INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN NJORO DISTRICT, NAKURU COUNTY

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DECLARATION

This project is my original work and has not been submitted for an award of any degree or study program in any of the Universities

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This project is dedicated to the Almighty God for giving me life, power, knowledge, wisdom and understanding to write it.
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<td>BOG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>ISE</td>
<td>In Search of Excellence</td>
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<tr>
<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
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<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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ABSTRACT

The purpose of this study was to investigate the influence of principals’ leadership styles on students’ academic performance. The study was guided by the following specific objective: to identify the leadership styles used by Principals in public secondary schools in Njoro District, determine the influence of Principals’ leadership on the management of schools, establish the influence of Principals’ leadership on teachers’ job satisfaction in secondary schools and identify the influence of Principals’ leadership on the performance of students. This study used descriptive survey design. The District has 30 public secondary schools. The study targeted school principals, teachers, students and the subordinate staff in the schools. A total of 20 public secondary schools were randomly sampled for the study. Purposive sampling was used to select the school principals, while simple random sampling technique was used to sample teachers, subordinate staff and students. A total of 380 respondents were targeted by the study (constituting 20 principals, 80 teachers, 40 subordinate staff and 240 students) out of which 372 responded (20 principals, 78 teachers, 34 subordinate staff and 240 students) giving a response rate of 98%. In sampling of the students, 12 students were sampled from form three classes in the schools selected. Questionnaires and interview schedules were used as instruments for data collection. Quantitative data collected was analyzed, presented and interpreted using both descriptive statistics while content analysis technique was used to analyze qualitative data collected using interview schedules. Statistical Package for Social Sciences (SPSS) package was used to analyze the quantitative data. Descriptive statistics including means, frequencies and percentages were used to analyze the data. Correlation and regression analysis was done to test on the relationship between the study variables. The analyzed data were presented in form of tables, pie-charts and bar-graphs where applicable. Regard the leadership styles, the study found that 58 (74%) of the respondents indicated that participative leadership was used in their schools. Most of the principals in secondary schools in Njoro District used mixed leadership styles even though the dominant leadership style is participative. Principal’s leadership style was found to affect the management of schools in Njoro District as indicated by 76 (97%). Other ways by which the school leadership influences the management of schools included influence of leadership style on the staff morale which affects the school management and its affects on decision making which affects service delivery among the teaching and non teaching staff. On the influence of Principals’ leadership style on teachers’ job satisfaction, the study found that 74 (75%) indicated that it affects job satisfaction among the teaching and non teaching staff. Finally, on the influence of principals’ leadership style on students’ performance, the study found that 68 (85%) of the respondents indicated that leadership style influences student performance. The findings from the correlation and regression analysis and Chi-square tests showed that principals’ leadership style influenced the management of the school, job satisfaction among the staff and students’ performance. The study concluded that principals’ leadership style influences school management, job satisfaction among the staff and students performance. The study recommends that principals in secondary schools in Njoro should use mixed leadership styles. The study finally recommended that another study be done on the challenges facing the management secondary schools in other districts which was not the focus of this study.
CHAPTER ONE
BACKGROUND INFORMATION

1.1 Introduction

This chapter presents background information of the study, statement of the problem, purpose of the study, research objectives, hypothesis, significance, scope and assumptions of the study. The chapter ends with the presentation of the theoretical and conceptual framework used in the study.

1.2 Background to the Study

The success of any organization solely depends upon the way and manner in which the leader operates within the organization. The style adopted in leading the group normally determines the type of a leader. Northouse (2010) defines leadership as a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal. According to Chen and Chen (2008), previous studies on leadership have identified different types of leadership styles which leaders adopt in managing organizations. The general assumption is that the presence or absence of effective school leaders, positive school climates, and positive attitudes of teachers can, directly or indirectly, influence school performance and student achievement (Witziers and Sleegers, 2007). According to Cotton (2003), the equation of effective school leadership and improved school performance appears to be relatively simple and straightforward in theory but very complex and unpredictable in practice.
Teachers teach and work in schools that are usually administered by managers, often known as principals. School administration is itself often part of larger administration units. Other members of the school administration include: Board of Governors (BOG), Parents Teachers Association (PTA) and the students’ council. Regarding the impact of leadership styles on motivation, Pont, Nusche and Moorman, (2008) found that the conditions of teachers’ working life are influenced by the administration and leadership provided by principals which impacts on their job satisfaction and performance.

In Organization for Economic Co-operation and Development (OECD) countries as elsewhere in the world, school leaders face challenges due to rising expectations for schools and schooling in a century characterized by technological innovation, migration and globalization (Organization for Economic Co-operation and Development, 2001). As countries aim to transform their educational systems to prepare all young people with the knowledge and skills needed in this changing world, the roles of school leaders and related expectations have changed radically. They are no longer expected merely to be good managers; effective school leadership is increasingly viewed as key to large-scale education reform and to improved educational outcomes.

