

**INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON STUDENTS'
PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY
EDUCATION IN KANGEMA DISTRICT, MURANG'A COUNTY,
KENYA**

Margaret Muthoni Kuria

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the Award of the Degree of Master of Education in Educational
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DECLARATION

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

.....
Margaret Muthoni Kuria

E55/69801/2011

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

.....
Dr. Jeremiah M. Kalai

Lecturer

Department of Educational Administration and Planning

University of Nairobi

.....
Dr. Ursulla Okoth

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

The output of this project report is dedicated to my daughters Mary Grace, Peninnah, Moureen and Shanice, for their patience, encouragement and inspiration during the process of writing the report.

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ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors.
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Educational Management Institute
KNEC	Kenya National Examination Council
NACOSTI	National Council of Science Technology and Innovation
NCST	National council for science and Technology
SMASSE	Strengthening of Mathematics and Secondary Education
SPSS	Statistical Packages for Social Science
TSC	Teachers Service Commission
USA	United States of America

ABSTRACT

The purpose of this study was to investigate the influence of principal leadership styles on student performance in Certificate of Secondary Education Examinations in Kangema District, Kenya. This study was guided by four research questions. The study sought to establish the extent to which principals' leadership styles (transformational, transactional and Laissez-Faire) respectively influences performance in Kenya Certificate of Secondary Education Examinations. It also sought to establish whether age, gender, academic/professional qualification and administrative experiences influence principals' leadership styles. The path goal theory was used to guide this study as the theory emphasizes on how leaders can facilitate task performance by showing how performance is instrumental in achieving desired outcomes. The study used exposed facto design. The dependent variable was student Certificate of Secondary Education Examinations performance while independent variables were principals' leadership styles. The 26 public secondary schools with 26 principals and 272 teachers formed the study target population. A sample of 13 principals, 91 teachers was selected using stratified random sampling techniques. Principals' and teachers' were used to collect data using questionnaires. The questionnaires contained 18 statements on leadership behaviour of principal that were into two sets.

Data was analyzed using descriptive statistics, pie charts, bar charts, tables and percentages were calculated. Study findings revealed that transformational was most practiced with student performance of 6.0 mean standard score, followed by transactional leadership style with mean standard score of 5.5 and then laissez-faire leadership style which was least practiced with a mean standard score of 3.6. Based on the findings the study concluded that principal transformational leadership styles had positive influence on student performance in Certificate of Secondary Education Examinations. Finally, principals' age administrative experience has positive influence on students' performance while gender and academic /professional qualification has no influence on student performance.

The study recommended the following: Transformational and transactional leadership styles should be used interchangeably to suit issues on performance, Kenya Management Institute (KEMI) should support principals by providing frequent and vigorous training in management programmes aimed at increasing efficiency and effectiveness in school management. And organize seminars and workshops for head teachers aimed at making them understand leadership skills better since leadership skills are prerequisite for better academic performance, Teacher Service Commission (T.S.C.) should appoint head teachers on the basis of their academic/professional qualification. After the appointment of a head teacher, T.S.C should continue monitoring the performance of the head teacher by checking the progress of pupils' performance in K.C.S.E and giving feedback to the principals.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world. Since education is an investment, there is a significant positive correlation between education and economic-social productivity. When people are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for natural development (Aikaman & Unterhalter, 2005).

Education leadership is possibly the most important single determinant of an effective learning environment. Change leaders must understand procedures and processes that create the conditions necessary for organizational improvement. Skilled leaders correctly envision future needs and empower others to share and implement that vision. Building principals must be able to assess and evaluate the impact and perceptions of their leadership styles. Only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement. Indeed,

principals must deal with the various levels of skills and abilities of their faculty and a continuity of divergent situations within today's complex school environment Fullan (2002).

The effects of school leadership on student learning achievement were studied in a quantitative meta-analysis on 37 research studies published between 1986 and 2007 in the USA. The authors found an association between individual leadership behaviors and the school culture. The study found a negative relationship when principals focused only on student learning achievement and not in conjunction with teacher improvement this positive reciprocal relationship between teachers and administrators effected student achievement (Witzers, Boskers and Kruger 2003).

According to (Leithwood 2008), the outcome/performance of a student's education as evidenced through test scores is often determined focus and effectiveness of a school's leadership. Students reveal their ability to learn through their measured achievement, attendance, and participation in school activities. However, it is the students' perception of their teachers that sets the daily learning process in motion. Further, it is the teacher's perception of how they are valued and supported by their school's leadership that often has an influence on their daily decisions to motivate students (Bandura, 2003).

The principal has always been looked up as a leader. Complex organizations such as schools need principals with leadership characteristics to play an active role in steering the organization towards excellence. According to Crum & Sherman (2008), the principals provided valuable insights into their daily practices .A study conducted by Valentine and Prater (2011) showed that principal leadership behaviors promoting instructional and curriculum improvement were linked to achievement However, instructional leadership by itself is not enough to effectively meet the challenges of the changing context of school function.

Valentine and Prater (2011) suggested that instructional leadership has value in providing teachers support for classroom teaching. They go on to suggest that there may be other leadership styles that strongly relate to academic achievement, such as the transformational leadership style that foster an environment which is supportive of high-student achievement. These practices are categorized in developing personnel and facilitating leadership, responsible delegation and empowering team, recognizing ultimate accountability, communicating and rapport, facilitating instruction, and managing change

In Michigan USA, a study on effective effects of leadership styles on students performance discovered that school leadership style has no direct effect leading to learner's achievement but collective leadership styles has been shown to be directly related to variable such as motivation that enhances pupils performance

(Rautiola, 2009). Effective leadership styles in schools have been noted as factors that differentiate between performers and non-performers in educational achievement. With respect to transformational leadership style and educational leadership, transformational leaders ultimately affect change through a bottom-up approach; and several studies conclude that they have positive influence regarding teacher perceptions of the school wide working environment, organizational change, and student learning (Hallinger,2003). Transformational leaders also must provide accommodating leadership and offer guidance to followers in order to help them adapt to the ever-changing world of education.

Marks and Printy (2003) proposed that scholars of education are proponents of transformational leadership because of its focus on identification and solution of the problem as well as increased collaboration among stakeholders with the goal of improvement of the organization. Transformational leaders hope to encourage stakeholders to maximize their fullest potential by building strong systems of support for the betterment of the entire organization. Furthermore, transformational leaders aim to influence stakeholders by encouraging teachers to take part in the collaborative process of making shared decisions.

Transactional leadership on the other hand is based on the reciprocal exchange of duty and reward that are controlled by the principal. Transaction leadership is defined by Avolio and Bass (2004) as setting up and defining agreement or

contracts to achieve specific work objectives, discovering individual's capabilities and specifying the compensation and rewards that can be accepted upon successful completion of the task. Laissez-faire leadership is defined by Korkmaz (2007) as being a style of Leadership where leaders refuse to make decisions, are not available when needed, and choose to take no responsibility for their lack of leadership ability. Laissez-faire leaders are non-existent and elude leadership duties and responsibilities at all costs. Bass et al. (2003) label the laissez-faire leader as not clarifying goals and standards that the followers must achieve or basically having no expectations for the followers in the organization. Laissez-faire leadership may occur due to the avoidance of leadership behavior altogether, which enables the followers to ignore assignments and expectations.

Campbell, Bridges and Nystrand, (1993) reviewed leading 97 studies of successful schools and interviewed leading researchers as well as writers on urban education about factors associated with success in urban elementary schools. Leadership style emerged as crucial factor in determining schools' success. Head teachers are directly involved in influencing the activities of the schools towards goal setting and goal attainment.

In Uganda poor academic performance is associated with the inability of the head teachers to apply the appropriate leadership styles in their everyday leadership activities. A study done on the same established that effective school performance

requires visionary leadership amongst others, and that there is a strong relationship between visionary leadership and transformational leadership which is recommended for educational leaders (Nsubuga, 2010). In Kenya, it is noted that most head teachers acquire their leadership position through service transition that is promotion from a classroom teacher to the leadership position without prior training. In this case most of them are only equipped with classroom methodology and not leadership skills that can enable them to be effective in their leadership roles (Silsil, 2009). The head teacher's effectiveness determines the quality of performance and the co-operation among subordinates. Effective leadership style in a school does not only reflect good performance but quality production from all the members within the organization (Mumbe, 1995).

The quality of education as measured by student achievement in national examinations is considered as below average standards (Ongiri & Abdi, 2004). This concurs with what the government of Kenya noted in its Master Plan on Education and Training (1997-2010) that majority of schools fall short of providing the needs of their students, leading to poor academic, performance (Republic of Kenya, 1998) Ongiri and Abdi (2004) reported that many of the country's 4,000 secondary schools post bad exams results year in year out and that there are only about 600 schools that excel. Serگون (2005),observed that schools' success depends on the head teachers. A leader gets things done and has the ability to inspire, moderate, guide, direct and listen. These qualities are crucial

for head teachers to be effective in their work. Managing a school is like charting a ship through turbulent waters. School administrators who build school capacity through an effective leadership style may influence student achievement through teachers.

It is possible that choice of principal, leadership style affects school organization climate which affects the student performance in K.C.S.E coupled with this is the fact that when K.C.S.E results were released on 28th February 2013. There were many articles in the newspapers either congratulating the head teachers. Teachers and students of the school that had done very well , and criticizing poor results in other schools basing arguments on school principal's leadership styles. Although poor performance may occur as a result of poor leadership styles, there other possible contributory factors, like facilities, lack of enough teachers indiscipline among students and lack of support from parents among others Ouma (2009). A study by Kizito (1986) attributed poor performance in science subjects mainly to poor teaching of subject in primary level, negative attitude and heavy workload. Olembo, Wanga and Karagu, (1992), assert that more responsibilities should be placed on the hand of the head teachers to ensure that student perform well in their examinations

Table 1.1 Comparison of K.C.S.E. performance of Kangema and other Districts in Murang'a County Murang'a County District K.C.S.E. Ranking (2009 – 2012)

Year	2009	2010	2011	2012
Districts	Mean scores			
Kahuro	-	5.545	5.620	5.730
Mathioya	-	5.349	5.400	5.214
Murang'a East	4.676	5.177	5.005	4.991
Kangema	-	4.691	4.882	4.914

Source: District Education Office, Murang'a County, (DEO, 2013)

After devolution in 2010 within Murang'a County, new districts were created that included; Kahuro, Mathioya, Kangema. The table shows that Kangema District has been performing below average for the last 3 years; the performance index had steadily remained below conventionally perceived mean score of 6.00 points ©. Hence study wishes to investigate the influence of principal's leadership styles on student in Kenya National Secondary Examination.

