council (KNEC) from the lowest grade E to the best grade A.

Principal refers to the lead educator or administrator in a post-primary school level educational institution appointed by the commission as such and responsible for the implementation of the educational policy guidelines and professional practices (Teachers Service Commission Act, 2012).

Professional teacher refers to a teacher who has received training in a recognized teacher training college or university and has been awarded a Certificate in Bachelors of Education, Postgraduate Diploma in Education or any other qualification recognized by Teachers' Services Commission (TSC).

1.11 Organization of the study

The study is in five chapters. Chapter One consists of the introduction, information on the back ground of the study, the statement of the problem, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter Two contains literature review under the following sub-headings introduction, concept of leadership, leadership styles and their influence on students' performance, summary of literature review, theoretical framework and conceptual framework. Chapter Three focuses on the research methodology and has an introduction, research design, target population, sample size and sampling procedure, research instruments, instrument validity, instruments' reliability, data collection procedures and data analysis techniques. Chapter Four presents the analysis of the data and interpretation of findings. Lastly Chapter Five focused on the summary of research findings, conclusions and recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter focuses on literature review. The chapter presents the concept of leadership, leadership style and their influence on students' performance, influence of transformational leadership on students' academic performance, influence of transactional leadership on students' academic performance, influence of democratic leadership on students' academic performance and a summary of literature review. The chapter also presents the theoretical and the conceptual framework for the study.

2.2 Concept of leadership

Leadership has been defined in many ways but all definitions agree that it has to do with a critical resource in an organization which is human resource. Hence, leadership is defined as a process whereby an individual exerts positive influence over the behavior of others without coercion to achieve the set goals. Leadership is important for the success of any group activity although the nature or style needed in one situation may differ substantially from that required in another. A lot has been written about school leadership and management however this study will focus on the influence of selected styles on students' performance. According to Hammond (2007), leadership is only second to classroom instruction.

Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose.

This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision. Moreover, Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.

Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement (Nwogu, 1991). It involves a force that initiates actions in people and the leader (Nwadiani, 1998). It could be described as the ability to get things done with the assistance and co-operation of other people within the school system (Omolayo, 2000; Aghenta, 2001).

2.3 Leadership style and their influence on students' performance

This section discusses the influence of leadership styles on students' academic performance.

2.3.1 Transformational leadership style and students' academic performance

A review of the literature on some of the leadership styles that breed success within educational organizations discovered that transformational leadership was more effective than transactional leadership. Ross & Gray (2006) define transformational leadership as the multidimensional construct that involves three clusters: charisma (identifying and sustaining a vision of the organization), intellectual stimulation of members, and individual consideration. Transformational leadership enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences. Theorists and researchers believe transformational leadership is essential for organizations to improve academic performance.

Ross & Gray (2006) discovered principals are often perceived as accountable for student achievement, but most researchers found that principals have very little direct impact on achievement. The researchers hypothesized that principals indirectly contributed to student achievement through teacher commitment and beliefs about their collective capacity.

2.3.2 Transactional leadership style and students' academic performance

Leadership occurs when mutual interactions exist between leader and their followers in which the leader can affect followers through behaviors such as contingent reward, contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments, Management-by-Exception (active), watches and searches for deviations from rules and standards, takes corrective action and management-by-Exception (passive): Intervenes only if standards are not met Bass & Avolio (1993).

Transactional leadership focuses on monitoring and controlling subordinates (Bass, 1985). It also involves contingent rewards based on the behaviors of subordinate. Transactional leadership encompasses positive exchange of expected performance and rewards between subordinates and leaders (Bono & Judge, 2004; Bass, 1985). Transactional and transformational are two competing leadership paradigms. Transactional leadership has shown to be effective in achieving short-term goals, but transformational leadership is more effective in achieving long-term goals (Hautala, 2005).

Transactional leadership Bass (1985) is as a result of an exchange of relationship between leader and followers. Transactional leadership is grounded in the social exchange theories, which recognize the reciprocal nature of leadership. The transactional leadership process builds upon exchange whereby the leader offers rewards (or threatens punishments) for the performance of desired behaviors and

the completion of certain tasks (Bass & Avolio, 1997). The attraction of combinative aspects of leadership behavior lies in its simplicity and its apparent effectiveness in improving followers' satisfaction of the leader. However, much more research is needed to further explore this domain of leadership behavior. However, these leadership behaviors provide motivation and support to enable the staff to develop their achievement (Nguyen & Mohamed, 2011). In the context of Higher Education Institutions, there seems to be a lack of empirical studies that link leadership behavior of the university leaders to achieve performance (Niles, 1997; Nordin, 2011).

According to Burns, (1978) Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson et al. (2010) asserts that leadership must be aligned with a collective purpose and effective leaders must be judged by their ability to make social changes. He suggests that the role of the leader and follower be united conceptually and that the process of leadership is the interplay of conflict and power. Burns delineates two basic types of leadership: transactional and transformational. Transactional leaders approach followers with the intent to exchange one thing for another, for example, the leaders may reward the hard-working teacher with an increase in budget allowance. On the other hand, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of this leadership is a mutual relationship that converts followers to leaders and leaders into moral agents.

The concept of moral leadership is proposed as a means for leaders to take responsibility for their leadership and to aspire to satisfy the needs of the followers. Burns' position is that leaders are neither born nor made; instead, leaders evolve from a structure of motivation, values, and goals. Transformational leadership encompasses a change to benefit both the relationship and the resources of those involved. The result is a change in the level of commitment and the increased capacity for achieving the mutual purposes.

2.3.3 Democratic leadership style and students' academic performance

Many studies on leadership styles in schools have continuously advocated for the democratic style of leadership as it has been seen to improve students' academic performance of the schools (Nsubuga, 2008). So, it is through this style of leadership that students can be involved in the maintenance of good academic achievement through their involvement in the organizations' administration. The principal should therefore encourage and recognize the contribution of the members for the school to be successful. In support of this assertion, Dury and Levin (1994) observed that democratic/participation leadership or management style has a potential of improving the student performance.

Democracy is therefore a type of leadership where orders are given after consultation, policies are worked out after discussion, plans are given before asking people to act and there is participation of group in decision making. The

outcome of this leadership is better quality of work, members become constructive and work well together and they own up the decisions made. Schools are seen to be humanistic organizations hence to achieve any meaningful success all human components must be involved. Schools are also regarded as social systems whose components are the headteacher, teachers, students, parents, Board of Management, government officers, sponsors and communities. Therefore, among the three main styles of leadership, democratic styles fit squarely in the school set up as it advocates for inclusion of all players in pursuing the organizational goals.

Many studies on leadership styles in schools have continuously advocated for the democratic style of leadership as it has been seen to improve the performance of the schools (Nsubuga, 2008). Democratic leadership style in secondary school set up is characterized by many attributes. First formation of groups such as students' body, PTA and BOM which should work together on the basis of solidarity, co-operation, integrity and acceptance of legitimate authority to achieve the schools goals, (Hoy, 1986). Secondly, the members of the organization should be motivated to participate and exposed and sensitized on their needs and rights in the participation (Shaeffer, 1992). Thirdly, participation should lead to decision making. The decisions made are normally qualitative as they are made by a group. However, the principal still has the final authority of approving the decision (Powers, 1984). Fourthly, increased communication among the members

Fifth; shared responsibility and authority, Sixth; participation should be voluntary (Stine, 1993).This means students and other members should not be coerced to participate. Lastly clarification of the legal status of the students, teachers and parents in school management.

2.4 Summary of literature review

The principals' leadership styles will may directly and indirectly impact on teachers and students in attainment of educational goals. Autocratic leadership style will result in bickering, distrust and irreconcilable conflict making human and enterprise worthless. There will be hostility, hatred and open defiance towards school administration contributing to poor performance in students at the KCSE level. The literature review on the relationship between leadership styles and students' performance in KCSE examinations indicated different findings. For some cases, performance was affected while in others it was not. There was no consistence in (Njuguna, 1998), (Okoth, 2000) and (Okumbe, 1998) findings related to the variables. This study therefore sought to carry further investigations on the effects of transactional, democratic and transformational leadership styles on students' performance in KCSE in public secondary schools in Kajiado North District.

2.5 Theoretical framework

The study will be guided by contingency theory by Fiedler (1967) in (Okumbe, 1998). The Theory states that various aspects of the situation have been identified as impacting the effectiveness of different leadership styles. For example, Fiedler suggests that the degree to which subordinates like or trust the leader, leader-member relations the degree to which the task is structured, (task structure) and the power and authority possessed by the leader (position power) are key determinants of the leadership situation. Task-oriented or relationship oriented leadership would each work if they fit the characteristics of the situation. The contingency approach to management is based on the idea that there is no one best way to manage and that to be effective, planning, organizing, leading, and controlling must be tailored to the particular circumstances faced by an organization.

