

**INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON  
STUDENTS' KCSE PERFORMANCE IN PUBLIC SECONDARY  
SCHOOLS IN MASABA SOUTH DISTRICT, KENYA**

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By

Okari/Festus Nyagaka

**A Research Project Submitted in Partial Fulfillment for the  
Degree of Master of Education in Educational Administration**

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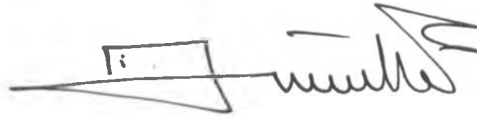
## DECLARATION

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



Okari Festus Nyagaka

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

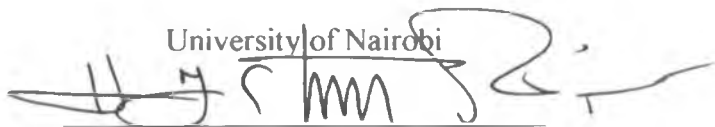


Dr. Paul Amollo Odundo

Senior Lecturer

Department of Education Communication and Technology

University of Nairobi



Dr. Jeremiah M. Kalai

Lecturer,

Department of Educational Administration & Planning,

University of Nairobi

## **DEDICATION**

To God for giving me life and enabling me to reach this far.

To my mother, Tursila Nyatuge for her sincere prayers and emotional support throughout her life, together with her words of wisdom.

To my late father, Stephene Okari Nyansikera for his strictness and firmness.

To my wife Mary Gladys Makokha, my children Mercy, Melody, Okari and Maveline for their persistent love and generosity.

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## **LIST OF ABBREVIATIONS**

<b>ATS</b>	<b>Approved Teacher Scale</b>
<b>B Ed</b>	<b>Bachelor of Education</b>
<b>C P</b>	<b>Chief Principal</b>
<b>KCSE</b>	<b>Kenya Certificate of Secondary Education</b>
<b>M Ed</b>	<b>Master of Education</b>
<b>MOEST</b>	<b>Ministry of Education, Science and Technology</b>
<b>PhD</b>	<b>Doctor of philosophy</b>
<b>UNESCO</b>	<b>United Nations Educational Scientific and Cultural Organizations</b>

## ABSTRACT

The purpose of this study was to investigate the effects of headteachers' leadership styles on students' Kenya Certificate Secondary Examination performance in Masaba south district. Specifically, the study sought to determine the various leadership styles used by headteachers of public secondary school , determine the extent to which headteachers leadership styles affect KCSE performance, determine whether the headteachers leadership styles are influenced by age and gender. In addition the study sought to determine the extent to which headteachers' professional qualifications affect students KCSE performance. The study adopted McGregor's X theory (1960) (Okumbe 1998) .

The study targeted all the 39 principals and 366 teachers of public secondary schools in Masaba South district. A sample of 39 principals and 110 teachers was selected through simple random sampling technique. A total of 149 questionnaires were administered and out of which 108 were collected giving a response rate of 72.3%. The filled questionnaires were coded, cleaned and analysed using Statistical Package for Social Sciences (SPSS) and data presented using frequency tables, charts and thematic analysis, percentages, standard deviations and correlation, coefficient. Linear regression techniques were used to test the relationships between the variables.

The study established that headteachers leadership styles in Masaba South district did not influence students' performance in KCSE examinations, that

headteachers' gender did not have any effect on performance in KCSE examinations, and that headteachers' academic qualifications did not have any effect on performance in KCSE examination in the district suggesting that there were other factors responsible for performance in KCSE.

The study concluded that, there are other factors which affect academic achievements and not leadership styles. Also the study found out that age, gender, academic qualification and experience of headteachers' do not influence performance. The study concluded that headteachers should be sensitized to vary their leadership styles and above all more female teachers' should be appointed to headship positions.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

In the United States of America, school administration and leadership came into focus in the 1960s. This was due to the need to involve secondary students, teachers, stakeholders in the administration and management of the school. This concept of participation in management of schools spread to other parts of the world two decades later. The World Conference of 1990 in Thailand on its deliberations about school leadership observed that principals of schools hold the greatest responsibility in creating an effective educational atmosphere in schools. The conference further noted that without necessary leadership styles, principals will be overburdened by a number of school tasks hence affecting students KCSE performance. African situation was noted as being critical due to faster educational expansion in the continent, (UNESCO, 2000).

According to Luthans (2002), leadership style can be defined as a leaders behavior to influence how things are done and also how he or she acts. Schools being formal organizations in the society should have activities which should be globally co-ordinate administratively to achieve formal educational goals (UNESCO, 2000). The United States Congress (1972) noted that the role of the school headteachers' is crucial and most important in any school environment, as he/she is responsible for all activities that occur in and around the school building.

The Commonwealth Secretariat (1996) also observed that headteachers are important in ensuring that schools are managed effectively. Leadership styles of the school principal will determine the learning climate of the school teacher's behavior, student discipline and also the level of professionalism in a school environment. How he/she deals with the school curriculum, school plant and equipment, staff and students and also school finances largely determined the attitudes of the community, teachers and students about the school. Good performance in KCSE in a school is a reflection of the type of leadership styles used by the school principal.

Leadership styles are crucial as they impact in motivating individuals to perform at higher levels especially in KCSE examinations. Successful principals use a variety of leadership styles depending on the prevailing demands and situation but with the aim of improving performance in examinations (Luthans, 2002). According to Kemp and Nathan (1989), three leadership styles have been identified namely; authoritarian, democratic and *laissez-faire*. Campbell Briggs (1993) explains that autocratic leadership style is where the leader will direct and monitor performance. Members react aggressively in work environment, hence inviting disputes thus affecting performance. Such an environment leads to poor KCSE performance.

Democratic leadership style on the other hand advocates for participation among staff members and the principal in decision making hence providing a sense of

unity, in pursuit of set goals and objectives. This leadership style is therefore associated with team work and commitment. Laissez-faire leadership is also associated with the Macgregor's Y theory which says that human beings should be innately motivated and that rules at work should be abolished as everybody is always responsible (Kemp and Nathans, 1989). However, due to lack of rules this leadership style may lead to poor KCSE performance. Getzels and Guba (1968) also noted that nomothetic and idiographic leadership styles can be adopted by school principals to influence performance in KCSE examinations. Eshiwani (1983) in his study of causes of poor performance in Western Kenya found out that schools which were mismanaged by headteachers posted poor in examinations.

Masaba south has a total of 39 public secondary schools. A closer look at their KCSE performance history revealed a lot of disparities in performance where some schools performed better and some performed poorly in KCSE examinations. This study aimed at establishing whether headteachers leadership styles influenced KCSE examination performance in public secondary schools in Masaba south district.

## **1.2 Statement of the problem**

Studies that have been carried out by a number of scholars have shown that principal's leadership styles impacts greatly on students performance in national examinations and in particular KCSE. Many secondary school principals lack

managerial skills and this may contribute to poor performance in national examinations.

KCSE performance in public secondary school of Masaba South has not been so good for the last four years. A mean grade of C<sup>+</sup> has been realized for these four years, with many schools managing a mean grade of D<sup>+</sup>. This is also happening at a time when the district has not experienced any cases of student unrests of any nature. Leadership styles applied by principals of these secondary schools could be responsible for this poor performance. This has, therefore, prompted the researcher to investigate the influence of the headteachers leadership style on students' KCSE performance in Masaba South district.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the effects of headteachers' leadership styles on students' Kenya Certificate Secondary Examination performance in Masaba south district, Kenya.

### **1.4 Objectives of the study**

The study had the following objectives

- i. To determine the various leadership styles employed by headteachers of public secondary school in Masaba south district.
- ii. To establish whether headteachers leadership styles affect KCSE performance.

- iii. To determine whether the headteachers' leadership styles are influenced by age and gender.
- iv. To identify whether principals' professional qualifications influence students KCSE performance.

### **1.5 Research questions**

The study had the following research questions.

- i. What are the various headteachers leadership in public secondary schools of Masaba south district?
- ii. To what extent do headteachers' leadership styles affect KCSE performance in Masaba south?
- iii. To what extent does age and gender affect headteachers leadership style?
- iv. What is the influence of headteachers professional qualification on student performance?