1.2 Statement of the problem

Quality of education and good pupil's performance depicted in any school reflect the quality of leadership styles applied by the head teacher. Effective leadership style is a source of motivation that drives all stakeholders to work towards the goals of the institution. It is the obligation of an institution leader to influence the

subordinates to strive to achieve institutional goals through application of appropriate leadership skills.

The government has played its role by providing bursaries, staffing, SMASSE programmes leadership programs to head teacher in conjunction with Kenya Education Institute of Management (KEMI) to provide in service training for leadership. Despite the government efforts, schools in Kangema seem to lag behind in K.C.S.E performance. Though performance is determined by many factors, leadership style play a very significant input in student's achievement in national examinations (Obama 2009), study by Witzers, Bosker and Kruger (2003) found that school leadership does have a positive and note worth effect on student achievement. Similarly Waters Marzano and Mcnulty (2004) reported that effective school leadership substantially increases student achievement. Therefore the study, sought to investigate the leadership styles employed by principals that are influencing student performance in Kenya certificate of secondary examination in Kangema District over years.

1.3 Purpose of the Study

The purpose of the study was to investigate how principal's leadership styles affect performance in Kenya Certificate Secondary Examinations in public secondary schools in Kangema District, Murang'a County

1.4 Objectives of the Study

The study responded to the following objectives:

- i. To determine the influence of principals' transformational leadership style on students performance in Kenya Certificate of secondary Education in public secondary schools in Kangema District
- ii. To establish the influence of principals' transactional leadership style on students' performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Kangema District.
- iii. To determine the influence of the principals' Laiser-faire leadership styles on student performance in Kenya Certificate of Secondary Education in public Secondary Schools in Kangema District.
- iv. To determine the influence of principals' personal factors such as gender, age, professional qualification and experience on students' academic performance.

1.5 Research questions

The study sought to answer the following questions.

- i) How do the principals' transformational leadership styles influence student's performance in Kenya Certificate of Secondary Education in Public Schools in Kangema District?

- ii) What is the influence of principals' transactional leadership style on students' performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Kangema District?
- iii) How does principals' Laisser-faire leadership style influences students' performance in Kenya Certificate of Secondary Education.
- iv) What is the influence of principals' personal factors such age, sex, professional qualification and experience on students' academic performance

1.6 Significance of the Study

The research finding of the study will be helpful in institutions offering management training such as Kenya Educational Management Institute (KEMI), helpful in training head teachers on leadership style in secondary schools and teacher training colleges so that future teachers shall be equipped with appropriate, flexible leadership styles that enhance good performance in KCSE. It can also benefit from the study in getting to know what to include in post teachers training programmers for a school administrator. The study can also be used by Teachers Service Commission in promotion of head teachers.

1.7 Limitations of the Study

The leadership styles of the principals were gauged from the teacher's perception of their principals. Teachers who were not friendly to their principals could rate

their leadership styles differently from those who were friendly. It was not possible to control their attitudes, which might affect the validity of the responses. To mitigate the effects of these limitations the researcher emphasized on honesty on response.

1.8 Delimitation of the Study

The study was confined to public secondary schools in Kangema district of Murang'a County only. Therefore the findings of the study can only be generalized with caution. Only teachers and head teachers were included in this study while student were left out.

1.9 Basic Assumptions of the Study

The following assumptions were made on the study;

- i. Those respondents would honestly and truthfully answer survey questions exhaustively.
- ii. That prospective respondent' would co-operate with the research team.
- iii. That the relevant documents would be available and accessible to researchers' for primary data collection.

1.10 Definition of Significant Terms

Kenya Certificate of Secondary Examination refers to national examination taken by form four students after a four-year course in a Secondary School in Kenya.

Laisser-faire leadership style refers to the principals give teacher freedom to work as they wish.

Leadership refers to the art/process of principals to influence teachers so that they can strive willingly and enthusiastically towards the achievement of group goals.

Leadership style refers to patterns of behavior adopted by the principal in influencing of the group.

Performance refers to both behavior and results, and adjusting organizational behaviors and action of work to achieve results or outcomes.

Principal refers to the chief executive in charge of school administration.

Secondary school refers to post primary institution in Kenyan Education system where students receive regular instruction for four years from form one to form four.

Transactional leadership refers to a style of leadership in which the leader (principal) promotes compliance of his staff in exchange of both rewards and punishment.

Transformational leadership refers to a head teacher who forms teamwork with his teachers in decision making.

Public secondary school refers to a place where students learn. It's owned and run by the government.

1.11 Organization of the Study

Chapter one of the study contains introduction, giving a background of the study while putting the topic of study in perspective. It gives the statement of the problem and the purpose of the study. It also has the objectives of the study, research questions, significance of the study, limitation, and delimitations of the study assumptions of the study the definition of significant terms and organization of the study. Chapter two presents' scholars work on the concept of leadership, principals' leadership styles leadership styles academics on academic performance. Role of principal leadership in education institutions, influence of principals personal characteristics and thereafter the summary of literature review, theoretical framework and conceptual framework. Chapter three consists of research methodology which has been used in the study. It covers the research design, target population, sample size and procedure, research instruments, data collection procedure and data analysis techniques. Chapter four covers data analysis and interpretation of findings. Chapter five includes summary of the research findings, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review, specifically the literature review focuses on the variables of the study, and the discussion includes concept of leadership, principals' leadership style' school academic performance, role of principal school leadership on student performance and finally theoretical and conceptual framework.

2.2 Concept of leadership in school

Leadership can be defined as the process by which an individual influences another individual or a group to achieve a common goal (Bass & Bass, 2008). They implied that leadership involved the use of interpersonal approaches or techniques with the intention to persuade others to accept a goal. The concept and definition of leadership and style may differ from one person or situation to the other.

The concept of leadership style has attracted interest in business management for its relevance in organization. The concept has been applied to education as a way of examining the behavior of principals (Weindiling & Earley, 1999). In a highly structured organization such as a school with strong traditions supporting hierarchical authority leadership is synonymous with official position. The leader

in the secondary school is a member of a group which helps to develop ways of interacting which facilitate achieving common goals namely academic achievement. School is one of the more important organizations in the society, established to achieve specific educational objective one of this objectives is to promote student learning and improve academic performance.

Shermerhorn, Hunt and Osborn (2000) maintain that leadership as the heart of any organization because it determines the success or failure of the organizations' thus the study of leadership in organizations is closely tied to the analysis of organizations' efficiency and effectiveness. In an organization such as a school the importance of leadership is reflected in every aspect of the school. Instructional practices, academic achievement, student's discipline, school climate. The social policy research Association's findings (Soukamneuth, 2004) on how leaders create circumstances for positive intergroup relation and a caring and safe environment indicate that strong leadership is of great importance. The head teachers in the schools studied were able to prevent disruptive behaviour by promoting positive inter group relations using different approaches to create a safe and caring environment.

In essence the head teacher as a leader needs leadership skills to reduce racial tensions among students that lead to negative social behaviour and attitude. Cunningham and Cordeiro (2000), assert that the head teacher is at the centre of

all schools improvement initiatives in teaching and learning and therefore; he/she is a change agent for school success, and expected to explore and judiciously utilize the resource for continuous improvement in organizational/school.

There is consensus among scholars that the importance of effective leadership cannot be overemphasized. Sashkin and Sashkin (2003) maintain that leadership matters because leaders help reduce ambiguity and uncertainty in organizations or society. Leaders take constructive acts to achieve long term goals and provide clear positive reasons for their actions, goals, and accomplishment. These scholars say that leadership matters because effective leaders make a difference in Peoples' lives, these empower followers and teach them not to make meaning by taking appropriate actions that can facilitate change.

2.3 Influence of leadership style and student performance in KCSE.

Leadership styles are important since they motivate individuals to perform at higher levels and therefore to have a greater impact on school's standards within the school environment, effective leaders use a range of leadership styles according to the demands of the situation in order to create a context of school improvement in which all pupils, staff and teachers are keen to secure a step change in standards of pupils' achievement (Luthan, 2002).

Okumbe (1999) defines a leadership style as a particular behavior applied by a leader to motivate his/her subordinates to achieve objectives of the organization. He adds leadership style usually identified as a point on continuum. The contingent approach to leadership rejects the conception that there is a best style emerges according to the context and situations and they are differently effective depending upon those situations (Day, Harris & Hadfield, 2001). The following discussions bring out the characters of each of the main leadership styles namely; transformational, transactional and laissez- faire.

2.3.1 Transformational leadership style on student performance

The transformational leadership model began to appear in educational literature in the 1980s because of the need for school systems to improve academic achievement, and the acknowledgement that leadership had influence on school effectiveness (Stewart, 2006). In terms of educational leadership, Mulford (2008) suggested that transformational leadership is a more powerful way of thinking about educational leadership than other approaches such as instructional leadership, “because it leads to an investigation of all workplace conditions that contribute to all school outcomes, not just instructional strategies” transformational leaders are proactive, raise awareness levels of followers and help followers to achieve high performance outcomes (Bass & Riggo, 2006).

Transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership

capacity. Transformational leaders' help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization. Evidence has accumulated to demonstrate that transformational leadership can move followers to exceed expected performance, as well as lead to high levels of follower satisfaction and commitment to the group and organization (Bass & Riggio 2006). They listed and explained the five components of transformational leadership: individual consideration, intellectual stimulation, inspirational motivation, idealized influence.

Individual consideration implies that transformational leaders pay special attention to followers' needs for achievement and growth, acting as mentors or coaches. Transformational leaders demonstrate individual consideration through effective listening and acceptance of employees' individual differences. Individualized consideration incorporates two-way communication and personal interaction with followers. Though followers are monitored when given a task to complete, they understand the intent is for support or additional direction (Bass & Riggio, 2006).

Bass and Riggio, (2006) explains that intellectual stimulation. Applies when problems need to be solved, the transformational leader encourages new ideas and creative answers from followers. Instead of following old approaches to

situations, the transformational leader who is intellectually stimulating engages followers to contribute in innovative and creative ways, such as questioning assumptions and reframing problems. Mutual respect is shown even when a follower makes a mistake or differs from the leader.

