

**INFLUENCE OF PRINCIPALS' LEADERSHIP BEHAVIOUR ON
STUDENTS' PERFORMANCE AT KENYA CERTIFICATE OF
SECONDARY EDUCATION IN PUBLIC SCHOOLS IN MASABA
SOUTH DISTRICT**

Omundi David Nyagaka

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for the Degree of Master of Education in Educational Administration**

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DECLARATION

This research project is my original work and has not been presented for the award of any degree in any other university.

Omundi David Nyagaka
E55/66204/2010

This research project has been submitted for examination with our approval as university supervisors.

Dr. PhylistersMatula
Lecturer
Department of Education Administration and Planning
University of Nairobi

Dr Mari Nelson
Lecturer
Department of Education Administration and Planning
University of Nairobi

DEDICATION

I dedicate this work to God who is all in my life. It is also dedicated to my loving wife Zipporah Kerubo and our dear children Wycliff, Hellen, Esther and Naom.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of variance
BED	Bachelor of Education
BOM	Board of Management
DEO	District Education Officer
ED	Edition a new issue of a book with modification reversing the previous text
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institution
NCST	National Council of Science and Technology
PTA	Parents Teachers Association
SPSS	Statistical Package for Social Science
TSC	Teachers Service Commission

ABSTRACT

The purpose of the study was to investigate the influence of principals' leadership behaviour on student academic performance at the Kenya Certificate of Secondary Education among public secondary schools in Masaba South District in Kisii County, Kenya. The objectives of the study were; to establish principals' leadership behaviour as perceived by teachers in public secondary schools in Masaba South District, to determine the extent to which principals' leadership behaviour of consideration influences performance of students at KCSE in Masaba South District and to establish the extent to which principals' leadership behaviour of initiating structure influences students' performance at KCSE in Masaba South District. The research design used was *expost facto* design. The target population was 39 principals and 500 teachers in public secondary schools in Masaba South District. Simple random sampling and purposive sampling was used to get the 36 schools, 36 principals' and 216 teachers. Two categories of questionnaires; one for the principals and another for the teachers were used. Descriptive statistics were used to analyze data to give the percentages (%), frequencies and means. The study revealed that principals perceived themselves to be high in consideration and moderately high in initiating structure but teachers rated them moderately high in consideration and moderately high in initiating structure. It is also apparent that many variables play a role for the leadership behaviour of the principals to be perceived as favourable by the teachers. The findings of the study were that majority of the teachers 63.4% agreed that principals' behaviour affect the students' performance a KCSE. Majority of the teachers 63.4% rated leadership behaviour for the principals' as good. Principals rated themselves high in consideration and moderate in initiating structure while teachers rated principals moderately high in both consideration dimension and initiating structure dimension. The researcher concluded that in consideration dimension; supportive behaviour should be high since it is personal oriented in nature while in initiating structure, directive behaviour should be a major characteristic since it is task oriented in nature. From the findings of the study, the principals' leadership behaviour was rated as good by the teachers, although the performance was below average as rated by the principals. The study recommended that since principals' behaviour was rated as good and students performance in KCSE was below average, there was need to examine other sided factors by the principals. The study suggests that principals' leadership is critical in management of public secondary schools. High quality of leadership behaviour mainly in consideration dimension and initiating structure dimension influence the performance of the students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In a global perspective, school principals are expected to coordinate administrative tasks well so that the country can achieve formal education goals UNESCO (2005). The organization further described education as one of the greatest sector in most countries. Education is a vital point into all initiatives for the establishment of a civilized social system. It gives awareness and identity. It provides the tools for the struggle against poverty, ignorance, diseases, and other vices. Education furnishes the instrument for the creation of protective values, norms and for required goods and services (Okumbe, 2001).

Although school principals in Africa work under very different conditions, they must be in the front-line of the battle to create an environment to quality education and good performance, in the book Education and Society: Sociology of Africa Education (Data, 1984). For education to bear fruits, students are expected to progress from one level of education to the next. This is portrayed by how the learners perform after being exposed to the learning progress. Bush and Bell (2003) noted that there is need for effective leadership behavior which provides schools with vision explicit philosophies based on consultation and team work that leads to success in attainment of good results in national examination.

The Bureau of Business Research at The Ohio State University (2002) initiated research on leadership by involving researchers for psychology, sociology and economics. According to Hanson (1996) the researchers constructed over 1,800 questions having items describing a wide range of leadership behaviours administered on different types of groups and situations. They have subsequently referred to as Leader Behaviour Description Questionnaires (LBDQ). Two dimensions of leadership behaviour emerged from the data analysis labeled consideration and initiating structure. Consideration referred to the degree to which a leader acted in a friendly and supportive manner to his subordinates while initiating structure referred to the degree to which a leader defines and structured his/her role and the role of the other subordinates towards achieving group goals. The findings revealed initiating structures would be related to group unity while consideration would be related to low absenteeism.

Bass (1981) noted that two categories of leadership behavior in which a leader like the principal could place greater emphasis in fulfilling his/ her roles included initiating structure and consideration dimension. He argued that initiating structure include such behaviors as maintaining standards, meeting deadlines while structuring, the leaders role and those of the followers towards performance. Consideration comprises all the behaviors that exhibit concern by the welfare of other members of the group. Considerate leaders will stress the importance of job satisfaction, maintain and strengthen self esteem of followers, show appreciation for field work, are easy to approach; but

inconsiderate leadership will criticize followers in public, threaten their security and refuse to accept follower suggestions (Stogdill, 1974).

An extensive research study on behavioral categories of leadership was carried out by The Ohio State University (Luthans, 2008). Their focus was on the kinds of peoples' behavior in leadership positions and the effects of leadership behavior on group performance. They came up with initiating structure and consideration dimensions of leadership behavior. The University of Michigan Institute for Social Research studied effective supervisors who appeared to display four common characteristics which are; delegation of authority, avoidance of close supervision, interest and concern in their subordinates as individuals participative problems solving and high standards of performance.

According to Zame, Hope and Respress (2008) leadership is a key commodity in the twenty first century organization. They argued that a principal had a vital role in an effective school and student achievement hence suggested for attention on principals' leadership behaviour in secondary schools. The study in Ghana about educational reform revealed that, though Ghana, as many other countries in the region has led several reforms with the intent of developing a quality education system, they have not focused on leadership. It is clear that all effects behind establishment and maintenance of educational institutions aim at the improvement of the behavior of leaders. Consideration research indicate there is relationship between leadership behaviour and performance. Stogdill (1974) in his exhaustive research on leadership explained that when teachers and principals are described high in consideration and initiating

structure, the student tend to make high scores on performance. In support of these thoughts, Yukl (2006) explained that leaders behaviour pattern affect situational variables (subordinate motivation, task role organization and follower skills level). To him there is a positive correlation between leader behaviour and followers performance.

Larson, Hunt & Osborn (1976) noted that even though most theories agreed that task and relation behaviour are both important to effective leadership. There is a disagreement about the way the two types of leadership behaviour jointly affect subordinates. Yukl (2006) however, argued that a person oriented behaviour may result in higher job satisfaction, teamwork and organizational commitment while task oriented behaviour may result in better understanding of role requirement, better coordination of subordinates, efficient utilization of resources and personnel for better performance.

Griffins (1994) argued that school administrators had a direct bearing on the achievements of the school because they had a key role coordinating, directing and facilitating the learning process. Hence, effective leadership in schools may be noted as a factor that will make a difference in achievers and non achievers in education goals. According to Okumbe (1998) education in Kenya is highly results oriented and good performance in Kenya Certificate of Secondary Education is very important for admission into public universities, private colleges and also private universities.

Many a time, when the KCSE results are released several reports come up trying to appraise principals with good results while on the other hand trying

to criticize those that performed poorly. There is no evidence to indicate the poor performance is a function of an institution's geographical location or economic or other conditions that will affect the district alone and not other districts as indicated in Table 1.1. This study aims to look at the influence of principals' behaviour on students' performance at KCSE in Masaba South district. According to the results from the District Education Officer (DEO) Masaba South district 2008 to 2012 there has been a dismal positive index. There is no evidence to indicate that poor performance is a function of the institutions' geographical location or economic status.

Table 1.1: The mean standard score for the districts

Districts	2008	2009	2010	2011	2012	Mss
Borabu	4.821	5.817	5.764	5.085	5.121	5.202
Kisii Central	5.817	5.021	6.00	6.254	6.323	5.606
Masaba South	5.764	4.583	4.784	4.021	4.921	4.672

Source: Kenya National Examinations Council (2012)

Table 1.1 shows that the KCSE results for public secondary schools in Masaba South district have been poor since 2008. The mean standard score for the district has generally declined from 5.764 in 2008 to 4.921 in 2012. The average mean score has been approximately 4.672 translated to 39.47 percent despite the government investing in secondary education. There are many reasons that can cause this downward trend like insufficient facility, lack of

enough teachers, indiscipline among students, lack of support from parents, principals leadership behaviour among others (Ouma, 2009).

It is on this background the researcher will carry out a study on leadership behaviour among principals of public secondary schools in Masaba South district to determine their influence on student performance in KCSE.

1.2 Statement of the problem

The Kenya Certificate of Education results in Masaba South District have generally been poor over the years. This can be observed in Table 1.1 which shows the mean score for the neighbouring districts in KCSE from 2008 to 2012. From the data presented in Table 1.1 it is evident that a large number of schools in Masaba South constantly attain low marks. This is inspite of the fact that a considerable number of schools have appropriate resources such as libraries, laboratories and qualified teachers. The question therefore is, what could be the cause of this poor performance? Could it be leadership behaviour of principals? There has been few studies carried out in Kenya to find out if there exists any significant relationship between school leadership behaviour and student performance. Such studies have not been conducted in Masaba South District. It has been noted that performance of students depend on school leadership behaviour. Good examples to this effect are Borabu district and Kisii Central district. A close look at the history of these districts suggests that students' have varied with different leadership behaviour. This study therefore seeks to find out the relationship between secondary school leadership behaviour and student performance in Masaba South district.

1.3 Purpose of the study

The purpose of this study is to investigate the influence of principals leadership behavior on students' performance on Kenya Certificate of Secondary Education in public secondary schools in Masaba South district, Kenya.

1.4 Objectives of the study

The objectives of the study will be:

- i. To establish the principals' leadership behaviour as perceived by the teachers in public secondary schools in Masaba South District..
- ii. To determine the extent to which principals' leadership behaviour of consideration influences performance of students at KCSE in Masaba South District.
- iii. To establish the extent to which principal's leadership behaviour of initiating structure influences students' performance at KCSE in Masaba South District.

1.5 Research questions

The study is guided by the following research questions:

- i. What is the teachers' perception on principals' leadership behaviour in public secondary schools in Masaba South District?
- ii. To what extent do principals' leadership behaviour of consideration influence students' performance at KCSE in Masaba South District?