The contingency approach to management (also called the situational approach) assumes that there is no universal answer to such questions because organizations, people, and situations vary and change over time. Thus, the right thing to do depends on a complex variety of critical environmental and internal contingencies. The essence of contingency theory is that best practices depend on the contingencies of the situation. According to this theory school administrators use different leadership styles that suit different situations which have different impacts on the running of the schools. This means that the type of leadership that

the school Principal employs has an impact of students' performance. This theory has been criticized on both conceptual and methodological aspects but has however earned support from empirical research, hence making it stand as a key contribution towards the realization on of effective leadership.

2.6 Conceptual framework

Figure 1: Principals' leadership styles and academic performance

```
┌─────────────────────────────┐
│  Transformative Leadership  │───────┐
└─────────────────────────────┘       │
                                       │
                                       │
                                       │      ┌──────────────────┐      ┌─────────────────────┐
                                       │      │  Principal's     │      │ KCSE                │
┌─────────────────────────────┐       │      │  employment of   │─────▶│ PERFORMANCE         │
│  Transactional leadership   │───────┤─────▶│  leadership styles│      │ • Improved          │
└─────────────────────────────┘       │      │                  │      │   mean grades as    │
                                       │      └──────────────────┘      │   measured by       │
                                       │                                │   KCSE              │
                                       │                                │   analyzed          │
                                       │                                │   results           │
┌─────────────────────────────┐       │                                └─────────────────────┘
│  Democratic leadership      │───────┘
└─────────────────────────────┘
```

The conceptual framework shows the relationship between the variables of the study. From the figure, the principal's leadership styles have an impact directly on teachers and students' behaviour. For instance in situations where principals use transformative leadership style, the entire school community get motivated to thrive, the principal have personal identification with the subordinates hence elevating their interest to follow the leader (principal). They are likely to be geared towards a common vision towards transformation in terms of structures

26

and academic performance. Similarly, use of transactional leadership may lead to higher performance by being task oriented taking care of rules with anticipation of getting rewards.

Exercise of democratic leadership may cultivate consultation, collective decision-making, sense of ownership hence increase in academic performance. The teachers and students therefore perceive the leadership as facilitating or inhibiting school's operation. This eventually affects the results on performance in KCSE examination.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology study; under the following sub-headings:- research design, target population, sample size and sampling procedure research instruments, data collection procedures and methodology used in analyzing data.

3.2 Research design

This study was descriptive survey design to investigate leadership styles effects in Kenya Certificate of Secondary Education performance. The descriptive survey design captures and reports the way things are; through simple questionnaire or interview schedules. Mugenda & Mugenda (1999) define descriptive survey as a process of collecting data in order to answer questions concerning the current status of the subject in study. The independent variable was the principals' leadership styles while the dependent variable was students' performance in Kenya Certificate of Secondary Education in public secondary schools.

3.3 Target population

The study targeted all the public secondary schools in Kajiado north district. The district has a total number of 20 schools comprising of 20 principals and 275 teachers (Kajiado County CDE, 2013).

3.4 Sample size and sampling procedure

Owing to the small target population of school principals' 75 percent of the principals formed the study as recommended by Krejcie and Morgan (1970) who recommends a higher sample from small target population. The entire target population therefore was 15 principals and 82 teachers amounting to 97 respondents. To select the individual teachers, the researcher divided the number of teachers 5 and 6 respectively per school. To select the individual teachers from the schools, the researcher sought a list of the teachers from the principal, arrange them alphabetically and select the first 4 teachers who formed the sample for the study.

3.5 Research instruments

The researcher collected data on the research questions using two sets of questionnaires namely: Appendix II: Questionnaire for teachers and Appendix III: Questionnaire for principals. The questionnaires had the demographic data and items seeking to establish the influence of principals' leadership style of students' academic performance. The statements were randomly placed catering for three leadership styles namely transformational, transactional and democratic.

3.6 Instrument validity

Validity according to Mugenda and Mugenda (1999) refers to the accuracy and meaningfulness of interferences based on research results. It is the extent to which an assessment instrument measures what it purports to measure. The validity of the instrument was established by conducting a pilot study in five public secondary schools that were not part of the target population. The aim of piloting was to assist in determining the accuracy and clarity of the items in instruments and estimated time required to completing the questionnaire. The content validity was assured after thorough expert judgment, examination and scrutiny of instruments by the supervisors from the Department of Educational Administration and Planning University of Nairobi who gave advice that may lead to modification of the instruments as necessary.

3.7 Instruments' reliability

Reliability refers to the scores obtained; that is how consistent they are for each individual after repeated trials. Reliability in research is influenced by random error, the higher the random error, the lower the reliability of the instrument in collecting data. The test-retest technique was used by using the same instrument twice to the same group of principals' and teachers in five schools which did not form part of the sample size at an interval of two weeks. The aim of pre-testing was to gauge the clarity and relevance of the instrument items. Additional comments and suggestions made by respondents during pre-testing if found to be

suitable for the study, were incorporated to improve the questionnaires. This was to ensure that, the instrument captures all the required data.

3.8   Data collection procedures

A Research Permit was obtained from National Council for Science, Technology and Innovation (NACOSTI), Ministry of Education, Science and Technology. The researcher visited the District Commissioner Kajiado North District and the District Education Officer of the same District where the principals of the participating schools were contacted through a letter by the District Education Officer where the instruments were administered personally by the researcher to ensure the sampled respondents are the ones supplying the data and provide any clarification. The respondents were required not to consult each other but to give their own personal opinion from the items raised in the questionnaire. They were given one hour to fill them and the researcher picked them immediately they were through. All respondents were assured of confidentiality of their identity and that the information gathered was to be used only for academic purposes.

3.9   Data analysis techniques

The researcher checked the instrument for completeness and edited it to free it from errors and omissions. The researcher analyzed data using both quantitative and qualitative techniques. Quantitative analysis was done where the raw scores were entered into the Statistical Package for Social Science (SPSS) statistical software to express attitude. Qualitative data was arranged into thematic areas for

easy coding and interpretation. The frequencies of the responses were demonstrated in figures to express mean and tables to express percentages to communicate findings in line with the objectives of the study respectively.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

Presented in this chapter is data analysis, presentation and interpretation of findings from sampled principals and teachers. The data presented in this chapter was first sorted out and classified for easy analysis. The findings were analyzed, processed and discussed as per the objective of the research questions for the study. Analysis was made easier by use of Statistical Package for Social Sciences (SPSS).

4.2 Response rate

A total of 15 questionnaires were distributed to school principals and a total of 82 questionnaires to school teachers. All principals filled and returned the questionnaires while 80 of the teachers filled and returned the questionnaires. This represented a 100 percent response rate for principals and 97.6 percent response rate for teachers. This was possible because confidentiality was observed and the information was for academic purposes only. This made the respondents give high response rate. Based on this response, the researcher was satisfied and continued with the data analysis and presented the findings.

In the following section, the researcher presents the results according to sections as highlighted on the research instrument.

4.3 Results on the demographic information

4.3.1 Gender

Table 4.1 below shows gender of the respondents.

Table 4.1: Gender of the respondents

	Male	Female	Total
Principals	8	7	15
Teachers	50	30	80
Total	58	37	95

On the part of the principals, the majority of the principals were male. The same applied for teachers where the majority of the teachers were male.

4.3.2 Age

In order to understand the respondents' age distribution, the respondents were asked to indicate the age category in which they fell.

Table 4.2 indicates an analysis of principal's age distribution.

Table 4.2 Principal's age distribution

Age of the principals	Frequency	Percentage
31 - 34 years	2	13
35 – 40 years	1	7
41 – 44 years	4	27
45 – 50 years	5	33
Over 51 years	3	20
Total	**15**	**100**

Majority of the principals were in the age gap of 45 – 50 years. There was only one principal who was in the range of 35 – 40 years. This shows that schools have young and energetic principals who should work towards achieving good grades in the schools.

Table 4.3 indicates an analysis of teacher's age distribution.

Table 4.3: Teacher's age distribution

Age of the teachers	Frequency	Percentage
31 - 34 years	41	51
35 – 40 years	15	19
41 – 44 years	5	6
45 – 50 years	10	13
Over 51 years	9	11
Total	**80**	**100**

The majority of the teachers ranged 31 – 34 years. Few teachers were in the range of 41 – 44 years. However, there were teachers who were over 51 years.

4.3.3 Academic qualifications

Table 4.4 below presents the academic qualifications of the respondents

Table 4.4: Academic qualifications

	Principals	Teachers
Diploma	0	5
Degree	12	46
Masters	3	29
Phd	0	0
Total	15	80

The majority of the principals had a qualification of a degree with the rest having master's qualification. Most of the teachers also had a degree qualification with very few of them having diploma qualification. There was neither principal nor teacher who had a PhD qualification.

4.4 Influence of principals' leadership styles on students' performance

4.4.1 Leadership styles rating

Under this section, respondents were asked to rate the three leadership styles under study. The responses are presented below.

