RELATIONSHIP BETWEEN LEADERSHIP STYLE AND PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN MAKUENI COUNTY, KENYA

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DECLARATION

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

Signed ………………………………………… Date ……………………..

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This research proposal has been submitted for examination with my approval as the candidate's university supervisor.

Signed ……………………………… Date…………………………**.**

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DEDICATION

I dedicate this research project to the Almighty God for His grace, mercy and blessings that have seen me through. To my loving husband Job Musyoka, thank you for your continued support ,patience, guidance and constructive criticism which shaped this project. This is for you.

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I would like to extend my appreciation to my supervisor, family, friends and all the respondents who contributed tremendous inputs towards the successful completion of this research project. Special gratitude and appreciation go to my Supervisor, Dr. Maalu, for his patience, candid guidance, support and dedication throughout the study. He was such an inspiration! I truly feel indebted to him. Secondly, I am grateful to my Dad Richard Muthike for foreseeing the future and sacrificing so much to prepare and support me throughout the course and also for inspiring me to attain my academic potential, to my Mum Jane Muthike thank you for your continued guidance ,prayers and encouragement to get me achieve my dreams, you are a blessing to me. The same extends to my entire family, for cheering me up after every tough day of fieldwork and course work. Finally, I am deeply grateful to the Almighty God who makes all things possible and for giving me strength, good health and sound mind through my entire Masters Degree.

ABSTRACT

The purpose of this study is the relationship between the leadership style and Performance of Public Secondary Schools in Makueni County, Kenya. The study objectives sought to determine the relationship between the leadership style and Performance of Public Secondary Schools in Makueni County with an influence of Participative leadership, Bureaucratic leadership, authoritative leadership, and Laissez Faire leadership Style. There is a need to make a comparison of the various leadership styles in relation to student′s performance. The study employed descriptive research design. The target population for the study was 50 public secondary schools head teachers. The researcher was able to collect data from 82% target respondents that consisted of 29 head teachers and 12 teachers measured. The researcher collected data using a questionnaire for the teachers and head teachers. The questionnaires were closed ended. Quantitative data was analyzed by the use of descriptive statistics and presented through percentages and frequencies mean. From the study findings, it was established that the head teachers' adopted participative style of leadership. Heads of schools whom use participative leadership the schools recorded excellent performance, authoritative leadership recorded average and above average performance. The study found that the head teacher were highly visible, and spent a lot of time communicating with teachers, pupils and subordinates. The Pearson correlation analysis shows a positive relationship between participative and students performance. In addition the study established that participative leadership styles was the most significant leadership style that influenced schools performance in National Examinations, followed by authoritative leadership style, Bureaucratic leadership style, while Laissez Faire leadership style was the least significant in influencing schools performance. The study recommends the head teachers should adopt a hybrid approach of various leadership styles in their managerial role in the schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

ECDE   Early Childhood Development Education

FDSF   Free Day Secondary Funding

GOK   Government of Kenya

HOD   Head of Department

KCSE   Kenya Certificate of Secondary Education

KESI   Kenya Education Staff Institute

LF   Laissez Faire

MOE   Ministry Of Education

NGO   Non Governmental Organizations

SAP   Structural Adjustment Programmes

UNICEF   United Nations Children Foundation

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CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Leadership refers to people's ability, using minimum coercion, to influence and motivate others to perform at a high level of commitment (Bass, 1999). Leadership is regarded as the single most important factor in the success or failure of institution. The academic achievement of many educational institutions is influenced by the leadership styles of administration and management team (Tetty-Enyo, 1997). A Leadership style is a leaders style of providing direction, implementing plans and motivating people. Leadership styles should be adapted to the demands of the situation, requirement of the people involved and the challenges facing the organization. There are three leadership styles that can be exhibited by leaders in business field that is authoritarian leadership style, democratic leadership style and laissez-faire leadership style.

Transformational approaches to leadership have long been advocated as productive under conditions fundamentally the same as those faced by schools targeted for reform. Considerable evidence suggests that transformational leadership contributes to the development of learning organizations (Leithwood, 1998) developed the transformational leadership theory, based on the recognition that people are motivated by instrumental motivation, but also by such factors as the need for self-realization and belonging. The theory describes two leadership patterns: transformational and transactional leadership. The former focuses on instilling belief in one's ability and on generating positive emotions. The latter grants followers rewards that satisfy immediate personal interests (Bass, 1999

Makueni is one of the leading county in Kenya, it is known to produce the best top one hundred schools with Precious Blood – Kilungu being among the best girls schools in the region (MOE 2013) and Makueni boys in the boys category. Makueni County was ranked at position 23 out of the 47 counties in the 2013 KCSE exam results. This has been attributed to proper leadership styles used in the schools to enhance a continued performance in the examinations (KNEC 2013), discipline of the students as well as support from the parents has also contributed to the continued positive performance over the last decades in the county. All year round in the top most one hundred best performing schools in the country a school in Makueni does not miss in the ranking. It is this trend in the positive outcome of the examinations performance leads to establish the kind of leadership styles used in the schools.

1.1.1 Leadership Styles

For several decades now empirical studies testify to the significant role that school principals' leadership style and professional conduct play in explaining the effectiveness of school processes and outcomes (Fullan and Watson, 2000).Leadership is regarded as the single most important factor in the success or failure of institutions such as schools (Hoy & Miskel, 2001) observes that, a democratic leader is one who shares decision making authority with the group. Democratic leadership occupies enough space on the continuum of warrant dividing it into three subtypes; consultative, consensual and democratic. A consultative leader solicits opinions from the group before making decisions, yet does not feel obliged to accept the group's thinking. A consensual also encourages group discussion about an issue and then makes a decision that reflects the

consensus of the group members. Democratic leadership style is associated with high performance in academics.

An autocratic leader also known as authoritarian leader, provide clear expectations for what needs to be done, when it should be done, and how it should be done. There is also a clear division between the leader and the followers. Authoritarian leaders make decisions independently with little or no input from the rest of the group. Researchers found that decision-making was less creative under authoritarian leadership. This type of head teacher decides everything and tries to manipulate the teachers into approving his ideas on how the school should function. An autocratic leader does not trust anybody. According to Ang Bay Lee (1995), the autocratic leadership style results in the group members reacting aggressively and apathetically in the work environment. This often results in unending industrial disputes in an organization hence affecting the overall achievement of the overall goals and objectives.

The Laissez-faire leadership, also known as declarative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members. The leader tends to avoid power and authority. Laissez-faire leadership style may lead in indiscipline due to non enforcement of rules and regulations in a school leading to poor performance in national examinations.

Leadership is central to the effective management of educational institutions. Education administration, as Lussier (2008) notes is indeed the guiding platform within which human resources and students are able to integrate objectively in achieving better results.

Studies have shown that good leadership styles in any institution is evidenced by improved performance while inadequate leadership styles leads to poor examination performance in any given institution.

1.1.2 Public Secondary Schools in Kenya

Secondary education is the third level in the mainstream education system after Early Childhood Development and Education (ECDE) and primary levels. It caters for primary school leavers in the 14-17 years age group. Performance in the Kenya Certificate of Secondary Education (KCSE) examination, which marks the termination of the 4-year secondary course, is used for selection into university and training in middle level colleges and professions such as primary teaching and vocational and technical jobs. Equally important, secondary education plays an important role in creating the country's human resource base at a level higher than primary education. Since independence secondary education has expanded considerably. Despite this notable increase in the number of schools, such expansion has not kept pace with the increase in school-age population, especially at the secondary school level.

Third perception of adequacy of the minimum education level for the human resource base and labour force suggest the need to expand secondary education if Kenya is to attain a newly industrialized country status by 2020 and also achieve vision 2030. For instance, Vision 2030 states that the overall goal for 2012 is to reduce illiteracy by increasing access to education, improving the transition rate from primary to secondary schools, and raising the quality and relevance of education. Other goals include the integration of all special needs education into learning and training institutions, achieving

a 80 percent adult literacy rate, increasing the net enrollment to 95 percent, increasing the transition rates from secondary schools to technical institutions and universities from 3 percent to 8 percent (GOK, 2007)..

While Government took over existing public secondary schools and established new ones, community and private entrepreneurs respectively founded Harambee (self-help) and private schools. Gradually, some of the Harambee schools received limited Government support. Thus, within the first decade of independence four categories of schools emerged, namely; Government-maintained, Government-assisted, Harambee, and private. By the mid-1970s it had become apparent that the expansion through self-help and private investment was having adverse effects on quality (Republic of Kenya, 1976). Most Harambee and private schools were staffed with unqualified teachers, lacked appropriate physical facilities and adequate teaching-learning materials. According to Mackay (1981) report, the student output from secondary schools had increased significantly as a result of Harambee secondary Schools, streams in Government maintained schools and private/commercial schools. According to the Ministry of Education (MOE) statistics, there were 4,215 secondary schools in 2006, with 3547 being public institutions. Public schools were further sub-divided into a) 18 national schools (all boarding); b) (323) provincial schools (all boarding); and c) (3207) district schools (a mixture of day and boarding institutions). The national schools are among the oldest and have most of the facilities necessary for good quality education. Provincial schools are the former Government maintained boarding schools with provincial catchments. District schools are predominantly Harambee schools.