- iii. To what extent do principals' behaviour of initiating structure influence students' performance at KCSE in Masaba South District?

1.6 Significance of the study

The Ministry of Education may use the study for further research as regards to leadership behaviour of public secondary school principals and academic performance of students. The Teachers Service Commission may use the findings of the study as a guide on behaviour of principals in secondary schools. The Kenya Education Management Institute (KEMI) may use it to organize seminars for principals to assist them improve academic achievement in schools. The serving principals may also use the findings to re-focus and appraise their leadership behaviour with an aim of leading their schools effectively geared to high performance.

1.7 Limitations of the study

According to Mugenda and Mugenda (1999) limitation is an aspect of research that may influence the results negatively but over which the researcher has no control. Therefore, the limitations of this study may be difficulty for the researcher to control the respondents as they respond to the questionnaire. There is a possibility of respondents not giving the correct information as regards to their leadership behaviour for security of their jobs. The respondents were principals and teachers. The student of these schools were not included as respondents because there is normally less frequent interaction between principals and students as compared to teachers

1.8 Delimitations of the study

According to Orodho and Kombo (2002) delimitation of the study refers to the boundary of the study. The researcher will make no attempt to investigate the influence of intervening variables towards students' academic performance at KCSE examination. The study delimits itself to the principals' leadership behaviour and their influence on students' performance in Masaba South district although there are other factors that affect student performance like school environment, facilities and peer pressure. The researcher will only work with public secondary schools in Masaba South District which is one out of 288 districts currently in Kenya. Therefore the results cannot be generalized for the whole country.

1.9 Basic assumptions

The following are the assumptions;

- i) The Kenya Certificate of Secondary Education is a reliable measure of academic performance.
- ii) The leadership behaviour provided necessary guidance, clarity of direction and supervision for effective performance of a school.
- iii) The respondents will be cooperative and provide honest reliable responses.

1.10 Operational definition of terms

Behaviour refers to a range of actions and mannerism made by the principals.

Consideration refers to the leaders concern for people and interpersonal relationship

Demographicvariables refers to personal characteristics of school principals such as gender, academic qualification, professional experience, professional qualification and age.

Initiating structure refers to those actions where principals define their own role and let followers know what is expected of them.

Leadership refers to the act of the principal to influencing his/her juniors in the school administration to accomplish set goals.

Perception refers to an individual's unique way of looking at another person's behaviour.

Performance refers to student grades in Kenya Certificate of Secondary Education rated by the Kenya National Examination Council from the lowest grade E to the best Grade A.

Principal refers to the head of the school in charge of running secondary schools who maybe male or female.

Public secondary schools refers to a free local school supported financially, staffed and equipped by the government through the Ministry of Education.

Students' performance refers to measurement through the grades or awards by the Kenya National Examination Council to individual students after an examination.

Supportive behaviour refers to a leader who is friendly, approachable and shows genuine concern for others.

1.11 Organization of the study

Chapter one of this study focused on the background of the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, limitations, delimitations of the study, basic assumptions of the study and definitions of significant terms of the study. Chapter two on literature review focused on introduction, the concept of leadership behaviour, principal's leadership behaviour as perceived by teachers, leadership behaviour of consideration on student performance, leadership behaviour of initiating structure on KCSE, theoretical framework and conceptual framework. Chapter three explained the research methodology and cover research design, sample size and sampling procedures, research instruments, the validity and reliability of the instrument, liability of the instrument, data collection procedure and data analysis techniques. Chapter four will presented data analysis as collected using the research instruments and also the findings therein. Lastly chapter five will stipulate the summary of the findings and draw recommendations and conclusions from the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter covers the literature review which is divided into seven sub-headings. They include the concept of leadership behaviour, principals' leadership behaviour as perceived by teachers, leadership behaviour of consideration on students' performance, leadership behaviour of initiating structure on KCSE, theoretical framework and conceptual framework.

2.2 Concept of leadership behaviour

According to Luthans (2000) leadership behaviour of a leader is to influence and choose to do and the manner which he/she acts. Schools are among the various formal organization present in the society. Like any other organization, schools have activities (Moore et al. 2001). Agarwal (1990) refers to leadership as the attention of influencing others to direct their will, ability and efforts to the achievement of their organization goals. He argues that leadership focuses on peoples' aspect in any organization and is usually based on the assumption that organizational effectiveness significantly depend on their motivation and abilities. Okumbe (1998) quoting Katz and Khan identified leadership as the influential increment over and above mechanical compliance with routine directives of the organization. In this definition leadership behaviour is seen as a process by which one person influences the other to do something of their own volition neither because it is required nor because of fear of consequences of non-compliance (Okumbe, 2001) goes

further to define Leadership as a process of encouraging and helping others to work enthusiastically towards objectives. He further argues that the human factor binds a group together and motivates them towards goals by transforming the group potential into reality.

Green (2005) argues that literature of education is filled with a description of the challenging nature of schools. The one that appears to be most pronounced is leadership behaviour that is necessary to meet the needs of all students. This means as the society becomes more complex, the school becomes equally complex, placing a greater demand on the individuals who lead them. According to Bush (2005) despite its contemporary importance there is no agreed upon definition of the concept of leadership. He further argues that the definition of leadership is always arbitrary and very subjective. Hence, in his effort to develop a working definition, he identified three dimensions of leadership. The first dimension involves a process of influence entered by one person or group over other people or groups. The second is to structure the activities and relationship in a group or organization. Thirdly, leadership should be grounded in firm personal and professional values since the primary role of any leader is unification of people around key values.

Nzuve (2007) also argues that leadership gives one a means of securing voluntary compliance. He argues that a leader should have the follower's emotional appeal and meet the needs of the people. He further observed that leadership behaviour of principals could be affected by personal, interpersonal and organizational factors. According to Sergiovanni (2004) the substance of

educational leadership comprised of educational programs, curriculum, instruction, teaching, learning supervision and evaluation. The leader has the responsibility to lay strategies on how to win his /her followers to achieve the schools' goals for perfect performance. The interplay between individuals and social environment of their world of work is powerful in giving rise to the leaders' behaviour in schools (Owens, 2007). Therefore, the leadership behaviour will be noted as the principal executes duties such as personal monitoring of school activities, support for teachers, acquisition of resources, problem solving, warning and punishing to make corrections, hence, to have effectiveness in educational institutions.

According to Bukusi (2002) leadership requires that the leader leads. The very term itself indicates a position "in front" or "representative". It requires that the person in that role is responsible for the direct influence, authority, culture, vision, philosophy, attitude, success and failure of the institution. Leadership is one of the most important means of directing people. It is a process by which an executive influences the work and behavior of a subordinate in choosing and attaining specific objectives. A person is said to have influence on others when they are willing to carry out his or her wishes and accept his or her advice or guidance. It is the activity of influencing people to strive willingly for group objectives. Beare, Calwell & Millikan (1994) pointed out the significant relationship between leadership behaviour and student achievement in the study of school performance. They stated that all the statistics gave strong support to the hypothesis that related to the productivity of the school. Njuguna (1998) carried out a research on the headteachers'

leadership styles and performance in KCSE in Nairobi province. He found out that there was no significant relationship between headteachers' leadership styles and student performance. Matura (2001) noted that there was a significant relationship between headteachers' leadership behaviour and student academic performance. The same findings feature in Kimacia, hence amidst these contractions there is need to carry out further studies on the influence of principal's leadership behaviour on student performance in KCSE among public secondary schools in Masaba South district.

2.3 Principals' leadership behaviour as perceived by teachers

Researchers have tried to isolate the behaviour characteristics of effective leaders. Since it is evident that effective leaders do not seem to have a particular set of distinguishing traits from behaviour. They have been interested in determining what effective leaders do, how they delegate tasks, how they communicate with and try to motivate their followers. Stoner (2002) in low studies on management noted "Behaviours unlike traits could be learned", so it follows that individual trained in appropriate leadership behaviour would be able to lead more effectively. Silver (1983) noted that the traits research failed to reveal a set of characteristics consistently associated with effectiveness. Research over the years has made progress in discovering how a leader's attributes are related to leadership behaviour and effectiveness. Eshiwani (1993) on policy factors behind poor performance among primary and secondary schools noted that lack of competence, dedication and

commitment of head teachers contribute to poor performance of students in national examinations.

According to Hollander (1978) leadership does not have a relationship with the teachers as a total group, they have a set of relationship which vary from one teacher to another. Thus the influence of leadership depends on ones behaviour being recognized and tacitly acknowledged to be “leadership” by others who thereby cast themselves into the role of followers (Leithwood and Jantzi, 1997). These assertions raised the issue of how teachers’ perception of leadership behaviour of the principals are formed. First, through recognition process where the teacher matches information about the traits and behaviors to acknowledge structures about leadership help in a long term memory. A high level of correspondents between observed and behaviour leads a follower to recognize those behaviours as leadership. Inferential process that depend on the opportunity of the followers to observe events and draw conclusions about the contribution of potential leadership behaviour to the outcome Leithwood and Jantzi (1999). Perception of behaviour as a leadership is as a result of the teachers judgement that those events are somewhat salient and they had a desirable effect and that the leadership behaviour was instrumental in bringing the students’ outcome.

In Kenya, the role of secondary school principals is clearly spelt out in the principals manual (Republic of Kenya, 2005). The manual highlighted that the principal is responsible for the overall learning and control of the school and for the maintenance of the tone and all around standards. The principal

must be prepared to delegate duties to other members of the teaching staff and organize and control the staff to inspire loyalty. They are therefore involved in controlling and directing the human behaviour in a social organization. This will be achieved by ensuring that workers conform to the regulations and objectives of the organization (Okumbe, 1998).

Studies carried at Ohio State University on leaders behaviour patterns found that there are two major categories of action by any leader's pattern can be described and this includes attending to the system (System-Oriented and attending to individual. People Persons – Oriented). The same categories are referred as consideration and initiating structure (Yukl, 2006). These two categories can be viewed as independent dimension of a leader's behaviour since one group of behaviour does not necessarily affect the other. Katz; Maccoby, and Morse (1950) used a variety of field studies with a variety of leaders. The results from the research discovered three types of leadership behaviours which differentiated between effective and ineffective managers.

The first type of leadership behaviour was effective managers in task oriented behaviour who concentrated on task-oriented functions such as; planning, scheduling the work, coordinating subordinate activities, providing necessary supplies and guided subordinates in setting performance goals that were high. The secondary effective manager in relation to oriented behaviour were supportive and helpful with subordinates by showing trust and confidence, acting friendly and considerable trying to understand a subordinates' problems, keeping subordinates involved and showing appreciation to them.

The third was participative leadership where the effective managers used more group supervision than individual supervision to provide a climate of a sense of unity in pursuit of set goals (Owens, 2007).