### **1.6 Significance of the study**

This study may be of much help to the Ministry of Education as it will use it to design better policies on leadership and management in schools. The findings will have a bearing on the influence of leadership styles which will enhance cooperation among school heads who will finally work together to improve on the KCSE performance.

Training institutions like universities, KESI and others may also use this study to put forward what is expected of efficient and effective leadership to those who might want to be future leaders and administrators. In addition, this findings may assist the serving principals to re-assess and re-evaluate themselves on their leadership styles and if need be, make appropriate adjustments. This may improve their areas of weaknesses by applying the most appropriate leadership styles.

### **1.7 Limitations of the study**

Best and Kahn (2000) explain that limitations are conditions beyond the control of the researcher that may affect the conclusions of the study and its applications to other situations. No effort was made to include students, sponsors and other stakeholders in the study. This could have made it costly. Other factors like cultural practices, home background, and immediate environment may also affect performance.

### **1.8 Delimitations of the study**

The study covered public secondary schools leaving out private schools in Masaba south district which is not even a third of the entire Gusii land. Private schools were left out of this study because their proprietors normally saw such an exercise as time wasting given that most of them struggle to make their schools shine and attract more students. The findings on the headteachers' leadership styles and their influences on KCSE performance were therefore not generalized in the whole country; given that Masaba south is a very small area. The study was

be concerned with academic performance and therefore left out meaningful skills gained by students while in secondary schools like discipline, character and self-expressions

### **1.9 Assumptions of the study**

The study holds the following assumptions;

- i. Headteachers gave accurate and true information on their leadership styles.
- ii. All respondents (headteachers, teachers and pupils) were able to respond to the research instruments and provide valid data.

### **1.10 Definition of significant terms**

The study had the following significant terms.

**Autocratic leadership style** – refers to a system of leadership where the principal allocates to himself/herself all managerial tasks and makes all decisions and assumes all responsibilities.

**Democratic leadership style** – refers to a style of leadership in which the principal actively involves teachers, students and other members of the school community in decision making process.

**Headteacher** – refers to person appointed by TSC as the administrative head of a secondary school being in charge administration.

**Kenya certificate of secondary examination (KCSE)** – refers to examination taken by candidates at the end of the four years secondary school course.

**Laissez fair leadership style** – refers to leadership style that gives leeway to employs in a school to act as they please.

**Leadership style** – refers to the way in which a leader (headteacher) influences his followers. It is the way the leader behaves towards group members.

**Perception** – as used in this study refers to ones understanding and interpretation of experiences within the school environment.

**Student performance** – refers to the grades attained by form four students at KCSE examinations as indicated by the mean performance index.

### **1.11 Organization of the study**

The final report will have five chapters. chapter one will consist of background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions and definition of significant terms. Chapter two will consist of the literature review. This review will cover introduction to leadership

styles, findings of related literature, and effects on performance, conceptual framework and theoretical framework of the study.

Chapter three will cover the research methodology. This will include research design, target population, sample and sampling procedures; research instruments, validity and reliability of the research instruments, data collection procedure and data analysis procedures. Chapter four will discuss the study findings based on the results of the data analysis. Chapter five will include summary of the study findings, conclusions, suggestions and recommendations based on the study findings.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature review of this study which focuses on the principals' leadership styles and their influence on KCSE performance in public secondary schools in Masaba south district. This section is organized in the following themes; an introduction into leadership styles; which includes authoritarian leadership style, democratic leadership styles and laissez-fair. leadership styles findings of related literature on leadership styles and performance; effects on leadership and performance; conceptual and theoretical framework and also the summary of this chapter.

#### **2.2 Leadership styles**

Leadership styles are particular behaviours applied by managers to influence their followers in an organization.

Campbell et al (1983) on his study on tactics of headteachers and their regard to nature and relevance observed that leaders contribute greatly to changing students attitudes hence resulting into higher performance. Leadership styles are many as there are also many leaders. However, the three principal styles are autocratic, laissez-fare and democratic leadership (Vroom 1979). Leadership makes employees to come out with strategies of making the organization to move forward to realizing its objectives.(Rue and Byans 1992).

## **Autocratic leadership style**

Autocracy believes that decisions or authority is vested on the leader. The subordinates are expected to be incompetent and lazy and take orders without question. This leadership style makes tasks done faster, effectively and efficiently as decision making and communication is through one way of up down approach. However this style does not motivate and it leads to low morale among teachers and students. Headteachers who apply this leadership style realizes low KCSE performance in their secondary schools. Hersey and Blanchard (1972) observed that with an immature work group, a head teacher can be very directive and authoritative not minding of any interpersonal maintenance hence demoralizing the moral of those under them. A leader may choose a leadership style because of forces around him. Principals or head teachers who use autocratic leadership style performs very good in their duties.

Authoritarian leaders do not allow any participation and only get concerned when giving praise or when talking about the negative sides of events. Authoritarian leaders are impersonal and are therefore never open in many situations. According to Mbiti (1974), authoritarian leadership do not earn any recognition from those who are governed as leadership is by the use of the thumb as in the

military. However autocratic leadership can quash opposition, can kill as in government and is insensitive to other people's opinion

### **Democratic leadership**

This style is associated with high team spirit and is characterized by high performance. Secondary school principals who use this leadership styles advocates for both teachers and students participation. Such principals make consultations with teachers and students hence creating a conducive environment for working. Democratic leadership style is the most desirable style for most leaders as it leads to better KCSE performance. Principals who apply democratic leadership style are high performers because they are employee centered, persuasive, participatory and considerable when handling issues (Shetty, 1970).

Democratic leadership is also associated with high degree of initiative , morale cohesiveness, freedom of action and work quality. Mbiti (1974) further noted that democratic leadership derived its recognition from power and authority from the support of the governed . The freedom of the governed and their opinion are guaranteed and respected where democratic leadership is exercised. This leadership style is also motivating as key players are involved in decision making hence are part of the solution and successes of the organization in a democratic environment.

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## **Laissez-faire**

This leadership style is where the subordinates are left to do as they wish whether the principal is there or not. Teachers and students behave the way they want using their own decisions as they possess that attitude of care free. In a laissez faire environment, indiscipline and poor performance are common as the headteacher does not provide any directions. Secondary school principals who apply this type of leadership style are poor performers. Other leadership styles include nomothetic leadership style, idiographic leadership style and transactional leadership style Getzels and Guba (1968).

### **2.3 Leadership in schools**

Fishman (1986) investigated on the influence of the principals' leadership behavior on students' achievement. In his findings, he observed that there was a relationship between the students' performance and the principals' leadership styles. This therefore indicated that the headteachers leadership styles are closely associated with students' performance. His findings showed that headteachers leadership style influenced student performance.

Cinco, (1965) carried an investigation on leadership behavior, organizational climate and performance of secondary schools in Mindanao, Philippines. He wanted to compare the perceptions of teachers in respect to the principals' leadership styles in secondary schools of Mindanao, and how this affects

performance. The investigations revealed that student performance was highly influenced by leadership styles of the principals. Principals who were democratic performed highly than those who were authoritative.

Mangoka (1977) carried a study about the leadership behavior of Nairobi and Machakos secondary school headteachers. The findings showed that leadership was influenced more by academic qualification than administrative experience. The study also found that leadership behavior was characterized by high performance especially in schools while were headed by graduate.

Leadership integrates a number of functions for purposes of accomplishing the intended objectives. Okumbe (1998), Koontz and Weignch (1989) observed that leadership plays an important role in guiding material and human beings into achieving the school goals. Good leadership in secondary schools brings about goal achievement as these schools perform well in national examinations. Performance in examinations according to Griffin (1994) is associated with sound leadership of the headteachers' a happy environment and devotion by the entire staff. Schools that register high performance have dynamic and effective leadership. Therefore a happy environment, student's determination and effective leadership have a direct bearing on high performance in examinations (Blanchord et al, 1982).