Table 4.5 presents respondents leadership styles rating

Table 4.5 Leadership styles rating

Leadership style	Principals	Teachers
Transformational Leadership Style	5	25
Transactional Leadership Style	6	32
Democratic Leadership Style	4	23
Total	15	80

Majority of the principals reported using transactional leadership style. Few principals used democratic leadership style. On the part of teachers, the majority of the teachers stated that principals used transactional leadership style with few indicating that they use democratic leadership style.

4.4.2 Transformational leadership style

The study in this area asked the respondents to state the extent to which transformational leadership style influence students' performance. Transformational leadership style aligns followers of an idealized leader with tasks that enhance their performance as they endeavour to express trust, admiration, loyalty and respect to their role model. Transformational leadership contains key elements that are important which include individualized consideration, intellectual stimulation as well as inspirational motivation. It is

therefore considered an all-inclusive approach which enables members of an institution to realize its vision through small planned steps and small successes in the path for its full implementation and hence deemed as an ideal approach towards continued improvement in KCSE performance.

The responses were rated on a scale where they were to tick on never, rarely, sometimes, often and always. Findings are presented using principals' responses and teachers' responses.

4.4.2.1 Principals' response on influences of transformational leadership style

Table 4.5 below presents Influence of principals' transformational leadership style on students' performance.

Table 4.6: Influence of principals' transformational leadership style on students' performance

	Mean	Standard Deviation
Motivate teachers to go beyond self interest	2.97	0.36
Strive towards common goal of fulfilling the school vision and mission	3.52	0.43
Emphasize values and reinforces them by symbolic actions	2.51	0.31
Articulates clear and appealing view of the future	3.21	0.43
Ensure teachers feel secure and responsible	3.44	0.44
Ensure my personality influence the teachers, students and parents to do what I want them to do	2.13	0.21

Majority of the respondents indicated that strive towards common goal of fulfilling the school vision and mission is the major influence of principals in use of transformational leadership style. This influence scored a high mean score over other influences. Ensure my personality influence the teachers, students and parents to do what I want them to do score a lower mean score as compared to others. This implies that the influence has less impact on principals when

choosing the leadership style. From the results, principals are not consistent with what they consider when choosing a leadership style. The inconsistency affects the upward trend of KCSE performance

4.4.2.2 Teachers response on transformational leadership style

Table 4.7: Teachers response on transformational leadership style

	Mean	Standard Deviation
Motivate teachers to go beyond self interest	2.93	0.28
Displays high values and reinforces them symbolically	3.61	0.45
Articulates clear and appealing view of the future	3.12	0.37

Display high values and reinforces them symbolically is the major influence which scored a high mean score from the respondents. Majority of the respondents felt that this variable influences principals to use transformational leadership style. The influence to motivate teachers to go beyond self-interest scored a low mean score.

When teachers do not do everything possible including going beyond self-interests, KCSE performance will not improve. This is the case in Kajiado North District where principals did not use transformational leadership style to improve KCSE performance in the five years under study.

4.4.2.3 Ethical and moral conduct

This section sought information on how principals ensured teachers displayed high levels of ethical and moral conduct. Constant guidance and counseling sessions and being a role model were used on this section. Findings are discussed on how principles responded and how teachers responded.

Table 4.8: Ethical and moral conduct

	Principals'	Teachers'
Constant guidance and counseling sessions	40%	36%
Being a role model	60%	64%
Total	**100%**	**100%**

Findings found that the majority of principals believe in being role models to ensure ethical and moral conduct among teachers. Some students will want to display what they see teachers do. Majority of the teachers also believe on the same conduct but this had a low significance when it came to KCSE performance.

4.4.2.4 Role played by principals in ensuring strategic improvement in KCSE performance

This section sought information on the role principals play to ensure strategic improvement in KCSE performance in schools.

The information of the respondents were analyzed and presented using the Table 4.10 below.

Table 4.9: Teachers responses on role played by the principals to ensure strategic improvement in KCSE performance in the school

Role	F	%
Provision on revision materials	11	13.8
Marinating high discipline of the students	43	53.8
Motivating teachers and students	11	13.8
Ensuring that the syllabus is covered in time	15	18.8
Total	**80**	**100.0**

The table echoes the great efforts that the principals ensured to promote children's discipline and ensuring the syllabus was well covered while a lot was not done to ensure adequate materials for revision and motivating teachers and students to crave for high quality results. The principals' actions were more of routine than the resolve to revolutionize the quality of academic outcome.

4.4.3 Transactional leadership style

The study in this area asked the respondents to state the extent to which transactional leadership style influence students' performance. Transactional leadership involves motivating and directing followers primarily through appealing to their own self-interest. The power of transactional leaders comes from their formal authority and responsibility in the organization. The main goal of the follower is to obey the instructions of the leader. The style can also be mentioned as a 'telling style'.

The leader believes in motivating through a system of rewards and punishment. If a subordinate does what is desired, a reward will follow, and if he does not go as per the wishes of the leader, a punishment will follow. Here, the exchange between leader and follower takes place to achieve routine performance goals.

4.4.3.1 Principals' response on influences of transactional leadership style

This section sought information from the principals about the influences of transactional leadership style towards performance of KCSE results in their schools

Principals' response on transactional leadership style is presented in Table 4.10

Figure 4.1: Principals' response on transactional leadership style
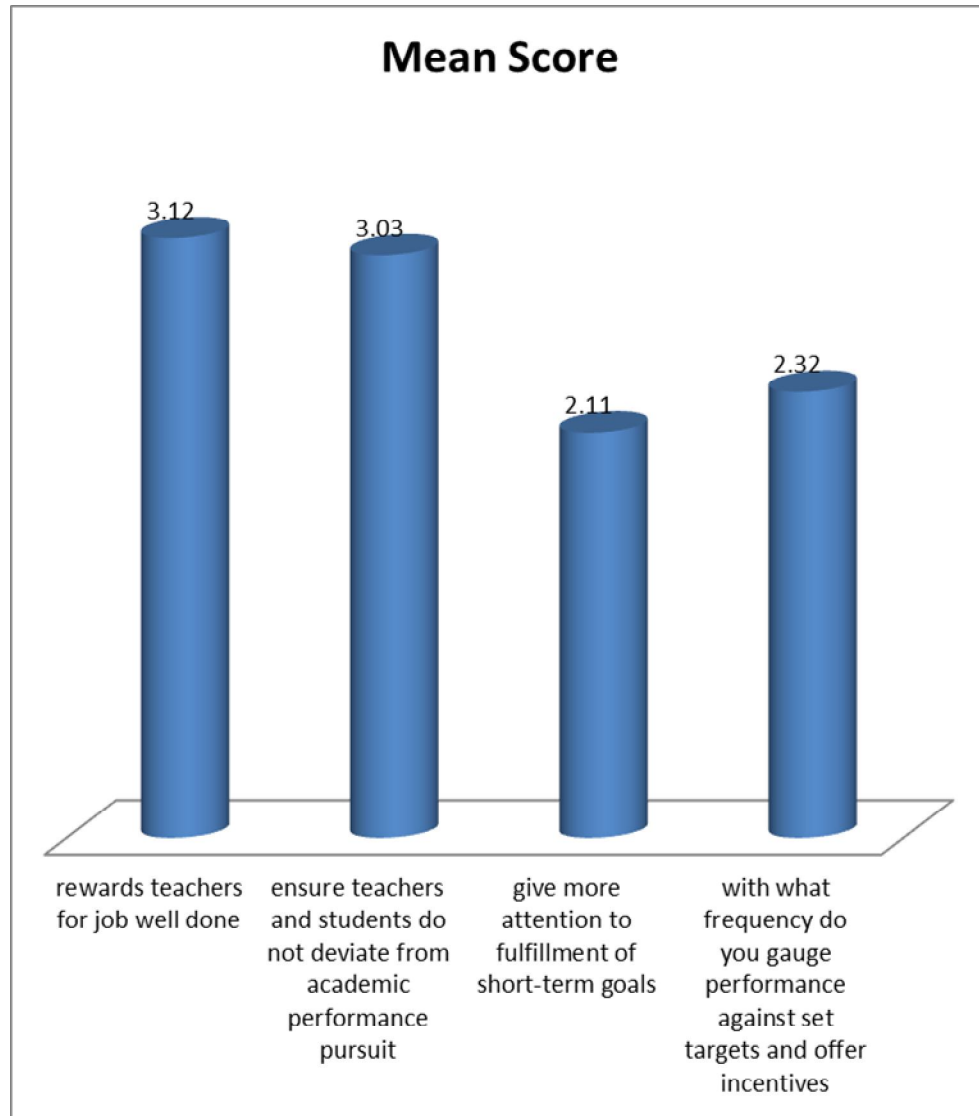
Majority of the respondents indicated that rewarding teachers for job well done is the major influence of principals in use of transactional leadership style. This influence scored a high mean score over other influences.

Give more attention to fulfillment of short-term goals scored a lower mean score as compared to others.

This implies that continuous assessment to a certain progressive improvement is minimally done by the principals and rewards are accorded to the few teachers who are able to attain good scores at the summative stage (KCSE examination). The highly used leadership style does not encompass improved performance in majority of the students.