Considering governments' huge investment in public education, its output in terms of quality of students have been observed to be unequal with government expenditure. Consequently upon the observed deterioration in the academic achievement, attitude and values of secondary school students in public secondary schools one wonders if the high failure rates and the poor quality of the students is not a reflection of the instructional quality in the schools. In other words the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Kenya.

1.1.3 Public Secondary Schools in Makueni County

Makueni County (formerly Makueni District) is a county in the former Eastern Province of Kenya. Its capital and largest town is Wote. The county has a population of 884,527 (2009 census) and an area of 8,008.9 km². The County is currently divided into nine sub-counties and twenty five divisions. The sub counties are Makueni, Kilungu, Mukaa, Kibwezi, Kathonzweni, Makindu, Mbooni East, Mbooni West and Nzaui. There are six parliamentary constituencies, namely Kaiti, Makueni, Kibwezi East , Kibwezi Westy Mbooni and Kilome. In the year 2012 the projected population in the county was 922,183 consisting of 449,036 males and 473,147 females.

Public secondary schools in Makueni were started in inline with the 8.4.4 system though under the missionaries but to date besides the private schools, they are managed under the County government with an estimated 75, 985 pupils enrollment (Education Commission 2014).The public secondary Schools are estimated to be 250 including both boys and

girls secondary schools in the region. The schools are categorized as Church sponsored schools example Precious Blood – Kilungu, Makueni girls and Kaumoni Secondary schools, National Schools example Makueni boys and the rest being County schools example being Mbooni Boys and girls, St Marys Kinyambu. Efforts are made to ensure that the high quality education offered in the County is integrated with the development plan 2014.

In terms of performance the best performing girls school in the County is precious blood – Kilungu which had a mean score of 10.4315 and held a sixth slot nationally, in the boys category Makueni boys is leading with a performance index of 9.6132 and held position 30 nationally. Comparing the National Examinations performance of 2012 and 2013, the enrollment for 2012, boys were 8248 and girls were 7672 with a mean score of 5.067 and held position 27 in the county position. The year 2013 boys were 8547 and girls 7970 and had a mean score of 5.036 and held position 23.in this case they dropped the mean score but improved the position.

Public secondary schools in Makueni County are being faced with challenges of school understaffing, shortage of vehicles and motorbikes to ferry officers to school for assessment, child labour leading to drop outs and impacting on retention. Nevertheless, despite the challenges the schools management have resolved to post better results by coming up with the following measures; intensified collaboration with the county government, sensitizing stakeholders on support for education through public meetings, intensify school assessment, capacity building for teachers and school managers through

workshops and seminars. All stakeholders in the county have continuously given the county support that has contributed to the success this are the CEB County Education Board, the Governor, and the religious leaders.

1.1.4 Performance of public secondary schools.

Performance is the outcome of education , the extent to which a student, teacher or institution has achieved their educational goals. There are various aspects of performance i.e extracurricular activities performance, co curricular activities and Academic performance. Extra-curricular activities has been defined as, those small activities sponsored by students' clubs or groups and approved by the administration. Extra-curricular activities are direct and personal services for school students for their enjoyment that are managed and operated under the guidance of an adult or staff member.Luthans, K. W. (*2005*) has also given almost the similar definition of co-curricular and extracurricular activities. Co-curricular activities extend learning experiences and they are directly related to academic courses in curricular subjects and activities, Academic performance is commonly measured by examinations (K.C.S.E) or continuous assessment (Mildred Murray-Ward,1996).

Globally some countries have realized the importance of co- curriculum, and this has enhanced review of their education system to ensure early identification of their students' talents. This has facilitated a good environment for tapping, nurturing and developing the talents from a tender age. This Endeavour has borne fruits through production of a mass pool of sports personalities. This has in turn developed careers for thousands of their citizens. A classic example is in Brazil which has produced many renowned professional footballers, playing their trade across elite European clubs. This in turn earns their

country foreign exchange in form of monies repatriated back to their county. Within Kenya, several schools running alternative curriculum seem to do better on the co-curriculum scope and achievement than in academics. A good example is St. Andrews Turi that has for over 80 years, had a stand-alone departments such as Drama and Theatre Studies with specific attention to instrumental Music, Drums, Tennis and so on.The performance of students in examinations and co curricular activities is attributed to a number of factors. These include provision of physical facilities, classroom size, effective school discipline policies, administrative support, qualified teachers, infrastructure and effective leadership. Leadership is defined as the ability to get all members of the organizations to perform tasks required to achieve the organization's goals and objectives (Bennis & Nanus, 1985). Good leadership is essential if secondary schools are to perform. Exemplary leadership creates a sense of excitement about teaching and learning within the school and community by focusing on dreams and expectations of students, parents and the community. Good leadership provides necessary guidance, clarity of direction and rewards for effective performance of an organization.

1.2 Research Problem

Leadership is the ability of a superior to influence the subordinates and persuade them to follow a particular course of action (Barnard 1990), it is also the lifting of a man's vision to higher sights, the raising of man's performance to higher standard, the building of man's responsibility beyond its normal limitations. The quality of school performance is linked to the effective leadership style used in the organization example participatory management structure has a direct influence on positive performance as it allows an inherent ability to influence others and controlling the behavior of members of a group,

leadership has evolved and extended beyond influence, to include motivation and enabling of others to help achieve organizational goals (House 2004). It also implies the sustenance of the social relationships at work. Quality leadership is considered as the most important tool for achieving and determining the excellence and success of performance.

The society looks at the school effectiveness in terms of students performance which is further hinged to the leadership style of the school. There has been a concern with the government of kenya to ensure that adequate provision of education is provided in all the counties especially Makueni county in order to empower the communities in terms of literacy levels. Public secondary schools in Makueni are being faced with various challenges for instance acute shortage of education officers, and quality assurance standards officers, in addition most schools are located in the interior places which are very remote and dry, also there is limited access to resources in the schools but despite all this challenges the region has been in a position to produce the best top hundred school in the country for years example Precious blood girls – kilungu and Makueni boys secondary school.

Related studies been done leadership styles, Adam (2013) on School principals' leadership style and School outcomes in Jerusalem examined that transformational leadership that is mainly based on pedagogically oriented authority is essential for the promotion of school effectiveness. Transformational school leaders are usually charismatic individuals who present a clear vision. They serve as role model for their

teachers and tend to empower and challenge them as means to increase their identification and commitment, Bell (1993) notes that effective leadership will provide a school with a vision, explicit philosophies laid on consultation and team work leading to success in attainment of good results in national examinations. Mwalala (2008) cites lack of management skills by head teachers as a major factor contributing to poor performance in national examination. The literature on the relationship of the leadership style and performance is sparse and a need to explore the secondary system of education. This study will seek to answer the question: Does leadership styles relate to the performance of Public secondary schools in Makueni County, Kenya?

1.3 Research Objectives

The objective of the study is:

i) Determine the Relationship between leadership styles and Performance of Public Secondary Schools in Makueni County, Kenya

1.4 Value of the Study

This study may provide information that may help Kenya Education Staff Institute (KESI) to improve the scope of in-service preparation programmes for head teachers to enhance efficient and effective leadership style. The findings may be useful to head teachers in helping them to re-examine and appraise their own leadership styles and make adjustments where necessary. They may also realize that their leadership styles may vary depending on who they are dealing with and the situation they are in.

The findings may also be useful to educational policy makers in formulating policies on leadership and management of schools which will enhance efficient and effective

leadership. This study may add to the existing body of knowledge on educational administration

The academic fraternity will find the report useful in helping to understand the effective leadership styles that the head teachers should use to impact performance on national examination in public secondary schools.

CHAPTER TWO: LITERATURE REVIEW

2.1Introduction

This chapter discusses relevant literature information on the study topic and in line with the research objectives. The chapter begins with the theoretical foundation of the study and leadership styles. The chapter ends with empirical review of the literature and the concluding summary.

2.2 Theoretical Review of the Study

Theoretical review will anchor on the following theories: Transformation theory, transaction theory,

2.2.1 Transformational leadership theory

Transformational leadership appears to take vision as a given in terms of being a component of leadership that motivates people to higher levels of effort and performance in organizations generally and in schools in particular (Leithwood and Riehl, 2003; Harris, 2005). Vision implies that the leader knows what the core values and core tasks of the organization are, and what the organization should achieve. Vision can inspire teachers (as subordinates) to perform exceptionally well (Frese, 2003). A collective vision is a crucial element of organizational learning (Johnson, 2002). Transformational leadership, vision and organizational learning processes are the key to school improvement (Bass, 2000).