Yukl (2006) argued that some forms of supportive behaviour reduced the amount of stress in the job and help a person to cope with stress. Blake and Mouton (1982) proposed that an effective leader was not someone who merely used a mix of tasks and relations behaviour but rather someone who selected specific form of behaviour that simultaneously reflected a concern for both tasks and people. It is of paramount importance for leaders to select specific forms of behaviour that are appropriate for a particular time and situation. Bower (1975) extends the study on leadership behaviour and found that leadership behaviour by leaders and peers was related to subordinate's satisfaction and group process though the pattern of results varied.

2.4 Leadership behaviour of consideration and student academic performance

According to Campbell, Corbally and Nystrand (1983) the head must use tactic especially if the youths is discontented regarding nature and reference of convectional school. This implied that leaders could contribute significantly in shaping the attitude of youths and development of peoples' critical thinking capacity. Konchar (2008) states that the schools are bad or good, in healthy or unhealthy states are mentally, morally and physically flourishing or perishing as the principal is capable, energetic of high ideas or the reverse. Schools rise to fame or sink to obscurity as greater or lesser principals have changed them.

It has been argued that distributed forms of leadership behaviour reflect the reality of day to day division of labour in school and minimizes the probability of error in decision making by use of additional information available from diverse leadership and sharing sources, (Lathwood and Mascal, 2008). Louis Kruse & Mark (1996) examined behaviour common to principals of schools with high student achievement. Controlling for pertinent principals and school background characteristics such as race/ethnicity, social economic status and gender. Louis et.al found that leaders in high achieving schools work effectively to stimulate professional discussion and to create a network of conversation that tied common issues of teaching together for the performance.

House and Mitchell (1974) added two other leadershipbehaviour in the later version. They defined the behaviour as: directive behaviour which included letting subordinates know what they are expected to do, asking subordinates to follow and procedures and scheduling and coordinating the work which led to directive leadership. Consulting with subordinates and taking care of their opinions and suggestions into account was considered as participative behaviour which led to participative leadership. Supportive behaviour included a wide variety of behaviour that showed consideration, acceptance and concern for others' needs and feelings (Stogdil, 1974).

Macharia (1984) emphasizes that the morale of teachers is low, work is of poor quality and problem of labour turn off and absenteeism arise. Grainger (1994) argued that leading and motivating teachers require certain behaviour

on the part of principals. Otherwise the principal will constantly employ various motivational ways in order to sustain the expected morale of both the staff and students to be able to improve performance and standards of the school. Onyango (2001) noted that the delegation provides ways of sharing work equitably. It ensures that deadlines are met, improves proficiency and therefore productivity. Delegation of responsibility leaves the principal with time to concentrate effort on needy areas of the school program.

2.5 Leadership behaviour of initiating structure on student academic performance

Initiating structure refers to those actions where principals define role and let followers know what is expected of them. It is, therefore, perception of the work towards goal attainment and explaining how goal and desired rewards can be achieved. In short, the idea for leaders to motivate their followers by providing clear goals and meaningful incentives for leadership. Leaders can increase motivation by increasing the number and kind of personal pay-offs to subordinates for work-goal attainment and making paths, reducing road blocks and pitfalls and increasing opportunities for personal satisfaction.

Sallies (2002) argued that leaders' commitment meant much more than giving an annual speech on how important quality is to the school. He argued that it required unending enthusiasm and devotion to quality improvement which call for an almost fanatic promotion of an attention to new ways to do things with constant review of each and every action.

Buchanan (1971) expressed his opinion that it is important for the leader in the school setting to behave in ways which meet the expectation of others and thus to be predictable. When the principals are seen by their teachers as having high influence upon the operation of the school, teachers evaluate the school positively (as truth, creative and genuine). They are satisfied with the way principals do their work. The teachers felt that they too have influence both on the principals and on the way the school is run. Such teachers work very hard towards attainment of school goals thus resulting in improvement of school performance.

According to Sushle (2004) the principal is the leader in a school, the pivot around which many aspects of the school are revolving and the person in charge of every detail of the running of the school be it academic or administrative. A discrete principal will employ teamwork as a working strategy. He/she sets up committees and small groups of members of staff to investigate ideas or strategies. It is important that the performance of the school is appraised against the performance of the person who leads it. Schools require good leaders to organize the process of teaching and learning to ensure that the mission of the school is achieved (Lydia and Nasongo, 2009). They analyzed the role of principals in student performance in secondary schools in Vihiga district, Kenya. The findings showed that the principals' use of initiative and consideration influence academic achievement.

According to Kenyatta university Open Learning Handbook on management function and behaviour (2003) interpersonal competence refers to the degree to which leaders are accurately aware of their impact on other and impact of others on leaders. This promotes the ability to engage in mutually helpful relationships. It enables members of the organization to achieve the personal goals they intend to achieve. The principals have to be leaders of learning who can develop a team delivering effective instruction Paul and Michael (2003) suggest that the following are the key responsibilities of the principals. Cultivating leadership for other so that teachers and others assume their parts in realizing the School Vision. Managing People, data and Processes to foster school improvement. Creating a good climate for education in order that safety, a corporative spirit and other foundation of fruitful interaction prevails.

Leithhood (2007) noted that leadership behaviour is a very strong predictor of school performance. The principals' management practice has a direct positive relationship with the student's performance. Schools with good management practices usually obtain good results at KCSE as teachers, students and support staffs are motivated to do their best in their various roles in schools to ensure that the school achieves its main objective of excelling in its academic endeavours.

2.6 Summary of literature review

The definitions of leadership are as many as the authors yet it is one of the area that is important to steer any organization into reasonable performance. Leadership may refer to a process through which an individual serves the

cooperation of others or getting people to willingly accept working under the leader. There has been various studies carried out on leadership behaviour and all seem to agree on initiating structure and consideration dimension of leadership behaviour. There has been a correlation between leadership behaviour and leader performance as revealed from the various research studies.

2.7 Theoretical framework

This study of management adopts a theory developed by Likert (1961) and which is based on the management of an organization. Likert argued that management could be seen through the four levels which he called system one to four. The systems in this theory distinguish effectiveness from ineffectiveness of human behaviour in organizations. Each of the system was characterized by its own unique approaches ranging from a system that was a punitive and authoritarian model. Its corresponding effects on overall leadership in an organization's system for a person to person consultative pattern of operation consequently has its own resultant effects in overall leadership.

In system one the management was seen as lacking confidence in subordinate, forcing them to work in fear due to threats of punishment and lack of reward. In system two, the management had some confidence and trust in subordinates and allowed them to make some decision but left serious decisions to be made at the top level. There was use of reward and punishment to motivate workers. In system three, the management had a considerable amount of confidence and

trust in subordinates. At this level leaders encouraged some amount of interaction between supervisors and subordinates in the system for management was seen as using theories of concepts of human functioning and emphasized team interaction (Nyongeso, 2007). The leaders had complete confidence in subordinates, motivated workers to participate in decision making processes with a high degree of superior subordinate interaction full of confidence and trust, thus encouraging team work in an organization.

Like the Likert leadership behaviour identifies two categories of leadership, in particular around decision making and degree to which people are involved in decision making. Leadership behaviour commits employees with individual goals linked to organizational goals, facilitate team spirit.

2.8 Conceptual framework

Principals' leadership behaviour of consideration and initiative structure influence teaching and learning and in the process affect student performance in KCSE.

Figure 2.1 Leadership behaviour in relation to students' performance

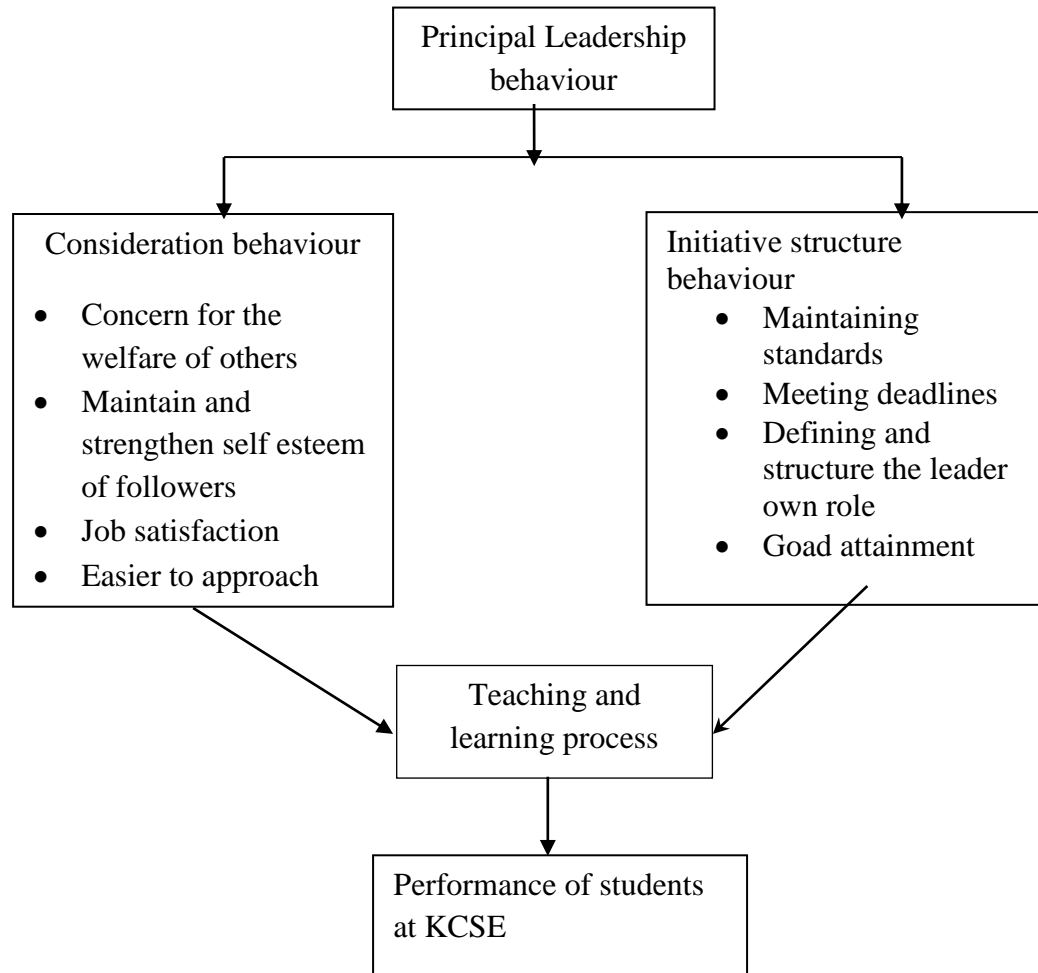


Figure 2.1 shows the principals' leadership relatively to student's performance. Principals have their own internal characteristics and value which influence the way they behave in different situations as they perform their duties, thus exhibiting different behaviour to the followers which called for different responses from the subordinates. The principals' leadership behaviour has direct influence on both the teachers and the students' performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter was divided into seven sub-sections. They include research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the research instruments, data collection procedure and data analysis techniques to be used in the study

3.2 Research design

According to Orodho (2005) a descriptive survey is a method of collecting information by way of interview or the administering of questionnaires to a selected sample. It is mostly used to collect information about peoples' attitudes, opinions, habits or any other variety of social issues. The proposed study will employ a descriptive survey research design to find out the influence of principals' leadership behaviour on students' performance at KCSE in public secondary schools in Masaba South district. This design is deemed appropriate for the study because the researcher will collect, analyze and report information as it exists in the field without manipulation of the variables under study.

