

**INFLUENCE OF SECONDARY SCHOOL PRINCIPALS' LEADERSHIP
STYLES ON STUDENTS' PERFORMANCE IN KENYA CERTIFICATE
OF SECONDARY EDUCATION IN GATUNDU NORTH SUB-COUNTY,
KENYA**

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the Award of the Degree in Master of Education**

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DECLARATION

This research project is my original work and has not been submitted for examination or award of any degree in any other university

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DEDICATION

This work is dedicated to my father Moses Ratego for giving me everything that I ever needed.

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Special thanks to my heavenly Father for giving me the idea, opportunity, enthusiasm and energy to write this work. I will forever praise Him. I express my sincere gratitude to my supervisors; Mr. Edward Kanori and Dr. Mercy Mugambi for their dedication, support and encouragement and prompt reading of my draft. I wish to appreciate my classmates for their true comradeship and assistance in various study groups and presentations. I extend my gratitude to the chairperson of the department of Educational Administration and Planning Dr. Grace Nyagah and the entire staff of the department for their moral support.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
BEd	Bachelor of Education
BOM	Board of Management
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
LBDQ	Leader Behavior Description Question
LPC	Least preferred co-worker
MOE	Malaysian Ministry of Education
MOE	Ministry of Education
SPSS	Statistical Package for Social Science
UNESCO	United Nation Educational Scientific and Cultural Organization

ABSTRACT

This research study aimed at investigating the influence of principals' leadership styles on students' performance in KCSE in Gatundu North Sub-County, Kenya. Specifically, the study sought to establish the extent to which principals' democratic leadership styles influence students' performance, principals' autocratic leadership styles on students' performance, principals' laissez faire leadership styles and principals' transformational leadership styles on students' performance in Kenya Certificate of Secondary Education in Gatundu North sub County, Kenya and to recommend areas for improvement in future. This study was anchored on the Contingency Theory of Leadership, developed by Fiedler (1964) cited in (Cole, 2002). The study was conducted using the descriptive survey design. The target population consisted of the 20 public secondary schools, 500 teachers and 4583 students who had information on the influence of principals' leadership styles on students' KCSE performance. Principals (6), teachers (45) and students (412) were the sample size of the target respondents for this study. Research instruments used to collect data were questionnaires for teachers and students and an interview schedule for principals. The researcher used the test retest method to enhance instrument reliability. The study yielded data that required both qualitative and quantitative analysis. Quantitative data was analysed using SPSS computer programme version 17.0 and qualitative data manually. Presentation was done using frequency distribution tables with values and percentages. From the findings of the study, it was established that democratic leadership style has a great influence on students' performance in public secondary schools. Hence, need for principals to use a democratic style besides transformational where performance should be positively guided and constructive and not punitive. Principals should allow students to conduct their own group discussions (55.0%). In addition, students should not be denied to hold frequent barazas with the principal (56.7%). Besides, most principals (89.3%) were noted not involving teachers, parents and students when making key decisions. Never the less, some principals were not open to criticism by staff members (45.0%). Others rarely accepted that they can make errors just like anybody else (52.5%). The study concludes that principals' democratic leadership styles had a high response which is a good indicator that if applied well could have quality results than autocratic leadership styles. The researcher recommends that principals and teachers should avoid autocratic leadership style when implementing performance and even disciplinary procedures and policies which have to be primarily preventive, secondarily corrective and never retributive. Basing on areas for further research, the study recommends a replica of the study to be performed in other public secondary schools in other sub counties in Kenya to provide comparison in findings and that an assessment be done on the relationship between students' performance and discipline in public secondary schools in Kenya in order to establish whether there was any kind of relationship between students' discipline and performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is a fundamental right for all human beings and is being recognized by the international law of human rights. The right to education has been laid down in several universal and regional documents. For example the African Charter on the Human and Peoples' Rights article 17 provides that every individual shall have a right to education; African Charter on the Rights and welfare of the Child article 11 articulates that every child has the right to free and compulsory basic education. The other documents are the International Convention on Social and Economic Rights Article 13, the Convention of the Rights of a Child, Articles 28, 29 and 30 all that secure the rights of a child to free and compulsory basic education.

The Jomtein Protocols (1990) and the Accra Accord (2002) as a follow up to the Millennium Development Goals (MDG), prohibits discrimination in Education. Kenya like any other states in the world is a signatory to these documents. This implies that citizens can hold the state accountable to the children ages 4 to 17 years not in school and receiving quality education (Robert, 2001). In order to achieve Millennium Development Goals (MDGs) and vision 2030, especially in Kenya, education leaders have an important role to play with the intension to

make teaching and learning more effective and to give quality education to students.

Globally, it has been found that effective leaders develop school climates and cultures that help motivate both the students and teachers leading to the creation of better teaching and learning environments which are more conducive to higher levels of student achievements (Ross & Gray, 2006; Mulford, 2003). According to Cotton (2003), Governments of the world have found that behaviours by a principal have a significant impact on student's performance.

Harris (2005) observes that the quality of the school in any given nation is affected by how the internal processes work to constantly improve its performance. One of the processes involves leadership where the principal as the central school figure to continuously articulate the school's mission and vision to the school's staff and community. The principal's decisions depend on this three leadership styles which are democratic, autocratic and laissez-fair (Yulk, 2005) School principals and aspiring administrators need to become familiar with leadership as a discipline to practice, learn their strengths and weaknesses infuse themselves with best practice so they can provide leadership that best fits their circumstances, and work diligently to perfect and implement the behaviours that will enable deep sustained improvement in schools.

Kenya is not left behind in the journey of attaining the goals and objectives of vision 2030 and education for all (EFA) (World's Competitiveness Report, 2009).

Performance of the academic institutions in meeting the goals and objectives of education in Kenya relies heavily on the type of leadership that prevails in the institutions. It has been observed that many schools still perform poorly due to poor leadership besides inadequate funds and poor facilities (Mulusa,1988). In this regard, the study aims to look at the influence of principals’ leadership styles on students’ performance in KCSE in Gatundu North Sub-County, Kenya.

According to the District Education Officer’s (DEO’s) office Gatundu North (2009-2012) report, there has been a dismal positive index. For the past four years there has been slight positive trend in KCSE results in Gatundu Sub-County as shown in Table 1.1 This means there is a room for improvement, and still full potential for better mean score as compared to the neighbouring Sub-Counties like: Thika East, Gatundu South, and Thika West where the mean score has not been low for the past five years as indicated in table 1.1.

Table 1.1: Sub-Counties KCSE mean scores from 2010-2014

Year	2010	2011	2012	2013	2014
Sub-county	Mean scores				
Thika east	5.444	5.545	5.620	5.730	5.811
Gatundu South	5.311	5.349	5.400	5.214	5.559
Thika west	5.328	5.0215	5.935	5.948	6.185
Gatundu North	4.676	5.177	5.005	4.991	5.175

The present trend makes it imperative to find out whether the principals’ leadership styles influence students’ performance in K.C.S.E.

1.2 Statement of the problem

The government of Kenya introduced major reforms in the education sector to improve access, participation and performance of children in education. The aims have been to ensure equity and quality in schools. Some of the measures include Free Day Secondary Education which was introduced in 2003, provision of bursaries through Ministry of Education and Constituency Development Funds (CDF), mobilizing community participation and sponsorship of pupils by religious organizations and NGOs (MOEST, 2010). However, these interventions have not benefited students in Gatundu North Sub-County. Several reports from the Ministry of Education Science and technology (MoEST) have indicated that principals' leadership styles have direct bearing on the overall effectiveness of school because both the teacher and student perform under the leadership of school principal (UNESCO,2012). According to the District Education Officer's (DEO's) office Gatundu North (2009-2012) report, there has been a dismal positive index. For the past four years there has been slight positive trend in KCSE results in Gatundu Sub-County as shown in Table 1.1 This means there is a room for improvement, and still full potential for better mean score as compared to the neighbouring Sub-Counties like: Thika East, Gatundu South, and Thika West where the mean score has not been low for the past five years as indicated in table 1.1.

1.3 Purpose of the study

The purpose of this research study was to investigate the influence of principals' leadership styles on students' performance in KCSE in Gatundu North Sub-County, Kenya.

1.4 Objectives of the study

This research study was guided by the following research objectives:

- i. To establish the extent do principals' democratic leadership styles influence students' performance in KCSE in public secondary schools in Gatundu North Sub County.
- ii. To establish the influence of principals autocratic leadership styles on students' performance in KCSE in public secondary in Gatundu North Sub County.
- iii. To determine the influence of principals' laissez faire leadership styles on student's performance in KCSE in public secondary schools in Gatundu North sub County.
- iv. To determine the influence of principals' transformational leadership styles on students' performance in Kenya Certificate of Secondary Education in Gatundu North sub County

1.5 Research questions

The following research questions were formulated from the objectives of the study:

- i. To what extent do principals' democratic leadership styles influence students' performance of in Kenya Certificate Secondary Education in Gatundu North Sub County?
- ii. How do the principals' autocratic leadership styles influence students' performance in KCSE in public secondary in Gatundu North Sub County?
- iii. How does principals' laissez-faire leadership styles influence students' performance in Kenya Certificate Secondary Education in Gatundu North sub County?
- iv. What is the influence of principals' transformational leadership styles on students' performance in Kenya Certificate of Secondary Education in Gatundu North sub County?

1.6 Significance of the study

This study might enable teachers aspiring to become principals to use information to prepare adequately to head public or even private schools in Kenya. In addition, the study may benefit principals to re-examine their leadership styles and make adjustments to their leadership styles which in turn can improve the students' performance. It could also be used by Quality Assurance Offices to

enrich their capacity building programmers for principals in secondary schools offered during their induction courses. The data gathered from the study could provide a useful reference point for further research to other and also generalizations to other areas.