Inspirational motivation implies that the transformational leader inspires spirit, enthusiasm, and optimism in followers by challenging and imparting meaning to their work. In addition, leaders who practice inspirational motivation, compellingly articulate a commitment to a shared vision and organizational goals. Transformational leaders clearly communicate expectations to be met and an anticipation of a vision for the future (Bass & Riggio, 2006).

Idealized influence, according Bass and Riggio (2006), implies that transformational leaders are careful to model behavior that followers should emulate. Followers feel admiration, respect, and trust for their leader. They believe their leader exhibits high levels of persistence, commitment, determination, and possess exceptional ability as a leader. Leaders who exhibit idealized influence cultivate follower admiration because they are consistent in ethical and moral behavior. The leader is not afraid to take risks and encourages followers to take risks as well. Followers feel their leader is worth following and there is a mutual sense of loyalty to one another.

According to Willmore and Thomas (2001), transformational leaders care about people and their inventive ideas. They support innovation when teachers or group came up with ideas they want to try. A transformational leader asks questions in a supportive reflective manner and works as the part of the team to access and analyze the new ideas. Willmore and Thomas (2001) add that the quality of school leadership can be asserted by the ability of head teachers to create a climate that fosters staff and pupil productivity and creativity. They add that transformation leaders are value driven and committed to the creation of learning communities.

Griffith (2003) found that the principals transformational leadership showed a strong positive and significant relation to the school staff job satisfaction which in turn showed a moderate positive and significant relation to the school achievement progress thus schools in which principals were perceived as transformational leaders had school staff that were more satisfied with their jobs and had greater achievement progress, Leithwood and Jantzi (2000) also found substantial effects of transformational leadership on student engagement. It is concluded that transformational leadership might have positive influences beyond increasing student attainment. It may lead to satisfied and committed teachers who could subsequently influence student learning and school performance in general.

Ibrahim and Al-Teneji`s (2012) study investigated whether a correlation exists between the principals leadership style and both performance level &the principal effectiveness in schools in Dubai .They also investigated whether the correlation change according to principal gender, years of experience and level of the school. Data on principal style and effectiveness was collected through multifactor leadership questionnaire (MLQ) completed by 34 government schools. The study found that the transformational leadership style was most frequently employed, followed by the transactional style and then the passive avoidant style. This finding are in line with Avolio`s (1999) findings that transformational leadership generally generates greater follower effectiveness and satisfaction than transactional leadership, although effective leaders certainly perform using the two styles. The study also found that schools with female principals had better performance than schools with male principal .The finding is in agreement with previous research (Alteneji, 2006).Female principals in the UAE were able to create more transformational atmosphere in their schools and have been able to practice more interpersonal relation and thus were seen as more effective than their male counterparts.

2.3.2 Transactional leadership style on student performance in KCSE

Bass and Avolio (1994), describes three forms of transactional leadership: active management by-exception, passive management by-exception, and constructive transactional. Passive management-by-exception involves setting standards but

waiting for major problems to occur before exerting leadership behavior leaders who demonstrate active management-by-exception. Pay attention to issues that arise, set standards, and carefully monitor behavior. A constructive transactional leadership leader set goals, clarifies desires outcome, exchange rewards and recognition for accomplishment, suggest and consults, provides feedback and give employees (teachers) praise when it's observed(Bass &Avolio,2004). Because of the absence of leadership found in the passive avoidant leadership style, Bass and Avolio (2004) indicated that the leader would have a negative impact on the performance of his or her followers. Passive avoidant leaders possess an ineffective style of leadership that passively disengages from their followers unless the situation becomes critical (Bass & Avolio, 2004). The passive avoidant leader will avoid engaging in important issues, is absent when needed, avoids decision-making, and will put off decisions on important inquiries. Transformational or transactional leadership traits are not found in the passive avoidant leader (Bass & Avolio, 2004).

The successful leadership and management of any school must take into account the leadership style of the principal. A prominent style of leadership is transactional leadership. James McGregor Burns is credited for his seminal work on transactional leadership by publishing an extensive work on political leaders in 1978 entitled Leadership (Hay, 2006). Burns explained). The passive avoidant

leader will avoid engaging in important issues, is absent when needed, avoids decision-making, and will put off decisions on important inquiries (Hay, 2006).

Research shows that reward and punishment are effective motivators in the lives of individuals. Maslow's Hierarchy of Needs provides further research-based evidence to these concepts (Russell, 2008). Many organizations believe that reward and punishment are effective sources of motivation for followers to experience. When the follower does what is desired or goes over and above what is required, compensation is provided. If the follower fails to complete the required goal or work, punishment or withholding of the reward occurs (Hay, 2006). Bass (1997) expressed that transactional leadership is a matter of contingent reinforcement of followers by the leader. The workers acknowledge the leader's authority based on the promise of remuneration for a job well done.

The transactional leadership style has been predominant in most school systems across the United States. This approach to leadership lends itself to a management style rather than a leadership style (Russell, 2008). In addition to effective academic practices for improving student achievement, a school environment conducive to learning is an important element related to student academic success. This aspect of leadership is best accomplished through the transactional leadership style which provides the effective oversight of the daily management and organizational needs of the school Pepper, (2010).

In order to accomplish organizational goals and expectations, the transactional leadership style focuses on rules, procedures, and job descriptions (Sergiovanni, 2007). In educational leadership, the principal adopting a transactional style maintains a tightly structured organizational operation. The organization is managed by the principal with this leadership style with mechanical precision (Sergiovanni, 2007). Pepper (2010) suggested that the “transactional leadership applied to this aspect of education should provide the positive environment for effective teaching and academic success for student

Because of the absence of leadership found in the passive avoidant leadership style, Bass and Avolio (2004) indicated that the leader would have a negative impact on the performance of his or her followers. Passive avoidant leaders possess an ineffective style of leadership that passively disengages from their followers unless the situation becomes critical (Bass & Avolio, 2004). The passive avoidant leader will avoid engaging in important issues, is absent when needed, avoids decision-making, and will put off decisions on important inquiries. Transformational or transactional leadership traits are not found in the passive avoidant leader (Bass & Avolio, 2004).

Geijsel, Slegers and Bergs (1999) study reveals that state management by exception is a negative attribute of leadership as it demoralizes subordinates. This is especially true with regard to active management which is seen in terms of

looking for mistakes or enforcing rules to avoid mistakes, rather than devising or adopting strategies to correct subordinates' mistakes when they occur transactional leadership discourages collaborations between the head teacher and disregards teachers potential to contribute to school improvement. However Sashkin and Sashkin (2003) assert that transaction leaders, through their effective management, got things done right, even though it may not always be that the right things are done. This assertion is affirmed by Chirichello (2004) whose findings indicate that many head teacher are managers rather they spend most of their time on administrative work.

Transactional leadership is largely based on exchange between a leader and group members such as using rewards and punishment to control behaviour (Bass, 1998). He further states that each enters the transaction because of the expectation to fulfill self interest and their leader is supposed to maintain status quo by satisfying the needs of the subordinates. This leadership emphasizes process in which the leader defines needs, assigns task, give rewards to the followers for good performance or punishment for mistakes.

Leithwood and Mascall (2008): study, with students as subjects, researched transactional leadership style as it applied to collaborations between students and teachers. The transactional style created a more effective learning environment for students as they explored the influence and impact on combining school

personnel and students in leadership roles. The 2570 written samples were gathered from teachers and students at 90 elementary and secondary schools over a three year period. Data were collected through websites and analyzed using a path analytic technique. The results provided a viable quantitative data set of transactional leadership opportunities within school raise student performance.

2.3.3 Laissez faire leadership and student performance in KCSE.

Laissez Faire is considered as a negative form of leadership. This leadership was demonstrated when a leader was avoided clarifying expectation addressing conflicts and making decisions. Okoth (2008) , refers to these leadership style as absence of leadership. Principals who use this style tend to follow up on those they have delegated tasks to and consequently performance decline and further argued out that the leader who avoids power and authority largely depends on the group to establish goals and mean for achieving goals, progress and success.

Because of the absence of leadership found in the passive avoidant leadership style, Bass and Avolio (2004) indicated that the leader would have a negative impact on the performance of his or her followers. Passive avoidant leaders possess an ineffective style of leadership that passively disengages from their followers unless the situation becomes critical (Bass & Avolio, 2004). The passive avoidant leader will avoid engaging in important issues, is absent when needed, avoids decision-making, and will put off decisions on important inquiries.

Transformational or transactional leadership traits are not found in the passive avoidant leader (Bass & Avolio, 2004).

Leaders who use this free rein system use their power very little if at all giving subordinates high degree of independence in their work. Njeru (2012) more noted that teachers are not good at setting their own deadline. Managing their own schedules and solving problems on their own. In such situation, student academic performance may go down since they do not get enough guidance or feedback from the school principal.

The laissez-faire leader exudes an attitude of indifference as well as a non-leadership Approach toward the followers and their performance. According to Korkmaz (2007), this leadership style actually decreased check the performance of followers the commitment levels of the teachers to stay at a particular school. Bass and Avolio (1995) also asserted that there is no transaction or transformation of any kind with the follower because laissez-faire leaders do nothing to affect either the followers or their behaviors.

The demerits of this style are that if only well, when the leader fully trust and confides in the people below them. Yusuf (2007), in a study on influence of principals' leadership styles on academic achievement in secondary schools revealed that Laissez-faire leadership style had no significant influence on student

performance. He further recommended that, the TSC in collaboration with state Ministry of Education, should be organizing seminars and workshops for school principals on effective style for school management.

2.4 Role of principal leadership in education institutions on student performance

Education practitioners have recognized leadership as vitally important for education; since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata 2005). Hallinger and Heck (1998) reviewed over 40 empirical studies conducted between 1980 and 1995 and concluded that principals exercised a measurable and statistically significant, though a small, indirect impact on school effectiveness and student achievement similarly, Witziers, Bosker, and Kruger (2003) found that school leadership does have a positive and noteworthy effect on student achievement and waters, Marzano, and Mcnulty (2004) reported that effective school leadership substantially increases student achievement.