3.3 Target population

The study targets public secondary schools in Masaba South district. According to the Ministry of Education Masaba South district office (2012) there are 39 public secondary schools. The schools have 500 teachers of whom

120 are female and 280 of male gender. The population therefore constitutes of 39 principals and 500 teachers.

3.4 Sample size and sampling procedures

The researcher employs stratified random sampling to select the schools for the main study. There are a total of 39 schools available for the study. According to the table for determining sample size from a given population designed by Krejcie and Morgan (1970) it is recommended that from a population of 39 schools, 36 secondary schools were therefore selected using stratified random sampling based on their homogeneous stratified characteristics.

Where the majority of teachers were expected to be female were included, this helped to strike a gender balance in a sample drawn from predominantly interior schools where male teachers normally outnumber the female by wide margins. According to Krejcie & Morgan a sample of 36 cases are selected from a population of 39 public secondary schools and 217 cases from a population of 500 presenting both male and female teachers. Stratified sampling was used to select the schools to be used in the survey. Geographical location was the criteria for stratification. This is done through computation of the ratio of each stratum to the product of the population and sample size.

Actual subjects were then selected randomly. The teacher in each school was selected using random sampling. In this type of sampling each member of the given population was given an equal chance of being chosen in the sample.

Six teachers were then selected from each of the 36 schools in accordance with Krejcie and Morgan table giving a total of 216 teachers to be used in the study. Names of teachers were written on papers, then folded and placed in a basket. The basket is shaken and one paper picked at a time and the name of the teacher recorded. This is repeated until the number of teachers required is obtained. All principals in the sampled schools are automatically used in the study.

3.5 Research instruments

This study used questionnaires. Orodho (2005) noted that questionnaires are more efficient in that they require less time, are less expensive and permits collection of data from a wide population. The two categories of questionnaires, that is, one for the principal and another one for teachers are to be used. Best (1998) adds that it is easier to get quality responses for the purpose of analyzing using a questionnaire. The questionnaire had two parts A and B.

Part A gathered data on demographic variables which include gender, age, qualification and experience. Part B has profile of leadership behaviour consisting of 30 statements describing specific form of leadership behaviour. The statements are randomly placed. Each item is accompanied by a five point Likert and Likert scale having the adverbs, never, very little, sometimes, considerable and very great which indicate the frequency with which the principal engaged in a particular form of leadership behaviour. The item

includes capture the teacher's rating on the leadership behaviour of their principal.

3.7 Reliability of the instrument

Mugenda & Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields constant results or data after a repeated trial. This study use test and retest during the ballot study to identify any deficiency so that they can be corrected before the main study. Orodho (2005) argued that the Pearson product movement correlation established the extent to which the content of the instrument is consistent in eliciting the same responses every time the instrument is administered.

3.8 Data collection procedures

The researcher sought permission to conduct the study from the National Council of Science and Technology (NCST) to undertake this research. The permit of the study is presented to the District Education Officer (DEO) Masaba South district and principals of participating schools. There is a pre-visit to the school that will take part in the study for introduction and establishing time for administration of instruments. The questionnaire then shall be administered on the same day to both the principal and teachers. The researcher shall give instructions on how to fill them and make arrangement to collect the questionnaires.

3.9 Data analysis techniques

Data analysis refers to interpretation of the collected raw data into meaningful information. Kombo and Tromp (2006). After editing and sorting out the questionnaire for completeness, returns and coding analysis of the data is done. The quantitative data analysis, descriptive statistics is used to analyze the data to give the percentage (%), Frequencies (F) and means. Data is presented in form of tables and charts which will help to explain the relationship between the variables of study.

Data analysis involves both quantitative and qualitative procedures. Quantitative data analysis requires the use of computer spread sheets and the Statistical Package for Social Science (SPSS) was used. Martin and Acuna (2002) stated that the (SPSS) package is able to handle a large array of statistical procedures which are purposefully designed for social science which is appropriate for this study.

3.10 Ethical considerations

The study embraced the research code of ethics by ensuring that data collected was confidentially maintained and used for statistical analysis only. The researcher also sought for respondents' consent before any information could be obtained from them. The respondents were also briefed of the studies who among them were the District Education Officer and Principals of targeted schools.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents a description of analysis, data presentation, interpretation and discussion. The study was influence on principles' leadership behaviour on student performance in Kenya Certificate of Secondary Education in Public Schools in Masaba South Sub-county, Kenya. It is based on the following research objectives formulated for the study; principals' leadership behavior as perceived by the teachers in public secondary schools; principal's leadership behavior of consideration influences performance of students at KCSE and principal's leadership behavior of initiating structure influences student's performance of KCSE.

The chapter also has the questionnaire return rate, demographic data, principles' characteristics, teachers' perception of principles, consideration dimension and initiating structure dimension. Data is then presented in form of frequency tables, percentage and charts. All analysis used descriptive statistics and statistical tests whereby frequencies were obtained and expressed in percent form. This presentation is based on the questionnaire administered and observation made. The opinions were interpreted and their content analyzed and described. The same was used to answer the research questions put forth when the researcher sought to find out the factors affecting the situation. This study will bring forth finding that may help understand the influence of principals' leadership behaviour on students' performance

4.2. Questionnaire return rate

Completion rate is the proportion of the sample that participated as intended in all the procedures. The returned questionnaire were 36 principles and 186 teachers which were included in the study analysis and data presentation was based on these returns as seen in Table 4.1.

Table 4.1 Questionnaire return rate

Respondents	Sample	Respondent	Percentage
Principals	36	36	100
Teachers	216	186	86.11

From the table 4.1 it entails responses from the principals and the teachers. Sampled in the study was as indicated in table 4.1, 100 percent principals returned their questionnaire and 81.5 percent teachers returned their questionnaire. The response can be interpreted to show a willing participation from the sampled respondents. This return rate was very good as Mulusa (1990) stated that a return rate of 70 percent is very good. Hence, would give required information for the purpose of data analysis.

4.3 Demographic data

The study equipped about the demographic information of the respondent (principals and teachers) in terms of gender, age, academic qualification and work experience.

4.3.1 Gender of the respondents

The gender of both teachers and principals are presented in table 4.2 and 4.3. With development and modernization, gender balance has turned out to be an important consideration in almost all spheres of life. As a result it was necessary for the study to establish the gender balance in both schools' leadership positions and teaching profession in the subcounty. The gender of both principals and teachers are presented in table 4.2 and 4.3.

Gender of the principals

The principals were asked to indicate their gender and the results are shown in table 4.2.

Table 4.2 Gender of the principals

Gender	Frequency	Percentage
Male	35	97.2
Female	1	2.8
Total	36	100

The data reveals that the majority of the principals 97.2 percent were male, 2.8 percent of them were female. The gender disparities could have been caused by curricular preferences of a male child to a female one and to inherited colonial style formal education that disadvantaged females. This was also observed and noticed by a doctoral thesis titled “educational leadership; a case study of Zimbabwean principals by Tsemunhu (2005) which stated that British colonial society that ruled Zimbabwe was male dominated and inhibited women participation in formal education. On attaining independence most countries including Kenya contributed immensely on the unequal distribution of the number of women in various sections including education participating school leadership. These findings indicate that there was less representation of the female teachers in the district. This in conformity with Pala (1978) who noted that men have intended to hold most of the leading positions in education sector in Kenya.

Gender of the teachers

The teachers also asked to indicate their gender. The results are shown in table 4.3.

Table 4.3 Gender of the teachers

Gender	Frequency	Percentage
Male	127	68.279
Female	59	31.720
Total	186	100

Findings on the gender of male teachers was found to outweigh that of their female counterpart. It shows that majority 68.279 percent were male while 31.720 percent were female. When compared to the principals' gender, majority 97.2 percent were male and also majority of teachers 68.279 percent were male. The gender of the teachers and principals who participated in the study was as captured in the table above. These results explain the social factors that men are preferred for administrative hence there is need to have equal representation in leadership of secondary schools.

4.3.2 Age of principals and teachers

The issue of the respondents' age was of importance for planning functions of the Ministry and determining how it could influence their ability to supply credible information about the research objectives. The researcher sought to establish whether the experience period ages of the principals had any influence on principals' leadership behaviour. The results are indicated in table 4.4 and figure 4.1.

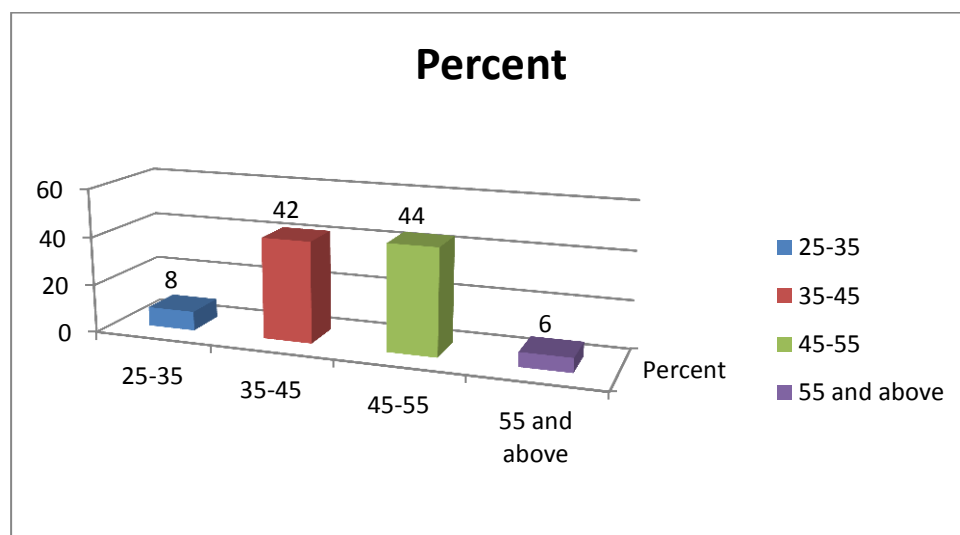
Table 4.4 Age of principals'

Age in years	Frequency	Percent
25-35	3	8
35-45	15	42
45-55	16	44
55 and above	2	6
Total	36	100

Data on the age of principals indicate that most of them were between 35-55 while 8% were between 25-35 and 6% of them were above 55 years. None of the principals was aged below 25 years. These findings show that majority of the principals were mature in age. This is in line with Okumbe (1998) who opinioned that age is an important aspect of efficiency in leadership. It gives confidence of staff, students as well as community.