1.7 Limitations of the study

The limitations of study are hindrances to a given study area making the researcher not to carry out the study effectively as intended. In this study, the researcher experienced a problem controlling the respondents' unwillingness to respond to research questions. In addition, the researcher encountered the problems of some of the principals in selected schools failing to allow access to KCSE results of the past years. These were some of the major limitations to the study. The researcher mitigated this by assuring them of the confidentiality of their identity and the use to which their answers would be put, which would be the research only.

1.8 Delimitations of the study

According to Mutai (2000), the term delimitation refers to the boundaries of the study. In this research, the study will cover high performing schools and the average performing schools in Gatundu North Sub-County who had similar facilities. Secondly, the study will focus on public primary schools and exclude privately sponsored (academies) schools. The study will focus on the influence of principals' leadership styles on students' performance. The respondents will be

principals, teachers and students in selected public secondary schools. Academic achievement will be limited to summative only, that is K.C.S.E hence formative evaluation will not be put in consideration.

1.9 Basic assumptions

The study was based on the following assumptions:

- i. That the principal, teachers and students are respondents in the area of the study understood the concept of school administration and leadership styles.
- ii. That the respondent would co-operate and provide the necessary response as sought by the research.
- iii. That the principals' leadership styles influence the K.C.S.E examination performance in the school

1.10 Definition of significant terms

The following are the definitions of significant terms:

Autocratic leadership refers to type of leadership which is forceful, positive and dogmatic and exerts power by giving rewards and punishment.

Consideration structure refers to a pattern of organization which demonstrates friendship, mutual trust respect and warmth between the leader and members of the group.

Democratic leadership refers to a relationship oriented leadership behavior when active consultation, participation and well power are dominant

Initiative structure refers to well established and carefully defined patterns of organization, channels of communication and rewards of getting job done.

Laissez Faire refers to a leadership style that employee's high amount of independence where the governed set their own objectives and decide how to achieve them.

Leadership refers to ability to have power and authority if the position.

Public secondary refers to a place where students' learner seeks for education and it is owned and run by the government.

Student 'performance refers to the evaluation of the learning process in short term and long term. The study will adopt K.C.S.E as the evaluation yard.

Transformational leadership refers to a principal's style that forms teamwork with teachers in decision making.

1.11 Organization of the study

The study was organized in five chapters. Chapter one focused on introduction focusing on background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, basic assumptions and

definition of the significant terms. Chapter two is review of related literature which included; the concept of leadership, the influence of principals' democratic leadership styles on students' performance, the influence of principals' autocratic leadership styles on students' performance, the influence of principals' laissez faire leadership styles on students' performance, ways in which principals influence student's performance in KCSE, summary of the literature review, theoretical framework, and conceptual framework. Chapter three focused on research methodology covering research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four focused on data analysis, interpretation and discussions. Chapter five presented summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, related literature on leadership styles and performance consists of: the concept of leadership styles, influence of principals' autocratic leadership on students' performance, how democratic leadership style influences students' performance, how laissez-faire leadership influence students' performance, the influence of principals' transformational leadership styles on students' performance in KCSE, theoretical framework and conceptual framework of the study.

2.2 Concept of leadership

Globally, principals are being called upon to exercise strong instructional leadership in their schools. They are faced with the task of increasing student performance while maintaining order through acceptable student behaviour which may require changing school performance (Tableman, 2004; Muchiri, 1998). While teachers are ultimately responsible for improving student learning in schools, changing the organizational conditions for improvement across schools is the central task of school leaders (Halverson, Grigg, Pritchett & Thomas, 2005). In Tableman's best practice brief (2004), principal are accountable to improving student performance.

Different experts have identified different leadership styles have distinctive characteristics. For example (Bass & Avolio,1994) presented full range leadership theory according to which three leadership styles known as transactional, transformational, laissez-fair were identified. Okumbe (1998); Kemp and Nathan (1989) argued that it is necessary for principals to be aware of their management styles. They identified three styles of leadership to be key ones. These were autocratic, transformational and laissez-faire leadership styles. The study therefore will seek to find out the influence of the identified leadership styles on students' achievement in KCSE examinations in public secondary schools in Gatundu North Sub-County, Kenya.

2.3 Democratic leadership style and students' performance

Democratic leadership style also referred to as interactive or participatory leadership is characterized by cooperation and collaboration (Okumbe,1998). It can also be consultative and participative Hersey and Blanchard (1984). In this leadership style the leader seeks opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision. The style decentralizes power and authority (Okumbe, 1998). These encourage students and teachers to work towards the attainment of the set goal as they freely express their feeling concerning the school (Cotton, 2003). According to Lippit and White (1938) as quoted by Cole (2002), this style is based on the belief that where people are

committed to decision making which they participated in they will exercise self-direction and are motivated. Mostly the institutional climate and internal environment allow for interactions which breed high team spirits, cohesion and adherence to the institutional ethos (Mutuku, 2005). It is common in such schools to find suggestion box, notice board magazines and councils (Kibunja, 2004). Other activities that may involve teachers concerning the welfare of the school may include setting of internal examinations, academic day's co-curricular activities and dormitory inspections. These encourage students and teachers to work towards the attainment of the set goal as they freely express their feeling concerning the school. The staff becomes more collaborative and the social commitment to one another is great as they work towards common goals (Kibunja, 2004).

2.4 Autocratic leadership style and students' performance

Basing on a global perspective, autocratic leadership style also referred to as authoritative leadership is the leadership style where by the leader either gives no explanation when giving an order. The principals who subscribe to this style are influenced by the scientific management approach and succumb to McGregor's theory x which presume people are naturally lazy and need close supervision. In schools where this style is used, the staff, students or subordinate lack motivation and they show less involvement in their work (Rowley & Roevens, 1999).

Scholars in developing world, Kenya included, have also found that autocratic leadership can be best applied to situations where there is little time for group decision making or where the leader is the most knowledgeable member of the group (Rowley & Roevens, 1999). Hence, according to contingency theorists this leadership style works better in periods of crisis but fails to win the “hearts and minds” of followers in day-to-day management of students and their performance in school (Mbiti, 2007). Different experts have identified different leadership styles have distinctive characteristics. For example (Avolio and Bass, 2002) presented full range leadership theory according to which three leadership styles known as transactional, transformational, laissez-fair were identified. Okumbe (1998); Kemp and Nathan (1989) argued that it is necessary for principals to be aware of their management styles. They identified three styles of leadership to be key ones. These were autocratic, transformational and laissez-faire leadership styles.

2.5 Laissez-faire leadership style and students achievement

This is another commonly used leadership style in schools. Nzuve (1999) describes laissez-faire leadership style as one where the leader waives responsibility and allows subordinate to work as they choose with minimum interference. This leader lets the subordinate decide on what will be done with or without their influence (Hersey & Blanchard, 1984). The leaders who use this style of leadership believe that there should be no rules and regulations since

everybody has inborn sense of responsibility. Here communication flows horizontally among group members (Nathan & Kemp, 1989). The study seeks to find out if this is one of the leadership style applied by principals in public secondary schools in Gatundu North Sub-County, Kenya.

2.6 Transformational leadership style and students' achievement

Transformational leadership is based on the belief that where people are committed to decisions which they participate in, they will exercise self-control, self-direction and be motivated (Cole, 2002). Such leaders most probably can enhance the motivation, morale and performance of staff through a variety of mechanism. Transformational Theory is one of the most current leadership theories. This theory addresses how leaders motivate and inspire their followers to achieve greatness (Norton, 1984). It involves leaders adapting to the needs of those in their sphere of influence. Transformational leaders are considered agents of change who have a clear vision and lead from the knowledge of those in the organization. Most importantly, transformational leadership depends on one's ability to motivate in order to inspire others.

Mumbe (1995) conducted a study to investigate principal leadership styles and influence on academic achievement in secondary schools. In the study, he concluded that transformational leadership style affected students and the general school performance positively and motivated teachers to work with principals towards the achievement of school objectives. Thus, it was considered suitable to

have an insight into the leadership styles exhibited by school principals in secondary schools and how they influence students' performance in KCSE examinations in Gatundu North Sub-County.

2.7 Studies on influence of leadership styles on student academic performance

Most of the studies done on leadership styles on KCSE performance have different opinions either in agreement or disagreement on the various leadership styles employed by various managers. Huka, (2003) noted that the autocratic leadership style had higher mean score than democratic leadership style while Okoth (2002) indicated that democratic leadership style had higher mean scores compared to autocratic leadership style on student KCSE performance. Manguu, (2010) noted that principals in Kitui District used both autocratic and democratic leadership styles and performance in KCSE indirectly depends on leadership styles of the principals. Mohammed (2012) studied the impact of head teachers' leadership styles on KCSE performance in Mombasa District, Kenya. The results indicated the most used styles were democratic and autocratic or dictatorial.

Another study by Obama (2009) on how leadership styles affect performance in KCSE in public Secondary Schools in Homabay District, Kenya indicated that there was a significant relationship between leadership styles and performance at KCSE. The studies done by both Okoth, (2000) and Kimacia, (2007) indicated that principals' democratic leadership style had high means performance index

than those who practiced autocratic leadership styles. Huka, (2003), Muli, (2005) and Wangui, (2007) on the other hand indicated that autocratic leadership styles influenced students KCSE performance as there was higher mean score in KCSE compared to the democratic leadership style.

2.8 Summary of literature review

Literature review, in this study, deals with principals' leadership styles on students' performance in academics. Literature review is based on the objectives of the study that will yield more information from the previous studies. The study is to: determine the influence of principals' autocratic leadership on students' performance, establish how principals' democratic leadership style influences students' performance, determine how principals' laissez-faire leadership styles influence students' performance, and establish the influence of principals' transformational leadership styles on students' performance. Finally, the study is based on contingency theory of leadership (Cole, 2002) which advocates for the teacher to use appropriate leadership styles depending on the situation.