Suraya and Yunus (2012) study investigated the perception of teachers towards the principal leadership styles in high academic performance schools, it involved five selected secondary schools and 100 schools teachers'. Responses were collected through questionnaire. Findings suggested that most of the teachers had

a positive view towards the principal leadership in enhancing teaching-learning process in their schools. They further identified that there was a sense of awareness and consciousness among teachers on the role of principals in ensuring and determining academic excellence. Transformational leadership especially in the domain of inspirational influence which Principal's individualized consideration was the least observed behavior, meaning that it is humanly impossible and unworkable for one person (principal himself) to give individual attention to every teacher in the school in every area of need. A principal was generally perceived to display a high degree of ranked highest in terms of principal leadership to be one of the most important contributing factors to a school's success.

2.5 Influence of principals' personal characteristics and student academic performance in KCSE.

Teachers are experts in all aspects of life and work in their schools. Hence, a head teacher is in charge of law and order among many other tasks in schools. He/she is specifically in charge of students discipline management which requires effective management and leadership. This effective management and leadership in secondary schools may be influenced by the head teachers' characteristics such as age, gender, qualification and experience among many. Peter, (1996)

According to Olembo, Karagu and Wanga (1992) age influences the head teacher's leadership practice. It affects his/her psychological and physical behaviors. As a leader is getting older there is lack of interest for advancement. According to Prager [1993] leaders perceive their leadership problems on the basis of their background, age, gender, knowledge and experience.

Mbaabu (1993) and Asunda (1993) observed that the teachers' gender and conceptual complexity influence their behavior. A principal is embedded with different types of characteristics such as gender, age, level of education, teaching and administration experience, duration of in-service training, marital status, perception of leadership theories and situational factors such as categories of schools, leaders members relationship and both students and teachers population in school. These characteristics may influence principal leadership style affects the students performance. Kimacia (2007) found that there is no relationship between the professional experiences of teachers in rating leadership styles of principals.

Ibrahim and Al-Teneji's (2012), studied principal leadership style on school performance and principal effectiveness in Dubai schools. The findings show that female principals were more effective and transformational in their approach, than male principals who are more understandable and they are more likely to consider and implement changes to meet performance standard. The principal therefore

should have an ability to influence the thoughts and behavior of others by directing and controlling the group so that the purpose of the group is achieved.

The study also found that schools with female principals had better performance than schools with male principal .The finding is in agreement with previous research (Alteneji, 2006).Female principals in the UAE were able to create more transformational atmosphere in their schools and have been able to practice more interpersonal relation and thus were seen as more effective than their male counterparts.

2.6 Summary of Literature Review

Transformational leadership initiatives require some skills. These skills can be developed, taught and learned. Transformational leadership can be enhanced through formal training from the foregoing concept. It is imperative that secondary school principals undergo through training program before they join leadership position (Wayne & Cecil, 2008).

Witzers, Bosker and Kruger (2003), observe that leadership does have a positive and note worth effect on student achievement. This has been supported by a few others like Waters, Marzano and McNulty (2004) and Kruger Witzers and Slegers (2007). Practice of transactional and transformational leadership behaviour consistently contributes to higher levels of the student achievement. Huffman (2003) however contradicts this by saying that, transformational and

transactional leadership style does not improve student achievement but rather increase teacher achievement. Kimarua (2010) agrees with Kibue (2008) that majority of principals and teachers are not conversant with transformational leadership and they recommended the principals to be trained and inducted. Mbaabu (1993), Asunda (1993) and Karanja (1992) observed that the teachers' gender and conceptual complexity influence their behavior. A principal is embedded with different types of characteristics such as gender, age, level of education, teaching and administration experience, duration of in-service training, marital status, perception of leadership theories and situational factors such as categories of schools, leaders members relationship and both students and teachers population in school. This study sought to investigate the influence of principals' leadership styles on Kenya Certificate of Secondary Examination performance.

2.7 Theoretical Framework

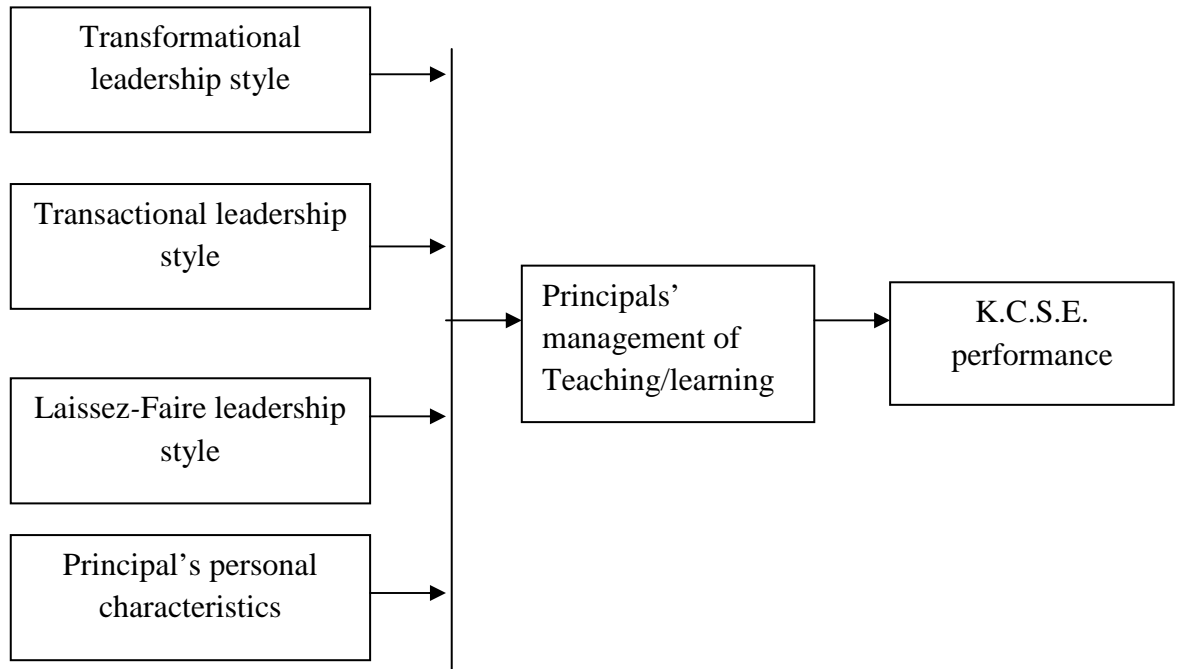
The study is based on the path-goal leadership goal theory. The modern development of this theory is usually attributed to Martin Evans and Robert House (Okumbe, 1998). The theory emphasis on how leaders can facilitate task performance by showing subordinates how performance can be instrumental in achieving the desired rewards. The theory states that leader's behavior should be motivating or satisfying to the extent that it increases goal attainment by subordinates and clarifies the path to these goals. The theory is applicable in this

study since it concurs with the researchers target population in selecting principals and teachers as part of respondents as they would be able to make a perception on his/her styles of leadership and its contribution towards K.C.S.E. performance. The principal's teachers and students in schools exhibit different characteristics and as such considered to perform their roles. When they ensure that these roles and expectations are geared towards goal achievement, the path-goal theory stresses that effective leadership is a function of the interaction between leaders behavior and situational variables which enacts performance.

2.8 Conceptual Frame Work

The figure (2.1) below summarizes the variables used in this study and their relationship to student academic achievement. A principal leadership style will have direct impact on student academic performance. A favorable style will stimulate all the key players towards the achievement of the school goal.

Figure 2.1 Principles leadership styles and student KCSE performance



The framework is developed to provide the clear links of dependent and independent variables as they relate to each other in research. The principal has his/her own values internal values system, needs, leadership indicators and behaviors in managing schools. The kind of leadership styles that the principal employs influences the teachers and students in the teaching and learning process. Transformational leadership is always inhibited by commitment to vision), transformational leaders care about people and their inventive ideas. They support innovation when teachers or group came up with ideas they want to try. A transformational leader asks questions in a supportive reflective manner and works as the part of the team to access and analyze the new ideas while principal

transactional leadership style when the follower does what is desired or goes over and above what is required, compensation is provided. If the follower fails to complete the required goal or work, punishment or withholding of the reward occurs this is done by motivating the teachers and student by giving praise and rewards thus affect the work output which will definitely lead to good student performance in Kenya Certificate of Secondary Education. . The passive avoidant leader (laisser-faire) will avoid engaging in important issues, is absent when needed, avoids decision-making, and will put off decisions on important inquiries is absent when needed, avoids decision-making, and will put off decisions on important inquiries.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology which was used in carrying out the study. It is organized under the following sections; research design, target population, sample size and sampling procedure, instruments validity, instrument reliability, and data collection procedure and data analysis technique.

3.2 Research design

The study applied ex-post facto research design. The design use investigative techniques by looking for possible observed events. It then looks back in the past for plausible causal factors of the observed occurrence. The possible antecedents of events which had already occurred and irreversible by the researcher are investigated. It is independent on variable that have already occurred (Cohen & Manion, 1994). The design was chosen for this study because the researcher would not be in a position to manipulate the variables of the study like academic, performance administrative experience and size of school. Hence, the design enabled the research to investigate the influence of principal's leadership styles and students' performance in K.C.S.E.

3.3 Target population

Orodho (2008) define target population as hypothetical population from which the data is collected. The target population of this study comprised of 26 public secondary schools, 26 principals and 272 teachers in Kangema district.

3.4 Sample size and sampling procedure

Sampling is a process of selecting a small group of individuals to represent a large group in a study. According to Mugenda and Mugenda (2003) 10% to 30% of the target population is determined to be enough for the study but the higher the sample the more accurate the results. Stratified sampling was used to sample schools that would participate in the study, based on the category of school, that is, 'boys' schools, girls' schools, mixed day and boarding schools and day schools. There are 3 boys' schools, 3 girls' schools, 10 mixed day and boarding schools and 11 mixed day schools in the area of study, hence 13 schools were sampled to participate in the study. Therefore, the 13 principals of the sampled schools participated in the study. Simple random sampling was used to select 7 teachers in each of the 13 sampled schools making a total of 91 teachers. The total number of sampled population for the study was 104.