4.4.3.2 Teachers' response on transactional leadership style

Teachers' response on transactional leadership style is shown on Table 4.10 below.

Figure 4.2: Teachers' response on transactional leadership style
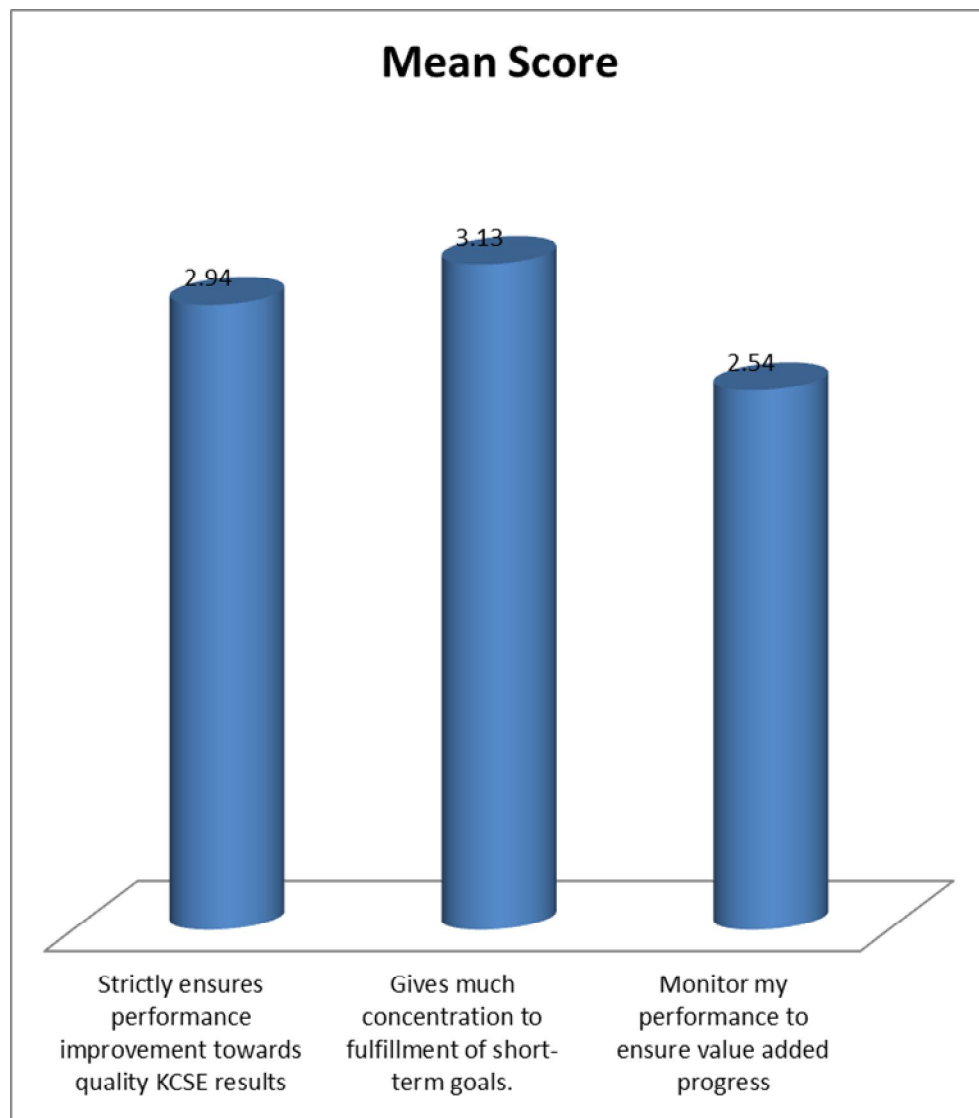
Majority of the respondents indicated that their principals concentrated on fulfillment of short-term goals and this did not support the schools to ensure value added progress towards improvement of KCSE performance. This led to consistent below average grades.

4.4.3.3 Accountability of teachers for their teaching.

This part sought information on how principals ensure that teachers are entirely accountable for their teaching. Punctuality in lesson attendance, ensuring that lessons have been attended, monitoring performance and periodic evaluation were used to show how principals ensured accountability of teachers.

Principals' responses on accountability of teachers for their teaching

When the principals were asked how they ensured teachers were entirely accountable for their teaching, they said that they made them accountable for their students' performance during staff meetings; they also ensured that teachers used professional documents. Principals also said that they made teachers set their targets and they rewarded teachers for job well done and also carried periodic self-evaluation. The issue of punishment for poor results and insistence on quality teaching was not well articulated hence a possibility for the low performance in KCSE results.

Teachers' responses on accountability of teachers for their teaching

Table 4.12 presents teachers responses on accountability of teachers for their teaching.

Table 4.10: Accountability of teachers for their teaching

Response	F	%
Punctuality in lesson attendance	23	28.8
Ensure that lessons has been attended	24	30.0
Monitoring performance	17	21.3
Periodic evaluation	16	20.0
Total	**80**	**100.0**

The majority of teachers indicated that the principals ensured that lessons have been attended. However a good proportion of teachers felt that principals used periodic evaluation in ensuring that teachers were fully accountable for their teaching. The implication here is that teachers can attend all the lessons but don't teach well for students to perform better. Principals are better of monitoring quality of performance because this will put in place measures that will ensure there is improvement in student performance.

4.4.3.4 Control on the analysis of KCSE results

This section sought information on whether principals used control when analyzing KCSE results that required improvement. Respondents were given a scale of never, rarely, sometimes, often and always to choose from.

Table 4.13 presents information of control on the analysis of KCSE results

Table 4.11 Control on the analysis of KCSE results

	Principals	Teachers
Guidance	45%	41%
Control	55%	59%
Total	100%	100%

From the results, principals' tendency to use control was high hence the players towards quality results felt highly compelled to improve. This did not augur well with the teachers whose below average effort could have greatly contributed towards the continued low KCSE performance.

4.4.3.5 How principals handle teachers who perform in their subjects in KCSE

This area sought information on how principals handle teachers who perform in their respective subjects. Compensation, promotion, recognition and appreciation were the aspects the researcher used to rate ways principals handle teachers who excel in their subjects. The findings are presented on how principals and teachers responded.

Principals' responses on how they handled teachers who performed well in their subjects in KCSE

Table 4.14 below shows Principals' responses on how they handled teachers who performed well in their subjects in KCSE

Table 4.12: How principals handle teachers who perform well in their subjects in KCSE

	Frequency
Compensation	2
Promotion	3
Recognition	6
Appreciation	4
Total	**15**

Here principals used the cheapest award system of appreciation but the much recognized and appreciated effort did not have continued value addition to academic performance. If this continues to be used over the other award systems, then poor performance will continue in KCSE performance.

Figure 4.3 presents information on how principals handle teachers who perform well in their subjects in KCSE.

Figure 4.3: How principals handle teachers who perform well in their subjects in KCSE
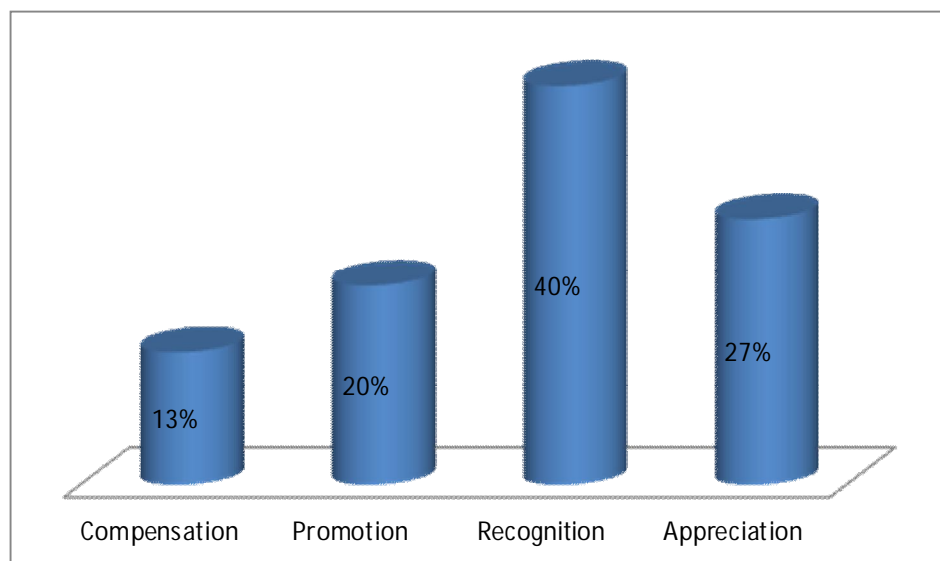
Teachers' responses on how principals' handled teachers who performed well in their subjects in KCSE

Table 4.15 presents information on teachers' responses on how principals handle teachers who perform well in their subjects

Table 4.13: Teachers responses on how principals handle teachers who perform well in their subjects

	Frequency
Compensation	11
Promotion	16
Recognition	29
Appreciation	24
Total	**80**

Majority of the teachers indicated that mostly principals recognise their teachers when they perform in respective subjects. This was followed by appreciation where teachers felt that recognition is also used by most of the principals. Teachers indicated that rarely do principals compensate their teachers on well performed subjects in KCSE. This indicated that there was need for review of the award procedure as suggested by both the principals and the teachers if the poor KCSE performance over a span of five consecutive years was to be reversed towards the positive.