2.9 Theoretical framework

The study is anchored on Contingency Theory of Leadership, developed by Fiedler (1964) cited in (Cole, 2002) which suggests that a leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the capabilities and behaviours of followers and also various other situational factors. According to Northouse (2007), Fiedler developed contingency theory by

studying the styles of many different leaders who worked in different contexts, primarily military organizations.

According to Chance and Chance (2002), contingency theory produces practical application for school leaders. The Chances' believed that understanding contingency theory will help school leaders in several ways. First, this theory helps to identify outside variables that impact a school. Secondly, contingency theory helps to appraise the impact of school's organization structure on responses to external pressures and demands. Most importantly, Contingency theory matches leadership styles with the needs of the school and consider relationships among teachers' personalities and attitudes (Chance & Chance, 2002).

According to Hoy, (2006) the contingency theory states that leadership effectiveness is said to be dependent upon many variables. Therefore the theory argues that a specific trait under a particular situation makes a particular leader effective. The same trait in another situation may make the leader ineffective. Contingency theories are a class of behavioral theory that claims that there is no one best way of leading and that a leadership style that is effective in some situation may not be successful in some situations. The contingency theory therefore conforms to the researchers target population in selecting principals who have been in a school for a minimum of two years as the entire teaching

population will be able to make perception on the leadership style and its contribution to the performance towards KCSE.

2.10 Conceptual framework

The conceptual framework shows the relationship between principal's leadership style in various situations in secondary and students' academic performance.

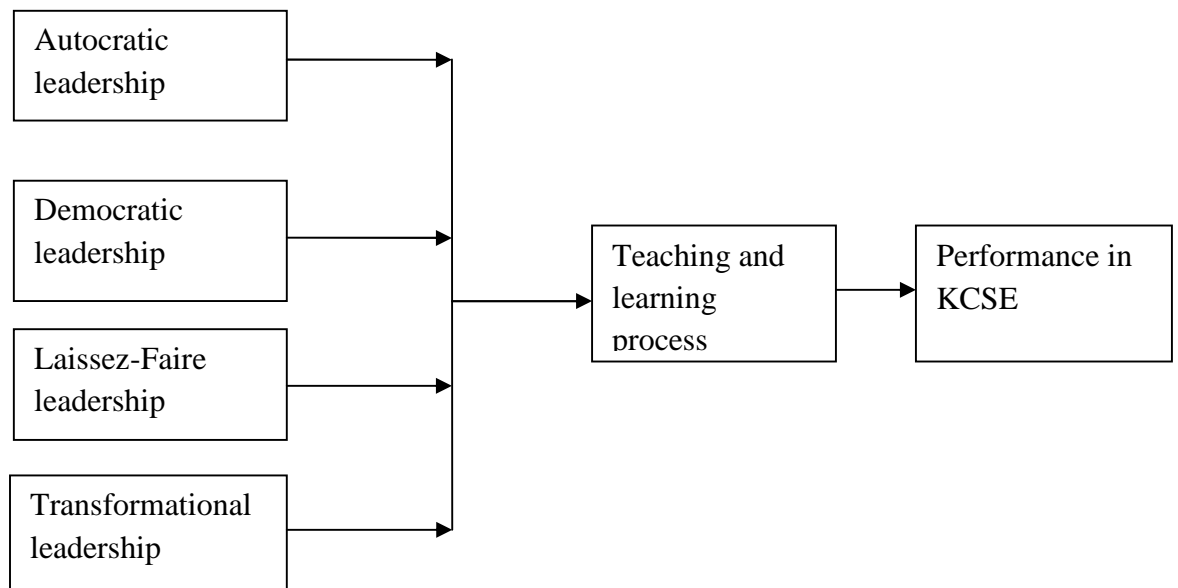


Figure 2.1: Influence of principals' leadership styles on students' achievements

The principal has his own leadership styles. He interacts with the teachers and students in the school to produce the leadership style. The performance of students from school over a given period of time depends so much on the impact of various leadership styles, originating from the principals. These leadership styles influence the performance of students directly or indirectly. Principals at

school play a vital role of making the student pass or fail KCSE examinations. This conceptualization highlights the complexity of leadership styles influencing students' performance; most these independent variables are interrelated and influence each other.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of research design, target population, sample size and sampling techniques, research instruments, data collection procedures, instruments validity, instruments reliability and data analysis techniques.

3.2 Research design

Research design is the process of creating an empirical test to support or refute knowledge claims (Borg & Gall, 1989). The study used descriptive survey design. According to Gay (1981) descriptive survey design is used on preliminary and exploratory studies to allow the researcher gather information, summarize, present and interpret for the purpose of clarification (Best and Khan 2006). This method is appropriate since it used a description of the relationship affairs of the principals and their students' performance in KCSE.

3.3 Target population

There were 20 public secondary schools in Gatundu North District. Hence the target population included 20 principals, 500 teachers and 4583 students (DEO's office, 2015) who had information on the influence of principals' leadership styles on students' Kenya Certificate of Secondary Education (KCSE).

3.4 Sample size and sampling procedures

According to Mugenda and Mugenda (2003), sampling is carefully selecting a sub group from the accessible population so as to be a representative of the population with relevant characteristics. By selecting some of the elements in the population, about the entire population can be drawn. According to Mugenda and Mugenda (2003) a sample size of between 10 and 30 % is a good representation of the target population and hence the 30% is adequate for analysis. Based on this premise, two (2) schools were used for piloting study. It implies that the study carries 2 principals, 50 teachers and 458 students who participated in the pilot study. For teachers and students who took part in the piloting study, the researcher used simple random sampling technique. Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study (Ogula, 2005). It is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. The sample frame of the study includes a representative sample of the public secondary schools in Gatundu North District. At least 30% of the total population is representative of the main study (Mugenda and Mugenda, 2003; Borg and Gall, 2003). Thus, the sample frame of the study includes 6 principals, 45 teachers and 412 students.

Regarding teachers and students, 45 teachers and 412 students were selected from the sampled schools using stratified random sampling because this technique could give them equal chance of being a sample and also take care of gender differences. The number of sample teachers and students from selected sampled schools were again determined by probability proportion to size (PPS) sampling technique. Thus, each sample school contributed the sample subject proportional to its size. Therefore, 30 percent of the teachers and students from the total population were included in the main study.

3.5 Research instruments

Research instruments used were questionnaires for teachers and students' questionnaires and an interview schedule for principals. Each questionnaire was divided into two; Part A contains the respondents' demographic information while Part B comprises questions about the influence of secondary school principals' leadership styles on students' performance in KCSE in Gatundu North Sub-County, Kenya.

3.6 Instruments validity

Branner (2004) defines validity as the degree to which a test measures the variables it purports to. There are several types of validity. This study ensured content validity. Mugenda and Mugenda (2003) say that content validity is a measure of the degree to which data obtained from an instrument meaningfully and accurately represents a theoretical concept. Content validity is a measure of

the degree to which data collected using a particular instrument represents a specific domain of a particular concept. The validity of the research tools was judged by presenting it to an expert including my university supervisors who ascertained their face validity and made commendable corrections especially in the relevance of the tools in the research study objectives (Best & Kahn, 2006). Instrument validity was also done during the pilot study with a few secondary schools picked randomly. This intended to help researcher to identify items that were adequate in eliciting the relevant information (Best & Kahn, 2006).

3.7 Instruments reliability

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research yields consistent results after repeated attempts. A pilot study was conducted. The researcher selected a group of the principals, teachers and students and then administered the questionnaires to them. The researcher adopted test-retest method that is, administering the same instrument to the same respondents twice and then correlating the scores from both the tests in order to acquire a reliability coefficient using Pearson Product Moment Correlation Formula (Best & Kahn, 2006).

$$r = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{[\sum x^2 - \frac{(\sum x)^2}{N}][\sum y^2 - \frac{(\sum y)^2}{N}]}}$$

Where r = degree of relationship between odd and even numbers

x = sum of odd number scores

y = sum of even number scores

$(y)^2$ = square of y
 $(x)^2$ = square of x
 x^2 = sum of square of x
 y^2 = sum of square of y
 xy = sum of product of x and y
N = number of paired odd and even numbers

Given that the positive co-efficient reliability ranges from 0 to 1, the reliability values of 0.91 for principals, 0.92 for teachers and 0.85 for students respectively, were significant and, therefore, the instruments were considered reliable (Best & Kahn, 2006).

3.8 Data collection procedures

The researcher carried out the research study for a period of about six months under the guidance of the university supervisors. Upon approval of the research proposal, the researcher first obtained research permit from the National Commission of Science, Technology and Innovation (NACOSTI). Upon being granted the permission to carry out the research study, the researcher reported to Gatundu North District Education Officer (DEO) for further permission and then proceeded to the selected secondary schools with a letter of introduction explaining the purpose of the study and the research permit.

The researcher visited the selected secondary schools in the district and further obtained permission from the principals in order to access the respondents. The researcher personally administered the questionnaires to teachers, the principals and interview students.

3.9 Data analysis techniques

After collection of questionnaires, the researcher read through them to ascertain and see whether all items had been responded to. Another task was to check for accuracy of the answers and uniformity which constituted the main task of editing. Quantitative data was analyzed by the use of descriptive statistics (frequencies and percentages). The descriptive analysis was appropriate for this study because it involves the description, analysis and interpretation of circumstances prevailing at the time of study. Descriptive statistical techniques were used to analyze various items of the questionnaire. These include averages, percentages, frequencies and totals. This study used frequencies and percentages because they easily communicate the research findings to majority of readers (Gay, 1992). Frequencies easily show the number of subjects in a given category. A number of tables were used to present data findings.