From the findings the fraternity of principals fall within the description of being mature and responsible administrators who would perform. The age factor is important in school administration as it influences authority and the experience of the principals (Mbithi, 2007). The results imply that principals had a fairly balanced representation of all age categories. This is in line with the findings in the study by Payne and Huffman (2005).

Figure 4.1 Age of the principals



The finding can be interpreted to show a good dispersion of the principals in terms of age among the sampled respondents.

Age of teachers

The issue of the respondents' age was of importance for the researcher to establish whether the ages of teachers had any influence on principals leadership behaviours. The teachers were asked to indicate their age. The results were indicated in table 4.5.

Table 4.5 Age of teachers

Age in years	Frequency	Percent
25-35	100	53.763
35-45	60	32.258
45-55	16	8.602
55 and above	10	5.376
Total	186	100

The study realized that 53.8% teachers were between 25-35 years of age, 32.258% were between 35 to 45, 8.6% were between 45-55 while 5.4% were 55 and above. This indicates that most of the teachers in the district are young and energetic. It gives confidence to students as well as society. This will influence performance. Hughees (1994) agrees with this observation that age affects efficiency and performance of an individual. However, the enthusiasm

of a young teacher newly appointed and committed in hard work occasionally produces good results. This makes age of the teachers a significant factor in determining the performance of individual and the schools.

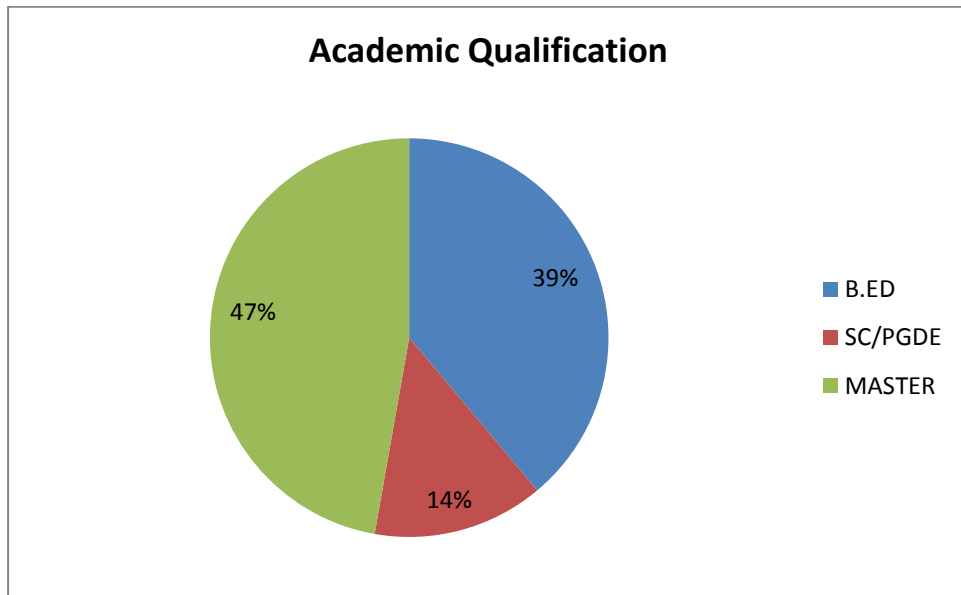
4.3.3. Principals and teachers academic qualifications

Principals academic qualifications

The professional qualification is considered an important factor in understanding and implementing ideas. The level of qualification could therefore improve teaching by teachers and also improve leadership by principals. As a result the researcher find it important to find out the level of professional qualification for the respondents.

The following qualifications for teachers are found in public secondary schools. The secondary teacher one S1, BED, SC/PGDE, Masters, PHD and others which are promotional grades through experience or through interviewing the teachers for the next job group and are recognized by TSC by an appointment letter to give the grads and therefore are considered as professional qualifications. Figure 4.3 shows the academic qualification of the principals who participated in the study.

Figure 4.2 Academic qualifications of principals



The finding in the figure 4.2 indicate that 39 percent of the principals' sampled have master degree, 47 percent had BEDdegree while 14 percent had PGDE. This shows that principals are professionally trained and qualified because majority of them have at least a Bachelor's degree. The findings indicate that principals were all qualified to teach in secondary schools. From the results obtained, data analysis, the implication of the findings of the study are that those principals with masters degree graded themselves more effective than those in lower academic qualification. Bush (1998) pointed out that offering training and certification to principals would be crucial requirement of being a principal. The results imply that the principals had acquired academic preparation while they are discharging their duties in secondary schools. This was in agreement with findings established in the work carried out by Rizik and Swanson (2010).

Teachers academic qualifications

The academic qualification of the teachers who participated in the study were as shown in the figure below.

Figure 4.3: Academic qualification of teachers

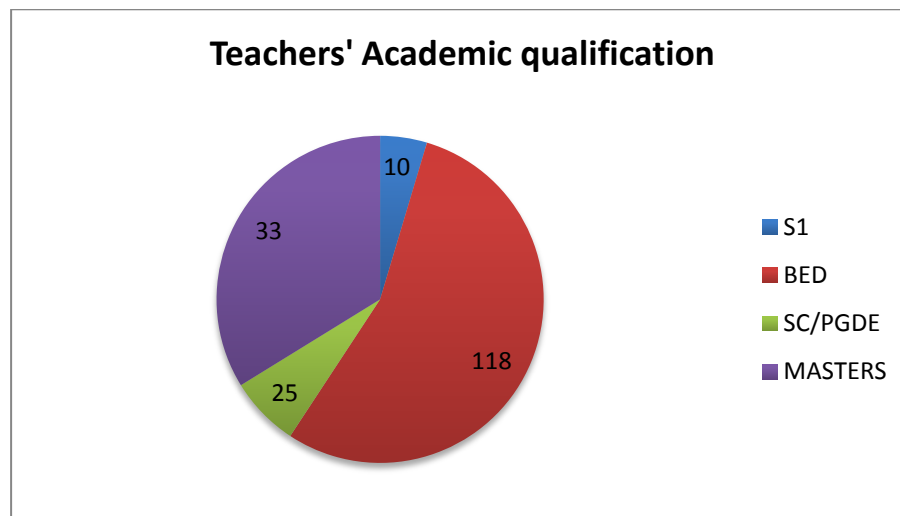


Figure 4.3 showed that majority of the teachers had a Bachelor of Education degree represented by 66.440 percent of the total number of teachers, S1 qualification 5.376 percent of the sampled teachers, 13.440 percent had PGDE while 17.741 percent had masters degree. From the results obtained it implies that majority of teachers in Masaba South district public secondary schools had attained higher level of training, hence majority of them achieved adequate education appropriate for handling the students' need for academic achievement. Onyango (2001) supports and states that teachers have a major responsibility with regard to staff development and student performance. It can be concluded that the teachers' population is academically qualified to delivery and therefore improve academic performance.

4.3.4 Work experience of the respondents

Work experience has always been considered an important factor in grasping and delivering of subject matter, good leadership and implementing ideas. Work experience will therefore improve performance of an institution. The findings are summarized in Table 4.

Work experience of principals

Principals were asked to indicate the number of years they had served. The study sort to establish the number of years one has been a principal. The results are as shown in table 4.6 and 4.7.

Table 4.6 : Length of being a principal

Length of time	Frequency	Percentage
5-10	13	36.11
11-15	18	50.00
15 and above	5	13.89
Total	36	100

Table 4.6 showed presence of varying time spans in terms of experience thus a reflection of different time of appointment to be principal's position. This indicates that the principals' have sufficient and significant experience as leaders in the learning institutions to influence performance of the students. The majority of the principals 50 percent had served for 11-15 years, 36.11

percent had served for 5 -10 years and 13.89 percent had served for over 15 years. There were no principals who had served for less than 5 years which could be considered adequate for them to have had an influence on KCSE performance through their strategies. This is in conformity with Mutune (2005) who indicated that head teachers who had served for more than 5 years were more effective in their role as instructional leaders than those who had served less than 5 years.

Work experience of teachers

The teachers were asked to indicate the number of years they had worked.

Table 4.7 Work experience of teachers

Length of time	Frequency	Percentage
Less than 6 years	18	9.677
6-12	128	68.817
12 and above	40	21.505
Total	176	100

The researcher wished to know the number of years the principals and the teachers had served in their career. This is because teaching experience of teachers and principals is very important in his or her career for the performance of students. The findings shows that the principal and teachers had acquired appropriate experience to transform the students' performance.

The majority of teachers 68.817 percent had served for 6-12 years, 21.505 percent had served for 12 and above while 9.677 served for less than 6 years. On the teachers' teaching experience Sidhu (1982) noted that successful teaching experience is a valuable asset. It enables the teachers to acquire some commendable characteristics, such as promptness, adaptability, efficiency and maintaining students' interest, adequate command of instructional materials and ability to face the class with confidence. Thus teachers with longer teaching experience may develop positive attitude towards the students and hence choose appropriate instructional materials which will arouse and sustain interest among students. This may be an indication of an informed population owning the experience gained from the many years of service. This is expected to translate to better academic performance which so far has not been realized by the principals.

4.4 Size of the school and school category

In this section, characteristics of schools relating to the size of the school and school category are analyzed by the use of frequency and percentage.

4.4.1 Size of the school

The study sought to establish the size of the school in terms of the number of streams in the schools that participated in the study are summarized in table

Table 4.8 Number of streams in schools

Number of streams	Frequency	Percent
Double	15	42
Single	8	22
Triple	4	11
Four	6	17
Five and above	3	8
Total	36	100

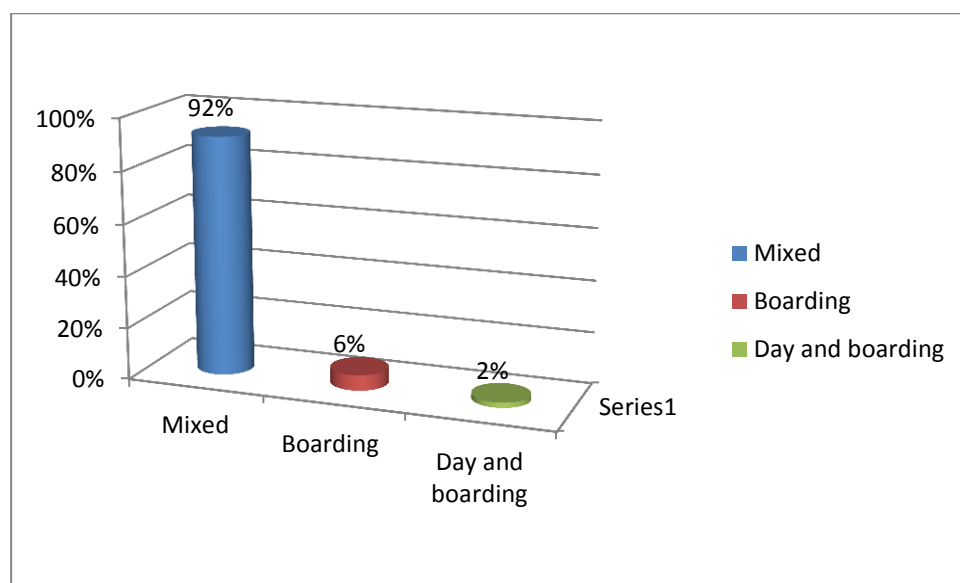
Data on table 4.8 shows that a good number of schools 42 percent in the district were double streamed. Increasing number of streams in a school reflects increasing number of students in the context of free tuition in secondary schools that was introduced in 2008. The size of the school is determined by the number of class stream which also implies the population of the student. On average a class has 45 students. The results showed double streamed 42%, a single streamed 22%, four streamed 17%, triple streamed 11% and above five streamed 8%. The schools which had one to three streams constituted 75% while four and above constituted 25%. This suggests that the Ministry of Education's strategy to increase access and quality by expanding relatively small, single to three streamed schools has been taken seriously.