4.4.4 Democratic leadership style

The democratic leadership style is a very open and collegial style of running a team. Ideas move freely amongst the group and are discussed openly. Everyone is given a seat at the table, and discussion is relatively free-flowing. This style is needed in dynamic and rapidly changing environments where very little can be taken as a constant. In these fast moving organizations, every option for improvement has to be considered to keep the group from falling out of date.

When situations change frequently, democratic leadership offers a great deal of flexibility to adapt to better ways of doing things. Unfortunately, it is also somewhat slow to make a decision in this structure, so while it may embrace newer and better methods; it might not do so very quickly.

4.4.4.1 Principals' response on influences of democratic leadership style

This section sought information from the principals about the influences of democratic leadership style towards performance of KCSE results in their schools.

Figure 4.4 presents information on Principals' response on democratic leadership style on KCSE performance.

Figure 4.4: Principals' response on democratic leadership style on KCSE performance
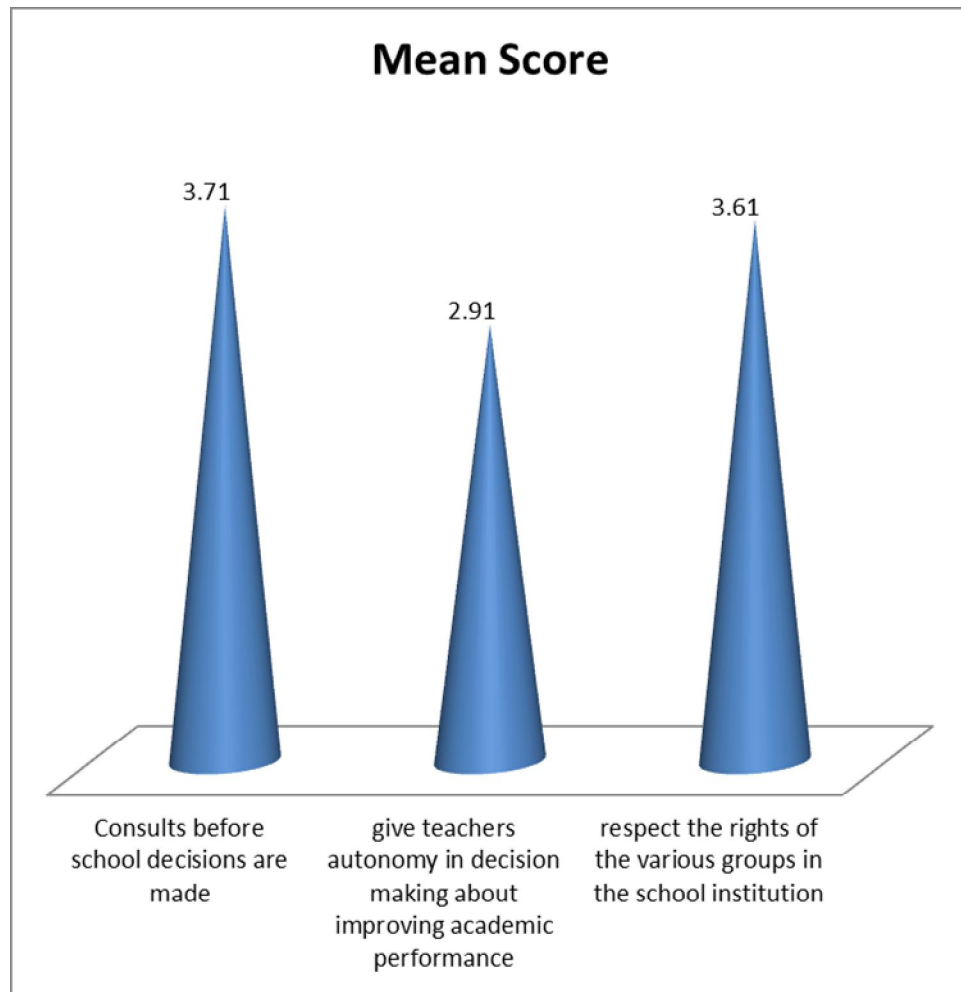
Most of the respondents felt that consultation before school decisions are made has a high influence on democratic leadership style. Few respondents were for the idea that giving teachers' autonomy in decision making about improving academic performance has an influence on democratic leadership style.

This implies that teachers did not highly feel as part and parcel in the efforts towards improved performance leading to the possibility of persistent poor performance in KCSE.

4.4.4.2 Teachers' response on influences of democratic leadership style

Table 4.5 presents teachers' response on influences of democratic leadership style on students KCSE performance.

Figure 4.5: Teachers' response on democratic leadership style
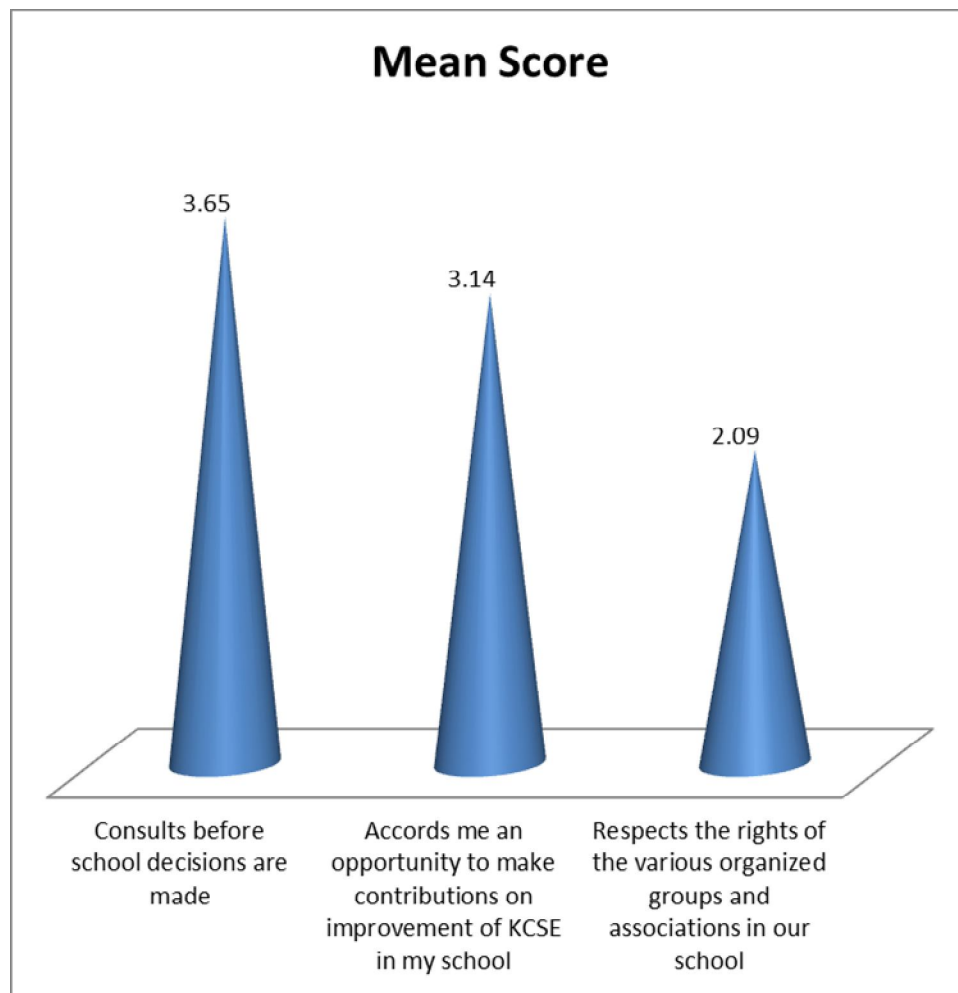
Majority of the teachers felt that consultation before school decisions are made has a high influence on democratic leadership style. Few teachers were for the idea that respecting the rights of the various organized groups and association in the school has an influence on democratic leadership style.

This implies that teachers felt as part and parcel in the efforts towards improved performance. However respecting the rights of various groups is important and since teachers felt that they are not, they will tend to be reluctant in working towards improving KCSE performance.

4.4.4.3 Guidelines in offering teachers opportunities for professional development

This section investigated information on the guidelines Principals used in offering teachers opportunities for professional development. The findings are presented using the figure below.

Figure 4.6 below presents guidelines in offering teachers opportunities for professional development.