3.5 Research instruments

The study relied on questionnaires as research instruments. According to Kombo and Tromp (2006), a questionnaire is a research instrument that can gather data

over a large sample. The advantages of using questionnaires are: the person administering the questionnaires has an opportunity to build rapport, questionnaires are easy to administer. The study used two sets of questionnaires; teachers' questionnaire and principals' questionnaire, they were divided into two sections, A and B. Section A was used to collect demographic details of respondents, while section B contained statement on leadership styles.

3.6 Instrument validity

Validity seeks to establish if an instrument measures what it is purported to measure Orodho (2004). Validity in the study was ascertained by professionals in the field that include experts such as supervisors in the department of educational administration and planning to ensure validity and reliability.

3.7 Instrument reliability

Reliability measures the degree to which a research instrument yields consistent results on repeated trials (Gay; 2000). The researcher used test-retest technique of evaluating reliability of the questionnaires. Spear man rank order correlation (r) was used to compute the correlation co-efficient to establish the degree to which there was consistency in eliciting similar responses every time the instrument is administered. The following formula was used to calculate the coefficient;

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Where; Sd^2 is the sum of the squared differences between the pairs of ranks, and n is the number of pairs. $n =$ is the number of pairs of observations. The advantages of this coefficient are that, if calculation is to be done by hand, it is easier to calculate, and can be used for any data that can be ranked - which includes quantitative data. According to Gay (2002), coefficient values ranging between 0.6 and 0.9 determine the instrument reliability.

Where

R = Pearson coefficient of correlation

N = Number of subjects

X = Scores on one test

Y = Scores of the other test

3.8 Data collection procedure

The researcher obtained a permit to conduct the research from the national council of science and technology (Nairobi) and a letter of introduction and notification to the District Commissioner (DC) and District Education Officer (DEO) Kangema. A letter of introductory was written to the principal. The questionnaires for teachers and head teachers were self administered by the researcher and arrangement for collecting them made. The researcher administered the questionnaires personally and picked them immediately they were filled in.

3.9 Data Analysis Techniques

After collecting the law data, the researcher subjected it to qualitative and quantitative data analysis technique. Data was first edited and coded. During editing, the questionnaires were scrutinized to check inadequate or irrelevant responses. Descriptive statistics was used to analyze the quantitative data obtained the statistics included frequency counts, mean and percentages, as well as standard deviations. For qualitative data the statistical package for social sciences (SPSS) was used. The data was categorized through content and then tabulated. The results of the data analysis were presented in tables and pie charts. A conclusion and recommendations was based on the findings regarding the influence of principals' leadership styles and student performance.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study was to investigate the influence of principals' leadership styles on KCSE performance in public secondary schools. Data was collected from a sample of 104 respondents who comprised of principals and teachers. Collected data on respondents' demographic data and information on principals' leadership styles were compiled into frequencies, percentages and presented in tables and pie charts. The data was then interpreted to answer the following objectives;

- i. To determine the influence of principals' transformational leadership style on students performance in KCSE in public secondary schools.
- ii. To establish the influence of principals' transactional leadership style on students' performance in KCSE in Public Secondary Schools.
- iii. To determine the influence of the principals' Laissez-faire leadership styles on student performance in KCSE in public Secondary Schools.
- iv. To determine the influence of personal factors such as gender age, professional qualification and experience on students' academic performance.

4.2 Questionnaire return rate

Completion rate is proportion of the sample that participated as intended in all research procedures. Out of the 13 principals 13(100%) returned the questionnaires .Out of 91 teachers sampled, 91(100%) returned the questionnaires .the return rate was hence considered excellent. This was supported by Mugenda and Mugenda (2003)who stated that 50 percent return rate is adequate,60 percent good and 70 percent very good .Therefore the questionnaire return rate was considered excellent and acceptable to provide the study with adequate information. This was facilitated by rapport created by the researcher and the respondents during their district prize giving day.

4.3 Respondents' demographic information

The demographic data of the principals were based on gender, age level of education and administrative experience .The researcher included the gender to establish the magnitude to which each of sexes. Leadership influences student performance in secondary schools.

4.4 Respondents' gender

The researcher requested respondents to indicate their gender in order to ascertain the issue of gender distribution in the district .This information allows the researcher to establish whether principals' gender affects performance in the district. The responses were as shown on table 4.1.

Table 4.1: Respondents' gender

Gender	Principals		Teachers	
	Frequency	Percentage	Frequency	Percentage
Female	4	30.77	31	34.10
Male	9	69.23	60	65.90
Total	13	100.00	91	100.00

Data showed that there were more male's principals than female's principals. This shows that there was gender disparity in the leadership of the schools in the district. Asunda (1993) observed that the teachers' gender and conceptual complexity influences their behavior. The possible cause of this disparity could have been as a result of the number of pure girls secondary schools in the district which are automatically headed by female principals and also the geographical terrain that might have hindered them from be retained in the schools.

4.5 Respondents' academic qualifications

Effective leadership is deemed to be determined by the academic and professional qualification hence the researcher requested the respondents to indicate their highest academic qualification. This could improve students successfully performance in KCSE. The principals' and teachers' academic qualifications are shown in table 4.2.

Table 4.2 Principals' and teachers' academic qualifications

Professional/academic qualification is very essential for administrative leadership.

	Principals		Teachers	
	Freq	%	Freq	%
Masters Degree	1	7.2	2	2.2
B. Ed	11	84.6	48	52.7
B.A/ B.Sc	0	0	13	14.3
Diploma in education	0	0	9	9.9
PGDE	1	7.2	19	20.9
Total	13	100.00	91	100.00

The findings show that all the principals were qualified to head in secondary schools and hence were able to provide information on leadership style and how it influences student performance. This was clear indication that both teachers and principals were qualified, though they need to be encouraged to further studies since only one of the principals indicated that Masters degree as the highest academic qualification. Eshiwani (1993), argue that academic and professional qualification have significant influence on pupils' achievement. It was therefore encouraging to find out that most of the teachers in the district had acquired higher academic qualifications which implied that teachers in the district were adequately equipped with knowledge on academic and leadership matters.

4.6 Respondents' age

Professional maturity is determined by an individual's age, thus the researcher sought to know the respondents age bracket. According to Olembo, Wanga and Karagu (1992), that age influences the head teacher leadership practice. Further the researcher sought to establish the respondents age brackets, the findings were tabulated in table 4.3.

Table 4.3 Respondents age

Age	Principals		Teachers	
	Frequency	Percentage	Frequency	Percentage
25 – 35 years	1	7.7	15	16.5
35 – 45 years	8	61.5	35	38.5
45 – 55	3	23.1	18	19.7
55 - 60 years	1	7.7	23	25.3
Total	13	100.00	91	100.0

The data shows, on the side of principal majority aged 35-45yrs (61.5%) its therefore clear that majority of principals in Kangema district are over 35 years. This is in line with Okoth (2008) who stated that principals need time to be acquainted with the basic theories of leadership and staff to maturity development. From the findings, it is evident that leadership is given mostly to elderly teachers who are believed to have better experience. This was an

indication that most of teachers had enough experience .According to UNESCO (2004) the age of a head teacher is important as it provides the general measure of amount of experience that one has in the profession assuming that the period given is the one spent on by the teacher in the profession .This information allows the researcher to establish whether experience of principal affects the student performance. This information triggered the researcher to find out on the teaching experience of the respondents in years, the findings were presented in table 4.4

Table 4.4 Respondents teaching experience.

Experience	Principals		Teachers	
	Frequency	Percentage	Frequency	Percentage
1 – 5 years	1	7.7	22	24.2
6 – 10 years	5	38.5	41	45.1
11 – 15 years	7	53.8	25	27.5
Total	13	100.00	91	100.0

Promotion into headship was deemed to be influenced by a teachers teaching experience, the number of years one has taught is deemed to be a determining factor into promotion. Only one principal indicated they had taught below 5 years this was a clear indication that principal appointment was strongly based on teaching experience or merit to enhance effective leadership. This information allows the researcher to establish whether experience of principal affects

performance. Table 4.4 also shows that most teachers (45.1%) indicated that they had taught for 6 to 10 years thus rendering them not due for promotion into leadership.

Table 4.5 Principal administrative experience

The duration that a principal had stayed in a station is determined to be important for the principals' competence in the school system.

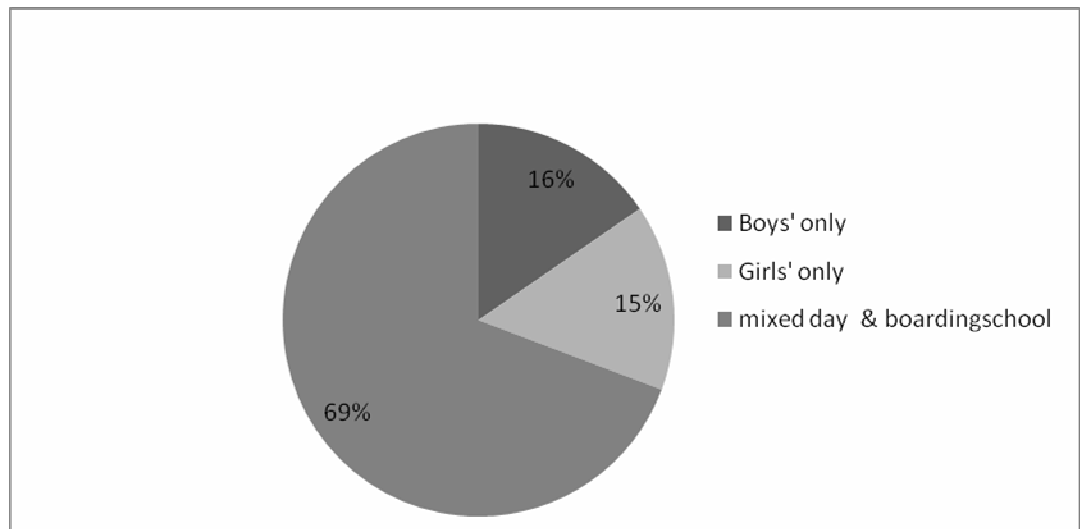
Principals		
Experience	Frequency	Percentage
1 – 5 years	1	7.7
6 – 10 years	5	38.5
11 – 15 years	7	53.8
Total	13	100

The findings show that majority of the principals (over 50%) had stayed in the schools for over 10 years. The number of years was therefore considered not to be a cause of dismal performance in the schools. That is in line with TSC (2005), scheme of service whereby teachers with particular grades can be promoted to administrative posts.