Data from open ended questions was processed thematically by first categorizing responses for each item then it was edited. Coding was then done where the responses were transferred into summary sheets by tabulating. They were then tallied to establish frequencies. The frequencies were determined by converting similar responses into percentages to illustrate related levels of opinion. The questionnaires were then analysed separately in three categories; from the

principals, teachers and students for comparison purposes (Mugenda and Mugenda, 1999).

3.10 Ethical issues

The participants were given the assurance that their identity would not be disclosed. Participation in the study was optional and writing of names in the questionnaire was not allowed. The researcher sought permission first before approaching the participants to participate in the study. The copy of the permit was circulated to principals who were available before the day of data collection.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter gives a detailed analysis of the research findings followed by interpretation of the same. In this study, two types of questionnaires were used to collect data from the respondents. These were the teachers' questionnaire and students' questionnaire. The study also employed an interview schedule for the principals. Presented are the findings on questionnaire return rate and the influence of principals' leadership styles on students' performance in KCSE in Gatundu North Sub-County, Kenya. Other findings presented are the influence of principals' autocratic leadership on students' performance, how democratic leadership style influences students' performance, how laissez-faire leadership influence students' performance, the influence of principals' transformational leadership styles on students' performance in KCSE in Gatundu North Sub-County, Kenya. Data was analyzed both manually and by use of SPSS computer programme.

4.2 Questionnaire return rate

A total of 412 students' questionnaires were issued and 300 were returned back, representing 72.8 percent. For the teachers, 45 questionnaires were issued and 40 were returned back, giving a total of 88.8 percent. Besides, 6 interview schedules were successfully handled for the principals. The overall return rate was 346 out

of 463 representing 74.7 percent. The return rate was considered reliable for the purpose of study because it was above 70.0 percent (Best & Kahn, 2006).

4.3 Demographic data of the respondents

It was essential for the study to gather data on principals', teachers' and students' background. Students' background in terms of gender and class they belong in the school besides principals' and teachers' academic and professional qualifications were captured. These directly or indirectly would have an influence on students' performance in KCSE in Gatundu North Sub-County, Kenya. The principals, teachers' and students' demographic data are summarized as follows:

4.3.1 Gender of the students

Gender was considered important in this study because it could directly or indirectly influence students' performance in public secondary schools. According to Hugh and Hawes (2004) education must be a priority area for ensuring a strong foundation for development of both genders. Education goes beyond reading, writing, and arithmetic, it is one of the most important investments a country can make in its people and its future. Thus investing in education is the single most effective means of reducing poverty (World Bank 2007). The researcher included the gender of the students in order to establish the magnitude to which the performance of each of the sexes is influenced by leadership in public secondary schools.

Table 4.1: Distribution of students by gender

Gender	Students	%
Male	170	56.6
Female	130	43.4
Total	300	100.0

Table 4.1 shows that the students for this study were predominantly male (66.7%), teachers (56.6%). One gender dominating in a given school can be affected by leadership especially when it comes to matters of students' performance in public secondary schools. Empirical evidence shows that female principals tend to think people regard them as a weaker sex who cannot even manage a school. With this belief at their back, they tend to work very hard in order to fight the stereotype. Subsequently, female principals are more likely to influence girls in the end as they fight male domination.

4.3.2 Class students belong to in school

The classes the students belong indicate that they have good experience, knowledge and understanding when it comes to matters of principals' leadership styles and how they influence their performance in schools. Students were required to indicate their classes and the data collected is in Table 4.2.

Table 4.2: Distribution of students by classes

Classes	Students	%
Form 1	110	36.7
Form 2	75	25.0
Form 3	65	21.7
Form 4	50	16.6
Total	300	100.0

From Table 4.2, the results indicate that a majority of the students were in Form 1 (36.6%) and the least in Form 4 (16.6%). The response from the students indicates that they have good experience, knowledge and understanding when it comes to issues relating to leadership and performance in the school. Judging from students' low representation in senior classes shows that the students were mature in making decisions and required principals and teachers to be rational enough when dealing with them in terms of leadership and performance.

4.3.3 Principals' and teachers' academic and professional qualifications

Academic and professional qualification of teachers was also a factor to consider in this study. Academic and professional qualifications of the principals and teachers could determine how appropriately varied leadership styles have been attained and how they are implemented in schools to attain quality results from

students. Principals' and teachers' academic and professional qualifications are shown in Table 4.3.

Table 4.3: Principals' and teachers' academic and professional qualifications

Qualifications	Teachers	%	Principals	%
M.Ed	3	7.5	1	16.7
BA/BSC with PGDE	1	2.5	0	0.0
B.Ed	26	65.0	5	83.3
Diploma	8	20.0	0	0.0
P 1	0	0.0	0	0.0
Form 4	2	5.0	0	0.0
Total	40	100.0	6	100.0

Results from Table 4.3 show that majority of the teachers (65.0%) and principals (83.3%) were B.Ed degree holders. Very low percentage of teachers and principals had M.Ed degree. The overall management of students' performance in public secondary schools is vested in the hands of teachers and principals. It is, therefore, imperative that principals and teachers be persons with good education and sufficient practical knowledge in leadership styles in education. They should have a required academic qualification which will allow them to interpret Parliamentary Acts and other policies which relate to leadership and students' performance in schools. According to Tableman (2004) and Muchiri (1998) principals and teachers are faced with the task of increasing student performance while maintaining order through acceptable student behaviour which may require

changing school performance. According to Halverson, Grigg, Pritchett and Thomas (2005), principals have to ensure there are conducive organizational conditions for improvement across the schools while teachers are ultimately responsible for improving student learning in schools. In Tableman's best practice brief (2004) and Muchiri (1998), they require training in the field of educational administration and planning which is a professional course at Masters Level to enhance accountability and improve students' participation in some decision making and counseling to change performance so as to attain quality results.

4.3.4 Principals and teachers' duration of service.

Principals' and teachers' duration of service would be appropriate in determining how experienced they are in dealing with students' performance by maintaining appropriate management approaches. Duration of service would also indicate training skills they have had to enhance accountability and improve students' participation in some decision making and counseling to achieve quality results. Principals and teachers' duration of service is presented in Table 4.4.

Table 4.4: Principals' and teachers' response on duration of service

Duration of service	Teachers	%	Principals	%
Below 1 year	3	7.5	0	0.0
2-5 years	3	7.5	1	16.7
6-10 years	8	20.0	1	16.7
11-15 years	20	50.0	1	16.7
16-20 years	4	10.0	3	49.9
Above 20	2	5.0	0	0.0
Total	40	100.0	6	100.0

Table 4.4 indicates that a majority of teachers (50.0%) and principals (49.9%) had served for more than 15 years. These teachers and principals, therefore, had good information on the influence of principals' leadership styles on students' performance in KCSE in Gatundu North Sub-County, Kenya.

Data on principals' and teachers' duration in service would help the researcher to establish why most of the teachers and principals who had taught for 10 years and longer detested the use of strict methods of leadership, but instead they feel the need to involve students in decision-making. Besides, the way the teachers and students perceive and appreciate the principals' leadership styles vary on the basis of the number of years of service.

4.3.5 Principals' years of leadership in the current school

Principals' years of leadership in a particular school was found to have an influence on students' performance. Experience in the current station could assist in identifying leadership indicators to students' good or poor performance. Therefore, the study was to establish whether this actually was a contributing factor to students' performance in KCSE in public secondary schools in Gatundu North Sub-County, Kenya. The results were then tabulated as shown in Table 4.5.

Table 4.5: Principals' years of leadership in the current school

No. of yrs in school	Principals	%
1-5	1	16.7
6-10	3	50.0
11-15	2	33.3
16 and above	0	0.0
Total	6	100.0

From Table 4.5, a majority of principals (50.0%) had been in their current station for 6-10 years. This was a clear indicator that they had adapted to the trend of their schools and at least had developed the strategies for students' performance in KCSE examinations. Besides, data implies that principals had a considerable experience in the current school to provide information on students' performance in public secondary schools in Gatundu North Sub-County, Kenya.

4.3.6 Principals' response on leadership theories and frameworks attended

In Tableman's best practice brief (2004), principal are accountable to improving student performance. School principals need to become familiar with leadership as a discipline to practice, learn their strengths and weaknesses infuse themselves with best practice so that they can provide leadership that best fits their circumstances, and work diligently to perfect and implement the behaviours that will enable deep sustained improvement in schools (Yulk, 2005). Principals were, therefore, to indicate whether they attend in-service courses, seminars or workshops that sensitise on leadership theories and frameworks for best performance. Data captured was then recorded in Table 4.6.

Table 4.6: Principals' response on leadership theories and frameworks attended

Response	Principals	%
Yes	5	83.3
No	1	16.7
Total	6	100.0

Results from Table 4.6 indicates that there were some principals (16.7%) who had not attended in-service courses, seminars or workshops that sensitise on leadership theories and frameworks for best performance. Through in-service

courses, seminars or workshops leadership theories and frameworks touching on attitude can assist principals' change significantly to enable students' performance and attention in classrooms.