Figure 4.6: Guidelines in offering teachers opportunities for professional development
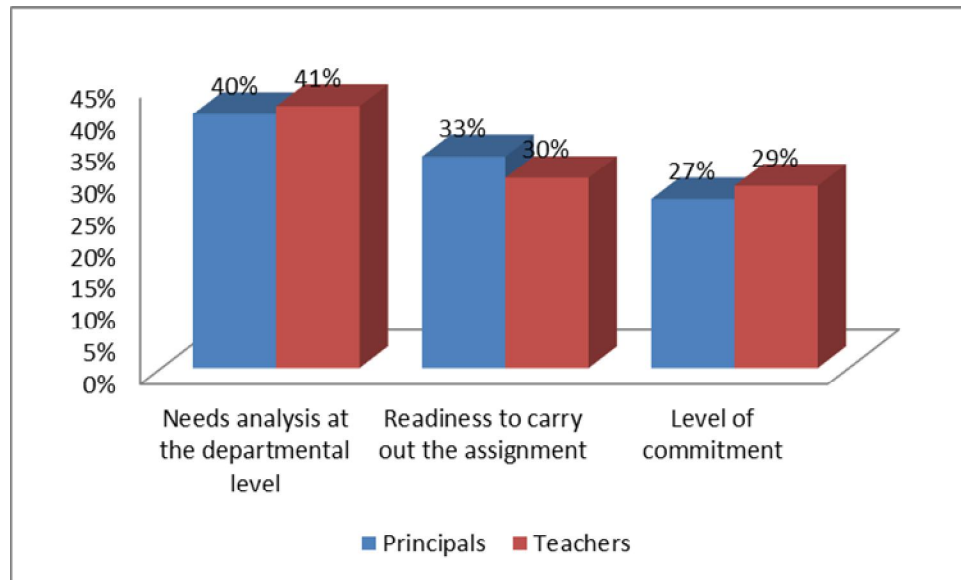
From the figure above, both Principals and teachers responded that the guidance of analysis at the departmental level is most used by Principals. This did not give much regard to application and increased commitment to boost productivity.

Level of commitment and readiness to carry out the assignment are very important in improving performance. From the results, a low regard of the same has a negative impact on KCSE results hence the possibility of continued low KCSE performance.

4.4.5 Study Comparison with other researchers on leadership styles

On a study done by Njuguna (1998) on headteachers leadership style and students' KCSE performance, there was no significant relationship between headteachers leadership style and students' KCSE performance. Huka (2003) reported that autocratic principals provide higher mean scores than democratic principles.

In this study, it has been found that principals' leadership style and students' KCSE performance has a significant relationship. This study has found transactional leadership to be the most used leadership style and this has made the performance of schools to be below average over the five year period under study. This result has been supported by both the principals and the teachers who were the respondents in this study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter presents the summary of the study, conclusions and recommendations. The chapter also presents the suggestions for further study.

5.2   Summary of the study

Transactional leadership style is the most used leadership style by the principals. The findings revealed that there was high respect for transactional leadership style to teachers. This showed that there was pressure on teachers to produce results, demand to attain classes, insistence to complete the syllabus, close monitoring of teachers to attain results and much concentration to fulfilment of short term goals. These unfortunately compromised the quality of academic performance where little effort was made by the principals giving more attention to fulfilment of short-term goals. On accountability of teachers on their teaching, the results show that principals made their teachers accountable during the trainings and through the use of professional documents. Teachers felt that principals ensured that lessons have been attended to in making them accountable.

The results showed that transformational leadership style is not the most used leadership style in Kajiado North schools. On this style, striving towards common goal of fulfilling the school vision and mission was the major influence of principals in who used transformational leadership style. Teachers said that

displaying high values and reinforcing them symbolically influenced principals to use this leadership style. Findings found that the majority of principals believe in being role models to ensure ethical and moral conduct among teachers.

Democratic leadership style is the least used leadership style by principals. In this style, there is high consultation before making decisions. Giving teachers autonomy in decision making about improving academic performance was less used. Teachers were in agreement with the principals on consultation before making decisions.

5.3 Conclusions

The study concluded that transactional leadership style influenced students' performance on a greater extent. For example teachers reported that the leadership style of their principal was fair. The researcher also concluded that teachers and principals ensured that the teachers observed punctuality in lesson attendance. They ensured they were roles model to display high levels of ethical and moral conduct while teachers indicated that their principal ensured that the syllabus was covered in time to ensure strategic improvement in KCSE performance in the school.

The study rated the influences were rewarding teachers for job well done was rated high followed by ensure teachers and students do not deviate from academic performance pursuit, they do not frequently gauge performance against set targets and offer incentives and lastly giving more attention to fulfillment of short-term

goals. Teachers on this aspect felt that much concentration to fulfillment of short-term goals was given by the principals, ensuring performance in improvement towards quality KCSE results and lastly was to monitor the performance to ensure value added progress.

On transformational leadership style, the study concluded that principals strived towards common goal of fulfilling the school vision and mission with motivating teachers to go beyond self-interest following. The study also concluded that the least was to ensure the personality influence the teachers, students and parents to do what the principal want them to do. The study concluded that teachers felt principals displayed high values and reinforced them symbolically. They also saw their principals as displaying an appealing personality that others can emulate. They did not feel that their principals ensured they were part and parcel of the school team that sets common goals, mission and vision.

Democracy leadership was the least used leadership style by principals. In this style, the study concluded that principals consulted before making decisions, respect the rights of the various groups in the school institution. Giving teachers autonomy in decision making about improving academic performance was least used. On the part of teachers, they felt that their principals consulted before making decisions and also accords them an opportunity to make contributions on improvement of KCSE in the school.

5.4 Recommendations

The following were the recommendations for the study

(i) From the study's findings, the transactional leadership style of school principals was found to have a low effect on school performance in secondary schools in Kajiado North district. It was accordingly recommended that principals review their use of transactional leadership style in their management of schools to boost performance. Most recent conceptions of educational leadership indicate that there is a move away from autocratic leadership styles to a more transformative mode of decision making in schools. This is in a bid to ensure that decision-making takes place at the lowest possible level to boost academic outcome.

(ii) This study has established that school performance and in particular students' academic excellence in secondary schools in Kajiado North District was not as well positively related to the democratic leadership style employed by principals and that the democratic leadership style is the least used style in the secondary schools to improve performance. It was therefore recommended that the principals of secondary schools in particular be encouraged to increase use this style of leadership in the management of secondary schools to improve their academic attainment.

(iii) The individual principals should make effort to interrogate their transformation styles of leadership to ensure that they challenge the process, continuously strive to be creative, innovative and yearn to improve results,

identify the underlying factor that hinder their school's continued academic improvement and gather the courage of experimenting and risk taking.

(iv) The directorate of quality assurance standards and Kenya Education Management Institute KEMI can use the findings to formulate training programmes for principals of the public secondary schools. These programmes should be focused to use of transformational, democratic and transactional leadership styles to improve KCSE performance in Kajiado North District.

5.5 Suggestions for further research

The following areas were suggested for further study

(i) A study on factors that influence students' KCSE performance other than leadership styles in Kajiado North District.

(ii) A study on effect of teachers demographics on students' performance in KCSE

(iii) This study was carried out in Kajiado North District. A similar study can be undertaken in the other four districts in the county so that a total feel of overall performance in the county can be highlighted.

REFERENCES

Aghenta, J.A. (2000). Educational planning in the 21st Century" in Educational planning and administration in Nigeria in the 21st Century. National Institute for Educational Planning and Administration, Ondo. pp. 2-6.

Armstrong. M. (2004). *Human resource management Theory and practice.* London: Bath Press Ltd.

Asunda, R. (1983). "Leadership Behaviour and Styles of Secondary School Headteachers in Nairobi." Unpublished M.A. Thesis, University of Nairobi.

Avolio, B.J. (1999). *Full Leadership Development*: *Building the Vital Forces in Organizations.* Thousand Oaks: CA Sage.

Bass, B. M. & Avolio, B. J. (1989). *Manual for the Multifactor Leadership Questionnaire.* Palo Alto, CA: Consulting Psychologists Press.

Bass, B. M. (1985). *Leadership and Performance Beyond Expectations.* New York: Free Press.

Bass, B. M. (1990). *Bass and Stogdills Handbook of Leadership: Theory, Research, and Managerial Applications.* (3rd ed.). New York: Free Press.

Bass, B. M., & Avolio, B. J. (Eds). (1994). *Improving organizational Effectiveness through Transformational Leadership.* Thousand Oaks, CA: Sage. Publications.

Bass, B.M., & Avolio, B., (1993), "Trans-formational leadership and organizational.

Bass, B.M., & Avolio, B.J. (1997). *Full Range Leadership*: *Manual for the Multifactor Leadership Questionnaire*. Palo Alto, CA: Mind Garden.

Berker, G. (2007) Transformational Leadership: *An Examination of Cross-sectional Differences and Similarities.* Leadership and Organization Development Journal.

Boehnke, G. (2003). *Organisational Behaviour: Theory and Practice*. UK: TJ International, Pad Stow, Cornwall.

Bono, J. E. & Judge, T. A. (2004). Self-concordance at work: toward understanding the motivational effects of transformational leadership. Academy of Management Journal.