A transformational leader goes beyond managing day-to-day operations and crafts strategies for taking his company, department or work team to the next level of performance and success. Transformational leadership style focus on team building, motivation and collaboration with employees at different levels of an organization to

accomplish change for the better. Transformational leaders set goals and incentives to push their subordinates to higher performance levels while providing opportunities for personal and professional growth for each employee.

2.2.2 Transactional theory

Transactional leadership focuses on short term, day to day leadership (Podsakoff, MacKenzie, Moorman & Fetter, 1990) and has been considered as a more passive form of leadership (Bass, 2000). The present study supposes specific hypotheses for the relationship between transactional leadership styles and chronic stress. Contingent reward is the most active transactional leadership style (Avolio, 2002).

We propose that this leadership style helps followers to internalize the expectations of their leader. Thus, contingent reward reduces uncertainty in a complex and potentially stressful work environment. Therefore, contingent reward should be negatively associated with chronic stress. Both forms of management-by-exception are more passive than contingent reward. These leadership styles put the subordinate under pressure in order to make him/her follow the desired standards, but they do not support individual resources. As a result, these forms of leadership are hypothesized to show positive associations with chronic stress. Leaders who rely on management by exception merely control their subordinates and do not display any behaviors that might help to alleviate stress.

2.3 Leadership Style

The leadership styles to be discussed below are the following; authoritarian leadership style, democratic leadership style, bureaucratic leadership style, and leissez-faire leadership style.

2.3.1 Authoritative leadership Style

This authoritative leadership style is first proposed by Goleman in 2002 (Fullan, 2007). Defining authoritative leadership style is to define what an authoritative leader is and what the leading behavior is like. The authoritative leader is perceived to possess such attributes as "ascending, commanding, status conscious, decisive, coercive, and skillful in dealing with crises". In terms of leading behavior, the leader tends to hold centralized authority, exercises the traditional chain of command and practices hierarchical authority, that is, a top-down leader and staff members model (Sergiovanni, 2006). Moreover, the leader tends to direct others' work (Robbins, 2005), make autocratic decisions, expects and requires staff members' submissiveness. When subordinates have different perspectives and resistance to the leader's request and has the power of resolution to manage unexpected crises, the leader uses coercion. Otherwise, as Fullan (2007) points out, the authoritative leaders are usually not good listeners. This leadership style is effective in situations where there are major issues to deal with, or staff members are producing low performance but resisting to improvement on their work.

2.3.2 Participative (Democratic) Leadership Style

Participative leadership, also known as democratic leadership, is generally the most effective leadership style. Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members. Participative

leaders encourage group members to participate, but retain the final say over the decision-making process. Group members feel engaged in the process and are more motivated and creative. The Hawthorne studies were carried out between 1927 and 1932 at the Hawthorne Works of the Western Electric Plant in the United States. In one of these studies a group of women workers who were assembling relay switches for telephones was moved to a special room and a series of changes were introduced whose impact on productivity was investigated. The researchers concluded that every change increased production. Employees inferred that management cared about them and responded by working more productively. The ''Hawthorne effect'' is named after this phenomenon of working harder because of feelings of participation in something important (Roberts & Hunt, 1991).

There are many benefits of democratic leadership. Team members tend to have high job satisfaction and are productive because they're more involved in decisions. This style also helps develop people's skills. Team members feel in control of their destiny, so they're motivated to work hard by more than just a financial reward. Because participation takes time, this approach can slow decision-making, but the result is often good. The approach can be most suitable when working as a team is essential, and when quality is more important than efficiency or productivity. The downside of democratic leadership is that it can often hinder situations where speed or efficiency is essential. For instance, during a crisis, a team can waste valuable time gathering people's input. Another downside is that some team members might not have the knowledge or expertise to provide high quality input. (Mwalala 2008)

2.3.4 Bureaucratic Leadership Style

Bureaucratic leaders work "by the book." They follow rules rigorously, and ensure that their people follow procedures precisely. This is an appropriate leadership style for work involving serious safety risks (such as working with machinery, with toxic substances, or at dangerous heights) or where large sums of money are involved. Max Weber's Theory of Bureaucracy describes a new organizational form (that is bureaucracy) that Weber noticed had started emerging in Western society during the second half of the nineteenth century. According to him, in this new type of organization, leadership and authority were derived from a more 'rational' framework than was the case before. Previously, authority was derived from either charisma or tradition. In the case of charismatic authority, followers obeyed gifted leaders out of devotion, loyalty and respect. Weber identified three key features of bureaucratic organizations. Firstly, bureaucracies had a formal and unambiguous hierarchical structure of power and authority. Secondly, bureaucracies had an elaborate, rationally derived and systematic division of labor. Thirdly, bureaucracies were governed by a set of general, formal, explicit, exhaustive and largely stable rules that were impersonally applied in decision making; moreover, all decisions and communications were recorded in permanent files and such records were used to refine existing rules and derive new ones. (Weber, 1947).

According to Merton (1976) a fundamental failure of bureaucracy was its tendency to foster 'goal displacement'. Excessive adherence and conformity to rules and regulations resulted in rules becoming ends in themselves, and sometimes prevented organizations from achieving their real goals. Additionally, organizational members in bureaucracies

often tried to apply formal rules and procedures in unsuitable situations - for example in unique situations, treating them as routine - thus resulting in dysfunctional. Burns and Stalker (1961) observed that highly bureaucratic organizations were resistant to change. A prevailing atmosphere of hierarchy, control, efficiency and predictability meant that organizational members favored self-continuity and felt threatened by change. Such organizations, thus, were poor at innovating or at embracing new ideas.

2.3.5 Laissez-Faire Leadership Style

Laissez-Faire leaders offer little or no guidance to group members and leave decision making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation. An attempt to identify different styles of leader behavior on the group was conducted at the University of Iowa by a group of scientists. The researchers came up with three leadership styles to determine their effect on the attitudes and productivity of the subordinates. Laissez faire leaders let the group decide on their own and gave them complete freedom. In other words, they do not provide any leadership at all. Some of the implications of the research were that of the three styles of leadership, subordinates preferred democratic style the best. They also preferred laissez-faire leadership style over the authoritarian one. Authoritarian leaders receive aggressive or apathetic behavior from their subordinates. Productivity was slightly higher under the authoritarian leader than under the democratic one. However, it turned out to be the lowest under the laissez-faire leader's supervision (Lunenburg & Ornstein, 1996). The main benefit of laissez-faire leadership is that giving team members so much autonomy can lead to high job satisfaction and increased productivity. The downside is that it can be

damaging if team members don't manage their time well or if they don't have the knowledge, skills, or motivation to do their work effectively.

2.4 Empirical Literature of the study

In a study designed to investigate the link between sub-ordinates performance and task complexity performance and leadership styles and flexibility, Barrow (1976), found that sub-ordinates' performance was a strong causal force in the determination of the behavior a leader utilized. He indicated that low performing sub-ordinates caused the leader to behave much more punitively, more autocratically, less considerably and to push for more production, whereas high performance from the sub-ordinates resulted in the leader being more considerate towards the workers, less punitive, less autocratic and somewhat less task emphasis oriented. The results of the above study indicated that the complexity of the task significantly influenced leader's task emphasis orientation. The high complexity tasks caused the leader to utilize more supportive and considerate styles. It was also found that when a worker's performance changed from low to high, the leader became increasingly supportive and considerate in his style, much more so than when performance was declining.

A study carried by Eshiwani (1983), found that schools, which performed consistently well, tended to have sound and efficient leadership. Efficient head teachers are able to organize the learning process for their pupils, mobilize, and motivate the staff. Kathuri (2000), points out that, large schools attract better head teachers who in turn appoint better assistant teachers who delegate proper and conducive administration, which leads to high academic attainment. Here he failed to realize that not all large schools attain high academic performance.

The literature on school leadership heavily emphasizes the head teacher`s role in establishing and maintaining a positive school culture that promotes learning and engagement tor students and adults (Goldring et al., 2006; Habegger, 2008). A positive culture is aligned to goals andobjectives consistent with the mission and vision of the school (Zepeda, 2007). Indeed, according to Hall (2002), effective head teachers are those who have high expectations for students, as this belief about students' ability to learn is critical to school improvement. High achieving schools are marked by a culture that empower and instill confidence in teaching, valued their students' and teachers, and sought the help of parents and community members to enhance the schools effectiveness, this creates a sense of belonging and providing a clear direction for all involved (Habegger, 2008). Stogdill (1957), at the Bureau of business research at Ohio State University initiated a series of researches on leadership in 1945.

The studies were carried on teachers, head teachers and school superintendents and leaders of various civilian groups. They did not have any satisfactory definition of leadership. They also did not think that leadership is synonymous with 'good leadership'. The LBDQ was administered in wide variety of situations and surprisingly two dimensions of leadership continually emerged from the study one is 'consideration' and the other is 'initiating structure.