Okumbe (1992) observed that job satisfaction is associated with leadership styles as exercised by the superiors. He noted that leadership styles in secondary schools has not reached the standards of being accepted by teachers. Headteachers have not received further training in educational administration beyond their undergraduate courses. For this reason, they are not likely to perform. This findings therefore are likely to make this headteachers not to improve the KCSE performance in their schools as they need to be equipped with more leadership skills.

Lane (1987) in his investigations on leadership observed that schools policies and student academic performance are determined by the nature of leadership in that school. teachers' behavior depends on the type of instruction given by the school administration. School objectives and students academic performance relies heavily on the school administration.

Eshiwani (1983) investigated factors that influence performance among primary and secondary school pupils in western Kenya. He used the questionnaire method and also interviewed a few teachers. He also used information from the ministry of education to support his findings. Further Eshiwani (1993) observed that examinations measure the output in education system and the internal efficiency of the schools. He observed that the output of an educational system should make learners meet their utilitarian goal hence their achievement. From the findings of his study, he found out that most headteachers in western province were

incompetent and had no commitment and dedication. These findings explained why there was poor performance in national examinations in the province

Masaba South District is in the western region of Kenya which one of the areas covered by Eshiwani (1993) study. Performance has been erratic over the years. As a result this study sets to investigate the influence of headteachers' leadership styles on students' KCSE performance in public secondary schools in the district.

## **2.5 Summary of literature review**

The literature review identified three leadership styles which include autocratic, democratic and laissez-fair styles; A number of scholars have indicated that leadership styles influence the management of institutions including performance of students in KCSE.

## **2.6 Theoretical framework**

This theory explains who is a true leader. McGregor (1960) looked at leadership in two dimensions and came out with two possible sets of assumptions that are used by leaders. These were theory X and Y. In his theory X explained that managers regarded their subordinates as being lazy, always resisting change, and require close and constant supervision. People dislike work and try as much as possible to avoid work. This behaviour prompted managers to be authoritative and commanding. In this scenario the manager appoints a small group to assist him/her in decision making and judgment. Secondary school headteachers

associated to this theory believe that performance will be achieved through authoritative means. Both the teachers and students should be forced to work hard to experience high performance. They believe that there is a great compliance to set standards in organization, time and resource utilization.

Theory Y on the other hand sees workers as being mature, willing to work freely without supervision and wanting to identify themselves with their jobs. This theory needs the manager to remove any hindrance that might hinder higher performance and create a more conducive environment for the subordinates. Secondary school headteachers who believe in theory Y apply both democratic and laissez-fair leadership styles for higher performance. Principals therefore must be participative, democratic and be willing to create happy moments for both teachers and students to realize higher performance. For instance, it has been noted that;

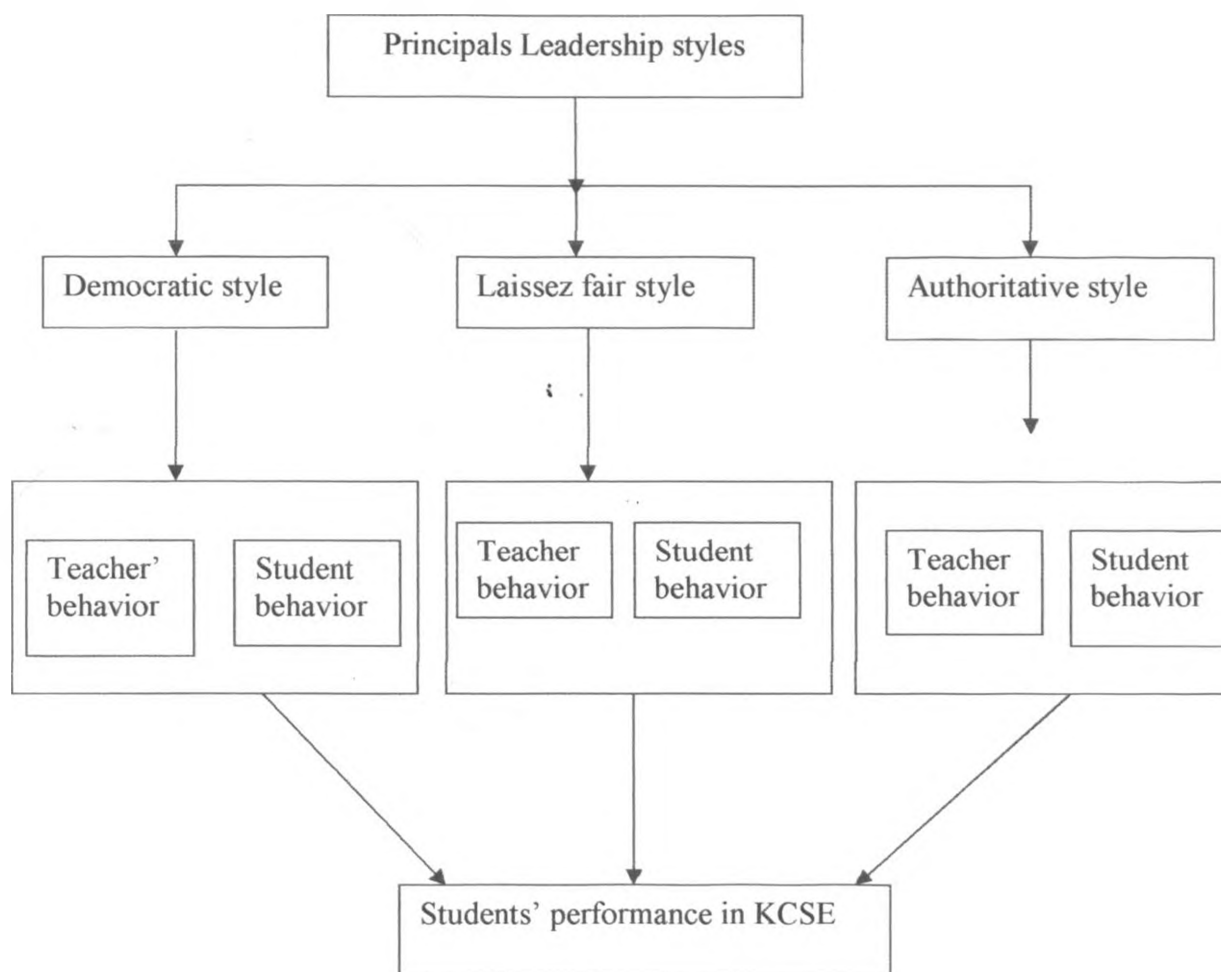
“The behavior of a leader should be indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and the members of staff. The importance of such a relationship is based on the fact that members of an organization develop positive attitudes towards their leader, his administrative/leadership behavior and organization. As a result their morale in their work is increased. It is only when a leader develops the ... qualities that he can build a smooth function organization

and succeed in fitting men and women in their jobs, people who are prepared for the success of the organization (Kimengini, 1983)".

Also important to note is that a theory X headteacher may exhibit an initiating behavior at his work place while a theory Y headteacher may exhibit a consideration type of behavior at his work place hence a leader who has a high initiating ability but low consideration ability devotes much of his/her attention towards the job and avoiding the human element (Halpin, 1969). The next section presents the conceptual framework that guides the study.

## 2.7 Conceptual framework

**Figure 1.1: Conceptual framework of headteachers leadership styles on KCSE performance in secondary schools in Masaba south district**



Influence of headteachers leadership style directly affects both teachers and students. The most influential leadership style may result into better KCSE performance depending on the extent of interaction. However these three

leadership styles may bring out different results in terms of performance. Laissez-faire style will lead to poor performance as the principal does not give any direction and the teacher and students are exposed to some degree of freedom.

Democratic leadership style may result into better performance as players will make decisions and also be committed to improve performance. Autocratic leadership style will also result to immediate responses to decisions made from above. As it is to this concept, a headteachers leadership style can be affected by administrative tasks, culture, education level and even the environment where that school is found. Further, autocratic leadership style may lead to high performance as teachers are forced to perform despite poor teacher job satisfaction.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discussed the methods that were used in carrying out the study. It was organized along the following sub-headings; research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis procedures.