Bulinda, M. (1999). "Secondary School Teachers' Participatory Leadership styles. A Case Study of Secondary Schools in Kakamega District." Unpublished Thesis, University of Nairobi.

Burns, J.M. (1978). *Leadership.* New York: Harper and Row.

Cole, G.A. (2002). *The administrative theory and worker' motivation*, Zante institute of administration Press Ltd, ABU Zaria, Nigeria.

Cramers, R. (2007). *The History, Value and Purpose of School Effectiveness: Research and Practice*. London: Pergmon. culture". *Public Administration Quarterly*, 17, 112-21.

Dean, J. (1995). *Leadership: Theory and Practices.* California: Sage Thousand Oaks.

Deluga, G. (2004). *Personnel and Human Resource Management. (5th Ed).* London: Guildford and King's Lynn.

Dury D and Levin (1994). *School based management Report prepared for the US Department of Education office of educational research and improvement, Feb, 1994 Education Act* (1968) Government Printers; Nairobi.

Fiedler, F. E. (1967). *A Theory of Leadership Effectiveness.* New York: McGraw-Hill.

Graen,G.& Cashman,J.F.(1975). A role-making model of leadership in formal organizations: A developmental approach. In J.G.Hunt & L.L. Larson Kent, OH:Kent State University Press.

Griffin, G. (1994). *School Mastery: Straight Talk about School Management in Kenya.* Nairobi: Lectern Publication Ltd.

Hallinger, P., & Heck, R.H. (1999). Exploring the principal's contribution school effectiveness: 1980-1995. School Effectiveness and School Improvement, 9, 2, 157-191.

Hammond K. (2007). *Management of Organizational Behaviour (4th Ed)* in Luthans, F. (2002). *Organisational Behaviour (9th Ed)*. Singapore: McGraw Hill Company.

Hartog, Muijen & Koopman (1997). Transformational leadership and the falling dominoes effect**.** *Group & Organization Studies*, 12(1), 73-87. Eğitim Araştırmaları 107.

Hater, J . J . & Bass, B. M. (1988). Superiors' evaluations and subordinates' perceptions of transformational and transactional *leadership. Journal of Applied Psychology,* 73, 695—702.

Hautala, T. |(2005). The effects of subordinates' personality on appraisals of transformational leadership. *Journal of Leadership & Organizationa Studies, 11(4), 84-93.*

Hersey, P & Blanchard K. (1982). *Management of Organizational Behaviour (4ᵗʰ Ed) in Luthans.*

House R. J. & Aditya, R. N. (1997). The Social Scientific Study of Leadership: Quo Vadis? *Journal of Management, (23)3:* 409-473.

House, R. J. (1971). Path-goal theory of leaders effectiveness. *Administrative Science Quarterly,* 16, 321-338.

House, R. J. Woycke, J. & Fodor, E. M. (1988). Charismatic and noncharismatic leaders: Differences in behavior and effectiveness. In J. A. Conger & R. N.

House, Woyke & Fodor, (1988). *preparing School leaders for a changing world: lessons from Exemplary Leadership programs.* Stanford University

Hoy, M. (1997). *Educational Administration and organizational Behaviour (4ᵗʰ Ed).* London: Allyn and Bacon.

Huber and West (1990). *How leadership influences student learning..* Oxford: Pergamon press plc

Huka, M. D. (2003). "A Study of Principals' Management Styles and Performance of KCSE examination in Mandera District." Unpublished Masters of Education Project, University of Nairobi.

Indvik, J. (1986). *Path-Goal Theory of leadership: A Meta-Analysis. Proceedings.* Chicago, IL: Academy of Management.

Judge, T. A. & Picolo, R.F. |(2004). Transformational & Transactional Leadership: A Meta-analytic Test of their Relative Validity. *Journal of Applied Psychology*, 89(5): 755-768.

Kajiado County (2013) County Director of Education. Data on teacher establishment. Unpublished.

Kanungo (Eds), *Charismatic Leadership: The Elusive Factor in Organizational Effectiveness.* San Franscisco, CA: Jossy-Bass.

Kimacia, P. (2007). "The Relationship between Principals" Leadership Styles and Girls Student's Performance in KCSE in Public Secondary Schools in Narok District, Kenya." Unpublished M. Ed Project, University of Nairobi.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*, 607-610.

Louis, et al; (2010) *Investigating the Links to Improved Student Learning*. A study by the Wallace Foundation.

Luthans, F. (2002). *Organizational Behaviour (9th Ed).* Singapore: McGraw – Hill Company.

Maicibi, N. A. (2005). *Pertinent Issues in Employees Management*. M.P.K. Graphics (U) Ltd, Kampala.

Mang'oka, J. (1977), "A study of the leadership behavior of Nairobi and Machakos secondary School Headmasters and Headmistresses." Unpublished M.A. Thesis, University of Nairobi.

Mbiti, D. (2007): *Foundations of School Administration*. Nairobi: Oxford University Press.

Miller, R. J., & Rowan, B. (2006). Effects of organic management on student achievement. *American Educational Research Journal*, *43*(2), 219-253.

Mugenda A.G (2008) *Social Science Research: Theory and Principles*. Applied Research and Training Services Nairobi, Kenya.

Mugenda O M and Mugenda A G (1999) *Research methods: Quantitative and Qualitative Approaches* Acts press Nairobi.

Muli, M. M. (2005). "Effects of Principals' Management Styles on Performance in Physics at KCSE Examinations in Mutomo Division, Kitui District." Unpublished Masters of Education Project, University of Nairobi.

Mulusa, T. (1990). *Evaluation Research for Beginners: A practical Study Guide*. Nairobi: Nairobi University Press.

Ndegwa, L. W. (2002), "Teachers' Perception of Leadership Styles of Male and Female Principals of Public Secondary Schools in Maragua District." Unpublished Masters of Education Thesis, University of Nairobi.

Ndiritu, A.W. (2012) "Effects of Principals' transformational leadership characteristics on students' academic performance in secondary schools. Nairobi County, Kenya. Unpublished Doctor of Philosophy Thesis in Educational Administration, University of Nairobi.

Nguyen, H. N. & Mohamed, S. (2011). Leadership behaviors, organizational culture and knowledge management practices: An empirical investigation. *Journal of Management Development,* 30(2), 206-221.

Niles, G.P.(1997). A comparative study of leadership behaviours in university settings. PhD Thesis. University of Rochester.

Njuguna, F. W (1998). A Study of Principals Leadership Styles and Students KCSE Examinations Performance in Nairobi Province. Unpublished M.Ed thesis. University of Nairobi.

Nordin, N. (2011). The influence of emotional intelligence, leadership behavior and organizational commitment on organizational readiness for change in higher learning institution. International Conference on Education and Educational Psychology (ICEEPS). *Procedia – Social and Behavioral Sciences*, 29, 129 – 138.

Nsubuga, E.H.K (2003). *The teacher as a professional.* Kampala: M. K. Publishers (U) Ltd.

Nsubuga, Y.K. (2008). *Analysis of Leadership Styles and School Performance of Secondary Schools in Uganda*. Unpublished PhD thesis, Nelson Mandela Metropolitan University.

Nwadian M (1998). *Educational management for Sub-Saharan African*. Benin City: Nigerian Society for Educational Planning, pp. 22-23.

Nwandian M.A. (2001). Problem of school inspection in Nigeria in current issued in educational Management in Nigeria N. A. Nwagwu, ET. Ehiametalor, N. A. Ogunu and Mon Nwadian (Eds), NAEP: 270-281.

Nwangwu, R. (2007). Potentials of monitoring learning achievement for national and international education systems. A paper presented at the zonal orientation and induction workshop for inspectors held at Bauchi.

Nwogu, B.G. (1991). *Educational Research: Basic Issues and Methodology*. Ibadan: Wisdom Publisher Ltd

Okoth, U.A (2000). A study of the effects of leadership styles on performance in KCSE Examinations in Nairobi Province. Unpublished M.Ed. Thesis, University of Nairobi.

Okumbe, J. A. (1998). *Educational Management Theory and Practice*. Nairobi: University Press.

Olembo, J. A. Wanga, P. And Karagu, N. (1992). *Management in Education*. Nairobi: Education Research Publishers.

Omolayo B (2000). *Psychology of Human Being at Work (An Introduction)* Ado – Ekiti: Crown House Publication. Pp. 12-20.

Omolayo, V. O. (2001). Participants' perception about the effectiveness of a Federal Ministry of Education workshop on capacity building for inspectors of education in Nigeria. Benin Journal of Gender Studies, 1(1), 76-85.

Power D.R and Powers. M.F (1984). *Making participatory management work.* San Francisco; Josses-Bass.

Rautiola, J.D. (2009). *Leadership.* Harper and Row, Publishers, New York.

Ross, J., & Gray, P. (2006). School Leadership and student achievement: The mediating effects of teacher beliefs. *Canadian Journal of Education, 29*(3), 798-22.