Muchira (1988), in a study of leadership effectiveness in primary teacher colleges in Kenya found that the head teacher's leadership styles correlated significantly to student achievement. He further found that the leadership styles were significantly correlated to the head teacher's level of education. He found that the head teacher with masters had a higher leader performance score than those a bachelor's degree. Perhaps an indication

that the more education one has the more the tendency to be relations oriented than task oriented.

Good head teachers understand that leadership involves influence; it requires interactions and relationships among people and achievement of goals via engagement, motivation, and collaboration (Murphy 2007). In order to manifest a positive school culture, head teachers need to be able to communicate his/her and the school's vision to others so as to engage them in the process of reshaping the organization and articulating essential beliefs regarding learning (Davies et al., 2005; Jenkins, 2009). Good communication skills help build consensus and buy in among staff and faculty for the policies, practices, and supporting systems designed to achieve goals (Leithwood et al., 2004).

2.6 Summary of Literature Review

Various research studies have been carried out on leadership. Others see the leaders as possessing special personal styles that others do not have and which make them high academic performers. Other leaders feel it is the styles of the leadership, is it democratic or autocratic that leads to high academic performance. There are those who believe that for success in leadership it is the leadership style that determines students' academic performance.

Research on leadership by Stogdill (1957) indicates two emerging dimensions of leadership styles, initiating structure and consideration structure. Stogdill (1957), failed to relate this to students' academic performance. Eshiwani (1983) found that good performance in schools is positively correlated to efficient leadership. Barrow (1976), found that sub-ordinates' performance was a strong causal force in the determination of the behavior a leader utilized. Ogawa and Hart (1985), in their study to determine the

extent to which head teachers influence the instructional performance of schools found out that the head teacher has a significant influence on the instructional performance of pupils. Good head teachers understand that leadership involves influence; it requires interactions and relationships among people and achievement of goals via engagement, motivation, and collaboration (Murphy 2007).

Kathuri (2000), in his study of examining the correlation between the school administration and pupils' performance, he found out that a strong correlation existed between the quality of administration in a school and performance of that school in national examinations. Muchira (1988), on the study of leadership effectiveness in 38 primary teacher colleges in Kenya found that the head teacher's leadership styles correlated significantly to student achievement In short, an effective leadership assessment must have a strong instructional focus, vision and values, professional development, collaboration, culture and communication and management. All these can identify and evaluate the styles most likely to drive better learning (Wallace Foundation, 2009). Hence the current study is set to determine the relationship between leadership style and performance of public secondary schools in Makueni county, Kenya.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology used in the study. The areas under consideration include research design, target population, sample and sampling design, data collection and analysis.

3.2 Research Design

The research design for this study was descriptive cross-sectional survey because it examines the relationship. Descriptive cross survey is a study where exposures and outcomes are observed or measured simultaneously in a population. In this design a researcher examines the association between exposure and the outcome (ADA).

Descriptive cross-sectional survey as a research design is chosen for it determines the opinions attitudes, preference and perceptions of group of people interest to the researcher, which is the interest of this study. It is also concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are ongoing and trends that are developing.

3.3 Population of the study

In this study the target population consisted of all the public secondary schools in Makueni. The population was obtained from The County Education Commissioner in Makueni (August 2014) which has all the recent 250 names and locations of the public secondary schools in the County.

The Education Commissioner office receives the updates of the schools from the Ministry of Education in the Country. Schools in the County are classified as National Schools, County Schools and Church sponsored Schools in the region.

3.4 Sampling Design and Sample size

To determine an appropriate sample size an updated list of all schools in Makueni District was obtained from the County Education Office in Makueni. The sample size was 50 schools but the response rate was (41) schools whom participated in the study, this is due to the proximity and accessibility of the schools.The respondents were the headteachers and teachers in the schools.

The results obtained were extrapolated to fit the entire population. The technique used was random sampling as the result of the sample survey can was generalized to the entire population and in conclusion there was increased accuracy at given cost and also ensure efficient sample.

3.5 Data Collection

The research collected Primary data by way of self administered questionnaires; this is because the information was from an original and basic source. Research questionnaires had both open and closed questions developed in line with research objectives. The closed ended questions was measured by the five point Likert scale.

The target respondents were heads of schools since they are in position to monitor the leadership styles and performance in the schools and teachers to verify and cross-check the response of the head teacher. The questionnaires were dropped and picked later to ensure an accuracy respond rate in the research effectively.

3.6 Data Analysis

After collection of questionnaires, data was coded to avoid errors. The data collected was analyzed by use of Pearson correlation analysis to determine the relationship between leadership styles and Performance of public Secondary schools in Makueni County, Kenya. Data analysis was conducted using descriptive and inferential statistics to analyze the findings from the raw data. These included measures of central tendency (the mean), measures of variability (standard deviation) and measures of relative frequencies.

The researcher identified several independent variables correlated all identified variables against the dependent variable (KCSE performance) to determine how strongly the variables related. Correlation coefficients have a value between -1 and +1. A positive coefficient means that x and y values increases and decrease in the same direction. A negative correlation means that as x and y move in opposite directions where one increases as the other decreases.

CHAPTER FOUR: DATA ANALYSIS FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter discusses the interpretation and presentations of the findings. The purpose of the study was to establish the relationship between leadership style and performance of public secondary schools in Makueni County, Kenya. A five point Likert scale was used to interpret the findings. A total of 50 questionnaires were administered but only 41 were fully filled and returned.

4.2 Profile of Respondents

The study aimed to find out the general information of the schools including category of the boys and girls schools, type of schools and the type of leadership style used by the head teachers. Makueni county has a total of 250 public secondary schools and the schools are distributed in nine sub-counties and twenty five divisions. The sub counties are Makueni, Kilungu, Mukaa, Kibwezi, Kathonzweni, Makindu, Mbooni East, Mbooni West and Nzaui. The secondary schools in Makueni County follow the 844 system and use KCSE mean grades to measure the performance of students. This schools were started in line with the 844 system though under the missionaries but to date besides the private schools, they are managed under the county government.

In terms of performance the best performing girls school in the County is precious blood – Kilungu which had a mean score of 10.4315 and held a sixth slot nationally, in the boys category Makueni boys is leading with a performance index of 9.6132 and held position 30 nationally. Comparing the National Examinations performance of 2012 and 2013, the enrollment for 2012, boys were 8248 and girls were 7672 with a mean score of 5.067 and

held position 27 in the county position. The year 2013 boys were 8547 and girls 7970 and had a mean score of 5.036 and held position 23.in this case they dropped the mean score but improved the position

This study aimed at finding out what type of schools the respondents were teaching in. This would enhance in finding out the appropriateness of the respondents in answering the question of how many girls school are available compared to boys and mixed schools. From the findings it is clearly evident that mixed schools are majority with a frequency of (20) followed by girls schools (12) lastly boys schools (9) in the area. This means that the education board in the county have invested more in the mixed schools in the area this could largely be they accommodate more of the both gender in terms of saving cost and resources in running the schools. It was also evident that most of the schools in Makueni County started as mixed schools and then they are separated into boys and girls schools.

This study also sought to identify the category of schools in Makueni 51.2% of the schools were day schools being represented by 21 respondents 26.8% were day and boarding and 22% were boarding schools. Most of the schools in Makueni County are day schools this is because of lack of resources that would enable the schools upgrade to boarding schools. To a greater extent the category of school plays part in the performance of the students .Most boarding schools in Makueni county performed better than the day schools this is attributed to the fact that in boarding schools the students would concentrate more and it was much easier for the teachers to follow up on the students performance.

Secondary schools in Makueni County which apply the participative style of leadership recorded average and above average performance this is attributed to the ability of the head teacher to involve other staff members in the leadership. on the other hand their performance may be attributed to the resources that they have in terms of library, laboratory, the teachers and to an extent even the co-curricular activities.

4.3 Leadership Styles

The focus on the different leadership styles adopted by the school heads in Makueni County forms the basis for this research which is to determine the type of leadership styles adopted in the schools to achieve performance in the schools. A questionnaire with a 5 point likert scale was used to collect the data on the leadership styles with 1 representing strongly disagree and 5 representing strongly agree. The likert scale measured the extent to which the respondent agreed on the use of a specific leadership style in their school. The Findings are as outlined below.