The study further sought to know on the schools data to identify the types, categories and modes of schools in the district since principals' bio-data seemed

not to be a cause of alarm. In Kenya academic performance, is determined by the schools' KCSE results which is seen to be categorized on the type and category of school for performance ranking. The findings were presented in figures 4.1.

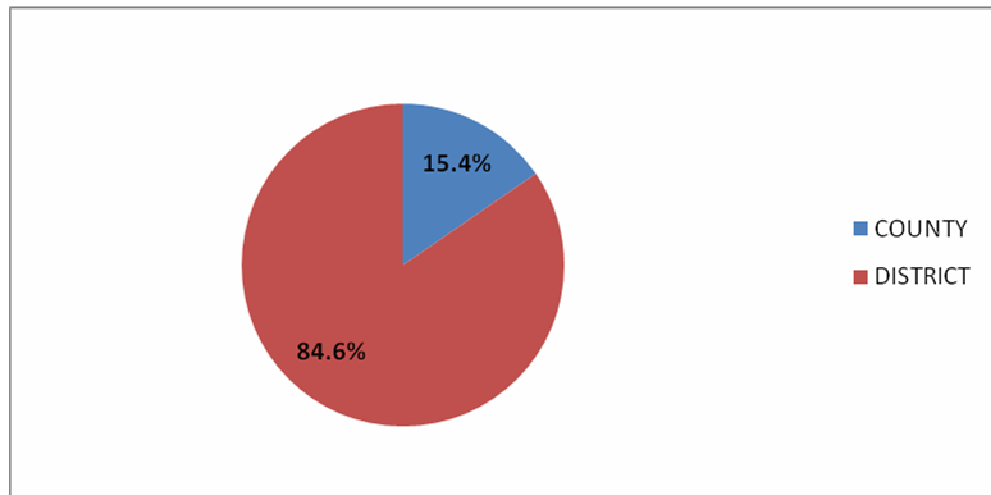
Figure 4.1: Category of School by day, boarding, and mixed schools



From the findings mixed schools are the majority (69%). This might be because boys and girls can cooperate, they can gain ability to get over obstacles, and they can understand the differences between them. It can also imply as the better ways to cooperate with members of the opposite sex include signing up for groups (sports for example) that are mixed gendered. This way, boys and girls will be highly encouraged to cooperate with each other to have a good time participating with extra-curricular group-based activities. Schools in Kangema district are ranked in different categories that are Day, Boarding and Day and Boarding. Result were shown in figure 4.2

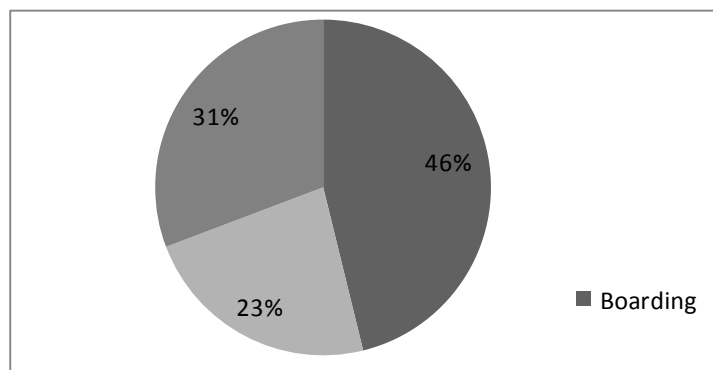
Figure 4.2 Category of schools by administrative ranking

According to the Kenyan constitution 2010 school are ranked into county and district schools from to previously ranking as nationals, provincial and district schools.



The study findings show that the majority of the schools in Kangema District are schools with only 2 county schools. The researcher sought out category of school by day, boarding and mixed school. The results were presented in figure 4.3

Figure 4.3 School category by day, boarding and mixed day and boarding



The findings shows that majority of the schools are mixed day school. This might be caused by financial problems to afford a boarding facility thus many schools should be encouraged to offer standardized fees for the boarding facilities.

The secondary data provided by the DEO's office Kangema showed that performance was high in County schools that were pure boys and girls schools. District schools were mainly mixed schools where performance was below average (refer appendix iv). From the study findings the day schools were found to perform better in the district than mixed day and boarding

4.7 Principals and teachers' response on leadership styles

The section presents principals and teachers responses on the leadership styles employed in their responsive schools. The section also represents the principals' suggestions measures in improving performance. Likert scale was used from point 1 to 4 point, where 1 point represented those factors that respondents agreed most while 5 points indicated high disagreement with the stated behavior. Those who neither agreed nor disagreed were regarded as undecided and their responses were awarded 3 points thus the lower the mean the high the agreement with the questionnaire statements and vice versa. At the same time lower standard deviation was an implication that respondents unanimously agree with the leadership styles and vice versa. The principal and teachers response are shown in table 4.6.

Table 4.6 Principal and teachers responses on leadership styles

Leadership Styles	Principal Average		Teachers Average	
	Mean	SD	mean	SD
Transformation	5.2	3.3	20.5	6.1
Transactional	6.2	4.4	25.3	7.5
laisser-faire	7.7	5.8	28	8.3

According to the study findings table 4.4 teachers rated their principals transformational with average mean of 6.1 since the lower the mean the higher the agreement. This shows that transformational leadership was highly practiced by principals followed by transactional leadership and then laissez-faire with mean average score of, 6.1 7.5, 8.3 respectively. This study concurs with Ibrahim Alteneji (2012) that the transformational leadership was mostly frequently practiced followed by transformational leadership was mostly frequently practiced followed by transactional and then laissez-faire. The study further agreed with Avolio's (1999) who noted that transformational leadership generally generates greater follower effectiveness and satisfaction than transactional leadership. In contrast Kimarua (2010) and Kibue (2008) disagree with this study who observed

that majority of principals and teachers are not conversant with transformational leadership.

Teachers (23.5) average mean score rated their principal as transactional. This implies that principal tries to come up with solutions that partly address both teachers and school needs, provide systems in exchange for their efforts and focuses on attention on irregularities, mistakes exceptions and deviation. Transactional leadership styles have very clear and structured system, thus the teacher know that negative consequences are as a result not following orders therefore they are motivated to continually perform and try their best to reach positive outcome.

According to the study findings teachers rated their principal's low in practice of *laisser-faire* leadership styles. This implies that *laisser-faire* is a negative form of leadership. This study is in line with Okoth (2008) who referred this style of leadership as absence of leadership. This implies that principals are absent when they are needed avoid making decision and delay in responding to agent questions thus letting teachers do their work the way they think best. The study further concurs with Ibrahim & Alteneji (2012) and Avolio (1999) that the *laisser-faire* is the least practiced leadership style.

4.8 Academic performance of schools in Kangema of KCSE district.

To analyze the academic performance of public secondary schools in Kangema the study considered 3 years(2010 to 2012) and the mean standard score ranging from 1 point to 12 points. The results are shown in table 4.8

Table 4.7 KCSE performances for 2010 to 2012 for secondary schools in Kangema district.

Year 2012-2010 KCSE performance						
Below 4	4-5	5-6	6-7	7 and above	Total	
2012	45.4	20.3	21.8	8.5	5.0	100
2011	52.6	28.1	14.3	2.6	2.5	100
2010	55.9	30.5	9.1	2.4	2.1	100

The study findings revealed most that of the schools in Kangema district are performing below the perceived mean score of (6 points).In 2010 and 2011 most of schools performance was below mean of 5 points which is equivalent to C- and below however most of the schools (54.5%)had 5 points and above in the year 2012indicating a positive academic performance trend .Most of the schools which had 5 points and above indicated that the principals practiced more over transformational leadership compared to other leadership styles. Refer table 4.9.

This shows that the use of transformational leadership enabled the student and teachers to be motivated and thus good performance.

4.9 KCSE performances for 2010 to 2012 for secondary schools in Kangema against leadership styles.

The researcher wanted to seek out on the influence of principal leadership styles (transformational, transactional laissez faire) on students’ performance. The data is shown in table 4.9

Table 4.9 KCSE performances for 2010 to 2012 for secondary schools in Kangema against leadership styles.

KCSE Performance Mean Scores						
Leadership styles	Below 4	4-5	5-6	6-7	7 and above	Total m.s.s
Transformational	-	4.4	5.5	6.1	7.5	6.0
Transactional	3.4	4.5	5.3	6.7	7.6	5.5
Laisser-faire	3.5	4.5	5.4	5.4	7.55	3.6

The study findings revealed that in all the 3 year most of the schools had mean grade below 5 points which is equivalent to grade C- (33%). This implies that most of the schools scored below the perceived mean standard score of grade C (50%) Most of the school that had over 5point indicated that their principal practiced transformational leadership style had a mean score of 6.0(C) .This implies that transformational leaders use one or combination of individualized consideration, intellectual stimulation, inspirational motivation and individualized

influence. This study concurs with Leithwood and Janzi (2000) who noted that transformational leadership may lead to satisfied and committed teachers who could subsequently influence student learning and school performance in general. However Huffman (2003) contradicts this by saying transformational leadership style does not improve student learning achievement but rather increases teacher achievement.

The study further revealed that transactional leadership practiced by 45 percent of principals with a mean score of 5.5, this shows that transformational and transactional leadership has noteworthy effect on student performance. This findings are in line agrees with Leithwood and Mascall (2008) that transformational and transactional leadership opportunities within the school raise student performance. This implies that the principal adopting this style maintains a highly structured school operations set routines, clear and health school environment to provide a positive influence on student learning. This is supported by Sergiovanni (2007).

The study findings further revealed that leaders who adopt *laissez-faire* leadership have a negative impact on the student performance. This is witnessed by low mean score (3.5). This findings concurs with Njeru (2012)

4.10 Influence of principals' personal characteristics and student performance in K.C.S.E.

The researcher wanted to seek out on the influences of principals' age bracket, principal professional qualification, and administrative experience on student performance in K.C.S.E.