#### **3.2 Research design**

This study applied ex-post-facto research design which involved an investigation technique in looking for possible causal and effect relationships about observed events (Cohen and Marion 1994). This design was used because the independent variable, the head teachers leadership styles affected student KCSE performance. The researcher therefore examined the variables in their natural conditions without manipulating them. It is therefore on this basis that the researcher was set to investigate the influence of principals' leadership styles on KCSE performance in secondary schools, something that had already been going on. The study was also useful in social and educational studies.

#### **3.3 Target population**

Borg and Gall (1989) observed that target population is the real hypothetical set of people, events or objects to which a researcher wishes to generalize the

findings. The target population for this study consisted of all principals of the 39 public secondary schools and the 366 teachers in these schools. (D.E.Os office, Masaba, 2011)

### **3.4 Sample size and sampling procedures**

Krejcie and Morgan table (1970) cited in Njuguna (1998) states that where the target population is small, then the population size should be used as the sample size. All the 39 principals and 366 teachers of public secondary schools in Masaba South formed the study sample. According to Mugenda and Mugenda out of 366 teachers, 110 teachers were selected for the study. Both stratified and simple random procedures were used. The schools were stratified into provincial, district and boarding schools for boys, girls and mixed schools and from each stratum simple random sampling procedure was applied.

### **3.5 Research instruments**

Two instruments in form of questionnaires were used in this study. The first questionnaire (HQ) was a general one for all headteachers of secondary schools in Masaba south. These questionnaires had three parts. Part A had information about the headteachers. This information included age, gender, academic qualification, length of experience. Part B had demographic information about the school. This included number of students, number of streams per class, and number of teachers in the whole school. Part C had information on self perception of own leadership styles. It had 20 statements describing a specific form of leadership behavior. This

was followed by a five point likert scale as follows; Strongly Agree, Agree, Strongly Disagree, Disagree, None, indicating the frequency with which the headteacher engaged in a particular form of leadership behavior. Respondents were required to indicate by a [√] against each item of the frequency scale selected and this was the respondents score on that item (Likert and Likert, 1976).

The second research instrument (TQ) was the teachers' questionnaire. This questionnaire had three parts. Part A had information on personal data. This included age, sex, length of service and professional qualification. Part B had information on teachers' perception of their headteachers leadership styles. This included his involvement in school matters and involvement of teachers and students in school administration. Part C had 20 statements showing how responsible was their headteacher on certain issues with the school. The information got from them could be either negative or positive about the headteacher. However, the respondents were to use the likert scale to give their scores on these items ranging from 5-1 as follows; Strongly Agree – 5, Agree – 4, Strongly Disagree – 3, Disagree – 2, None – 1.

### **3.5.1 Instrument validity**

According to Borg and Gall (1989) validity is the degree to which a test measures what it is supposed to measure. This study employed content validity which consisted of definite number of items, where a highly valid instrument contained a representative sample of these items. To improve validity, a pilot study was taken

to identify items that were inadequate for measuring the variables, so that they could either be discarded or improved to enhance the quality of the instrument. Colleagues, supervisors also approved the instruments alongside the respondents from Masaba South District

### **3.5.2 Reliability of instruments**

Fraenkel and Wallen (2006) observed that reliability is the consistence of scores or answers from one administration of an instrument to another and from a set of items to another. Piloting was conducted where questionnaires were given to four public day secondary schools. Their responses were scored and the Pearson's product correlation coefficient determined using the Statistical Package for Social Scientists (SPSS) computer program to establish the extent to which the questionnaire are consistent in eliciting the same responses every time instrument is administered. SPSS Output for Cronbach's Alpha, the Reliability Statistic provided the value for Cronbach's alpha of 0.803, which indicates a high level of internal consistency as it was closer to 1.

### **3.6 Data collection procedure**

Permit to conduct the research was sought from the National Council of Science and Technology and the District Education Office, Masaba South District. The investigator wrote a letter of introduction and requested for appointment from the headteachers and teachers of the schools which were to be involved. The researcher sent this letters two weeks earlier prior to the actual visit. The

researcher distributed the questionnaires personally by visiting sampled schools. The researcher also contacted respective teachers and conducted focused group discussion with students. The questionnaires were collected immediately to avoid loss of some and also save time.

### **3.7 Data analysis techniques**

Mugenda and Mugenda (1999) observed that data analysis is the process of bringing order and meaning to the collected data. The researcher started analyzing the raw data immediately it was obtained. Responses from every respondent was counter checked and then tabulated. They were presented in form of frequencies, percentages, standard deviation, charts and correlation-coefficient between head teachers leadership styles and students KCSE performance.

Information from the two questionnaires was presented in form of summaries. The part of the questionnaire on teacher behavior rating with 20 items corresponding with the three leadership styles that was autocratic, democratic and laizzes-fair, was be analyzed, compared and the results tabulated. The results from focused group discussion using own scale was analyzed and also tabulated. Rating by individual respondents at every time was tallied and expressed in frequencies and percentages. A summarized form of percentage rating was determined for the three leadership styles and how they impact on students KCSE performance. This was computed by taking the highest percentage rating of the three leadership styles respectively. Correlation co-efficient and spearman brown prophesy

formula was used to interpret the tendencies of the headteachers leadership styles and their influence on students KCSE performance.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND FINDINGS

#### 4.1 Introduction

This chapter presents the analysis and findings of the study. It mainly focuses on general information of the study sample, the target population, the questionnaire return rate from the respondents, demographic information about both the headteacher and the teachers on age, gender, academic qualification and duration of stay in their present schools

#### 4.2 Questionnaire return rate

The study targeted all the 39 principals and 366 teachers of public secondary schools in Masaba South district. A sample of 39 principals and 110 teachers was selected through purposeful simple random sampling technique. A total of 149 questionnaires were distributed and out of which 108 were collected giving a response rate of 72.3%. Hertman (1979) notes that, a return rate of 50% is adequate, 60% is good and 70% is very good. In this study, the return rate was over 70% which was deemed to be very good and sufficient for data analysis. The respondents were quite cooperative and the data collected was taken to be a true representation of the respondents' views due to the independence of the anonymous questionnaires technique carried out. The filled questionnaires were coded, cleaned and analysed using Statistical Package for Social Sciences (SPSS) and data presented using frequency tables and charts.

### 4.3 Demographic data

The study enquired about the demographic information of the headteachers and the teachers in terms of their gender, age, academic qualifications, duration in their present schools and responsibilities in their schools. To determine the distribution, the headteachers and teachers were asked to indicate their gender. Their responses were as shown in Table. 4.1

**Table 4.1 Distribution of headteachers and teachers by gender**

<b>Gender</b>	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
Male	27	87	52	68
Female	4	13	24	32
<b>Total</b>	<b>31</b>	<b>100</b>	<b>77</b>	<b>100</b>

As shown in table 4.1, the study found that there were more male headteachers than female headteachers. This male dominance as head teachers in the district was due to the fact that there was a lot of cultural beliefs whereby women were given a very low profile on administrative matters another possible cause could be that women did not like teaching in the district as the region was in a rural

setting. Family adjustment could be another cause, meaning that women did not want to be burdened with more responsibilities.

On the other hand, the percentage of male teachers was more than that of female teachers. This led to a conclusion that the secondary school teaching career in the district was male dominated since their representation was higher in both segments. The implication could be women like the other professions than teaching. A possibility of women being transferred to join their husbands in other locations was likely to be a cause of having more men teachers in the district than female teacher.

On age distribution, the headteachers and the teachers were asked to indicate the age bracket they fell under. The findings were presented as shown in Table 4.2

**Table 4.2 Distribution of headteachers and teachers by age**

<b>Age in years</b>	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
21 - 30	1	3	24	31
31 - 40	6	20	43	56
41 - 50	21	68	7	9
51 and above	3	10	3	4
<b>Total</b>	<b>31</b>	<b>100</b>	<b>77</b>	<b>100</b>

On age bracket of headteachers the study found out that most headteachers were aged between 41 and 50 years. This clearly indicated that most headteachers were advanced in age. This could be attributed to the fact that to be appointed a head teacher one must have served as a teacher for a given duration of time thus making them get to headship at an advanced age. The age factor in terms of leadership from this table means that leadership goes with performance. This is because the majority of headteachers were between 41 and 50 years an indication that they must have taught for sometime before being appointed as headteachers.