A recent OECD report, Improving School Leadership, summarizes the changing landscape of schools and their management over recent decades (Pont, Nusche and Moorman, 2008):

In this new environment, schools and schooling are being given an ever bigger job to do. Greater decentralization in many countries is being coupled with more school autonomy, more accountability for school and student results, and a better use of the knowledge base of education and pedagogical processes. It is also being coupled with broader responsibility for contributing to and supporting the schools’ local communities, other schools and other public services, pp 6.
This report argues that to meet the educational needs of the 21st century the principals in secondary schools must play a more dynamic role and become far more than an administrator of top-down rules and regulations. Schools and their governing structures must let school leaders lead in a systematic fashion and focus on the instructional and learning processes and outcomes of their schools. It is upon this background that this study is aimed at assessing the influence of principals’ leadership styles on the performance of public secondary schools in Njoro District.

1.2.1 Leadership Styles in Schools

Leadership style could be described in various ways. It refers to the underlying needs of the leader that motivate his behaviour (Siskin, 1994). It is also a process through which persons or group influence others in the attainment of group goals (Adeyemi, 2006). Thus in the school context, it can be referred to the process through which principals influences teachers, subordinate staff and students to attain the institutional goals.

Leadership in a formal organization is regarded as an input into the organization intended to influence the behavior of the members in order to attain the organizational objectives through initiating, motivating, directing and coordinating the functions of other members of the group. An individual is seen as a leader when he/she contributes to the formulation and attainment of group goals. A good part of what any formal organization does is dependent upon the administrative leadership given to that organization. The principal, for instance has a key role in setting the tone, establishing the conditions, and providing stimulation for the kind of teaching and learning in his school (Campel et. al, 2003). This
role can only be achieved through the use of appropriate leadership style which will ensure that things are done accordingly and the organizational goals realized.

Ibukun (1997) argues that the main task of the principal is to create conducive atmosphere for the teachers to be able to achieve desired changes in students’ learning. According to Nias (1994), the way the principal relates with his or her staff could contribute immensely to their effectiveness or otherwise. Researchers have identified certain leadership behaviours used in organizations. These are the nomothetic, idiographic and transactional leadership behaviours. The Nomothetic leadership behaviour is the characteristic of a leader who follows the rules and regulations of an organization to the letter. Everything is by bureaucracy, that is, by official protocol. Hence, subordinates are expected to conform completely to bureaucratic processes. The leader perceives his office as a centre of authority and applies the same bureaucratic rules and procedures to all subordinates. This leadership behaviour is commonly used by autocratic leaders (Goldring and Sharon, 1993).

The idiographic leadership behaviour focuses on individual needs rather than organizational needs. The leader expects subordinates to work things out for themselves. Hence, organizational demands are minimized. Authority is delegated while the relationship to others is in line with individual’s personal needs (Evan, 1998).

The transactional leadership behaviour is a hybrid between the nomothetic and idiographic leadership behaviours, it is actually situation-oriented. However, unlike the idiographic leadership behaviour which emphasizes individual’s needs, the transactional
leadership behaviour recognizes the importance of institutional roles and expectations. The leader assumes that pursuing institutional goals could result in the fulfillment of individual personality drives. Transactional leadership allows for the practices of good human relationship (Bidwell, 2001).

Three other styles of leadership have also been identified by researchers. These include the autocratic, democratic and Laissez-faire leadership styles. The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channels of communication between him/her and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Smylie and Jack, 1990).

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis, 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004).

Laissez-faire leadership style allows complete freedom to group decision without the leader’s participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert and Milbrey, 1994).
Different studies have been done on leadership styles in schools. Mbwiria (2010) did a study on the influence of principals’ leadership on teachers’ career commitment in secondary schools in Imenti South District. He found that leadership styles of secondary school principals do not influence career commitment of teachers. Demographic variables however, such as gender and working experience had an impact on career commitment of teachers. Agba et al (2010) examined the influence of teachers’ leadership style and classroom variables on students’ performance in secondary schools in Nigeria. They found that teachers’ leadership role, teacher-students’ relationship, and student-student relationship significantly influence student academic performance. A knowledge gap therefore exists in the literature on the impact of principals’ leadership styles on performance of schools. It is upon this background that this study is aimed at finding out the influence of principals’ leadership style on the academic performance of public secondary schools in Njoro District, Kenya.

1.3 Statement of the Problem

Leadership is deemed to be very crucial in the performance of any organization. In the school context, school principals are charged with the responsibility of managing school affairs including personnel and the students. The principal’s leadership style is therefore considered to be very important as it has an influence on those charged with the responsibility of implementing curriculum and on those targeted by the curriculum which has a bearing on the academic performance of the schools in National examinations.