4.4.2 School category

The schools were classified as either mixed, boarding or day and boarding.

The result was as indicated in Figure 4.

Figure 4.4: Category of School



From the graph, 92% of the schools are mixed, 6% are boarding while 2% are day and boarding. This indicates that majority of the schools in Masaba south district are mixed day schools. 34 schools had both boys and girls while 1 school was a boys school and 1 was a girls school. Both boys and girls are catered for on the side of gender disparity which can give good competition for academic excellence. From the result obtained, data analysis indicates that the study captured data from different types of schools which would help to indicate performance of various schools.

4.5 Attributes of the poor performance in schools by the principals

The principals were asked to indicate what they attributed as the cause of poor performance in their schools. The results are shown in table 4.9.

Table 4.9 Attributes of the poor performance in schools by the principals

Problems	Frequency	Percent
Understaffing	6	17
Lack of support from the community	9	25
Absenteeism of both teachers and students	6	17
Poor environment where schools are located	8	22
Politician interference	7	19

Slightly below average of the principals 25 percent and 19 percent indicated that they lacked support from the community that is the parents and the politicians from the area of study. Also 22 percent of them indicated poor environment around the school where the students hail from. Understaffing and absenteeism of teachers and the student was 34 percent, hence, the researcher observed that all the mentioned factors could be contributing to the poor performance in Masaba south district and especially lack of enough staff and lack of support from the community. Hence the researcher observed that all the mentioned factors could be contributing to the poor performance in Masaba south district.

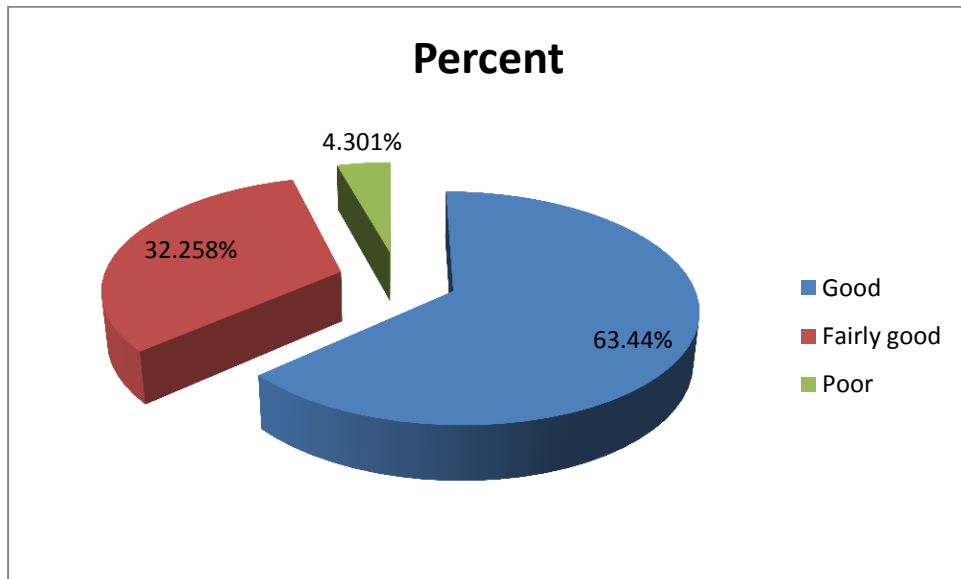
4.6 Principals leadership behaviour as rated by teachers

This section presents the principals and teachers perception on leadership behaviour. The principals leadership behaviour is seen in the way the principal acts in setting out tasks for the school and relating with teachers while planning and controlling the school. Teachers rating on principals leadership behaviour was sought. The results are shown in table 4.10.

Table 4.10 Principals leadership behaviour as rated by teachers

Behaviour	Frequency	Percent
Good	118	63.440
Fairly good	60	32.258
Poor	8	4.301

Figure 4.5 Principals leadership behaviour as rated by teachers



The majority of the teachers 78% rated leadership behaviour for the principals as good while 20% felt it was fairly good and 2% of them felt that it was poor.

4.7 Teachers' perception of principals' and principals' self-perception on leadership behaviour

In this section, the principals and the teachers perception on the leadership behaviour is presented. The perceptions were rated using adapted form of Likert measurements. It was found appropriate to calculate the mean for the respondents in all items on the two dimensions of leadership behaviour, namely, consideration, initiating structure. Consideration is the principals concern for teachers and their interpersonal relationship while initiating structure is setting of goals, definition of own roles and expectation of teachers by the principal. The mean score obtained gave an overall perception of leadership behaviour for each item under consideration dimension and

initiating structure dimension. The researcher calculated the mean for responses in all items.

Each dimension was divided into fourteen items. Each of these was rated on five points rating scale, then the score was done as follows.

Positively stated items		Negatively stated items	
Always	5	Always	1
Often	4	Often	2
Occasionally	3	Occasionally	3
Rarely	2	Rarely	4
Never	1	Never	5

It was therefore assumed that the extreme high mean perception score could be 5.0. High mean perception score would range between 3.00 – 4.99. while more trade high mean perception score will range between 2.00-2.99. the lower perception score would range from 0.00 - 1.99.

Teachers' perception of principals and principals self-perception on leadership behaviour

Table 4.11 The mean score of principals' self-perception on the consideration dimension

Factors	N	Mean
I act without consulting staff	36	2.861
I allow the staff members complete freedom in their work	36	3.833
I very easy to understand	36	3.889
I do things that make members of staff enjoy working in my school	36	4.556
I am friendly to members of staff	36	4.444
I treat all staff members as equal	36	4.667
I find time to listen to members of staff	36	4.500
I am willing to make changes	36	4.083
I accept new ideas	36	4.028
I mind all the welfare of my staff both professional and self	36	4.167
I refuse to explain my actions	36	1.611
I give encouragement to staff members	36	4.500
I get angry when I am criticized	36	1.667
I allow morale of staff to be high	36	4.556

From Table 4.11, it is clear that principals' perception on eleven out of fourteen items recorded in the consideration had a higher mean score of 3.599. Principals rated one item moderately higher at a mean of score 2.861 and the other two as low with a mean score of 1.639. From this table it is clear that principals' rated themselves highest by stating that they treated all staff members as equals with the highest mean score of 4.667. Another factor on consideration regarding allowing the staff members complete freedom in their work was rated 3.889. Showing that the principals had some consideration on the staff and they were able to offer some freedom to the staff.

The findings reveal that the principals rated themselves high in consideration while teachers rated them as moderately high in consideration dimension. The researcher noted that the principals were fearing to bring out the true leadership behaviour on rating consideration.

The data regarding the mean score and the standard deviations of leader behaviour description, questionnaire (LBDQ) perception of principals on consideration is shown in table 4.12.

Table 4.12The mean score of teachers perception of principals on consideration dimension

Factors	N	Mean
He/she act without consulting the staff	186	3.027
He/she allow members of staff complete freedom in their work	186	2.667
He/she is very easy to understand	186	2.339
He/she does things that make members of staff enjoy working in his/her school	186	2.667
He/she consult members of staff when making decisions	186	2.188
He/she is friendly to the members of staff	186	2.360
He/she minds the welfare of staff both professional and self	186	2.957
He/she does not accept new ideas	186	3.344
He/she refuses to explain his/her action	186	3.570
He/she is concerned about individual interest in their work	186	2.957
He/she gets approval on important matters before going ahead	186	2.640
He/she blame others for his or her mistakes or failure	186	3.199
He/she gets angry when criticized	186	3.312
He/she is willing to make changes	186	2.591

From table 4.12 above it is evident that teachers' perception on five out of fourteen items recorded high average mean score of 3.290. On the other hand teachers' rating on principals refusal to explain their actions with a higher mean score of 3.570, these shows that teachers were also aware that their

principals do not accept new ideas from them. From the information in table 4.13 shows that teachers rated nine items as moderately high at 2.596 percent, they also rated the other five items as high with a mean score of 3.290. The teachers show that the principals had some consideration on the staff members “allowing members of staff complete freedom in their work” with a mean score of 6.67 percent. The teachers rated the “principals refused to explain to explain his or her action” with the highest mean of 3.570 percent, this shows even teachers were aware that principals’ act without consulting them.

In contrast to the principal’s table of consideration, teachers perception on five of 14 items recorded on consideration dimension had a mean score of 3.290. on the other hand principals rated one item as moderately high at 2.861 while teachers rated nine items moderately high with a mean score of 2.596 while other five were rated high. The information in table 4.10 and 4.11 showed that principals rated themselves moderately high in act without consulting staff with a mean score of 2.861 percent while teachers rated it 3.027 percent. This shows that the teachers were aware that their principals acted without consulting anyone. Another factor on consideration regarding doing things that make the members of the staff enjoy working in school was rated high with a mean score of 4.556 percent by the principal while teachers rated it moderately high with a mean of 2.667 percent hence this shows that principals had some consideration in the staff members and were able to offer some favour to the teachers. The findings revealed that the principal rated themselves as high in consideration while teachers rated them as moderately

high. The researcher noted that the principal and teachers slightly differed on rating consideration dimensions.