4.4 Democratic leadership style and students' academic performance

Democratic leadership style also referred to as interactive or participatory leadership is characterized by cooperation and collaboration (Okumbe, 1998). It can also be consultative and participative (Hersey and Blanchard, 1984). In this leadership style the leader seeks opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision. The style decentralizes power and authority (Okumbe, 1998). These encourage students and teachers to work towards the attainment of the set goal as they freely express their feeling concerning the school (Cotton, 2003). According to Lippit and White (1938) as quoted by Cole (2002), this style is based on the belief that where people are committed to decision making which they participated in they will exercise self-direction and are motivated. Mostly the institutional climate and internal environment allow for interactions which breed high team spirits, cohesion and adherence to the institutional ethos (Mutuku, 2005). It is common in such schools to find suggestion box, notice board magazines and councils (Kibunja, 2004). Other activities that may involve teachers concerning the welfare of the school may include setting of internal examinations, academic day's co-curricular activities and dormitory inspections. These encourage students and teachers to

work towards the attainment of the set goal as they freely express their feeling concerning the school. The staff becomes more collaborative and the social commitment to one another is great as they work towards common goals (Kibunja, 2004). Principals, teachers and students were asked to respond on how democratic leadership style influences students' performance in school. Principals were to indicate how they cooperated and collaborated with their teachers and students in school. On the other hand, teachers and students were to state whether their principals sought their opinion on a tentative plan of action before making decision or by asking the others' in put in formulating plans before making a decision so as to determine whether power and authority is decentralized.

4.4.1 Principals' response on different leadership styles used in school

Principals were to respond to interview schedule items on different leadership styles they usually apply in school through their daily interaction with the teachers and students. Their response would help the researcher compare with teachers' and students' response on principals' leadership styles used in school. Data collected was tabulated in Table 4.7.

Table 4.7: Principals' response on different leadership styles applied in school

Leadership style used	Principals	%
Democratic	3	50.0
Autocratic	1	16.7
Laissez-faire	0	0.0
Transformational	2	33.3
Total	6	100.0

The results from Table 4.7 show that 50 percent of the principals occasionally use democratic leadership style in school. Democratic leadership style would ensure that teachers feel a sense of recognition and motivated at work. This is an indicator that performance approaches are based on democracy and controlled by love and not by fear. This would encourage team work and hence good results. Besides, other principals (33.3%) base judgement of teachers and students on transformational leadership. This also creates a sense of trust which would easily pave way for quality results. Autocratic leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and students, for example, whose school heads employ the autocratic leadership style, remain insecure and afraid of the leadership authority.

This eventually reduces their ability to explore their potential. This style is typical of a leader who tells his employees what he wants done and how he wants it done, without requesting the input/advice of his subordinates. Some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. David and Gamage (2007) argue that effective democratic and participatory school administration; leadership and management affect the trust levels of teachers and students. The school leaders wishing to enhance the levels of trust among the teachers and students in their schools should consider democratic leadership approach, in carrying out their leadership duties and responsibilities. The implication of this study is that just like in the Philippines; school heads in Uganda who favors the use of the democratic style of leadership, attach the same level of trust to their stakeholders in the management of schools. As pointed out by Kouzes and Posner (2003), in order for a school to provide quality education and discipline, those who have been empowered to lead the transformation of the schools to address the challenges of the new millennium should carefully nurture democratic leadership. Democratic leadership can be effectively utilized to extract the best from people and the most effective and efficient educational climate can be created in a school when democracy is employed.

4.4.2 Principals' response on leadership style believed to be the best

To gather more information on different leadership styles applied and how they, influence students' performance, principals were to respond to interview items on

which leadership style is believed to be the best to achieve quality results. Data was recorded in Table 4.8.

Table 4.8: Principals’ response on leadership style believed to be the best

Leadership style used	Principals	%
Democratic	3	50.0
Autocratic	1	16.7
Laissez-faire	0	0.0
Transformational	2	33.3
Total	6	100.0

From the table, it is clear that autocratic and laissez-faire leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and students, for example, whose school heads employ the autocratic leadership style, remain insecure and afraid of the leadership authority. This eventually reduces their ability to explore their potential. This style is typical of a leader who tells his employees what he wants done and how he wants it done, without requesting the input/advice of his subordinates. Some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. Besides, laissez-faire leaders let the subordinate to decide on what will be done with or without their influence (Hersey & Blanchard, 1984). The leaders who use

this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility. David and Gamage (2007) argue that effective democratic and participatory school administration; leadership and management affect the trust levels of teachers and students. The school leaders wishing to enhance the levels of trust among the teachers and students in their schools should consider democratic leadership approach, in carrying out their leadership duties and responsibilities. The implication of this study is that just like in the Philippines; school heads in Uganda who favors the use of the democratic style of leadership, attach the same level of trust to their stakeholders in the management of schools. As pointed out by Kouzes and Posner (2003), in order for a school to provide quality education and discipline, those who have been empowered to lead the transformation of the schools to address the challenges of the new millennium should carefully nurture democratic leadership. Democratic leadership can be effectively utilized to extract the best from people and the most effective and efficient educational climate can be created in a school when democracy is employed.

4.4.3 Consistent leadership style routines and practices used by principals on teachers to attain quality results

The researcher had also to gather more information from principals on what kinds of consistent leadership style routines and practices they use on teachers to ensure they are working to meet the needs of all students in their classrooms. Data on principals' responses to were recorded in Table 4.9.

Table 4.9: Consistent leadership style routines and practices used by principals on teachers to attain quality results

Leadership style routines and practices used	Principal	%
Principal assigns group members to particular tasks	1	16.7
Principal keeps the group informed	1	16.7
Principal puts teachers' suggestions in action	1	16.7
Principal keeps the staff working as team	3	49.9
Total	6	100.0

The principals' responses from Table 4.9 indicate that a good percentage keeps the staff working as a team (49.9%). Principals' democratic leadership style could motivate teachers in maintaining students' performance. This would ensure that teachers design ways of making students more responsible in their choices, purposes and behavior. However, the principal also needs to assign group members to particular tasks, keep members informed, put teachers' sound suggestions in practices. This would create trust in teachers making them learn to handle students' performance issues in school.

4.4.4 Students' response on the extent to which principals' democratic leadership style

The researcher had also to gather more information from students on how principals' democratic leadership style influences students' performance. Data on students' responses agreement on the way a school principal handles or treat students' issues and if it influences their performance were recorded in Table 4.10.

Table 4.10: The extent to which democratic leadership style influences students' performance

Response	Principals	%
Strongly agree	250	83.3
Agree	50	16.7
Disagree	0	0.0
Strongly disagree	0	0.0
Total	300	100.0

From Table 4.10, students strongly agreed that principals' democratic leadership style greatly influence students' performance.

4.4.6 Principals' approach to handling students' issues

Furthermore, students were to indicate how principals handle students' issues at school so as to establish type of leadership style applied. Data collected from students was then tabulated in Table 4.11.

Table 4.11: Principals' approach to handling students' issues

Response	Principals	%
Rudeness/harsh	250	83.3
Reasonable	50	16.7
Not concerned	0	0.0
Total	300	100.0

From the table it is clear that the way principal handles students' issues at school strongly influences students' performance. Principals who handle issues reasonably make students also become reasonable. Performance is relative to how positively and constructively issues are approached. Principals should not handle issues in a punitive way, that is, the students need to be led not driven; principals' and teachers' attitude, for instance, should be 'let us do this, rather than 'don't do that'. In schools where democratic style is not used, students lack motivation and they show less involvement in their work (Rowley & Roevens, 1999). Such students need close supervision and control in order to achieve expected results because they may retaliate.

4.4.7 Teachers' response on democratic leadership style

To gather more information still, teachers were to respond on principals' democratic leadership style frequently used in school to achieve quality results. Data was then recorded in Table 4.12.

Table 4.12: Teachers' response on democratic leadership style

Democratic leadership style	A5	%	O4	%	Oc3	%	R2	%	N1	%
Principal assigns group members to particular tasks	1	16.7	1	16.7	3	49.9	1	16.7	-	-
Friendly and easy to approach and talk to	1	16.7	2	33.3	2	33.3	1	16.7	-	-
Express confidence in staff even when they disagree on some issues	1	16.7	1	16.7	2	33.3	1	16.7	-	-
Genuinely share information with staff	1	16.7	1	16.7	2	33.3	1	16.7	-	-
Guides rather than control teacher in their work	2	33.3	2	33.3	1	16.7	1	16.7	-	-
Give opportunity to any member to make a decision	2	33.3	2	33.3	2	33.3	-	-	-	-

Concerned with staff welfare	1	16.7	1	16.7	1	16.7	3	49.9	-	-
Allow staff members time to air their views before declaring my stand	1	16.7	2	33.3	3	49.9	-	-	-	-
Accept they can make errors just like anybody else	-	-	1	16.7	1	16.7	2	33.3	2	33.3

The teachers' responses from Table 4.12 indicate that a good percentage of teachers (49.9%) agreed that the principal occasionally assigned group members to particular tasks and allowed staff members time to air their views before declaring my stand. However, a majority (49.9%) of these principals were not very concerned with staff welfare. Principals' democratic leadership style could motivate teachers in maintaining students' performance. This would ensure that teachers design ways of making students more responsible in their choices, purposes and behavior. However, the head teacher needs to assign group members to particular tasks. This would create trust in teachers making them learn to handle students' performance issues in school.

4.4.8 Students' response on democratic leadership style of principals

The researcher had also sought to gather more information from students on how principals' leadership style influences students' performance. They were to state

the extent to which they agreed to questionnaire items given. Data on students' responses to were recorded in Table 4.13.

Table 4.13: Students' response on democratic leadership style of principals

Leadership style	SA	%	A	%	D	%	SD	%
Principal believes in open and honest communication	-	-	85	28.3	135	45.0	80	26.7
There is adequate and quick communication in school	69	23.0	89	29.7	142	47.3	-	-
Students are allowed to conduct their own group discussions	47	15.7	165	55.0	88	29.3	-	-
Students hold frequent barazas with the principal	-	-	55	18.3	167	56.7	78	25.0
Principal involves teachers, parents and students when making key decisions	-	-	-	-	32	10.7	268	89.3

Students' responses from Table 4.13 indicate that a good percentage of students agreed that principals allow students to conduct their own group discussions (55.0%). This kind of principal's democratic leadership style could motivate students if these students are guided keenly by their teachers on what is expected on quality performance. Seriously noted is that the students do not hold frequent barazas with the principal (56.7%). Besides, most principals (89.3%) do not involve teachers, parents and students when making key decisions. These areas are sensitive and call for the principal's attention so as to learn and listen to all students, teachers and parents. If embraced, it would ensure that teachers help

students to attain quality performance with love, fairness and consistency, but not through coercion.