The study found out that a greater proportion of teachers were aged between 21 – 40 years. This was an indication that most teachers in the district were young in age hence there was a balance in succession planning of the teaching profession in the district. This could be explained by the fact that the percentage of recent graduates was less compared to those who were employed earlier. According to UNESCO (2004), the age of a teacher is important as it provides the general measure of the amount of experience that one has in the profession assuming that the period given is the one spent by the teacher in the profession. This has an advantage to the learners because they are taught by experienced teachers. The age factor in reference to teachers indicated that most teachers were in their middle of their career and therefore they had the capacity to deliver and influence performance.

On the academic qualifications, the school heads and the teachers were asked to state the highest level of education they had attained. The responses were analyzed and the results tabulated as shown in Table 4.3.

**Table 4.3 Academic qualification of head teachers' and teachers'**

<b>Academic level</b>	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
A- Level	2	4	0	0
B. Ed	63	82	28	93
Post graduate Diploma	9	10	0	0
Masters	3	4	3	7
<b>Total</b>	<b>77</b>	<b>100</b>	<b>31</b>	<b>100</b>

Findings from the above table indicated that the number of headteachers who had a bachelors degree in education were many while a few had a masters degree in education. This implied that most of the school heads were well informed on academic matters and were well equipped to head their respective institutions. This was attributed by the fact that most headteachers had other issues related to family responsibilities hence they had no time and resources to further their education to masters level. Another reason could be fear of losing this prestigious position incase one had opted to further his/her education.

On the academic qualifications of the teachers in the district, the study found out the majority of teachers in the district was holders of bachelors' degree in education. A very small percentage of teachers were found having post graduate diplomas and masters. It was encouraging to find out that most of the teachers in Masaba South District had acquired higher levels professional qualifications. This is a positive attribute of the study because a teacher's academic and professional qualification has significant influence on students' achievement (Heyneman, 1976). This therefore implied that many teachers were determined to further there education possibly to have more powers to deliver and also to be appointed to higher positions for instance headship.

The headteachers and the teachers were asked to indicate the duration of time that they had been at the present school. The data findings are tabulated in Table 4.4.

**Table 4.4 Duration of time the headteachers' had stayed at the present school**

<b>Duration</b>	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
1 – 4 years	7	23	50	71
5 – 8 years	8	27	19	25
8 – 12 years	15	48	4	5
Over 12 years	1	3	3	4
<b>Total</b>	<b>31</b>	<b>100</b>	<b>77</b>	<b>100</b>

From the findings of the study it was found that most headteachers had been in their present school for relatively a long duration of time and indication that they were fully settled in their stations of work. It was also interesting to note that a small percentage of the headteachers were also pretty new to headship and only had an experience of less than 4 years. This showed that either their services were good to the school community and students or they were too influential to continue staying the same school for there own interests.

The study found out that the majority of the teachers were new in their current schools, an indication of higher mobility of teachers in the district. This probably suggests that most of the teachers are not settled in one way or the other. This information was of great help to this study in that, the teachers were able to give responses on whether the mobility could be attributed to leadership styles of the heads in their respective stations. Desire to move from one station to another for personal gains or because of poor working condition in most secondary school within the district could have also contributed to this higher percentage of not staying in one school for more than four years. Findings on the number of students managed were as shown in Table 4.5

**Table 4.5 Number of students managed at the present school**

<b>No of students</b>	<b>Frequency</b>	<b>%</b>
1 – 200	3	10
201 – 400	7	23
401 – 600	4	13
601 – 800	3	10
801 and above	1	3
Did not respond	13	41
<b>Total</b>	<b>31</b>	<b>100</b>

It was observed that majority of the schools have a population of between 200 – 400 students and as a result most schools are double streams. The high numbers of enrollment at schools was attributed to the agricultural potential that Masaba South District had. As such, teacher – pupil ratio was low leading to the poor performance at KCSE level. In view of this finding the study enquired on the size of the form four classes since they were the next lot students to sit the national examination. The results were as shown in table 4.6

**Table 4.6 Number of form 4 streams in the district**

	<b>Frequency</b>	<b>%</b>
1	7	23
2	6	19
3	2	7
Did not respond	16	52
<b>Total</b>	<b>31</b>	<b>100</b>

The study found out that most schools had only one stream in form 4. This therefore implied that learning facilities were inadequate. Teachers were very few to allow creation of more streams. There was also a possibility of many students dropping out of school while in form 3 hence leaving very few to proceed to form 4.

To determine the various leadership styles of head teachers of public secondary school in Masaba South District the headteachers and teachers were asked to respond a specific set of questions on the capacity to motivate staff, the results were as shown in table 4.7.

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**Table 4.7: Headteachers' capacity to motivate and maintain staff**

	<b>Frequency</b>	<b>Percent</b>
Agree	22	71.0
Strongly Agree	8	25.8
System	1	3.2
<b>Total</b>	<b>31</b>	<b>100.0</b>

The study found out that 71 percent of the heads had the capacity to maintain and motivate staff. The study found out that most headteachers were able to motivate the staff when they perform better. This is by either rewarding them or even praising who perform better before the rest. By so doing they have the capacity to maintain the staff on headteachers ability to coordinate activities of staff the responses were as shown in table 4.8

**Table 4.8: Headteachers' ability to coordinate staff**

	<b>Frequency</b>	<b>Percent</b>
Agree	20	64.5
Strongly Agree	10	32.3
Did not respond	1	3.2
<b>Total</b>	<b>31</b>	<b>100.0</b>

The study observed that 96 percent of the heads could coordinate the activities of their staff in the district, like staff motivation, staff development, sports and syllabus coverage which is key to good performance. This was a good attribute given that good leadership was assumed to yield impressive examination results. It also implied that the head teachers were democratic and therefore accepted by their teachers. On whether the heads in the district sponsored teachers for further professional training the results were as tabulated in table 4.9

**Table 4.9: School support for teacher staff development**

	<b>Frequency</b>	<b>Percent</b>
Agree	26	83.9
Strongly Agree	4	12.9
System	1	3.2
<b>Total</b>	<b>31</b>	<b>100.0</b>

The study found out that 97 percent of the head teachers in the district sponsored teachers for further training especially the in-service courses. These made teachers feel motivated and appreciated as a result they also got determined to deliver to their best hence improving performance. On the ability to work well with a wide range of people, the results were as tabulated in table 4.10.

**Table 4.10 Headteachers' ability to relate well with range of people**

	<b>Frequency</b>	<b>Percent</b>
Agree	18	58.1
Strongly Agree	12	38.7
System	1	3.2
<b>Total</b>	<b>31</b>	<b>100.0</b>

Majority of the headteachers (96%) indicated being in a position to work well with a wide range of people including teachers, students and other subordinate staff. This was an indication that the leadership styles applied here were accepted by the majority of the teachers. On the issue of self discretion, 70 percent of the headteachers did not expect staff to exercise self directions. On the issue of complex situations, the results were as tabulated in table 4.11.

**Table 4.11 Headteachers' ability to communicate complex issues to staff**

	<b>Frequency</b>	<b>Percent</b>
Disagree	19	61.3
Strongly Disagree	9	29.0
Agree	1	3.2
Did not respond	2	6.5
<b>Total</b>	<b>31</b>	<b>100.0</b>

The study observed that 80 percent of the heads were better suited to handle complex situations at work. On whether the headteachers took individual staff to task on his failures, the results were as shown in table 4.12.