Table 4.10 Gender of the principals and student performance

Gender	KCSE performance			average scores
	Year 2012	Year 2011	Year 2010	
Male	5.5	5.2	5.5	5.4
Female	5.2	4.7	4.0	4.9
Aggregate score	5.0	4.9	4.7	5.2

The findings shows that the best performance was experienced in the year 2012 and 2011 with a mean standard score of 5.2 and 4.7 respectively best performance was achieved in schools with male principals with a mean of 5 which is equivalent to a grade of C-. Female principals had their schools achieving a mean of 4.9 an equivalent of grade of D+ .The researcher sought to establish the Influence of age on student performance. The results were shown in Table 4.11

4.11 Respondents' age

Professional maturity is determined by an individual's age, thus the researcher sought to know the respondents age bracket. According to Olembo, Wanga and

Karagu (1992), that age influences the head teacher leadership practice. Further the researcher sought to establish the respondents age brackets, the findings were tabulated in table 4.11.

Table 4.11 Influence of the principals’ age and students’ performance in

K.C.S.E PERFORMANCE				
	Year	Year	Year	
Age	2010	2011	2012	Average mean
30 – 35 years	3.07	4.25	4.12.	3.05
35 – 45 years	4.43	4.74	4.76	4.52
46 – 55years	4.5	5.00	4.9	5.13
Aggregate score	4.0	4.7	4.9	4.2

The study indicated that the best performance in Kangema District was in the year 2012 with mean standard score of 4.5. The best performance was realized in schools with principal aged 46-55years age bracket compared to those aged 35-45years. This implies that this age bracket of principals largely determine the academic performance of the school. Although most of the schools had principals aged between 35-45 years. Principals whose performance were said to be good were rated as transformational leaders (refer Table 4.9) the study further established that the older the principal to promote collaboration and team work by motivating teachers and students to work together toward student progress.

4.12 Influence of principals' Academic/professional qualification

Academic professional qualification is very essential for administrative leadership. The researcher sought to establish principal academic qualification on student performance.

Table 4.12 Influence of principals' Academic/professional qualification on student performance in K.C.S.E

	K.C.S.E performance			
	Year	Year	Year	mean average
	2012	2011	2010	
PGDE	3.6	3.2	3.9	3.6
B/Ed	4.6	4.4	4.3	4.4
Master	3.5	3.7	2.9	3.4
Aggregate score	3.9	3.8	3.7	3.8

The study findings established that the highest qualification achievement was attained by principals with bachelor degree the principals with diploma registered allow academic achievement (mean score of 3.4 which is equivalent to grade D)than their colleague with high professional qualification this implies that principal professional qualification contribute to student academic achievements .The professional qualification enables principal to identify the best type of

leadership to lead student to academic progress the researcher sought to establish the influence of principal administrative experience on student performance .

4.13 Influence of principals’ administrative experience

The duration that a principal had stayed in a station is determined to be important for the principals’ competence in the school system. The result are shown in Table 4.13

Table 4.13 Influence of principals’ administrative experience on student performance

	Annual KCSE performance			
	Year	Year	Year	average mean
	2010	2011	2012	
1 – 3 years	2.72	3.05	3.46	3.03
4 – 6 years	4.40	4.56	4.82	4.56
7 – 10 years	4.80	5.01	5.41	5.01
Aggregate score	4.0	4.1	4.5	4.1

The findings revealed that the best performance have been achieved by the most experienced principals in leadership having a mean score of 5.0 .which is equivalent to a grade of C- The study further established that, the lowest academic achievement was high with principals below 5years. The principals within 46-55years having the best performance compared to those aged 35-45years.(refer

Table 4.12) This indicated that age bracket and administrative experience of principal largely determines the academic performance of the school.

The findings revealed that the greater the experience the more they practice transformational leadership style. This implies that principals' had a chance to practice different leadership styles to improve their academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the following summary of the study, summary of the finding, conclusions, recommendations and suggestions for further studies.

5.2 Summary of the study.

The purpose was to establish the extent to which principal leadership style influence student performance in KCSE in public secondary school in Kangema district. The study sought to establish whether principals' leadership styles were influenced by characteristics such as gender, age, and academic/qualification and administration experience.

The objectives of the study were to determine the extent to which the principal (transformational, transactional and Laissez-faire) respectively influence students performance in KCSE. Research objective four in number was to establish whether principal personal characteristics influence principals leadership styles. exposed facto design. The dependent variable was student KCSE performance while independent variables were principals' leadership styles. The 26 public secondary schools with 26 principals and 272 teachers formed the study target population. A sample of 13 principals, 91 teachers was selected using stratified random sampling techniques. Questionnaire was the instrument used to collect

data. A questionnaire was used to collect the data from both the teachers and principals where items were designed based on the objectives of the study and literature review. The researcher obtained a research permit from the national council For Science and Technology and letter of authorization from the District education office of Kangema and thereafter collected the data personally by administering questionnaire to the thirteen selected schools. The data collected required both quantitative and qualitative analysis. The analysis started with editing in order to identify errors made by respondents.

The study was conducted using Ex-post facto design, where leadership and student academic performance were assumed to have occurred and not therefore be manipulated by the researcher. Descriptive statistics was used to analyze the qualitative data obtained. Qualitative data obtained from research instrument was organized into themes and pattern based on analysis of the meanings and implication emanating from the respondent information and data on academic performance. The findings of the analysis were presented in tables and pie charts.

5.3 Summary of the findings

The analysis of the data enabled the researcher to come up with the following findings;

The study indicated that the principal use of transformational leadership style affects the students performance in KCSE implied that the principal behavior to

delegate duties and encourage staff to take responsibilities, expressing confidence in achieving goals and creating effective teaching learning environment for teachers to work hence high academic achievement in schools which had a mean score of 6 which is equivalent of grade C

The study further established that principal transactional leadership style affects students academic performance in KCSE, The study shows that principals focus on relationship through the exchange of rewards and punishments with teachers for services rendered or not complete expressing satisfaction when the teachers perform as expected and directing attention towards failure to meet the expected standards. This implies that when teachers are not rewarded positively. They are demotivated and they fail to work as expected hence poor results. Transactional style followed transformational leadership closely. This is witnessed by those schools which had a mean grade of 5.0 which is below the standard mean of C. This implies that styles can be used interchangeably results for better performance in the schools.

The findings on the extent to which principals use of laissez- faire affect student performance in KCSE showed that the principal use of different ways such as avoiding making decision, Absent when needed, avoid getting involved when important school issues arise and letting the members do their work the way they think best. In this case the teachers cannot work without close supervision and neither can they set their own schedules. This implies that the performance may deteriorate when principal fail to give guidance or feedback to the teachers and

affect the student performance negatively thus achieving very low mean grade below 3 points.

The study further established that principal's academic qualifications had no effects on student performance since all principals in the district of study had Bachelor of education as their highest qualification and only one principal who had attained masters' degree. Principals administrative experience had effect on student performance.

5.4 Conclusion.

Based on the findings of the study, the conclusion as per the findings of objectives was that most of the schools in Kangema district were poorly performing K.C.S.E (Refer appendix v) this could be because of the style of leadership that was adopted by the principal that, may affect student performance. In this case therefore the principal should incorporate the transformational and transactional leadership styles which enables the principals to promote collaboration and team work, stakeholders to participate in decision making create conducive environment for the teacher to work and motivate teachers and students by rewarding when the performance target is achieved.

The study further concluded that factors like age, gender and experience of the principal play a key role in determining student performance. Administrative duration give the principal more experience as the saying goes;' experience is the

best teacher'. Principals' level of qualification had no effect students' performance since principals with Bachelor of education have essential skills required for leadership.

In conclusion Kangema district though it is only 3years old since its inception it has great potential in producing students who fit the competitive global village by adopting the appropriate leadership style.

5.5 Recommendations

The study recommended leadership transformational and transactional leadership styles could be used interchangeably to suit issues on performance Kenya Education

Management Institute (KEMI) should support principals by providing frequent and vigorous training in management programmes aimed at increasing efficiency and effectiveness in school management. It can also organize seminars and workshops for head teachers aimed at making them understand leadership skills better. Leadership skills are prerequisite for better academic performance.

Teacher Service Commission (T.S.C.) should appoint head teachers on the basis of their academic/professional qualification. After the appointment of a head teacher, T.S.C should continue monitoring the performance of the head teacher by checking the progress of pupils' performance in K.C.S.E and giving feedback to

the principals. Kenya Education Management Institute (K.EM.I) should also frequently organize in service courses on leadership for head teachers.) Head teachers should upgrade their educational qualifications to equip themselves / with sufficient skills, knowledge and good mastery of content. This will make them better teachers and therefore enhance good performance in student K.C.S.E

5.5 Suggestions for further research

Based of the finding of the study, the researcher makes the following suggestions for further research:

- i. A study should be carried out on the influence of head teachers leadership style on performance in K.C.S.E in other district in Kenya in order to generalize the results.
- ii. A study should be carried out on pupils' perception of their head teacher's leadership style and its influence on their performance in K.C.S.E.
- iii. A study should be carried out on other factors which influence K.C.S.E performance in public school in Kangema

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APPENDICES

APPENDIX I:

INTRODUCTION LETTER TO SCHOOLS PRINCIPALS

University of Nairobi,

Department of Educational,

Administration and planning,

P.O. Box 92, Kikuyu

The principal,

_____ School,

Dear Sir/Madam;

REF: PARTICIPATION IN RESEARCH

I am a post-graduate student pursuing a Master of education degree in Educational Administration at University of Nairobi. I am writing to solicit your support in carrying out a research on the topic, “Influence of principal leadership styles on student’s performance in Certificate of Secondary Education in Kangema District, Murang’a County, Kenya.”

I hereby promise that identity of the respondents will not be unduly disclosed. I kindly request, your participation in the research by completing questionnaire for me.

Thank you in advance for your co-operation.

Yours sincerely,

Margaret Kuria.

APPENDIX II:

PRINCIPALS' QUESTIONNAIRE

Instructions

This questionnaire is divided into 2 sections, A and B. Please complete each section according to the instructions. Do not write your name or your school's name to ensure complete confidentiality. (Please respond to all questions).

Part A: Demographic variables

Pick in the appropriate box.

1) What is your gender?

Male () Female ()

2) What is your age?

Below 25 years () 26-35years ()

36-45years () 46-55years ()

3) Please state your highest qualifications/professional qualifications

Diploma in Education () B.A/B.Sc ()

B.Ed () Masters ()

Others (specify).....

4) How many years have you served as a teacher?

2-5 years () 6-10 years ()

11-15 years () 16-20 () Over 20 years ()

5) How long have you been a principal in this station _____ years.

6) What is the type of your school?