Table 4.13 The mean score of principals self-perception in initiating structure dimension

Factors	N	Mean
I allow members complete freedom in their work	36	3.667
I encourage the use of uniform procedures	36	3.583
I work with plan	36	4.000
I Fail to take necessary actions in case of failure	36	1.583
I assign each member of staff particular duties	36	4.722
I make my intensions clear to the staff	36	3.167
I accept to be criticized by staff members	36	3.611
I am very strict with my staff	36	2.222
I frankly share information	36	3.556
I keep the work moving at a rapid pace	36	4.056
I suppress new ideas from members of group	36	1.194
I am willing to take risks by trying new ideas	36	4.444
I assign staff members to particular duties	36	4.389
I keep the staff members work together as a team	36	4.667

From Table 4.13 it is evident that principals' perception on eleven out of fourteen items recorded in the initiating structure had a higher mean score of 3.987. The principal rated themselves moderately high, a mean score of 2.220 and two factors low at a mean score of 1.388. From table 4.10 it is clear that principals rated themselves highest. "I keep the staff members work together as a team" with a mean score of 4.667. They however never suppressed new ideas from the staff nor failed to take necessary actions in case of failure and to a little extent were strict on members of staff. This indicates that principals perceive their behaviour on initiative structure to be above board and conducive for school academic performance. The findings revealed that the principals' perception of their ability to obtain goods (initiating structure) for they rated themselves higher. Hence from the findings teachers also stated the principals leadership behaviour of initiating structure as moderately high and self-appraisal was high from principals.

Table 4.14: Teacher rating of principal initiative structure behaviour

Factors	N	Mean
He/she allows members complete freedom in their work	186	2.296
He/she encourages the use of uniform procedures	186	2.296
He/she works with plan	186	3.640
He/she fails to take necessary actions in case of failure	186	3.054
He/she puts suggestions made by members of staff into operation	186	3.177
He/she makes sure deadlines are accepted	186	2.398
He/she accepts criticism	186	2.677
He/she is very strict	186	3.102
He/she makes his/her intentions clear to the staff	186	3.075
He/she frankly share information	186	2.457
He/she assigns members of staff certain duties	186	2.806
He/she keeps staff members working together as a team	186	2.538
He/she is willing to take risks by trying new decisions as a collective whole	186	2.629
He/she keeps the work moving at a rapid pace	186	2.667

Table 4.14 shows that teachers had five out fourteen items that rated principals' high that he or she works with plan, put suggestions made by members of staff into operation, very strict, makes his or her intentions clear on the staff and he or she fails to take necessary actions in case of failure with average mean of 3.209. Teachers rated the other nine moderately with an average mean score of 2.529. The findings revealed that teachers' perception on the principals initiating structure are in agreement with the principals because they have rated the principal leadership behaviour of initiating structure as high. The finding shown in table 4.14 above indicate teachers are suppressed and do not have a say in most schools, it appears that the principals' perception of their ability at attaining goals (initiative structure) and those of their teachers are not in agreement.

4.8 The principals' behaviour in consideration and initiating structure dimension

The researcher desired to establish the principal and the teachers perception of directive and supportive behaviour characteristics within consideration in initiating structure dimension. The statement was divided into two groups corresponding to characteristic behaviour of each item from their adapted leadership behaviour descriptive questionnaire. In consideration dimension statement 1, 11 and 13 were characterized of directive behaviour, the other statements 2,3,4, 5, 6, 7, 8, 9, 10, 12 and 14 represented supportive behaviour. The response always (5), often (4), occasionally (3), rarely (2) and never (1)

were rated using Likert instrument to generate means for directive and supportive behaviour as shown in table 4.15(a) and 4.15(b).

**Summary of principals and teachers rating of leadership behaviour
characteristic in consideration**

Table 4.15(a) Directive behaviour

Directive behaviour	Principals'	Teachers'
	Mean	Mean
I act without consulting staff	2.861	3.027
I act angry when I am criticized	1.667	3.312
I refuse to explain my action	1.611	3.570
Total	6.139	9.909

Table 4.15(b) Supportive behaviour

Supportive behaviour	Principals' mean	Teachers' mean
I mind of the welfare of my staff both professional and staff	4.167	2.957
I allow the staff members complete freedom in their work	3.833	2.667
I am easy to understand	3.889	2.339
I do things that make members of staff enjoy work in my school	4.556	2.667
I am friendly to members of staff	4.444	2.360
I treat all members of staff as equals	4.667	2.806
I find time to listen to members of staff	4.500	2.957
I accept new changes	4.028	3.344
I give encouragement to staff members	4.500	2.296
I allow morale of staff to be high	4.556	2.188
I am willing to make change	4.083	2.591
Total	47.223	29.172

From the above tables 4.15(a) and 4.15(b) the principals' were more in supportive behaviour with a mean score of 47.223 while directive behaviour had a mean of 6.139. For the principal to improve performance they needed to improve in directive behaviour which develop low self-esteem, job satisfaction and poor delivery of the content. The principals have failed to maintain high standards of academics and do not meet the school goals and objectives. The study showed that there is a close and significant influence of principals and behaviour on students' performance because the principals' are school managers. The findings revealed that the principals rated themselves high while teachers rated them as moderately high. The researcher noted that principals and teachers slightly differed in initiating structure dimension.

From these findings after examining the principals' perception in comparison to the teachers in initiating structure dimension and consideration. It was revealed that consideration was rated high by principals and moderately high in initiating structure dimension. These findings differ with Njuguna (1998) who found out that the head teachers were high in initiating structure and low in consideration. A failure on their part is a set back to the entire institution.

Summary of principals' mean rating of leadership behaviour characteristics in initiative dimension.

Table 4.16 Directive behavior

Directive	Principals' mean	Teachers' mean
Makes sure deadlines are accepted	4.389	2.398
Assigns members of staff certain duties	4.722	2.806
Very strict with the staff	2.222	3.102
Total	11.33	8.306

4.9 Principals' leadership behaviour on students' performance in mean score

The mean score performance for the participating schools was worked out for the period of five years 2008 – 2012 as shown in Table 1.1. The mean score was found out to be 4.672 out of 12 (Appendix IV). The result shows clearly that the performance of student in KCSE in secondary schools in Masaba south district was below average. The principal rated highly in consideration and moderately in initiating structure on comparing the principal's leadership behaviour and performance in KCSE it could be concluded that the moderate rated initiating structure dimension could be a possible cause of the poor performance in public secondary school in Masaba south district. On

examining the directive and supportive behaviour, means supportive behaviour had a higher mean score on consideration dimension while initiative directive behaviour had moderate highly mean. This was referred to as a high mean so there was need for the principal to check their leadership behaviour which influence their teacher's behaviour and students performance in KCSE.

Yukl (2006) argued that effective managers concentrated on task oriented functions such as planning, scheduling the work, coordinating, support in setting performance goals that were high, hence the researcher noted the principals' leadership behaviour influenced students' performance in KCSE in Masaba south district.

4.10 Determine whether there is a significant relationship between the leadership behaviour and students performance

The mean score for the period of five years 2008 – 2012 was found to be 4.672 points out of twelve points. From table 1.1 the results shows that students performance in KCSE in public secondary schools in Masaba south district is below average. The principals rated high in initiating structure and moderately in consideration dimensions. It could be concluded comparing principals' leadership behaviour and performance of students in KCSE that the moderate rated consideration behaviour could be a cause of poor performance in the district. There is need for principals to improve on their directive behaviour because it influenced teachers behaviour and students' performance.

4.11 Summary of the findings

The principals rated themselves high in initiating structure and moderate in consideration behaviour dimension. The teachers rated the principals moderate in both consideration and initiating structure dimension. Therefore the principals' leadership behaviour influence student performance in Masaba south district. The findings further revealed that majority of teachers 68.279 percent perceived principals' leadership behaviour as good.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, conclusion, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to determine whether principal's leadership behaviour had any influence on student performance in Kenya Certificate of Secondary Education (KCSE) in public schools in Masaba south district. The objectives were to establish the principals' leadership behaviour as perceived by teachers in public secondary schools in Masaba south district, to determine the extent to which principals' leadership behaviour of consideration influence performance of students at KCSE in Masaba south district and establish the extent to which principals leadership behaviour of initiating structure influence student performance at KCSE in Masaba south district.

The research methodology included research design, target population sample size and sampling procedure, research instruments, validity and instrument liability, data collection procedure, data analysis techniques. The study used adopted post facto research design. The study targeted 36 public secondary schools in Masaba south district, the respondent were 36 principles and 216 teachers in public secondary schools in Masaba south district. Simple random sampling was used to select the samples of 216 teachers of selected sampled

schools since they are full representation of schools. Two categories of questionnaire on the principals and another one for the teachers were used.

To determine the validity of the instruments, a pilot study was carried out. In one pilot school and it helped the researcher to determine the validity and clarity of the questionnaire. The study used test retest during the pilot study. Descriptive statistics were used to analyze data to give the percentage, frequencies and mean. Data presented helped to explain the relationship between the study. Computer software that uses statistical package for social science (SPSS) was used. The findings are shown next to them.

The research revealed that the majority of teachers 63.440 percent rated leadership behaviour of principals in comparison to their leadership behaviour in consideration dimension and initiating structure dimension. The principal rated themselves higher in consideration and in initiating structure dimension. The teachers on the other hand rated principals' higher in consideration and moderately higher in initiating structure. The findings revealed that the principals' behaviour of consideration and initiating structure influenced the students' performance in KCSE in Masaba south district.

The findings revealed that most of the teachers 78% rated the principals' behaviour for the principal as good, but after examining behaviour in consideration dimension and initiating structure dimension, the principal rated themselves high in consideration dimension and moderately high in initiating structure dimension while the teachers rated the principal as moderately high in consideration and moderately high in initiating structure dimension. The

consideration dimension had a similar proportion of supportive behaviour characteristics with directive behaviour characteristics were dominant in initiating structure dimension. The principals' leadership behaviour of consideration and initiating structure influenced the student's performance in KCSE in Masaba south district.

5.3 Conclusions

In conclusion, this study suggests that the principals leadership is critical in the management of public secondary schools. From the result of the study it was apparent that a high quality of leadership behaviour mainly in consideration dimension and initiating structure dimension influence performance of the students. The researcher concluded that consideration dimension should be higher since it is personal oriented in nature while initiating structure should be a major characteristic since it is task oriented in nature.

Based on the findings of the study it was concluded though, there was no fair presentation of both gender in school leadership, all the principals were qualified and had good work experience. The performance of students in KCSE was still below average and there was need to examine other factors cited by the principals. Therefore there is need to improve initiating structure behaviour because it is task oriented in nature. The study revealed that principals perceived themselves high in consideration and moderately high in initiating structure but teachers rated them moderately high in consideration and moderately high in initiating structure. It is also apparent that many

variables play a role for the leadership behaviour of the principals to be perceived as favourable by the teachers.

5.4 Recommendations

Based on the findings the following recommendations were made. Most teachers rated leadership behaviour as good and the students' performance was below average. There is need to examine other factors like lack support from the community and understaffing. The principal should involve TSC to solve the problem of understaffing. The initiating structure behaviour was rated moderate by teachers so the Ministry of Education Science and Technology (MOEST) should organize in-service courses for principals to help them with new skills.