**Table 4.12 Headteachers' accountability on task performance**

	Frequency	Percent
Disagree	15	48.4
Strongly Disagree	4	12.9
Agree	6	19.4
Strongly Agree	4	12.9
Did not respond	2	6.5
<b>Total</b>	<b>31</b>	<b>100.0</b>

Most of the headteachers (60%) disagreed that they took teachers to tasks over their failures. However 34 percent were honest enough to admit that they took teachers to task over issues they failed to handle. Many headteachers attributed for accountability especially on task performance. On standard setting, the results were as tabulated in Table 4.13

**Table 4.13: Headteacher' capacity to set high standards for self and others**

	Frequency	Percent
Disagree	1	3.2
Agree	18	58.1
Strongly Agree	10	32.3
Did not respond	2	6.5
Total	31	100.0

The study observed that majority of the heads (90%) agreed that they set for themselves and others very high standards. On school rules and regulations, 94 percent of the heads confirmed that they were very strict and Stressed properly on schools rules and regulations 92 percent of them confirmed guiding the staff about the syllabus and that they can use time as required to improve performance. On staff behaviour 90 percent confirmed that they did not allow staff to behave as they wished since they were trained on professional standards and what was expected of them

On interaction, 93 percent of the headteachers confirmed that they could freely mingle with others and believe that setting goals for the school is their duty. On correction, 77 percent of the headteachers confirmed that they never felt annoyed whenever they were corrected by staff. Instead they took the correction positively. They also confirmed having recognized teachers efforts and praised respective teachers whenever it was necessary. On leadership, 97 percent of the heads confirmed that they facilitated good leadership in their respective school. They confirmed showing confidence and trust in others with 89 percent of them can be autocratic when need arises. They were always free and open to everyone when expressing views.

The teachers were asked to rate different aspects of their headteachers on leadership styles. On whether the headteachers calls for meetings the response was as shown in table 4.14.

**Table 4.14: Headteachers’ call for meetings to discuss the school matters**

	Frequency	Percent
Yes	49	63.6
No	27	35.1
Did not respond	1	1.3
<b>Total</b>	<b>77</b>	<b>100.0</b>

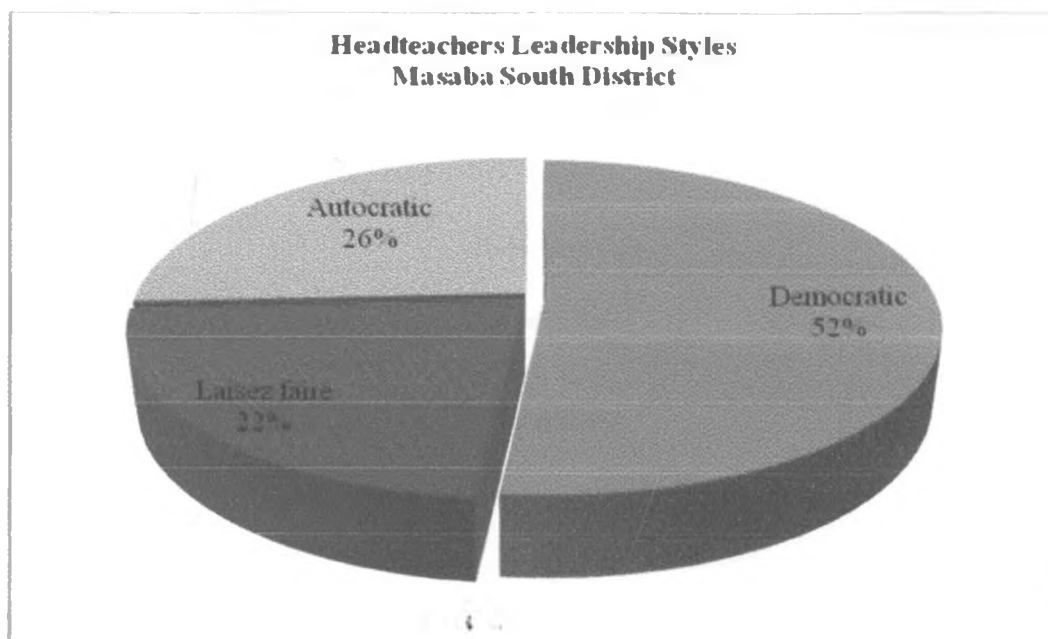
The study found out that 64 percent of the heads indeed called for meetings with teachers and students to discuss school matters. The teachers believed that their respective headteachers were doing their best to improve the KCSE performance. In support, 94 percent of the teachers believed that involving teachers and students in school administration was not harmful to the proper running of the schools in the district. On the other hand, 68% percent of the teachers confirmed that their headteachers interacted freely with teachers and students with 55 percent of teachers confirming that their heads took advice and correction from juniors positively. The teachers further confirmed that 80 percent of the headteachers were remorseful during trying moments

On ability to work with various groups of people, 66 percent of teachers confirmed that their heads worked and interacted freely with teachers and students. Indeed 68 percent of the teachers believed that their headteachers were good managers of their respective schools.

#### **4.4 Reported leadership styles in Masaba South District**

To determine the type of leadership style, the respondents were given a list of statements that qualify a leadership style and used it to rate their respective head teachers. The responses were collated and presented as shown in figure 4.1.

**Figure 4.1: Headteachers' leadership styles in Masaba South District.**



The study observed that 26 percent of the headteachers in the district were autocratic, 22 percent were laissez faire , and 52 percent of them were deomcratic. It was obsered that democratic style of leadership was the most dorninant leadership style. This was attributed to the fact that the headteacher interacts with various stakeholders including school committees, PTA, Ministry officials, Public administartion, pupils,and parents. As such they tend to balance their character traits in order to accommodate all the stake holders.

#### **4.5 Effect of headteachers' leadership styles on KCSE performance.**

To determine whether headteachers leadership styles influenced students' performance in KCSE examinations. A linear regression analysis was conducted

on headteachers leadership styles against performance in KCSE exams. The results were as shown in Figure 4.2

**Figure 4.2: Regression analysis: effect of headteachers' leadership styles on KCSE performance.**

Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.056(a)	.003	-.049		1.203404	
a Predictors: (Constant), leadership style						
ANOVA(b)						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.085	1	.085	.059	.811(a)
	Residual	27.515	19	1.448		
	Total	27.601	20			
a Predictors: (Constant), leadership style						
b Dependent Variable: perform2010						
Coefficients(a)						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	4.446	1.103		4.030	.001
	leadership style	.075	.308	.056	.243	.811
a Dependent Variable: perform2010						

The study found out that  $R^2 = 0.003$ , adjusted  $R = -.049$ , std error = 1.203404 suggesting that headteachers' leadership style alone did not have a significant effect on performance in KCSE examination in the district suggesting that there were other factors responsible for performance in KCSE. This finding was in agreement with Cinco (1975) who found out that headteachers would exhibit certain leadership style when teachers perform poorly hence requiring close supervision for better performance in examinations. This is also in agreement with

Olembo, Wanga and Kiragu (1992 p. 182) who noted that a school headteacher should be concerned on both performance and staff motivation.

#### 4.6 Effect of age and gender on headteachers' leadership styles

To determine whether headteachers leadership styles were influenced by age, a linear regression analysis was conducted on headteachers leadership styles against the age of the headteachers. The results were as shown in figure 4.2

**Figure 4.3: Regression analysis on the headteachers' leadership styles against age and gender.**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.023(a)	.001	-.055	1.091720		
a Predictors: (Constant), Headteacher Gender						
ANOVA(b)						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.012	1	.012	.010	.922(a)
	Residual	21.453	18	1.192		
	Total	21.465	19			
a Predictors: (Constant), Headteacher's Gender						
b Dependent Variable: leadership style						
Coefficients (a)						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.900	.772		6.348	.000
	Headteachers Gender	-.049	.488	-.023	-.100	.922

a Dependent Variable: leadership style

The study found out that  $R^2 = 0.001$ , adjusted  $R = -.055$ , std error = 0.01091720 suggesting that headteachers' gender did not have a significant effect on performance in KCSE examination in the district. From this finding it was observed that there was no significant difference between headteachers' leadership style in terms of their age and gender and KCSE performance as perceived by teachers. This finding was in agreement with Gibbon's (1976) who found that age and gender did not have a significant influence on students' performance. The findings were however in disagreement with Cincos (1976) who found out that headteachers' age and gender influenced students' performance. This suggests that there were other factors responsible for performance in KCSE alongside headteachers' gender.