4.4.9 Principals’ responses on how school community is courageously engaged in students’ achievement

As a means of achieving their goals, leadership designates the principal as the central school figure to continuously articulate the school’s mission and vision to the school’s staff, students and community. The principal monitors students’ progress to provide individual attention for specific student’s achievement in the school. There was need, therefore, to collect data on how the principal engages school community in courageous conversations about students’ achievement. The responses were then tabulated in Table 4.14.

Table 4.14: Principals’ responses on how school community is courageously engaged in advising students’ achievement

Response	Principal	%
Students’ interactions and cordial relationships with relevant stakeholders	2	33.3
Students’ interactions and cordial relationships with parents on academic days	3	50.0
Students’ interactions with motivational speakers from community	1	16.7
Total	6	100.0

Results from the table show that some principals (16.7%) do not involve students in interacting with motivational speakers from community good performance. Advice from motivational speakers promotes a positive learning environment. Students require interactions and cordial relationships with relevant stakeholders, parents and motivational speakers for purposes of emotional and interpersonal support, visibility and accessibility to develop a school culture that is conducive to teaching and learning. This promotes shared leadership and decision-making, collaboration, risk taking leading to continuous improvements; providing instructional leadership through discussions of instructional issues, observing classroom teaching and giving feedback, supporting teacher autonomy and protecting instructional time; and being accountable for affecting and supporting continuous improvements through monitoring progress and using student progress data for program improvements (Cotton, 2003).

4.5 Principal's autocratic leadership style on students' academic performance

This part of the study examines the influence of the autocratic leadership style on students' performance in secondary schools. Rowley & Roevens (1999) describes the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. He/she is not bothered about attitudes of the staff towards a decision. He/she is rather concerned about getting the task done. He/she tells the staff what to do and how to do it, asserts him/herself and serves as an example for

the staff. In schools where this style is used, the staff, students or subordinate lack motivation and they show less involvement in their work (Rowley & Roevens, 1999). Hence, according to contingency theorists this leadership style works better in periods of crisis but fails to win the “hearts and minds” of followers in day-to-day management of students and their performance in school (Mbiti, 2007). The study considered it necessary to collect data on autocratic leadership style exhibited by school principals in public secondary schools in Gatundu North Sub-County, Kenya.

4.5.1 Teachers’ response on principals’ autocratic leadership style

Teachers were to respond to Leadership Behaviour Descriptive Questionnaire (LBDQ) items on autocratic leadership styles to indicate if principals do apply it in some situations in school. Their responses are tabulated in Table 4.15.

Table 4.15: Teachers’ response on principals’ autocratic leadership style

Leadership style	A5	%	O4	%	Oc3	%	R2	%	N1	%
Suppress new ideas from staff members	6	15.0	9	22.5	17	42.5	8	20.0	-	-
Open to criticism by staff members	-	-	5	12.5	13	32.5	18	45.0	4	10.0
Initiates and direct goals for the staff	15	37.5	13	32.5	5	12.5	7	17.5	-	-
Accept they can make errors just like anybody else	2	5.0	7	17.5	10	25.0	21	52.5	-	-
Allow staff members time to air their views before	4	10.0	14	35.0	14	35.0	8	20.0	-	-

declaring my stand

From Table 4.15, the results indicate that the majority of the teachers stated that principals sometimes regarded themselves as the only ones who can initiate and direct goals for the staff (37.5%). Never the less, some principals were not open to criticism by staff members (45.0%). Others rarely accepted that they can make errors just like anybody else (52.5%). Previous studies like that of Balunywa (2000) argue that autocratic leaders in schools are more concerned with despotic influence in order to get the job accomplished rather than with the development and growth of teachers. As far as they are concerned the work and the accomplishment of the goals of academic success matter more than their concern for those being led. This could have a negative impact on the performance of learners.

4.6 Influence of laissez-faire leadership style on students' academic performance

Nzuve (1999) describes laissez-faire leadership style as one where the leader waives responsibility and allows subordinate to work as they choose with minimum interference. This leader lets the subordinate decide on what will be done with or without their influence (Hersey & Blanchard, 1984). The leaders who use this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility. Here communication flows horizontally among group members (Nathan & Kemp,

1989). The study seeks to find out if this is one of the leadership style applied by principals in public secondary schools in Gatundu North Sub-County, Kenya.

4.6.1 Students' response on laissez-faire leadership style

To solicit for more information about leadership styles applied by principals in schools, students were to respond to items on laissez-faire leadership style on how principals handle students' issues at school and data was recorded as shown in Table 4.16.

Table 4.16: Students' response on how principals approach issues at school

Response	Principals	%
Rudeness/harsh	250	83.3
Reasonable	50	16.7
Not concerned	0	0.0
Total	300	100.0

From the table it is clear that the way principal handles students' issues at school strongly influences students' performance. Principals who handle issues reasonably make students also become reasonable. Performance is relative to how positively and constructively issues are approached. Principals should not handle issues in a punitive way, that is, the students need to be led not driven; principals' and teachers' attitude, for instance, should be 'let us do this, rather than 'don't do that'. On the other hand, principals should totally avoid being unconcerned about students' issues. In schools where laissez-faire leadership style is applied, the principal lets the teachers and students to decide on what will be done with or without their influence. Principal allows the teachers and students to work as they

choose with minimum interference. This can drastically ruin performance in school.

4.7 Influence of transformational leadership style on students' performance

Transformational leadership style is also regarded as one of the principals' style of leadership that impacts on students' performance. The study was to establish whether head teachers are committed to decision making, self-control, self-direction and motivating teachers. Thus it was considered suitable to collect data from head teachers, teachers and students to have insight into the leadership styles exhibited by head teachers in secondary schools and how they influence students' discipline.

4.7.1 Teachers' response on principals' elements attributed to transformational

Teachers were also asked to respond to questionnaire items having elements attributed to head teachers' transformational leadership style in school. Data collected was tabulated in Table 4.17.

Table 4.17: Teachers’ response on principals’ elements attributed to transformational leadership style

Transformational leadership style	A5	%	O4	%	Oc3	%	R2	%	N1	%
Friendly and easy to approach and talk to	1	16.7	2	33.3	2	33.3	1	16.7	-	-
Patient with the progress made by staff towards goal attachments	6	15.0	10	25.0	10	25.0	14	35.0	-	-
Treating all teachers equal	2	33.3	2	33.3	20	50.0	16	40.0	-	-
Suppress new ideas from staff members	6	15.0	9	22.5	17	42.5	8	20.0	-	-

From Table 4.17, the results indicate that (50.0%) of teachers agreed that principals occasionally do not treat all teachers equally and suppress new ideas from staff members (42.5%). Such elements portray the principals’ exercise of transformational leadership style in school to negatively influence students’ performance.

4.8 Performance cases in school for the past four years

Principal’s leadership style applied influences students’ performance. There was need, therefore, for the researcher to establish performance cases in public secondary schools in Gatundu North Sub-County.

4.8.1 Students' responses on having been sent home

Students were asked to indicate if they have ever been sent home from school. Data obtained was then recorded in Table 4.18 below.

Table 4.18: Students' responses on having been sent home

Response	Students	%
Yes	200	66.7
No	100	33.3
Total	300	100.0

Results from Table 4.18 show that a majority of the students in the sub-county have at least been returned home from school.

4.8.2 Students' reasons for being sent home

Students were asked to indicate why they were sent home from school. Data obtained was then tabulated in Table 4.19.

Table 4.19: Students' reasons for being sent home

Reasons	Students	%
Poor performance	125	41.7
Lack of fees	140	46.7
Indiscipline	15	5.0
Sickness	20	6.6
Total	300	100.0

Results from Table 4.19 show that a majority of the students in the sub-county have at least been returned home from school due to poor performance cases. It was therefore imperative for the researcher to establish principal's leadership style applied in school that might be influencing students' performance in public secondary schools in Gatundu North Sub-County.

4.8.3 Students' view on performance at school

Students were asked to rate the performance of students in their schools and data recorded in Table 4.20 below.

Table 4.20: Students' view on performance at school

Performance	Students	%
Very good	20	6.7
Good	82	27.3
Average	168	56.0
Poor	30	10.0
Total	300	100.0

Results from the table clearly show that a majority of the schools (56.0%) were on an average performance. However, there are those schools that recorded poor results in the sub-county that caused a major concern to establish reasons.

4.8.4 Teachers' response on cases of performance in school for the past

Teachers were to indicate students' performance in terms of grade distribution for the KCSE results. Data was the tabulated as per the years given in Table 4.21.

Table 4.21: Teachers' response on cases of performance in school for the past four years

Year	Entry	A_B+	B_B-	C+_C-	D+_E
2014	4583	7	13	6	14
2013	4506	6	10	16	8
2012	4699	10	18	10	2
2011	4669	12	15	11	2

N=40

The results from the table indicate that for the past four years, there has been a rise in numbers of students being involved in poor performance cases in Gatundu North Sub-County. In 2014, the students scoring D+-E are many. This indicates that there is also a drop in number of students in schools. Principals and teachers must not go back to earlier times where performance was achieved through fear and coercion, and whipping and flogging of students. In the modern times, performance is concerned with proper leadership style and learning. It has to be participatory and democratic. Students are co-partner with the teacher in educational process and the teacher is expected to be a friend and a guide. This could limit students' poor performance and even drop out in schools.