Table 4.3 Leadership style

Percent	Frequency	Percent	Cumulative Percent
Participative Style	16	39.0	39.0
Bureaucratic Style	8	19.5	58.5
Authoritative Style	12	29.3	87.8
Laissez Faire Style	5	12.2	100
Total	**41**	**100**	

Source: Research Data (2014)

From the above data it is clearly evident that participative leadership style is mostly used in the schools with a frequency of (16) followed by Authoritative leadership style (12), bureaucratic style (8) and lastly Laissez faire style (5).This means that most leaders in the schools embrace a participative style since they want all the teachers as well as the students to be involved towards great performance. Laissez Faire style on the other hand was not prominent in the schools in the county

4.4 Performance

The study focused on analysis of the performance of schools within Makueni County. This was for the purposes of establishing the performance of schools within Makueni County in order to accomplish the ultimate objective of the study. The performance levels were measured by the mean grades of the KCSE results of the schools for the past five years. Most of the respondents 51.2% acknowledged the fact that their schools had average performance. Only (4) 9.8% of the respondents had their schools above average performance and 16 (39%) said that their schools had below average performance.

Table 4.4: Performance of students

	Frequency	Percent	Cumulative Percent
Below average	16	39.0	39.0
Average	21	51.2	90.2
Above average	4	9.8	100
Total	**41**	**100**	

Source: Research Data (2014)

4.5 Relationship between leadership styles and performance of secondary schools in Makueni County

The main objective of the study was to establish the relationship between leadership styles and performance of secondary schools in Makueni County. Leadership style was measured using a five point Likert scale with 1 indicating strongly disagree and 5 indicating strongly agree. On the other hand the performance of the students was measured using five years average KCSE exams mean score of the students. The findings are as presented in Table 4.5.1.

Table 4.5.1 Leadership styles and their average KCSE mean score

Leadership styles .	Number of schools	Leadership score	Average mean of schools
Participative	16	4	7.346
Bureaucratic	8	2	5.021
Authoritative	12	3	5.796
Lassiez faire	5	1	4.481
Totals	41	10	22.644

Source: Research Data (2014)

In Table above, the different leadership styles were ranked in the order given by the respondents and the first leadership style which was ranked number one was given a score of four (4) and the last in the rank was given a score of one (1). All schools using a specific leadership style were grouped together and their average KCSE mean scores for five years (2009- 2013) were calculated so as to get an average mean score for each style of leadership. Participative style of leadership had a highest KCSE mean score of

7.346.followed by Authoritative (5.796), bureaucratic (5.021) and Laizzes faire (4.481). In order to calculate the correlation coefficient, the leadership score were paired with their performance (KCSE mean scores) and the correlation coefficient was generated using the SPSS output.

4.5.2 Pearson correlation Analysis

The objective of this study was to establish the relationship between leadership style and performance of Public Secondary Schools in Makueni County. Basing on the Pearson correlation analysis of the relationship between leadership style and performance of schools in Makueni County the correlation was significant at 0.01 confidence level. This indicates that there exists a relationship between the leadership style and the performance of students in Makueni County. The leadership style which is the independent variable greatly affects the performance of students at 54.7% rate in Makueni county 0.547 which is the value of the Pearson correlation implies that there is a positive relationship between leadership style and the performance of students.The findings are as shown in Table 4.5.2.

Table 4.5.2 Pearson correlation analysis of the relationship of leadership style and performance of Public Secondary Schools in Makueni.

		LEADERSHIP STYLE	PERFORMANCE
LEADERSHIPSTYLE	Pearson Correlation	1	.547[**]
	Sig. (2-tailed)		.000
	N	41	41
PERFORMANCE	Pearson Correlation	.547[**]	1
	Sig. (2-tailed)	.000	
	N	41	41

**. Correlation is significant at the 0.01 level (2-tailed).

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From the above data leadership style has a positive correlation to performance with 54.7% coefficient

4.6 Discussion of Findings

This part of the study sought to discuss on the findings of the relationship of leadership style to performance of public secondary schools in Makueni and discussion of findings from other study in comparison to the overall study to the leadership and influence to performance. The discussion and findings are as shown below.

Joy (2013) on Influence of Secondary school principals leadership styles on Students performance in KCSE in Nairobi County, Kenya examined that most public secondary schools heads in Nairobi County adapted situational leadership style, this is to mean that the school heads hanged their leadership style as conditions warrants, that is, they adapted the leadership styles based on the developmental level of the institution teachers and students. The study also concluded that democratic leadership style is the second most adopted leadership style among public secondary schools in Nairobi County. Democratic leaders achieved high score in the KCSE; with some achieving means scores of as high as nine points and above. Democratic leadership style also has a significant relationship with students" academic performance. Autocratic leadership style is the least adopted style among public secondary schools in Nairobi County. Schools with heads who adopted autocratic leadership style performed poorly.

Ndiku (2012) on Teachers perception of selected leadership qualities of their headteachers, Meru district, Tanzania, examined that low performing school understood much about the instructional leadership of their headteachers than the average and high

performing schools. Low performing schools had a higher positive attitude towards instructional leadership of their headteachers as compared to average and high performing schools. Average performing schools had a positive attitude to their headteachers autocratic leadership than low and high performing schools. The results also potrayed that teachers from low performing schools understood well their headteachers democratic leadership style than average and high performing schools this group had a positive attitude to their headteachers. High performing, average performing and low performing schools held similar perceptions regarding their headteachers laissez faire leadership style and moderately upheld their headteachers behavior as laissez faire leaders in their schools, the perceptions of teachers in low performing and average performing schools about the communications systems of their headteachers were similar.

Muthoni (2013) on Influence of principals' leadership styles on students' performance in Kenya certificate of Secondary Education in Kangema District, Murang'a county established that principal transactional leadership style affects students academic performance in KCSE, the kind of leadership styles that the principal employs influences the teachers and students in the teaching and learning process. Transformational leadership is always inhibited by commitment to vision, transformational leaders care about people and their inventive ideas. They support innovation when teachers or group came up with ideas they want to try. A transformational leader asks questions in a supportive reflective manner and works as the part of the team to access and analyze the new ideas while principal transactional leadership style when the follower does what is desired or goes over and above what is required, compensation is provided. If the

follower fails to complete the required goal or work, punishment or withholding of the reward occurs this is done by motivating the teachers and student by giving praise and rewards thus affect the work output which will definitely lead to good student performance in Kenya Certificate of Secondary Education. The passive avoidant leader (laisser-faire) will avoid engaging in important issues, is absent when needed, avoids decision-making, and will put off decisions on important inquiries. The study indicated that the principal use of transformational leadership style affects the students performance in KCSE and that the principal behavior to delegate duties and encourage staff to take responsibilities, expressing confidence in achieving goals and creating effective teaching learning environment for teachers to work resulted in high academic achievement in schools which had a mean score of 6.

In our study leaders whom adopted participative leadership style had a positive influence performance for the schools and the head teachers encouraged teachers and students to participate in decision making; head teachers consulted teachers before making decisions pertaining to academic progress hence they recorded excellent performance followed by authoritative By being authoritative leader, the head teachers remain focused in their managerial roles as they were task-oriented, they asserted their authority and were mainly concerned about getting the tasks done. Most of the schools which used this type of leadership style had above average performance, bureaucratic head teacher are highly invisible, and don't spend a lot of time communicating with teachers, students and subordinates; the head teachers are not able to stimulate teachers and students problems in new ways and help them develop their full potential that result in enhanced creativity of teachers and students leadership had below average performance and lastly laissez

faire leaders offer little or no guidance to group members hence leaves decision making up to group members. It leads to poorly defined roles and lack of motivation, Schools which adopted this type of leadership had average and below average performance.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of study, conclusion and recommendations of the study in line with the study on the relationship between leadership style and performance of Public Secondary schools in Makueni County, Kenya.

5.2 Summary of the study

The study was focused on the relationship between leadership style and performance of public Secondary schools in Makueni County, Kenya. Effective leadership is essential in all organizations, whether business, government, religious or educational. Organizations are established for the achievement of a set of goals and objectives. (A democratic leader gets results by leading discussions, asking questions to involve others, encouraging others to volunteer for responsibilities, confirming commitments, and asking for a vote to get a consensus decision or a majority decision). The purpose of this study was to determine the relationship between leadership style and performance of Public Secondary Schools in Makueni County, Kenya. The study employed descriptive research design. The target population for the study was 50 public secondary schools in the County. The researcher took 82% of the population. The researcher collected data using a questionnaire for the teachers and head teachers. The questionnaire had open ended questions. Quantitative data was analyzed by the use of descriptive statistics and presented through percentages, frequencies means, and standard deviations. The leadership styles investigated on were participative, bureaucratic, Authoritative, Laissez Faire style.

5.3 Conclusion

Makueni County has a total of 250 public secondary schools distributed in nine counties , sub counties are Makueni, Kilungu, Mukaa, Kibwezi,Kathonzweni, Makindu, Mbooni East and West and Nzaui, schools use the 8.4.4 system. The best performing girls school is Precious Blood – Kilungu and in the boys category is Makueni Boys.Majority of the schools are mixed followed by girls and Boys in that order while 51.2% of the schools are day, day and boarding 26.8% and boarding 22%. Based on the findings of this study, it was concluded that principals' leadership style is a critical variable performance in public secondary schools in Makueni County. The significant relationship found in this study between the participative leadership style and school performance is value added. In some situations, people need to be forced before they could improve productivity. The study concluded that the head teachers who adopted a participative leadership style in their leadership and applied this leadership to a great extent achieved excellent and above average performance in their schools.