#### **4.7 To determine the effect of principals' professional qualifications on students KCSE performance.**

To determine whether KCSE performance was by headteachers academic qualifications, a linear regression analysis was conducted on KCSE against the academic qualifications of the headteachers. The results were as shown in figure 4.3.

**Figure 4.4: Regression analysis on principals' professional qualifications and students' performance.**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.147(a)	.022	-.093	1.253685		
a Predictors: (Constant), Highest education attained						
ANOVA(b)						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.592	2	.296	.188	.830(a)
	Residual	26.719	17	1.572		
	Total	27.311	19			
a Predictors: (Constant), Highest education attained						
b Dependent Variable: perform2010						
Coefficients(a)						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.267	1.762		2.421	.027
	Highest education attained	-.296	1.024	-.090	-.289	.776
a Dependent Variable: perform2010						

The study found out that  $R^2 = 0.022$ , adjusted  $R = -.093$ , std error = 0.01253685 suggesting that headteachers' academic qualifications did not have a significant effect on KCSE performance in the district. This finding suggested that there were other factors that influenced KCSE performance in the district other than

headteachers' academic qualifications. This finding did not concur with Mangoka (1977) whose findings showed that leadership was influenced more by academic qualification than administrative experience. His study found that schools headed by graduate displayed high performance as opposed to those headed by non graduates.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter explains the summary, conclusion, recommendations of the study and the extent to which the research objectives have been achieved. The study focused on the effects of headteachers' leadership styles on students' Kenya Certificate Secondary Examination performance in Masaba south district. The study looked at the relationship of the teachers' perception of their headteachers leadership styles on initiating structure and consideration on identified independent variables like sex, academic qualification, age and experience. The study also investigated if there was a relationship between performance and headteachers leadership style.

#### **5.2 Summary of the study**

The purpose of this study was to investigate the effects of headteachers' leadership styles on students' Kenya Certificate Secondary examination performance in Masaba south district. Four research questions were formulated to guide the study. Research question one sought to determine the various leadership styles of headteachers of public secondary school in Masaba south district while research question two sought to establish whether headteachers leadership styles affect KCSE performance. Question three sought to determine whether the headteachers leadership styles are influenced by age and gender. And question

four sought to identify whether principals' professional qualifications affect students KCSE performance. The literature review focused on leadership styles and their effects on students KCSE performance.

The study was an exploratory and employed descriptive survey design. The study targeted all the 39 principals and 366 teachers of public secondary schools in Masaba South district. A sample of 39 principals and 110 teachers was selected through purposeful simple random sampling technique. Data was collected by use of questionnaires which were validated by the supervisors in educational administration. The questionnaire tool was pretested to enhance reliability of the instrument where inadequate questions were modified. A total of 149 questionnaires were distributed and out of which 108 were collected giving a response rate of 72.3. The collected questionnaires were coded, cleaned and analysed using Statistical Package for Social Sciences (SPSS). The following were the findings of the study.

### **5.3 Summary of the findings**

On the first objective which was to determine the type of leadership styles employed by headteachers of public schools in Masaba South District, the study found out that 26 percent of the headteachers were autocratic, 22 percent were laissez faire , while 52 percent were deomcratic. It was obsered that democratic style of leadership was the most dorminant leadership style. This was attributed to the fact that the headteacher interacts with various stakeholders including school

committees, PTA, Ministry officials, Public administration, pupils and parents. As such they tend to balance their character traits in order to accommodate all the stake holders.

To determine whether headteachers leadership styles influenced students' performance in KCSE examinations. The study found out that headteachers' leadership style alone did not have a significant effect on performance in KCSE examination in the district suggesting that there were other factors responsible for performance in KCSE in the district. These findings were in agreement with Cinco (1975) who found out that headteachers would exhibit certain leadership style when teachers perform poorly hence requiring close supervision for better performance in examinations. The finding was also in agreement with Olembo, Wanga and Karagu (1992 p. 182) who noted that leadership of a school headteacher should be concerned on both performance and staff motivation

The third objective was to determine whether headteachers leadership styles were influenced by age and gender, the study found out both age and gender did not have a significant effect on performance in KCSE examination in the district. From this finding it was observed that there was no significant difference between headteachers leadership style in terms of their age and gender and KCSE performance. This finding was in agreement with Gibbon's (1976) who found that

age and gender did not have a significant influence on students' performance. The findings however did not concur with Cincos (1976) who found out that headteachers' age and gender influenced students performance. This finding suggests that there were other factors responsible for performance in KCSE alongside headteachers' gender in Masaba South District.

The fourth objective was to determine whether KCSE performance was by headteachers academic qualifications, the study found out that headteachers' academic qualifications did not have a significant effect on KCSE performance in the district. This finding suggested that there were other factors that influenced KCSE performance in the district other than headteachers' academic qualifications. This finding did not concur with Mangoka (1977) who found out that leadership and performance were influenced more by academic qualification than administrative experience. His study found that schools headed by graduate displayed high performance as opposed to those headed by non graduates.

#### **5.4 Conclusions**

On whether headteachers leadership styles influenced students' performance in KCSE examinations, the study found out that headteachers' leadership style alone did not have any effect on performance in KCSE examination in the district suggesting that there were other factors responsible for performance in KCSE.

On whether the headteachers leadership styles are influenced by age and gender, the study found out that headteachers gender did not have any effect on performance in KCSE examination in the district. This suggests that there were other factors responsible for performance in KCSE alongside headteachers' gender.

On whether KCSE performance was by headteachers academic qualifications, the study found out those headteacher academic qualifications did not have any effect on performance in KCSE examination in the district suggesting that there were other factors responsible for performance in KCSE.

### **5.5 Recommendations**

Based on the findings the following recommendations were made:

- i. There is need to train headteachers on the effective use of the various leadership styles so as to achieve a balance between achievement and human relations.
- ii. Women should be given headship positions in the district as they are equally qualified as men so as to bring gender balance in the district's educational administration.

### **5.6 Suggestions for further research**

Taking the limitations and delimitations of the study, the following areas were suggested for further research

1. A study to be carried out to investigate other factors other than headteachers leadership styles that are likely to influence KCSE performance in the district.
2. A study be carried out on headteachers' leadership styles and their influence on KCSE performance in private schools.
3. A study be carried out to establish why Masaba South district does not perform well in KCSE despite having teachers of higher levels of professional qualifications.

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## APPENDICES

### APPENDIX I: LETTER TO THE RESPONDENTS

UNIVERSITY OF NAIROBI  
DEPARTMENT OF EDUCATIONAL  
ADMINISTRATION AND PLANNING  
P.O BOX 92  
KIKUYU  
APRIL/MARY, 2011

Dear Sir/Madam,

I am currently a Master's student at the University of Nairobi undertaking an educational research on influence of headteachers leadership styles on students KCSE performance in public secondary schools in Masaba South secondary schools. Having been randomly chosen to participate in the study, I request you to freely and openly respond to the questionnaire. Your response will only be used for this research work. Your identity will be kept private and confidential.

Thank you for your support.

Okari Festus Nyagaka

University of Nairobi

## APPENDIX II

### HEADTEACHERS QUESTIONNAIRE ON LEADERSHIP STYLES ON PERFORMANCE

Please respond to the questions below by ticking the correct option where applicable and do not write down your name in any page.