4.8.5 Principals' relationship with teachers and students at school

To establish whether there were leadership challenges in the schools, principals were asked to rate their satisfaction with teachers and students. Data obtained was tabulated in Table 4.22.

Table 4.22: Principals' satisfaction with teachers and students

View	Principals	%
Very good	0	0.0
Good	1	16.7
Average	3	49.9
Poor	2	33.3
Total	6	100.0

Results indicate that principals' satisfaction with teachers and students is average (49.9%) while others indicate that it is poor (33.3%). This must be the reasons as to why public secondary schools in Gatundu North Sub-County, Kenya are poorly performing. Type of leadership style applied in school is critical to the attainment of students' performance. Students' performance depends on whether the principals' management approach is inclusive or exclusive of teachers' and parents' involvement. Principals are faced with the task of ensuring that students are guided well to make individual reasonable decisions to have smooth running of the school (Barasa, 2007). If the principals' leadership style is bad or when

there is no consultation with teachers in issues pertaining to students' performance in the school, it might be difficult for the school to achieve its objectives (Nsubuga, 2008).

4.8.6 Factors/challenges making principals fail to discharge their ability to lead teachers and students to achieve intended school goals

The functions of the principal, supported by Board of Management (BOM), of any education organization include promotion of the best interest of the school, struggling to provide quality education for all students, maintaining transparency and accountability among themselves and supporting other staff members in their performance of their professional functions. Principals must maintain a good working relationship with teachers and students by ensuring that any challenge they face will be listened to with great concern and any assistance requested will be given accordingly (KEMI, 2007). This study was to find out different factors or challenges that make them fail to discharge their ability to lead teachers and students uphold responsibility and perform school activities respectively to achieve the intended school goals. Data obtained was recorded in Table 4.23.

Table 4.23: Factors/challenges making principals fail to discharge their ability to lead teachers and students to achieve intended school goals

Challenges	Principals	%
Resistance from the community/politics	1	16.7
Lack of transparency and accountability from BOM	1	16.7
Lack of funds	2	33.2
Lack of cooperation with teachers and students	1	16.7
Irregular meetings	1	16.7
Total	6	100.0

From this table, it is evident that political interference is one of the impediments making principals fail to discharge their ability to lead teachers and students to achieve intended school goals (16.7%). External influences from community/politicians reduce principals' authority in implementing educational policies. Political pressure affects positive work relationship between principals and BOM members. Lack of knowledge and skills among BOM members is a great challenge to their role in school management (15.0%). Some of the challenges of school management stem from BOM members not even being aware of challenges affecting their management in schools (15.0%). Besides, lack

of funds members is a great challenge to principals' role in school management (33.2%).

4.9 Suggested possible measures to promote performance in school

Suggested possible measures would enable teachers aspiring to become principals to use information to prepare adequately to head public or even private schools in Kenya. In addition, the measures would benefit principals to re-examine their leadership styles and make adjustments to their leadership styles which in turn can improve the students' performance. The measures could also be used by Quality Assurance Officer to enrich their capacity building programmers for principals in secondary schools offered during their induction courses. The data gathered from the study would provide a useful reference point for further research to other and also generalizations to other areas.

4.9.1 Teachers' response on ways to improve performance in school

Teachers and students were required to state what should be done in order to promote students' performance in schools. Data obtained was recorded in Table 4.24.

Table 4.24: Teachers’ response on ways to improve performance in school

Suggestions	Teachers	%
Rewarding students who uphold good performance	8	20.0
Regular school management courses to be offered by KEMI to principals	6	15.0
A holistic approach in which teachers, parents and students are all brought on board when making key decisions to promote performance	10	25.0
Principals to inspire enthusiasm for all students and teachers	8	20.0
In-service courses to teachers/ seminars and workshops on students’ performance	8	20.0
Total	40	100.0

Results from Table 4.24 indicate that teacher suggestions were fairly distributed meaning that they carry equal weight. These suggestions, if put into considerations, could be of great help to assist in promoting good performance in public secondary schools in Gatundu North Sub-County, Kenya.

4.9.2 Students response on ways to improve performance in school

In order to establish whether there was any kind of relationship between students and the teachers’ suggested measures, the students were asked to state their possible measures to improve performance in school. A number of responses were elicited from the students. Data was recorded in Table 4.25 below.

Table 4.25: Students response on ways to improve performance in school

Suggestions	Students	%
Principal to genuinely share information with students	47	15.7
Principal and teachers to treat all students as equals	51	17.0
The school administration involves teachers, parents and students when making key decisions on performance	52	17.3
Principal to be friendly and easy to approach and talk to	50	16.7
Principal to express confidence and be patient with the progress made by students towards goal achievements	49	16.3
Students to be allowed to conduct their own group discussions	51	17.0
Total	300	100.0

An analysis of the students' responses from Table 4.25 reveals that suggestions were fairly distributed meaning that they carry equal weight. The measures posed by students call for democratic leadership style in school. If any other style of leadership is involved, then it must result in a very good performance. If there is a lot of dictatorship, a lot is likely to be withheld from students or students may preserve certain aspects for themselves. This can affect students' discipline which in turn can ruin performance. Democratic leadership style, students suggest here, creates ownership so that the staff, students and parents either sink or float together. So when everybody owns such policies, then good performance is likely to be achieved. The views expressed by the students also suggest that students

need guidance and counseling into the learning process other than coercing them to learn.

4.10 Key research findings

In this chapter it was established that leadership is very important in creating an effective school. Moreover, the democratic or consultative form of leadership was revealed to be the best form of leadership style in school. It was also found that most principals who used this kind of leadership in order to create ownership in schools enhanced students' performance. It was also found that no one kind of leadership style was used in schools. Although the democratic style was most preferred, it was found that depending on situations in the school, leaders tended to vary the different leadership styles and at times used the autocratic style of leadership, but this has to be very seldom and it has to be mostly used where policies in schools had been compromised. It was also established that where the democratic style of leadership was practiced, the school was likely to achieve a good overall school performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a brief summary of the study, conclusions and recommendations of the study. The study also offers suggestions for further research.

5.2 Summary of the study

The main purpose of the study was to investigate the influence of principals' leadership styles on students' performance in KCSE in Gatundu North Sub-County, Kenya. The study focused on the stated objectives by targeting principals', teachers' and students' demographic data. In addition, the study focused on: the influence of principals' democratic leadership style, autocratic leadership style, laissez-faire leadership style, and transformational leadership style on students' performance. Therefore, research questions were formulated.

To generate and refine the study ideas, the literature review was essential to provide more ideas and clarity to research questions formulated. The variables of the study were summarized in the conceptual framework that showed their interrelatedness. The study used descriptive survey design and simple random sampling technique to select principals, teachers and students who participated in answering questionnaire and interview items. Data was collected using principals' interview schedule items, teachers' questionnaire, and students' questionnaire which were analyzed using mainly descriptive statistics, particularly frequencies

and percentages. Statistical package for social sciences (SPSS) was used for effective analysis of data. To realize the objectives of the study, findings were presented and conclusions drawn.

The study established that democratic leadership style has a great influence on students' performance in public secondary schools. There is need for principals to use a democratic style besides transformational where performance should be positively guided and constructive and not punitive, that is, the students need to be led not driven; a teacher's attitude, for instance, should be 'let us do this, rather than 'don't do that'. Principals should allow students to conduct their own group discussions (55.0%). In addition, students should not be denied to hold frequent barazas with the principal (56.7%). Besides, most principals (89.3%) were noted not involving teachers, parents and students when making key decisions. Principals and teachers must not go back to earlier times where performance was achieved through fear and coercion, and whipping and flogging of students. In the modern times, performance is concerned with proper learning. It is participatory and democratic.

On the influence of principals' autocratic leadership style on students' performance in Gatundu North Sub-County, Kenya, a good percentage of the teachers' responses from Table 4.15, indicate that the majority of the teachers stated that principals sometimes regarded themselves as the only ones who can initiate and direct goals for the staff (37.5%). Never the less, some principals were

not open to criticism by staff members (45.0%). Others rarely accepted that they can make errors just like anybody else (52.5%). Previous studies like that of Balunywa (2000) argue that autocratic leaders in schools are more concerned with despotic influence in order to get the job accomplished rather than with the development and growth of teachers. As far as they are concerned the work and the accomplishment of the goals of academic success matter more than their concern for those being led. This could have a negative impact on the performance of learners. In schools where this style is used, students lack motivation and they show less involvement in their work.

On laissez-faire leadership, the study established that most principals in Gatundu North Sub-County, Kenya avoided responsibilities and allowed teachers to work as they choose and with minimum interference. For instance, data from Table 4.16 clearly shows the way principals handle students' issues at school which strongly influences students' performance. Principals who handle issues reasonably make students also become reasonable. Performance is relative to how positively and constructively issues are approached. Principals should not handle issues in a punitive way, that is, the students need to be led not driven; principals' and teachers' attitude, for instance, should be 'let us do this, rather than 'don't do that'. On the other hand, principals should totally avoid being unconcerned about students' issues. In schools where laissez-faire leadership style is applied, the principal lets the teachers and students to decide on what will be done with or without their influence. This can drastically ruin performance in school.

Transformational leadership style was also regarded as one of the principals' style of leadership that influenced students' performance in Gatundu North sub-county, Kenya. From Table 4.17, the results indicate that (50.0%) of teachers agreed that principals occasionally do not treat all teachers equally and suppress new ideas from staff members (42.5%). Such elements portray the principals' exercise of transformational leadership style in school to negatively influence students' performance. Transformational leadership is necessary for performance procedures which should be in harmony with the total goals of education. Principals have to exercise it always instead of applying it occasionally.