The study found out that majority of the head teachers believed more in themselves than teachers and had a vision of extraordinary goals and had the ability to motivate teachers and pupils to achieve better performance. From the study findings, it was further concluded that the head teachers who used democratic leadership style practiced involving and consulting teachers in decision making especially administrative problems facing the school. Head teachers that adopted this type of leadership were reporting exemplary performance for the final National examinations in their schools therefore there was above average and average performance of students in this schools. The findings of this study have therefore led the researcher to conclude that the Participative

leadership style is the best style of leadership that could enhance better school performance.

5.4 Recommendations

On the basis of the conclusions drawn therefore, the following recommendation should be put in place: The study recommends that head teachers should adopt varied leadership practices to enhance their performance in public schools and that the head teachers' should enroll for leadership training to upgrade their leadership skills and avoid leading the schools on trial and error basis. In addition the government through the ministry of education should conduct regular evaluation on how head teachers' leadership role in school management. This will help in identifying the emerging leadership needs and appropriate measures will be implemented.

5.5 Limitations of the Study

There were logistical issues in accessing the schools and getting the school principal because the schools are far distant apart and in the remote areas of the County. Time and finances were also constraining factors especially because the deadline for submission was near and the number of schools to visit was high and also in some schools the researcher had to visit the areas more than once.The other limitation was on the issue of non-responsive respondent, this is where the identified respondent was not confident that the information they disclosed would not be used against them. Their fear was mainly that this was not a research project but a school inspection process; it was not easy to convince them otherwise. The other respondents only filled half of the questionnaire and were not comfortable answering section two that dealt with the leadership styles within the school.

5.6 Suggestion for further Research

Having explored the relationship between leadership style and performance of Public Secondary schools in Makueni County. A similar study is recommended including a comparison of urban and rural schools. In addition, a larger sample to include students would enhance more opinions from a wide scope of respondents. Further a similar study is recommended in private schools since the present study focused on public schools.

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Appendix 1: Questionnaire

Section A: General Information

1. What role do you play in this institution?

    a) Headteacher   [ ]

    b) Teacher   [ ]

2. Age ………………………Years

3. Sex [a] Male [ ]   [b] Female [ ]

4. Indicate your current academic qualification

a. Diploma [ ]

b. SI [ ]

c. BA/BSC with PGDE [ ]

d. BED [ ]

e. Masters [ ]

f. Any other [specify] …………………………..

5. What is the category of your school?

a) Day [ ]

b) Boarding [ ]

c) Day and Boarding [ ]

6. How long have you been a headteacher in this school?

    a) Below one year [ ]

    b) 2 – 5 Years [ ]

    c) 6 - 10 [ ]

    d) 11 – 15 years [ ]

    e) 16 and above [ ]

7. What type of school do you lead?

    a) All girls [ ]

    b) All boys [ ]

    c) Mixed [ ]

8. Committee

Do you have the following committee in your school

	YES	NO
Disciplinary committee		
Performance committee		
Leadership committee		

9. What is the performance of the pupils in your schools?

Kindly tick below on the given scale on what is the performance of your school.

	1	2	3	4	5
Below average					
Average					
Above average					
Excellent					

SECTION B: LEADERSHIP STYLE

The following statements relate to different leadership styles that the headteachers use in managing schools. What is your level of agreement with the following statement on the performance in your school.

Strongly disagree 1   Disagree 2   Neutral 3   Agree 4   Strongly agree 5

	1	2	3	4	5
Participative: I involve other staff when making decisions					
Bureaucratic: Decisions in this school are made as per the rules and regulations of the school					
Authoritative: I make decisions on my own					
Laissez Faire: I leave the decision making to the group members					

Thank you for your time and Co-operation.

Appendix2: List of Public Secondary schools in Makueni County

A Comprehensive list of Secondary Schools in **Makueni County**, Showing the **County Schools Code Number**, the **School Name** and the **Type of School**.

Public Secondary Schools in Makueni County

1   18307102   MAKUENI GIRLS HIGH SCHOOL – Girls Boarding

2   18307103   MWAANI GIRLS SECONDARY SCHOOL – Girls Boarding

3   18307104   ST. LAWRENCE'S NZIU GIRLS – Girls Boarding

4   18307105   MWAANI BOYS' SECONDARY SCHOOL – Boys Day & Boarding

5   18307106   ST JOHNS MALIVANI SECONDARY – Mixed Day & Boarding

6   18307107   KITONYONI SECONDARY SCHOOL – Mixed Day & Boarding

7   18307108   MUNYUNI SECONDARY SCHOOL – Mixed Day & Boarding

8   18307109   KAMBI MAWE SECONDARY SCHOOL – Mixed Day & Boarding

9   18307110   MANDOI SECONDARY SCHOOL – Mixed Day & Boarding

10   18307112   AIC MUTULANI SECONDARY SCHOOL – Mixed Day & Boarding

11   18307113   NZIU SECONDARY SCHOOL. – Mixed Day

12   18307114   NTHANGU MIXED DAY AND BOARDING SECONDARY SCHOOL –Mixed Day & Boarding