#### PART 1: Information about the headteacher.

QUESTIONS	RESPONSES	INSTRUCTIONS
<b>1.0</b>	<b>INTRODUCTION</b>	
1.1	DATE	__/__/2011
1.2	Gender	Male .....1 Female .....2
1.3	What is your age bracket?	21-30 .....1 31-40 .....2 41-50 .....3 50+ .....4
1.4	For how long have you been in this position of headship?	1-5 .....1 5-10 .....2 10-15 .....3 15-20 .....4 20+ .....5
1.5	How long have you been a headteacher in this school?	Less than one year .....1 1-4 years .....2 4-8 years .....3

		8-12 years .....4	
1.6	What is your highest level of education?	Secondary (O-level)...1 Secondary (A-level) ...2 Bachelors .....3 Masters .....4 PhD .....5 Others .....6	Please tick[√] as required
1.7	What is your present professional grade?	S1/Diploma .....1 ATS2 .....2 GRAD 1.....3 GRAD 2 .....4 CP.....5 Others .....6	Please tick[√] as required

**PART II: INFORMATION ABOUT THE INSTITUTION**

	QUESTIONS	RESPONSES	INSTRUCTIONS
2.0	<b>INTRODUCTION</b>		
2.1	DATE	__/__/2011	__/__/2011
2.2	What is the number of students in your school?	Male .....1 Female .....2 Total .....	
2.3	How many streams do you have?	Form 4 ..... Form 3..... Form 2. .... Form 1 .....	
2.4	What is the number of staff in your	Male ..... Female .....	

	school?	Total .....						
<b>Please comment about the following facilities and adequacy using the following key: very adequate, adequate, fairly adequate, inadequate, unavailable</b>								
2.5	How adequate are the following facilities in your school?		VA	A	FA	IN	NA	
		Classroom.....1						
		Dormitories .....2						
		Toilets ... .....3						
		Dining hall .....4						
		Laboratories .....5						
		Library.....6						
		Compound .....7						

### PART III: SELF PERCEPTION PROFILE OF OWN LEADERSHIP STYLES

Please tick the relevant column to show the extent to which each statement below applies to your behavior in relation to your leadership styles as the head of the school.

To what extent do you feel that you as a headteacher;

	Leader behavior	Perception	
1.	Has the capacity to motivate and maintain the staff	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2	Tick the most appropriate

		None.....1	
2.	Can coordinate activities of staff	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
3.	He/she sponsor teachers for further professional training	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
4.	Can work well with a wide range of people	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
5.	Do not expect staff to exercise self-directions	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
6.	Poor at explaining and clarifying complex situations to staff	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
7.	Take individual staff to task about his/her own failures	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
8.	Set high standards for your self and others	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
9.	Stress properly on schools rules and regulations	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
10.	Guiding the staff about the	Strongly Agree .....5 Agree .....4	Tick the most

	syllabus	Strongly Disagree ...3 Disagree .....2 None.....1	appropriate
11.	He/she can use time as required to improve performance	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
12.	Believe that setting goals for the school is your duty	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
13.	Allow staff to behave as they want since they are trained	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
14.	Freely intermingles with others	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
15.	Being annoyed when corrected by staff	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
16.	Recognizing and giving praise when necessary	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
17.	Can facilitate good leadership in school	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
18.	Show confidence and trust in others	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate

19.	Can be autocratic when need arises	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
20.	Always free and open to everyone when expressing views	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate

## APPENDIX III

### QUESTIONNAIRE FOR TEACHERS

#### HEADTEACHERS' LEADERSHIP STYLES ON PERFORMANCE

The purpose of this questionnaire is to gather information about the school and your perception of the head teacher's leadership styles and how they impact on KCSE performance. The information collected will be kept secret.

The questionnaire will consist of three parts. Please tick as required

#### PART A

##### PERSONAL DATA

	QUESTIONS	RESPONSES	INSTRUCTIONS
1.0	<b>INTRODUCTION</b>		
1.1	DATE	__/__/2011	DD/MM/YY
1.2	Gender: what is your gender	Male .....1 Female .....2	Please tick[√] as required
1.3	How old a you??	21-30 ..... 1 31-40 ..... 2 41-50 ..... 3 50+ ..... 4	
1.4	For how long have you served as a teacher?	1-5 .....1 5-10 .....2 10-15 .....3 15-20 .....4	

		20+ .....5	
1.5	How long have you been a teacher in this school?	Less than one year .....1 1-4 years .....2 4-8 years .....3 8-12 years .....4	
1.6	What is your highest level of qualification?	Secondary (O-level)....1 Secondary (A-level) ...2 Bachelors .....3 Masters .....4 PhD .....5 Others .....6	
1.7	What is your present professional grade?	S1/Diploma .....1 ATS2 .....2 GRAD 1.....3 GRAD 2 .....4 CP.....5 Others .....6	

**PART B: TEACHER'S PERCEPTION ON HEADTEACHER'S LEADERSHIP STYLES**

	<b>QUESTIONS</b>	<b>RESPONSES</b>	<b>INSTRUCTIONS</b>
<b>1.0</b>	<b>INTRODUCTION</b>		
1.1	DATE	__/__/2011	DD/MM/YY
1.2	Does the administration call for meetings involving teachers and students to discuss school matters?	Yes .....1 No .....2	Please tick[√] as required
1.3	Do you think the school headteacher is doing his best to improve KCSE performance?	Yes .....1 No .....2	Please tick[√] as required
1.4	Do you think involving teachers and students in school administration will be harmful?	Yes .....1 No .....2	Please tick[√] as required



7)	Stand firm when handling tough headed staff members	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
8)	Ready to achieve set objectives	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
9)	Can maintain the school culture in terms of KCSE performance	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
10)	Stress to the staff about syllabus coverage.	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
11)	Uses time as required to improve overall performance	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
12)	Concerned about school development	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
13)	Varies his/her leadership styles	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
14)	Freely intermingles with teachers and students	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
15)	Not ready to accept advice of the staff about his/her	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3	Tick the most appropriate

	leadership	Disagree .....2 None.....1	
16)	Recognizes and gives praise to teachers whose subjects perform well in KCSE	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
17)	Can facilitate good leadership in school	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
18)	Shows confidence and trust in others	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
19)	Can be autocratic when need arises	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate
20)	He is transparent when handling school finances	Strongly Agree .....5 Agree .....4 Strongly Disagree ...3 Disagree .....2 None.....1	Tick the most appropriate

**Thank you for your co-operation and honesty**

## APPENDIX IV: AUTHORIZATION LETTER

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi  
Telephone: 254-020-241349, 2213102  
254-020-310571, 2213123  
Fax: 254-020-2213215, 318245, 318249  
When replying please quote

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

Our Ref:

NCST/RR1/12/1/ss-011/456/5

Date:

21<sup>st</sup> April, 2011

Festus Nyagaka Okari  
University of Nairobi  
P. O. Box 30197  
NAIROBI

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "Influence of headteachers' leadership styles on students' KCSE performance in public secondary schools in Masaba South District, Kenya" I am pleased to inform you that you have been authorized to undertake research in Masaba South District for a period ending 31<sup>st</sup> August, 2011.

You are advised to report to the District Commissioner and the District Education Officer, Masaba South District before embarking on the research project.

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

**P.N. NYAKUNDI**  
**FOR: SECRETARY/CEO**

Copy to:

The District Commissioner  
Masaba South District

The District Education Officer  
Masaba South District

UNIVERSITY OF NAIROBI  
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NAIROBI

## APPENDIX IV: RESEARCH PERMIT

<p style="text-align: center;"><b>PAGE 2</b></p> <p><b>THIS IS TO CERTIFY THAT:</b>  <b>Prof./Dr./Mr./Mrs./Miss/Institution</b>  <b>FESTUS NYAGAKA OKARI</b>  <b>UNIVERSITY OF NAIROBI</b>          of (Address) <b>P.O. Box 30197, NAIROBI</b>          has been permitted to conduct research in</p> <p style="text-align: right; margin-right: 100px;"><b>Location</b>  <b>District</b>  <b>Province</b></p> <p><b>MASABA SOUTH</b>  <b>NYANZA</b></p> <p>on the topic <b>INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON STUDENTS' KCSE PERFORMANCE IN PUBLIC SECNDARY SCHOOLS IN MASABA SOUTH DISTRICT KENYA.</b></p> <p>for a period ending <b>31st August, 2011</b></p>	<p style="text-align: center;"><b>PAGE 3</b></p> <p><b>Research Permit No. NCST/RR1/12/1/SS-012</b>  <b>Date of issue 21st April, 2011</b>  <b>Fee received KES1,000</b></p> <div style="text-align: center; border: 1px solid black; padding: 5px; width: 150px; margin: 0 auto;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p><i>[Signature]</i></p> <p>Applicant's Signature</p> </div> <div style="text-align: center;"> <p><i>[Signature]</i></p> <p>Secretary National Council for Science and Technology</p> </div> </div>
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