5.3 Conclusion of the study

From the findings of the study, several conclusions were arrived at:

- i. Principals need to involve all stakeholders in decision making and running of the schools and there has to be a cordial relationship between principals' leadership styles and the students' performance in KCSE. Teachers, students and subordinate members have to be involved in decision making for better performance.
- ii. Principals' democratic leadership styles had a high response which is a good indicator that if applied well could have quality results than autocratic leadership styles.
- iii. There is no one leadership style that can be exclusively attributed to students' achievement in KCSE examinations. These leadership styles

are interrelated. Principals have to blend them well in their daily managerial activities in school for quality results to be realized.

5.4 Recommendations of the study

Basing on the already stated findings and conclusions, the study recommends the following:

- i. Principals and teachers should adopt democratic and transformational leadership styles. They should handle performance in a positive and constructive way and not punitive, that is, the students need to be led not driven; a teacher's attitude, for instance, should be 'let us do this, rather than 'don't do that'.
- ii. Principals and teachers have to realize that performance is not an end in itself but a means for the successful functioning of the school programme which calls for democratic and transformational leadership styles. Besides, performance cannot be standardized to be administered impartially basing on laissez-faire.
- iii. Principals and teachers should avoid autocratic leadership style when implementing performance and even disciplinary procedures and policies which have to be primarily preventive, secondarily corrective and never retributive.

5.5 Suggestions for further research.

The following are the suggested areas for further research:

- i) A replica of the study to be performed in other public secondary schools in other sub counties in Kenya to provide comparison in findings.
- ii) An assessment of the relationship between students' performance and discipline in public secondary schools in Kenya in order to establish whether there was any kind of relationship between students' discipline and performance.

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APPENDICES

APPENDIX 1

INTRODUCTION LETTER

University of Nairobi
College of Education and External Studies
Department of Educational Adm. & Planning
P.O Box 92,
KIKUYU.

The Head Teacher,
.....School

Dear Sir/ Madam

RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a post graduate student in the University of Nairobi, pursuing a degree of Masters in Education. I am researching on Influence of Secondary School Principals' Leadership Styles on Students' Performance in Kenya Certificate of Secondary Education in Gatundu North Sub County, Kenya. Your school has been selected to participate in the research. You are requested to respond to the questionnaire to the best of your understanding. This research is purely for academic purpose.

Thanks in Advance.

Yours faithfully,

Sarah Ratego

APPENDIX 2

PRINCIPALS' INTERVIEW GUIDE

This research is meant for academic purpose. It will try to find out the Institutional factors influencing the implementation of inclusive education public primary schools. Kindly provide answers to these questions as precisely as possible. Please do not write your name or that of your school anywhere on this questionnaire.

The following questions will drive this research:

Part A–Background information

1. What is your academic background?
2. What is your teaching background?
3. Please describe your relationship with your teachers and students?
4. How many years have you worked with this teachers and students?
5. How would you describe your satisfaction with teachers and students as a principal?
6. What type of study have you had in leadership theories and frameworks?

Part B–Specific about leadership style and influence to students' performance

7. What are the different leadership styles that you use as the principal?
8. How do the leadership styles affect your teachers and students?

9. Which aspect of leadership styles do you believe best supports the educational goals of the school?
10. What can you do on your leadership to improve students' performance?
11. How do teachers and students perceive your leadership style?
12. How do you go about setting realistic but ambitious student achievement goals?
14. How do your goals and expectations for student achievement vary based on the leadership style you work with?
15. When you review and analyze your student achievement data, what leadership styles work best in raising achievement levels for all students?
16. What kinds of consistent leadership style routines and practices do you use on teachers to ensure they are working to meet the needs of all students in their classrooms?
17. How do you engage your school community in courageous conversations about students' achievement?
18. Which factors make principals fail to discharge their ability to lead teachers and students uphold responsibility and perform school activities respectively to achieve the intended school goals?
29. What challenges/barriers do you anticipate and how would you address those challenges?

20. Were your leadership qualities, skills, knowledge, and attributes learned through structured programs offered by university, seminars, conferences and bench-markings; or through your individual pursuits?

APPENDIX 3

QUESTIONNAIRES FOR TEACHERS

Instructions

Indicate the correct option by inserting a tick () where appropriate.

Section A: Demographic Information

1. What is your teaching experience in years? Below 1 yr [] 2-5 yrs []
6-10 [] 11-15 yrs [] 16-20 yrs [] over 20 yrs []

Section B: Performance data

2. Write the K.C.S.E mean score of your school in 2014.....
3. Kindly indicate the total number of students who obtained the following grades in KCSE examinations in your school as per the years given.

Year	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
2014													
2013													
2012													
2011													

4. How do you rate this performance? Poor [] Below average [] Average [] Above average [] Good []
5. What would you attribute this performance to? Tick all that apply.
Principal's effort [] students' effort [] Teachers' effort [] Parent's responsibility [] Team work [] Other specifics.....
6. What do you think can be done to improve this performance? Explain briefly.....

Section C: Principal's leadership style

A-Always (5), O-Often (4), Oc-Occasionally (3), Rarely (2), N-Never (1)

No.	Leadership style (b)					
	Leadership style statement	A5	O4	Oc3	R2	N1
10	Friendly and easy to approach and talk to					
11	Express confidence in staff even when they disagree on some issues					
12	Genuinely share information with staff					
13	Expects the best from staff members					
14	Encourage staff to initiate now and create ideas to benefit the school community					
15	Open to criticism by staff members					
16	Accept they can make errors just like anybody else					
17	Patient with the progress made by staff towards goal attachments					
18	Initiates and direct goals for the staff					
19	Give opportunity to any member to make a decision					
20	Concerned with staff welfare					
21	Suppress new ideas from staff members					
22	Allow staff members time to air their views before declaring my stand					
23	Consult with other staff towards improving standards and education in the school					
24	Treat all staff member as equals					
25	Assigns staff to particular duties					
26	Guides rather than control teacher in their work					

Thanks you for responding and doing it honestly

APPENDIX 4
QUESTIONNAIRE FOR STUDENTS

Please respond to the questions below honestly by ticking where appropriate.

Section A: Background information

1. What is your gender? Male () Female ()
2. In which class are you? -----
3. Did you join this school in Form one? Yes () No ()

Section B: General performance issues in the school

4. Have you ever been sent home from school due to performance? Yes () No()
5. If yes, why? (Please tick all that applies)
 - i) Poor performance () ii) Lack of fees () iii) Indiscipline ()
 - iv) Others _____

6. (a) Does your school experience students' performance problems?

Yes [] No []

- (b) How would you rate the performance of students in your school?

Very good [] Good [] Average [] Poor []

Section C: Leadership styles and student performance

7. (a) To what extent do you agree that the way a school principal handles or treat students issues influences their performance (Tick appropriately)

Strongly agree [] Agree [] Disagree [] strongly disagree []

- (b) How would you rate your principals' approach to handling students' issues? (Please tick where applicable)

Rudeness/harsh [] Reasonable [] Not concerned []

8. To what extent do you agree with the following statements about the relationship between the principal, teachers and students in your school?

Use this key 1. Strongly Agree, 2. Agree 3. Disagree 4. Strongly Disagree

a. Your school believes in open and honest communication.

1[] 2[] 3[] 4[]

b. There is adequate and quick communication of results in your school

1[] 2[] 3[] 4[]

c. The school administration communicates to us only when there is a problem 1[] 2[] 3[] 4[]

d. Students are allowed to conduct their own group discussions

1[] 2[] 3[] 4[]

e. We frequently hold students barazas with the school administration to discuss issues affecting students' performance 1[] 2[] 3[] 4[]

f. The school administration involves teachers, parents and students when making key decisions on performance 1[] 2[] 3[] 4[]

g. The administration only rewards those students it considers bright

1[] 2[] 3[] 4[]

h. The school administration is not bothered with students' academic issues

1[] 2[] 3[] 4[]

9. In order to promote students' performance in schools what suggestions would you give to enhance a principal's leadership skills?

.....

Thank you for your co-operation

APPENDIX 5

AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241849, 370571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote:

6th Floor, Utalii House
Uthiru Highway
P.O. Box 30523-00100
NAIROBI-KENYA

Ref. No: **NACOSTI/P/15/36535/8430**

Date:

6th November, 2015

Sarah Asembo Ratego
University of Nairobi
P.O. Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of secondary school principals leadership styles on students performance in Kenya Certificate of Secondary Education in Gatundu North Sub county Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **6th November, 2016**.

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

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


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:



The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.



APPENDIX 6

RESEARCH PERMIT

CONDITIONS	 REPUBLIC OF KENYA  National Commission for Science, Technology and Innovation
<ol style="list-style-type: none"> 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. 	<h3>RESEARCH CLEARANCE PERMIT</h3> <p style="text-align: right;">Serial No. A 7101</p> <p>CONDITIONS: see back page</p>

<p>THIS IS TO CERTIFY THAT: MS. SARAH ASEMO RATEGO of UNIVERSITY OF NAIROBI, 0-100 KALIMONI, has been permitted to conduct research in <i>Wajir County</i></p> <p>on the topic: INFLUENCE OF SECONDARY SCHOOL PRINCIPALS LEADERSHIP STYLES ON STUDENTS PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN GATUNDU NORTH SUB-COUNTY KENYA</p> <p>for the period ending: 6th November, 2016</p> <p style="text-align: center;">  Applicant's Signature </p>	<p>Permit No. : NACOSTI/P/15/36535/8430 Date Of Issue : 6th November, 2015 Fee Received : Ksh 1,000</p> <div style="text-align: center;">   Director General National Commission for Science, Technology & Innovation </div>
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