The principal are highly in consideration behaviour and moderately high in initiating structure with the result in KCSE being below average, hence there is need for inservice course to help the principals learn to balance between consideration and initiating structure by the quality education officers in order to help them improve students' performance in KCSE.

5.5 Suggestions for further research

The following areas were suggested for study

- 1) Study can be carried out on other factors that can lead to poor performance in KCSE like lack of support from parents and indiscipline among students.

- 2) Another study on principals' leadership behaviour can be conducted in a large area such as county or country.
- 3) A study on effects of students' characteristics on performance in KCSE.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

David NyagakaOmundi

University of Nairobi

NAIROBI

Date: April 2014

Dear Sir/Madam,

RE: DATA COLLECTION PERMISSION

I hereby request your permission to collect information from the principals and teachers using questionnaires; I am graduate student at the University of Nairobi pursuing a Masters of Education in Educational Administration. I am doing a research on influence of principals' leadership behavior on students' performance at KCSE in public secondary schools in Masaba South district.

Kindly respond to all items in the questionnaire honestly. You are assured that your identity will be kept confidential and the information you will give will be used for the purpose of the research only.

Thank you in advance for your assistance and consideration

Yours faithfully,

David NyagakaOmundi

APPENDIX 2

QUESTIONNAIRE FOR PRINCIPALS

INTRODUCTION

The questionnaire is designed to gather information about you and the school you head for use in the study. The information you will provide will be confidential and be used only as an important variable to the study. Do not write your name or the name of your school.

Please indicate the correct answer by ticking [] the appropriate box.

SECTION A. DEMOGRAPHIC INFORMATION

1. What is your sex? Female [] Male []

2. What is your age group?

25-35 [] 35-45 [] 45-55 [] 55 and above []

3. What is your highest professional qualification?

B.ED [] SC/PGDE [] MASTER []

Others specify-----

4. How many years have you served as a principal?

5-10 years [] 11-15 years [] 15 and above []

5. What is the size of your school?

Single streamed [] Double streamed [] Triple streamed []

Four streamed [] Over four streamed []

6. What is the number of students in your school?

Boys [] Girls [] Total []

7. What is the category of your school please tick appreciate?

Mixed [] Boarding [] day and Boarding []

8. What type of school do you head?

All boys [] All girls [] Mixed []

9. As the school principal, how would you rate your school's KCSE performance?

Below average [] Average [] Above average []

SECTION B: PERCEPTION OF OWN BEHAVIOR

Please indicate by putting a tick (√) an appropriate column to which the following statements applies to your leadership.

Initiating Structure

Key

1. Never 2. Very Little 3. Sometimes 4. Considerable 5. Very Great

Leadership Behavior	Perceptions				
	5	4	3	2	1
1. I allow members complete freedom in their work					
2. I encourage the use of uniform procedures					
3. I work with plan					
4. I fail to take necessary actions in case of failure					
5. I assign each member of staff particular duties					
6. I make my intentions clear to the staff					
7. I accept to be criticized by staff members					
8. I am very strict with my staff					
9. I frankly share information					
10. I keep the work moving at a rapid pace					
11. I suppress new ideas from members of group					
12. I am willing to take risks by trying new ideas					
13. I assign staff members to particular duties					
14. I keep the staff members work together as a team.					

Consideration behaviour

Key

1. Never 2. Very Little 3. Sometimes 4. Considerable 5. Very Great

Leadership Behavior	Perceptions				
	5	4	3	2	1
1. I act without consulting staff					
2. I allow the staff members complete freedom in their work					
3. I am very easy to understand					
4. I do things that make members of staff enjoy working in my school					
5. I am friendly to members of the staff					
6. I treat all staff members as equal					
7. I find time to listen to members of staff					
8. I am willing to make changes					
9. I accept new ideas					
10. I mind all the welfare of my staff both professional and self					
11. I refuse to explain my actions					
12. I give encouragement to staff members					
13. I get angry when I am criticized					
14. I allow morale of staff to be high					

Please answer the following questions in the space provided.

15. What problems do you encounter in carrying out your duties of administration?

.....

16. What are some of the remedies provided to the above stated problems?.

.....

Thank for your cooperation and participation

APPENDIX 3

TEACHERS' QUESTIONNAIRE

The questionnaire is designed to get information about you and your school. The information will be used to improve the performance in Masaba South districts schools. Your response to the questionnaire will be kept confidential and be used only as important variable to the study. Do not write your name or name of the school.

Kindly indicate the correct answer by ticking the appropriate box.

SECTION A. Demographic information

1. What is your gender? Female ☐ Male ☐

2. What is your age group?

25-35 ☐ 35-45 ☐ 45-55 ☐ 55 and above ☐

3. What is your highest professional /academic qualification?

S1 ☐ B.ED ☐ SC/PGDE ☐

MASTERS ☐ Others specify ☐

4. How many years have you served as a class teacher ?

Less than 6 years ☐ 6 – 12 years ☐ 12 and above years ☐

5. How would you score the principal's leadership behaviour?

a) Poor ☐ b) Good ☐ c) Very good ☐

SECTION B: TEACHERS' PERCEPTION OF PRINCIPAL'S BEHAVIOR

Please indicate by putting a tick (√) in appropriate column to which leadership behavior of your principal applies.

Part B (i) Initiative structure

Key

2. Never 2. Very Little 3. Sometimes 4. Considerable 5. Very Great

Leadership Behavior	Perceptions				
	5	4	3	2	1
1. He/she allows members complete freedom in their work					
2. He/she encourages the use of uniform procedures					
3. He/she works with plan					
4. He/she fails to take necessary actions incase of failure					
5. He/she puts suggestions made by members of staff into operation					
6. He/she makes sure deadlines are accepted					
7. He/she accepts criticism					
8. He/she is very strict					
9. He/she makes his/her intentions clear to the staff					
10. He/she frankly share information					
11. He/she assigns members of staff certain duties					
12. He/she keeps staff members working together as a team					
13. He/she is willing to take risks by trying new decisions as a collective whole.					
14. He/she keeps the work moving at a rapid pace					

Consideration behaviour

Key

1. Never 2. Very Little 3. Sometimes 4. Considerable 5. Very Great

Leadership Behavior	Perceptions				
	5	4	3	2	1
1. He/she acts without consulting the staff					
2. He/she allows members of staff complete freedom in their work					
3. He/she is very easy to understand					
4. He/she does things that make members of staff enjoy working in his/her school					
5. He/she consults members of staff when making decisions					
6. He/she is friendly to the members of staff					
7. He/she minds the welfare of staff both professional and self					
8. He/she does not accept new ideas					
9. He/she refuses to explain his/her action					
10. He/she is concerned about individual interest in their work					
11. He/she gets approval on important matters before going ahead					
12. He/she blames others for his or her mistakes or failure					
13. He/she gets angry when criticized					
14. He/she is willing to make changes					

15. What problems hinder good performance?

.....

16. What are the remedies to the above problems?.

.....

Thank you for your co-operation and participation

APPENDIX 4

KCSE RESULT FROM 2008-2012

NO.	SCHOOLS	2008	2009	2010	2011	2012
1.	Moi High Gesusu	7.88	8.82	7.343	7.239	8.46
2.	Ambuko	8.00	8.68	7.566	7.158	8.08
3.	Mobamba High School	7.86	8.355	7.417	6.99	7.11
4.	HemaChitago	8.52	8.2116	7.432	7.229	8.00
5.	St. Charles WangaIchuni Girls	6.03	7.99	7.921	6.857	8.27
6.	Imacho High	4.72	6.73	5.752	3.727	6.26
7.	Nyaturango Mixed	5.45	6.608	5.885	-	5.40
8.	Chibwobi	5.00	6.367	5.48	3.902	5.36
9.	Gesicho	5.53	6.24	4.93	4.809	5.32
10.	Metembe SDA	5.00	6.221	5.889	4.728	6.53
11.	St. Joseph Matibo	4.44	5.971	4.641	3.394	5.00
12.	Amesege	5.33	5.804	6.011	6.181	7.04
13.	Mosimba	5.00	5.961	5.624	5.742	5.26
14.	Sosera	4.82	5.586	4.639	3.092	4.88
15.	St. Peter's Chironge	3.99	5.485	3.825	5.317	5.25
16.	Mesabisabi	4.34	5.40	4.825	4.00	6.16
17.	Kegogi	4.30	4.359	3.119	2.953	4.50
18.	CiciaRamasha	3.20	4.318	3.758	3.148	3.00

19.	Gekonge	4.50	4.194	2.4	3.24	4.05
20.	Bongonta	3.99	4.133	3.15	4.272	6.04
21.	Geteri	4.02	4.053	4.268	3.147	4.06
22.	Nyamesocho SDA	3.55	3.923	2.705	3.26	6.00
23.	Ruiri	2.99	3.8	3.222	2.48	2.45
24.	Nyamagesa GOG	2.53	2.892	2.236	2.38	3.52
25.	Masabo COG	3.76	3.214	3.226	3.633	4.12
26.	Moremani PAG	4.11	5.286	3.048	2.542	4.68
27.	Nyamagesa DEB	3.14	3.655	3.978	2.828	2.07
28.	Riabigutu	3.22	3.417	3.097	2.333	2.79
29.	Mogweko	2.87	3.313	4.416	3.432	3.52
30.	Mosisa	5.01	6.311	5.225	5.194	7.01
31.	Nyakononi	New	New	New	2.744	3.15
32.	Suguta	New	2.320	2.320	2.00	2.97

APPENDIX 5
AUTHORIZATION LETTER



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:
2nd April, 2015

NACOSTI/P/15/2672/5364

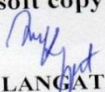
David Nyagaka Omundi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of principals leadership behaviour on students performance at Kenya Certificate of Secondary Education in Public Schools in Masaba South District,"* I am pleased to inform you that you have been authorized to undertake research in **Kisii County** for a period ending **31st December, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisii County** before embarking on the research project.

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.

APPENDIX 6

RESEARCH PERMIT



THIS IS TO CERTIFY THAT:
MR. DAVID NYAGAKA OMUNDI
of UNIVERSITY OF NAIROBI, 87-40213
kiamokama, has been permitted to
conduct research in Kisii County
on the topic: INFLUENCE OF
PRINCIPALS LEADERSHIP BEHAVIOUR
ON STUDENTS PERFORMANCE AT KENYA
CERTIFICATE OF SECONDARY
EDUCATION IN PUBLIC SCHOOLS IN
MASABA SOUTH DISTRICT
for the period ending:
31st December, 2015

Permit No : NACOSTI/P/15/2672/5364
Date Of Issue : 2nd April, 2015
Fee Received : Ksh 1,000

Applicant's Signature _____ **Director General** _____
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County 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 without 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) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.


REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation
RESEARCH CLEARANCE PERMIT
Serial No. A 4786
CONDITIONS: see back page