13   18307201   KAUMONI BOYS SECONDARY SCHOOL – Boys Boarding

14   18307202   UKIA GIRLS' SECONDARY SCHOOL – Girls Boarding

15   18307203   MUKUYUNI SEC SCHOOL – Mixed Day & Boarding

16   18307204   ST. PAUL'S KYAMUTHEI SECONDARY SCHOOL – Mixed Day & Boarding

17   18307205   IUANI SECONDARY SCHOOL – Mixed Day & Boarding

18   18307206   KYUMU SECONDARY SCHOOL – Mixed Day & Boarding

19   18307207   KYUASINI SECONDARY SCHOOL – Mixed Day & Boarding

20   18307209   MAKULI ACK SEC SCH – Mixed Day & Boarding

21 18307210   NTHUKULA A.B.C SECONDARY SCHOOL – Mixed Day

22 18307301   KIVANI SECONDARY SCHOOL – Mixed Day & Boarding

23 18307302   KITANDI SECONDARY SCHOOL – Mixed Day & Boarding

24 18307303   KASUNGUNI SECONDARY SCHOOL – Mixed Day & Boarding

25 18307304   MUTULANI SECONDARY SCHOOL – Mixed Day & Boarding

26 18307305   KEE S.A. SECONDARY SCHOOL – Mixed Day

27 18307306   NGULUNI SECONDARY SCHOOL – Mixed Day

28 18307309   MWEA SECONDARY SCHOOL – Mixed Day & Boarding

29 18323101   MBOONI GIRLS – Girls Boarding

30 18323102   MBOONI BOYS HIGH SCHOOL – Boys Boarding

31 18323103   NZEVENI SECONDARY SCHOOL – Mixed Day & Boarding

32 18323104   KYUU SECONDARY SCHOOL – Mixed Day & Boarding

33 18323105   KIKIMA SECONDARY SCHOOL – Mixed Day & Boarding

34 18323106   MUKAATINI SECONDARY SCHOOL – Mixed Day

35 18323108   KIKIINI SECONDARY SCHOOL – Mixed Day

36 18323109   MBOONI A.I.C GIRLS SECONDARY SCHOOL – Girls Day & Boarding

37 18323201   UTANGWA HIGH SCHOOL – Mixed Day & Boarding

38 18323202   KITHUNGO SECONDARY SCHOOL – Mixed Day & Boarding

39 18323203   KITUNDU SECONDARY SCHOOL – Mixed Day & Boarding

40 18323204   NGAI SECONDARY SCHOOL – Mixed Day & Boarding

41 18323205   UTANGWA GIRLS' SECONDARY SCHOOL – Girls Day & Boarding

42 18323206   KILYUNGI SECONDARY SCHOOL – Mixed Day

43 18323207   KUSYONGALI SECONDARY SCHOOL – Mixed Day

44 18323208   A C K ST JOSEPH'S KYANDOTE SEC SCHOOL – Mixed Day

45 18323209   ITITU A.I.C SECONDARY SCHOOL – Mixed Day

46 18323210   MUMANI SECONDARY SCHOOL – Mixed Day

47 18323301   ITETANI SECONDARY SCHOOL – Mixed Day & Boarding

48 18323302   KIATINENI SECONDARY SCHOOL – Mixed Day & Boarding

49   18323303   NDOO SECONDARY SCHOOL – Mixed Day & Boarding

50   18323304   MULOONI SECONDARY SCHOOL – Mixed Day & Boarding

51   18323305   MAVINDU SECONDARY SCHOOL – Mixed Day & Boarding

52   18323306   TUTUTHA SECONDARY SCHOOL – Mixed Day & Boarding

53   18323308   UVAANI SECONDARY SCHOOL – Mixed Day

54   18323309   MALAA SECONDARY SCHOOL – Mixed Day

55   18323310   KYAMITHENGE SECONDARY SCHOOL – Mixed Day

56   18323312   KYANGUMA SECONDARY SCHOOL – Mixed Day

57   18323313   WANZAUNI SECONDARY SCHOOL – Mixed Day

58   18323314   UTUMONI SECONDARY SCHOOL – Mixed Day

59   18323315   KITOO ABC MIXED SECONDARY SCHOOL – Mixed Day

60   18324101   KIKUMINI SECONDARY SCHOOL – Mixed Day & Boarding

61   18324102   MWEINI SECONDARY SCHOOL – Mixed Day & Boarding

62   18324103   GOOD SHEPHERD GIRLS SECONDARY SCHOOL – Girls Boarding

63   18324104   MII SECONDARY SCHOOL – Mixed Day & Boarding

64   18324105   THITHI SECONDARY SCHOOL – Mixed Day

65   18324106   NGUU SECONDARY SCHOOL – Mixed Day

66   18324107   ST MARY'S ITAAVA – Mixed Day

67   18324201   MULALA GIRLS' HIGH SCHOOL – Girls Boarding

68   18324202   NDUUNDUNE SECONDARY SCHOOL – Mixed Day & Boarding

69   18324203   MBUTHANI SECONDARY SCHOOL – Mixed Day & Boarding

70   18324204   KYEMUNDU SECONDARY SCHOOL – Mixed Day & Boarding

71   18324205   NGOTO BOYS HIGH SCHOOL – Boys Boarding

72   18324206   BARAZANI GIRLS' HIGH SCHOOL – Girls Boarding

73   18324207   TUTINI SECONDARY SCHOOL – Mixed Day & Boarding

74   18324208   KYUMBUNI SECONDARY SCHOOL – Mixed Day & Boarding

75   18324209   MUAMBWANI SECONDARY SCHOOL – Mixed Day & Boarding

76   18324210   MUKAMENI BOYS' SECONDARY SCHOOL – Mixed Day & Boarding

77   18324211   MANOONI SECONDARY SCHOOL – Mixed Day

78   18324212   NDWAANI SECONDARY SCHOOL – Mixed Day

79   18324213   MUNGYANI SECONDARY SCHOOL – Mixed Day & Boarding

80   18324214   VULUENI SECONDARY SCHOOL – Mixed Day & Boarding

81   18324215   MBELETU SECONDARY SCHOOL – Mixed Day

82   18324216   KILIKU MIXED SECONDARY SCHOOL – Mixed Day

83   18324217   MATIKU SECONDARY SCHOOL – Mixed Day & Boarding

84   18324220   MUTAITI SECONDARY SCHOOL – Mixed Day

85   18324222   A.B.C KALUMBI SEC. SCHOOL – Mixed Day

86   18324301   MATILIKU SECONDARY SCHOOL – Boys Boarding

87   18324302   KALAMBA SECONDARY SCHOOL – Mixed Boarding

88   18324303   GIGIRI LIONS GIRLS' SECONDARY SCHOOL – Girls Boarding

89   18324304   GIGIRI NZEENI LIONS BOYS SECONDARY SCHOOL – Boys Day & Boarding

90   18324305   KILILI SECONDARY SCHOOL – Mixed Day & Boarding

91   18324306   KITHUMBA SECONDARY SCHOOL – Mixed Day & Boarding

92   18324307   KALAANI MIXED SECONDARY SCHOOL – Mixed Day

93   18324308   MAUMBA SECONDARY SCHOOL – Mixed Day

94   18324310   KAWALA SECONDARY SCHOOL – Mixed Day & Boarding

95   18325101   JOANNA CHASE SECONDARY SCHOOL – Mixed Boarding

96   18325102   MUTHINGIINI HIGH   SCHOOL – Mixed Day & Boarding

97   18325103   DARAJANI SECONDARY SCHOOL – Mixed Day & Boarding

98   18325104   KITHINGIISYO SECONDARY SCHOOL – Mixed Day & Boarding

99   18325105   KATHEKANI SECONDARY SCHOOL – Mixed Day & Boarding

100   18325106   IIANI SECONDARY SCHOOL – Mixed Day & Boarding

101   18325107   IVINGONI SECONDARY SCHOOL – Mixed Day & Boarding

102   18325108   YUMBUNI SECONDARY SCHOOL – Mixed Day & Boarding

103   18325109   ST. MARY'S KOMBOYOO GIRLS SECONDARY SCHOOL – Girls   DDay &

Boarding

104 18325110 MISUUNI MIXED SECONDARY SCHOOL – Mixed Day

105 18325111 ST. LUCY KALIMANI SECONDARY SCHOOL – Mixed Day

106 18325112 NGWATA SECONDARY SCHOOL – Mixed Day

107 18325113 YAKITAA SEC SCHOOL – Mixed Day

108 18325115 KITENG'EI SECONDARY SCHOOL – Mixed Day

109 18325117 KASUE GIRLS' SECONDARY SCHOOL – Girls Day

110 18325119 MOLEMUNI SECONDARY SCHOOL – Mixed Day

111 18325120 NZOILA SECONDARY SCHOOL – Mixed Day

112 18325201 KALULINI BOYS' HIGH SCHOOL – Boys Boarding

113 18325202 ST PETER'S THANGE SECONDARY SCHOOL – Mixed Day & Boarding

114 18325203 ST. MARY'S GIRLS HIGH SCHOOL KINYAMBU – Girls Boarding

115 18325204 KIAONI SECONDARY SCHOOL – Mixed Day & Boarding

116 18325205 KISAYANI SECONDARY SCHOOL – Mixed Day & Boarding

117 18325206 KYANGINYWA HIGH SCHOOL – Mixed Day & Boarding

118 18325207 KATHYAKA SECONDARY SCHOOL – Mixed Day & Boarding

119 18325208 MIKUYUNI SECONDARY SCHOOL – Mixed Day

120 18325209 ST. JOSEPH'S GIRLS SEC. KIBWEZI – Girls Boarding

121 18325301 UTITHI SECONDARY SCHOOL – Mixed Day & Boarding

122 18325302 MAIKUU SECONDARY SCHOOL – Mixed Day & Boarding

123 18325303 SUMBI SEC. SCHOOL – Mixed Day & Boarding

124 18325304 MASAKU NDOGO SECONDARY SCHOOL – Mixed Day & Boarding

125 18325305 ULILINZI SECONDARY SCHOOL – Mixed Day

126 18325306 NDAUNI SECONDARY SCHOOL – Mixed Day

127 18325307 KIVUTHINI SECONDARY SCHOOL – Mixed Day & Boarding

128 18325308 ST. MARTINS KYUMANI SECONDARY SCHOOL – Mixed Day

129 18325309 KITHYULULU SECONDARY SCHOOL – Mixed Day

130 18325310 KYANGULI SECONDARY SCHOOL-KIBWEZI – Mixed Day

131 18325311 KALULU SECONDARY SCHOOL – Mixed Day

132   18335101   KANZOKEANI SECONDARY SCHOOL – Mixed Day & Boarding

133   18335102   ST PETER CLEVER'S SECONDARY SCHOOL-KITHUKI – Mixed Day & Boarding