Boys' only () Girls' only () Mixed school ()

7) Please indicate your school

a) National () District ()

b) Boarding () Mixed day and boarding ()

Day ()

8) Part B: Kindly place a tick (✓) in the relevant column to show the extent to which each of the statement applies to your behavior in your school.

Strongly Agree = S.A.

Agree = A

Disagree = D

Strongly disagree = S.D

As a principal ,	SA	A	SD	D
<p>I create an effective teaching/ learning environment.</p> <p>I express confidence in achieving goals.</p> <p>I delegate duties and encourage staff to take responsibilities.</p> <p>I discuss the problem in depth with the teacher to find full satisfying solution.</p> <p>I unreservedly acknowledge all members effort.</p> <p>I suppress new ideas from the members of the staff.</p> <p>I ensure clear roles, and responsibilities for staff members.</p> <p>I take risks (tries new ideas in dealing with situations)</p> <p>I direct my attention towards failure to meet standards</p> <p>I fail to interfere until problem becomes serious</p> <p>I Keep track of all mistakes</p> <p>I make clear what one can expects to receive when performance target is achieved</p> <p>I express satisfaction while I meet expectation</p>				

I pay attention on dealing with mistakes, complaints and failure				
I delay responding to agent questions				
I avoid making decisions				
Absent when needed				
I avoid getting involved when important issue arise				

Thank you for your cooperation.

5) Have you taught in any other station in the past? Yes () No ()

If yes, for how long?

1 year () 2 years () 3 years ()

4 years () Over 5 years ()

6) Do your meetings converge involving the principal, teacher and parents to discuss students' performance?

7) Yes () No ()

SECTION B

8) Kindly place a tick (✓) in the relevant column to show the extent to which each of the statement applies to the leadership behavior of the principal in your school.

Strongly Agree = S.A Agree = A

Strongly Disagree = S.D Disagree = D

My principal	SA	A	D	SD
<p>Makes personal sacrifice for the benefit of others Provides reassurance that will overcome obstacles.</p> <p>Sets high standards</p> <p>Expresses his confidence that we will achieve our goals</p> <p>Talks optimistically about the future.</p> <p>Provides useful advice for my development.</p> <p>Seeks different perspectives when solving problems</p> <p>Suggests new ways of looking at how we do our jobs.</p> <p>Tries to come up with solutions that partly address both teachers and school needs.</p> <p>Provides me with a system in exchange for my efforts.</p> <p>Focuses attention on irregularities, mistakes, exceptions and deviation.</p> <p>Discusses in specific terms who is responsible for achieving performance targets.</p> <p>Waits for things to go wrong before taking action.</p> <p>Delay responding to urgent questions</p> <p>Lets the other take away your leadership in a group.</p> <p>Absent when needed</p> <p>Avoids getting involved when important issues arise</p> <p>Allows members do their work the way they think best</p>				

Thank you for your cooperation

APPENDIX IV:

KANGEMA DISTRICT 2012-2010 K.C.S.E PERFORMANCE

KANGEMA DISTRICT																									
K.C.S.E RESULTS ANALYSIS 2012																									
SR.NO.	CODE	NAME OF SCHOOL	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	Z	W	MSS 2012	MSS 2011				
1	10229202	Nyogatugu	125	1	4	22	24	15	15	16	19	4	3	0	0	1	0	0	0						
2	10229101	Kangema	138		4	6	15	16	25	28	25	10	9	0	0	0	0	0	0	7.58	7.644				
3	10229205	Kibutha Girls	170	0	0	2	10	24	32	39	39	15	8	1	0	0	0	0	0	6.536	7.621				
4	10229106	Gacharaigu	59	0	0	6	5	2	6	8	11	6	11	4	0	0	0	0	0	6.124	5.837				
5	10229105	Muguru - G.W.	88	0	1	3	1	7	8	19	22	17	9	0	0	1	0	0	0	5.61	5.318				
6	10229107	Kiairathe	112	0	0	5	5	14	9	19	18	23	13	6	0	0	0	0	0	5.529	5.14				
7	10229103	Kiahgunyi	99	0	0	3	4	7	8	23	21	19	10	4	0	0	0	0	0	5.509	4.869				
8	10229109	Watuha	96	0	1	3	8	6	4	7	20	19	21	6	0	0	0	0	0	5.404	5.044				
9	10229211	Gitigu	52	0	0	1	2	2	1	6	17	12	8	3	0	0	0	0	1	5.074	4.059				
10	10229107	Kirori	41	0	0	1	1	1	3	4	12	9	9	1	0	0	0	0	0	4.808	4.649				
11	10229201	Rwachia Girls	102	0	1	0	1	5	4	10	16	22	26	16	0	1	0	0	0	4.805	5.051				
12	10229108	Nyakahira	58	0	0	2	0	3	0	7	8	12	12	12	0	0	0	0	0	4.218	4.432				
13	10229102	Iyego	100	0	0	1	2	4	5	9	7	20	38	11	0	1	0	0	2	4.178	4.943				
14	10229204	Kihoya	66	0	1	0	1	3	3	5	14	5	15	18	1	0	0	0	0	4.124	4.983				
15	10229212	Kibutha Mixed	33	0	0	0	1	1	3	3	5	1	10	9	0	0	0	0	0	4.045	4.986				
16	10229205	Dr. Kiako	51	0	0	0	0	3	2	1	7	10	23	5	0	0	0	0	0	4.03	3.95				
17	10229203	Kiawambogo	49	0	0	0	0	2	1	2	10	8	18	8	0	0	0	0	0	3.882	4.738				
18	10229208	Ichichi	42	0	0	0	1	0	3	4	4	4	14	8	0	0	0	0	0	3.816	4.942				
19	10229214	Rwachia Mixed	56	0	0	0	0	0	3	6	4	4	14	10	2	0	0	0	0	3.667	3.23				
20	10229110	Gatunduni	43	0	0	0	0	1	3	4	4	12	15	15	0	0	0	0	1	3.639	3.176				
21	10229213	Karurumo	32	0	0	0	0	1	3	4	3	7	10	15	0	0	0	0	0	3.628	4.089				
22	10229104	Ihiga	48	0	0	6	0	0	1	3	4	12	15	11	0	1	0	0	0	3.476	3.63				
23	10229111	Kantorero	45	0	0	0	0	1	6	5	2	5	12	17	1	2	0	0	1	3.469	3.569				
24	10229209	Karuri Sakure	41	0	0	0	0	0	0	1	4	5	10	20	1	0	0	0	0	3.455	3.712				
25	10229210	Kanyenyaini	39	0	0	0	1	0	0	2	6	9	15	3	0	0	0	0	0	2.854	2.791				
26	10229112	Gakifa	24	0	0	0	0	0	0	0	1	1	4	15	3	0	0	0	1	2.737	3.058				
		TOTAL	1809	1	12	55	81	119	141	231	299	268	341	232	14	7	0	0	8	4.914	4.832				

APPENDIX V:**CATEGORIES OF SCHOOLS IN KANGEMA DISTRICT**

KANGEMA DISTRICT SECONDARY SCHOOLS			
1.	KANGEMA HIGH	BOYS LPURE	COUNTRY SCHOOL
2	IYEGO MIXED SEC	GIRLS BOADING	DISTRICT SCHOOL
3	KIANGUNYI	GIRLS PURE	DISTRICT SCHOOL
4	IHIGA MIXED SEC	GIRLS BOARDING	DISTRICT SCHOOL
5	MUGURU MIXED SEC	GIRLS BOARDING	DISTRICT SCHOOL
6	GACHARAIGU SEC	DAY	DISTRICT SCHOOL
7	KIAIRATHE SEC	DAY	DISTRICT SCHOOL
8	NYAKAHURA MIXED	GIRLS' BOARDING	DISTRICT SCHOOL
9	WATUHA MIXED SEC	GIRLS BOARDING	DISTRICT SCHOOL
10	GATUNDUINI SEC	DAY	DISTRICT SCHOOL
11	KANORERO SEC	DAY	DISTRICT SCHOOL
12	KWATHIA	GIRLS PURE	DISTRICT SCHOOL
13	NYAGATUGU	BOYS' PURE	DISTRICT SCHOOL
14	KIAWAMBOGO MIXED	GIRLS BOARDING	DISTRICT SCHOOL
15	KIHOYA SEC	DAY	DISTRICT SCHOOL
16	KIBUTHA	GIRLS PURE	DISTRICT SCHOOL

17	DR. KIANO SEC	BOYS' PURE	DISTRICT SCHOOL
18	KIRURI SEC	MIXED BOARDING	DISTRICT SCHOOL
19	ICHICHI SEC	GIRLS BOARDING	DISTRICT SCHOOL
20	KARURI GAKURE	GIRLS BOARDING	DISTRICT SCHOOL
21	KANYENYA-INI	DAY	DISTRICT SCHOOL
22	GITUGU SEC	DAY	DISTRICT SCHOOL
23	KIBUTHA MIXED	DAY	DISTRICT SCHOOL
24	KARURUMO MIXED	DAY	DISTRICT SCHOOL
25	RWATHIA SEC	DAY	DISTRICT SCHOOL
26	GAKIRA MIXED	DAY	DISTRICT SCHOOL

APPENDIX VI:

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: **NCST/RCD/14/013/885**

Date: **28th May, 2013**

Margaret Kuria
University of Nairobi
P.O. BOX 92-0902
Kikuyu

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **“Influence of principals’ leadership styles on performance in Kenya Certificate of secondary Education in Kangema District of Murang’a County.”** I am pleased to inform you that you have been authorized to undertake research in Nairobi Province for a period ending **30th July, 2013.**

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

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

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

Copy to:

The District Commissioner
The District Education Officer
Kangema District

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.

APPENDIX VII:
RESEARCH PERMIT

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/013/885

THIS IS TO CERTIFY THAT:


Prof./Dr./Mr./Mrs./Miss/Institution **Margaret Kuria**
Of (Address) University of Nairobi
P.O. BOX 92-0902
Kikuyu

Has been permitted to conduct research in
Location **Kangema**
District **Central**
Province **Province**

On the topic: Influence of principals leadership styles
on performance of Kenya certificate of secondary
education in Kangema District of Murang'a County.

For a period ending: 30th July 2013

Fee received **28th May 2013**
KSH 1000


Applicant's Signature *Margaret Kuria*
For: Secretary
National Council for
Science and Technology