Rowold, J. & Schlotz, W. (2009). *Educational Administration and organizational Behaviour (4ᵗʰ Ed).* London: Allyn and Bacon Press.

Sashkin, M. & Sashkin, M. (2003). *Transformational leadership: Industrial, military, and educational impact*. Mahwah, NJ: Lawrence Erlbaum Associates

Schermerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2008). *Organizational Behavior.* New York: Wiley.

Shearffer S (1992). *Collaboration for Educational Change. The role of parents, Teachers and the community in school improvemen*t. Paris UNESCO, HELP.

Stine, D.O. (1993). *How to build a leadership team for effective decision making tips for principals*. Rest Virginia (ERIC) Document Reproduction Service NO.ED 368035). Eugene.

Swanson, R. G. & Johnson, D. A. (1975). Relation between peer perception of leader behavior and instructor pilot performance. *Journal of Applied Psychology, 60, 198-200.*

Sybil J.(2000). *Introduction to communication for business and organization"* Ibadan: Spectrum Books Ltd., pp.31-42.

Teachers Service Commission Act, (2012). Government Printers; Nairobi:

Tichy, T & Devanna, Y.(1990). The effects of subordinates' personality on praisals of transformational leadership. *Journal of Leadership & Organizational Studies,* 11(4), 84-93.

Wamai, O.M.(1991). *"Scratching the Surface*: Results of the First Secondary Examination under New Curriculum in Kenya."* Unpublished M.Ed Thesis. School of Education: University of Leeds.

Yammarino, F.J. & Bass,B.M.(1990).*Long-term forecasting of transformational leadership and its effects among naval officers:* Some preliminary findings. In K.E Clark & M.B Clark (Eds).*Measures of Leadership*. West orange, NJ: Leadership Library of America.

APPENDIX I: LETTER OF INTRODUCTION TO RESPONDENTS

Kashu Lucy Naisiae

University of Nairobi

School of Education

P.O. Box 92

Kikuyu

The principal

_____ Sec School

Dear Sir Madam

REF: PERMISSION TO CARRY OUT RESEARCH IN YOUR INSTITUTION

I am a postgraduate student pursuing a Master of Education at University of Nairobi in the Department of Educational Administration and Planning. I am conducting research on the Influence of Principals' leadership styles on students' performance in Kenya Certificate of Secondary Education in Kajiado North District. Kindly and honestly respond to all the items of the questionnaire. The questionnaire is for research purposes only and hence utmost confidentiality was observed for the respondent. Please, do not put down your name and that of your current school anywhere on the questionnaire.

Thank for your co-operation.

Yours faithfully,

Kashu Lucy Naisiae

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to seek information on **"Influence of Principals' leadership styles on Students performance in Public Secondary Schools in Kajiado North district."** Please respond to items (questions) by putting a tick (√) in the box and /or giving explanation where necessary. Do not write your. Your identity will be treated confidentially.

1. Gender   Male [ ]   [ ] Female

2. Age bracket 31-34 years

                  31-40 years   [ ]

                  41-44years   [ ]

                  45-50 years   [ ]

                  And above 51 years [ ]

3. Highest education level   Doctorate

   [ ] PhD   [ ] Masters   [ ] Degree   [ ]   Diploma [ ]

Influence of leadership styles on students' performance

Indicate the extent to which you agree with the following statements using the following key: 1) Never.   2) Rarely.   3) Sometimes. 4) Often.   5) Always.

	Never	Rarely	Sometimes	Often	Always
As a teacher, my principal					
i. Consults before school decisions are made					
ii. motivates me to go beyond self interest					
iii. accords me an opportunity to make contributions on improvement of KCSE in my school					
iv. ensures am part of the school team that sets common goals, vision and mission					
	Never	Rarely	Sometimes	Often	Always
v. strictly ensures performance improvement towards quality KCSE results					
vi. respects the rights of the various organized groups and associations in our school					
vii. displays high values and reinforces them					

	symbolically					
viii.	Gives much concentration to fulfillment of short-term goals.					
ix.	articulates clear and appealing view of the future					
x.	ensure security and responsibility to us as teachers					
xi.	monitor my performance to ensure value added progress					
xii.	displays an appealing personality that others can emulate					

1. How would you measure your principal's leadership style (s)?

   _____

   _____

   _____

2. Explain how your principal ensures teachers are accountable for their teaching.

_____

_____

_____

3. Explain how the school principal ensures teachers display high levels of ethical and moral conduct.

_____

_____

_____

4. What guides your principal in offering teacher opportunities for professional development?

_____

_____

_____

5. What role does the principal play to ensure strategic improvement in KCSE performance in this school?

_____

_____

_____

6. When KCSE results are analyzed and shared, does your principal use guidance or control when he/she requires improvement?

_____

_____

_____

7. Explain briefly how the principal handles teachers who excel in subjects performance in KCSE students' performance.

_____

_____

_____

Thank you very much for your cooperation

APPENDIX III: QUESTIONNAIRE FOR PRINCIPALS

The purpose of this questionnaire is to seek information on **"Influence of Principals' leadership styles on Students performance in Public Secondary Schools in Kajiado North district."** Please respond to items (questions) by putting a tick (√) in the box and /or giving explanation where necessary. Do not write your. Your identity will be treated confidentially.

4. Gender   Male [ ]   [ ] Female

5. Age bracket 31-34 years

                  31-40 years   [ ]

                  41-44years   [ ]

                  45-50 years   [ ]

                  And above 51 years [ ]

6. Highest education level   Doctorate

    [ ] PhD   [ ] Masters   [ ] Degree   [ ]   Diploma [ ]

Influence of leadership styles on students' performance

Indicate the extent to which you agree with the following statements using the following key. 1) Never   2) Rarely   3) Sometimes   4) Often   5) Always

	Never	Rarely	Sometimes	Often	Always
As a principal, 1					
i. consult before making decisions					
ii. motivate teachers to go beyond self interest					
iii. reward teachers for job well done					
	Never	Rarely	Sometimes	Often	Always
iv. give teachers autonomy in decision making about improving academic performance					
v. strive towards common goal of fulfilling the school vision and mission					
vi. ensure teachers and students do not deviate from academic					

		Never	Rarely	Sometimes	Often	Always
	performance pursuit					
vii.	respect the rights of the various groups in the school institution					
viii.	emphasize values and reinforces them by symbolic actions					
ix.	give more attention to fulfillment of short-term goals					
		Never	Rarely	Sometimes	Often	Always
x.	articulates clear and appealing view of the future					
xi.	ensure teachers feel secure and responsible					
xii.	with what frequency do you gauge performance against set targets and offer incentives					
xiii.	ensure my personality influence the teachers,					

students and parents to do what I want them to do					

1. Please rate your use of leadership style. Tick in the appropriate space.

   Transformational Leadership Style   ☐

   Transactional Leadership Style   ☐

   Democratic Leadership Style   ☐

2. Explain how you ensure that teachers are entirely accountable for their teaching.

   _____

   _____

   _____

3. Explain how you ensure teachers display high levels of ethical and moral conduct.

   _____

   _____

4. What guides the priority in offering teachers professional opportunities for development in this school?

_____

_____

5. What strategies do you have in place to ensure good quality grades in KCSE in this school?

_____

_____

_____

6. Which instances call for your guide rather than control in pursuit of improved KCSE performance?

_____

_____

_____

7. Explain briefly how you handle teachers who excel in their subject performance in KCSE?

_____

_____

_____

Thank you very much for your cooperation

APPENDIX IV: LETTER OF AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/882**

Date: **3rd June 2013**

Lucy Naisiae Kashu
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **24th May 2013** for authority to carry out research on *"Influence of principals' transactional, transformational and democratic leadership styles on students' on Kenya Certificate of Secondary Examination performance in Kajiado North District, Kajiado County, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Kajiado North District** for a period ending **30th November, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Kajiado North District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kajiado North District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development"

APPENDIX V: RESEARCH CLEARANCE PERMIT

PAGE 2

PAGE 3

Research Permit No. *NCST/RCD/14/013/882*

Date of issue   *3ʳᵈ June, 2013*

Fee received   *KSH. 1000*

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Lucy Naisiae Kashu

of (Address) University of Nairobi

P.O Box 92-0902, Kikuyu.

has been permitted to conduct research in

	Location
Kajiado North	District
Rift Valley	Province

on the topic: Influence of principals' transactional, transformational and democratic leadership styles on students' on Kenya Certificate of Secondary Examination performance in Kajiado North District, Kajiado County, Kenya.

....

Applicant's   For Secretary

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

APPENDIX VI: LIST OF KCSE SCHOOLS IN KAJIADO NORTH DISTRICT 2008-2012

1. Oloolaiser High

2. Enoomatasiani

3. Baraka Oontoyie

4. Nkaimurunya

5. Oloolua

6. Olkeri

7. Nakeel Sec

8. Magadi Sec

9. Olooseos

10. Patterson Memorial

11. Ole Kasasi Sec

12. PCEA Ngong Hills

13. Kibiko Sec

14. Ewuaso Girls

15. Najile Sec