134   18335103   YINTHUNGU SECONDARY SCHOOL – Mixed Day & Boarding

135   18335104   MATHEANI SECONDARY SCHOOL – Mixed Day

136   18335105   PETER KIILU SECONDARY SCHOOL – Mixed Day

137   18335201   KATHONZWENI BOYS HIGH SCHOOL – Boys Day & Boarding

138   18335202   KAVINGONI SECONDARY SCHOOL – Mixed Day & Boarding

139   18335203   KAASYA SEC SCHOOL – Mixed Day

140   18335204   KATHAMBONI SECONDARY SCHOOL – Mixed Day

141   18335205   ST. JOSEPH'S SECONDARY SCHOOL IKAASU – Mixed Day

142   18335206   ST AUGUSTINE ITUMBULE SECONDARY SCHOOL – Mixed Day

143   18335208   KATHONZWENI GIRLS SECONDARY SCHOOL – Girls Day & Boarding

144   18335301   MAVINDINI SECONDARY SCHOOL – Mixed Day & Boarding

145   18335302   KANTHUNI SECONDARY SCHOOL – Mixed Day & Boarding

146   18335303   YEMULWA SECONDARY SCHOOL – Mixed Day

147   18335304   MUUSINI SECONDARY SCHOOL – Mixed Day

148   18335305   ST. STEPHEN KANYONGA SECONDARY SCHOOL – Mixed Day

149   18335401   KIANGINI SECONDARY SCHOOL – Mixed Boarding

150   18335402   KITISE SECONDARY SCHOOL – Mixed Day & Boarding

151   18335403   MBUVO MIXED DAY SECONDARY SCHOOL – Mixed Day

152   18335404   A.C.K ST. JOSEPH'S MAAUELI SEC. – Mixed Day

153   18335405   MUNATHI SECONDARY SCHOOL – Mixed Day

154   18336101   PRECIOUS BLOOD SEC.SCHOOL – KILUNGU – Girls Boarding

155   18336102   THOMEANDU SECONDARY SCHOOL – Boys Day & Boarding

156   18336103   KILUNGU DAY HIGH SCHOOL – Mixed Day & Boarding

157   18336104   ST.LUCIA GIRLS' HIGH SCHOOL- KAUTI. – Girls Boarding

158   18336105   KITHANGATHINI SECONDARY SCHOOL – Mixed Day

159   18336106   INYOKONI SECONDARY SCHOOL – Mixed Day & Boarding

160	18336107	KATULYE S.A. SECONDARY SCHOOL – Mixed Day
161	18336108	ST. PATRICK'S KYAMATHEKA SECONDARY SCHOOL – Mixed Day
162	18336109	A.I.C NUNGUNI SECONDARY SCHOOL – Mixed Day & Boarding
163	18336110	IKALYONI SECONDARY SCHOOL – Mixed Day
164	18336111	A.I.C KAVATANZOU SEC SCHOOL – Mixed Day
165	18336201	ISOVYA SECONDARY SCHOOL – Mixed Day
166	18336202	NDOLO SECONDARY SCHOOL – Mixed Day & Boarding
167	18336203	KATIKOMU SECONDARY SCHOOL – Mixed Day
168	18336204	AIC MWAANI-ILIMA SECONDARY SCHOOL – Mixed Day
169	18336205	ENGAVU SECONDARY SCHOOL – Mixed Day
170	18346101	KITONDO SECONDARY SCHOOL – Boys Boarding
171	18346102	KISAU GIRLS SECONDARY SCHOOL – Girls Boarding
172	18346103	KAKUSWI SECONDARY SCHOOL – Mixed Day & Boarding
173	18346104	KITETA GIRLS SECONDARY SCHOOL – Girls Boarding
174	18346105	MBA SECONDARY SCHOOL – Mixed Day & Boarding
175	18346106	NDULUKU SECONDARY SCHOOL – Mixed Day & Boarding
176	18346107	UTUNENI SECONDARY SCHOOL – Mixed Day & Boarding
177	18346108	TAWA MIXED SECONDARY SCHOOL – Mixed Day
178	18346110	MUKIMWANI SECONDARY SCHOOL – Mixed Day
179	18346111	WAMBITI MIXED SECONDARY SCHOOL – Mixed Day
180	18346112	LUNG'U SECONDARY SCHOOL – Mixed Day
181	18346113	MUTHWANI SECONDARY SCHOOL – Mixed Day
182	18346114	KIKUSWI SECONDARY SCHOOL – Mixed Day
183	18346115	MIAU SECONDARY SCHOOL – Mixed Day
184	18346116	NGONI MIXED DAY SECONDARY SCHOOL – Mixed Day
185	18346117	KYANG'ONDU SECONDARY SCHOOL – Mixed Day
186	18346118	MUKUKU SECONDARY SCHOOL – Mixed Day
187	18346119	NDUMBI SECONDARY SCHOOL – Mixed Day

188   18346120   KATHAMBA SECONDARY SCHOOL – Mixed Day

189   18346121   SONG'ENI MIXED SECONDARY SCHOOL – Mixed Day

190   18346122   ITULU MIXED DAY SECONDARY SCOOL – Mixed Day

191   18346123   KAKO SECONDARY SCHOOL – Mixed Day & Boarding

192   18346201   KITOTO SECONDARY SCHOOL – Mixed Day & Boarding

193   18346202   ITITU SECONDARY SCHOOL – Mixed Day & Boarding

194   18346203   NDAUNI SECONDARY SCHOOL – Mixed Day

195   18346204   ST. BARNABAS THWAKE SECONDARY SCHOOL – Mixed Day

196   18346205   KALAWA SECONDARY SCHOOL – Boys Boarding

197   18346206   MIANGENI SECONDARY SCHOOL – Mixed Day & Boarding

198   18346207   KAVUMBU SECONDARY SCHOOL – Mixed Day & Boarding

199   18346208   MBUKONI SECONDARY SCHOOL – Mixed Day

200   18346209   NGUNGI MIXED DAY SECONDARY SCHOOL – Mixed Day

201   18346210   NGUNINI SECONDARY SCHOOL – Mixed Day

202   18346211   MUTEMBUKU SECONDARY SCHOOL – Mixed Day

203   18347401   KASIKEU SECONDARY SCHOOL – Boys Boarding

204   18347402   KASIKEU GIRLS – Girls Day & Boarding

205   18347403   ENGULI ABC SECONDARY SCHOOL – Mixed Day & Boarding

206   18347404   MUSAANI SECONDARY SCHOOL – Mixed Day

207   18347405   LUMU SECONDARY SCHOOL – Mixed Day

208   18347406   MUANI SECONDARY SCHOOL – Mixed Day

209   18347407   KWOTHITHU SECONDARY SCHOOL – Mixed Day

210   18347410   MBIINI SECONDARY SCHOOL – Mixed Day & Boarding

211   18347411   KITHEINI SECONDARY SCHOOL – Mixed Day & Boarding

212   18347412   NDULUNI SECONDARY SCHOOL – Mixed Day & Boarding

213   18347413   A B C KAYATA GIRLS SEC SCHOOL – Girls Day & Boarding

214   18347414   MASOKANI SECONDARY SCHOOL – Mixed Day

215   18347415   MUANGINI SECONDARY SCHOOL – Mixed Day

216	18347416	MUMELA SECONDARY SCHOOL – Mixed Day
217	18347501	MUKAA BOYS' HIGH SCHOOL – Boys Boarding
218	18347502	KILOME S.A SECONDARY SCHOOL – Mixed Day & Boarding
219	18347503	BISHOP NGALA SECONDARY SCHOOL – Mixed Day
220	18347504	MUKAA GIRLS' HIGH SCHOOL – Girls Boarding
221	18347505	KITAINGO SEC. SCHOOL – Mixed Day & Boarding
222	18347506	MAIANI SECONDARY SCHOOL – Mixed Day & Boarding
223	18347507	KITONGUNI SECONDARY SCHOOL – Mixed Day
224	18347508	MT. CARMEL GIRLS' SECONDARY SCHOOL – KILOME – Girls Day & Boarding
225	18347509	UTHINI GIRLS SECONDARY SCHOOL – Girls Day
226	18347510	KWAKIKETI SECONDARY SCHOOL – Mixed Day
227	18347511	KAMUTHINI SECONDARY SCHOOL – Mixed Day
228	18347513	KIONGWANI SECONDARY SCHOOL – Mixed Boarding
229	18347514	KIU SECONDARY SCHOOL – Mixed Day & Boarding
230	18347515	KIIMA KIU SECONDARY SCHOOL – Mixed Day
231	18347516	MULUMINI SECONDARY SCHOOL – Mixed Day
232	18347517	A C K ST STEPHENS KIMA SEC SCH – Mixed Day & Boarding
233	18347518	UVUNYE SECONDARY SCHOOL – Mixed Day
234	18347519	ST. MARTIN DEPORES MALILI SECONDARY SCHOOL – Mixed Day
235	18347520	A.C.K. ST. LUKES MARWA – Mixed Day
236	18348101	MAKINDU SECONDARY SCHOOL – Boys Boarding
237	18348102	IKUNGU SECONDARY SCHOOL – Mixed Boarding
238	18348103	SHINE STAR KAI SECONDARY SCHOOL – Mixed Day
239	18348104	KAMBOO SECONDARY SCHOOL – Mixed Day
240	18348107	KISINGO SECONDARY SCHOOL – Mixed Day
241	18348108	NGOMANO SECONDARY SCHOOL – Mixed Day & Boarding
242	18348109	NGAKAA SECONDARY SCHOOL – Mixed Day & Boarding
243	18348110	ST. ANNS KIBOKO SECONDARY SCHOOL – Girls Day & Boarding

244   18348111   YIMWAA SECONDARY SCHOOL – Mixed Day

245   18348112   MOI GIRLS SECONDARY SCHOOL – KIBWEZI – Girls Boarding

246   18348113   NGUUMO SECONDARY SCHOOL – Mixed Day

247   18348114   MUKAMENI MIXED SECONDARY SCHOOL – Mixed Day

248   18348115   SYUMILE SECONDARY SCHOOL – Mixed Day & Boarding

249   18348116   KAUNGUNI SECONDARY SCHOOL – Mixed Day

250   18348117   ST. BAKHITA MAKUSU SECONDARY SCHOOL – Mixed Day