Regular transfer of head teachers of secondary schools remains, a policy of Ministry of Education, which is aimed at effecting efficiency of administrative and academic
performance of such schools. The efficiency of the school administration and performance is also affected by the different leadership styles practiced by school principals in management of the schools. In Njoro District, there have been cases of changes in performance of schools after transfer of school principals. These changes can be attributed to the leadership styles practiced by different principals. It is therefore the interest of the researcher to establish the influence of different leadership styles on the school performance. This study was therefore aimed at assessing the influence of principals’ leadership styles on the academic performance of public secondary schools in Njoro District.

1.4 Purpose of the Study

The purpose of this study was to investigate the influence of principals’ leadership styles on students’ academic performance.

1.5 Objectives of the Study

The specific objectives of the study were to:

1. Identify the leadership styles used by Principals in public secondary schools in Njoro District;
2. Determine the influence of Principals’ leadership on the managements of schools in Njoro District;
3. Establish the influence of Principals’ leadership on teachers’ job satisfaction in secondary schools in Njoro District; and
4. Identify the influence of Principals’ leadership on the performance of students
1.6 Research Hypothesis

The study was guided by the following research Hypothesis:

1. H1- There is a positive relationship between leadership styles by principals and the management of public secondary schools;

2. H2- There is a positive relationship between the leadership styles used by Principals and job satisfaction among teachers; and

3. H3- There is a positive relationship between leadership styles used by Principals and the performance of students in public secondary

1.7 Significance of the Study

The findings of this study may be important to the management of secondary schools as they will get to know the affects of different leadership styles in schools on students’ performance. With this information, the management including the school principals will be at a position to adopt the best school management practices in schools to improve the performance of the schools. This will be based on the influence of different leadership styles on students’ performance.

The study may also be of importance to scholars who will be interested on the influence of leadership styles in the management of schools. The study will therefore form a basis upon which other studies will be done.

1.8 Limitations of the Study

This study was carried out in public secondary schools in Njoro District. The study only focused on assessing the influence of principals’ leadership styles on the academic
performance of public secondary schools in Njoro District. Principals, teachers, students and the subordinate staff were targeted by the study.

1.9 Delimitations of the Study

By carrying out the study in one district, the researcher saved on the time and data collection expenses though the findings on the study may not be generalized to other districts which were not studied.

1.10 Assumptions of the Study

The study was based on the following assumptions:

1. That the principals leadership styles influences the management of secondary schools

2. That leadership styles in schools affects job satisfaction among teachers

3. That leadership styles affect students performance in examinations

1.11 Theoretical Framework of the Study

Contingency Theory

Fiedler’s (1967) Contingency Theory shows the relationship between the leader’s orientation or style and group performance under differing situational conditions. The theory is based on determining the orientation of the leader (relationship or task), the elements of the situation (leader-member relations, task structure, and leader position power), and the leader orientation that was found to be most effective as the situation changed from low to moderate to high control.
In the contingency theory of leadership, it is assumed that the leader’s style is relatively stable and needs to be matched with the most appropriate situation for the leader’s style (Daft, 2005). Fiedler and Chemers (1974) call contingency theory a leader-match theory. The closer the match between leader style and a particular situation, the more effective the leader will be.

Fiedler developed a contingency or situational theory of leadership. He postulates that three important situational dimensions are assumed to influence the leader’s effectiveness. They are:

- **Leader-member relations**: the degree of confidence the subordinates have in the leader. It also includes the loyalty shown the leader and the leader’s attractiveness.

- **Task structure**: the degree to which the followers’ jobs are routine as contrasted with non-routine.

- **Position power**: the power inherent in the leadership position. It includes the rewards and punishments typically associated with the position, the leader’s formal authority (based on ranking in the managerial hierarchy), and the support that the leader receives from supervisors and the overall organization. Contingency theory was used in this study to explain the influence of leadership style on the performance of schools.

### 1.1.2 Conceptual framework of the Study

The conceptual framework below presents the relationship between the variables of the study. The independent variable for the study is principals’ leadership style while the dependent variables are school management, teachers job satisfaction and students performance.
Figure 1.1 Conceptual Framework

Principals' Leadership Styles

School management
- Level of discipline in schools
- Cooperation of teachers

Teachers job Satisfaction
- Teachers' motivation to teach

Students' performance
- Students' performance in examinations

Performance of Public Secondary Schools
- Effective management of schools
- High students performance
- Achievement of organizational goals

Dependent Variable
1.13 Operational Definitions of Terms

**Leadership style** – Refers to a style of control used by principals in the management of schools

**School management** – Refers to the control of human and material resources in schools by the principals

**Job satisfaction** – Refers to the effect of teachers’ perception of the style of leadership prevalent in schools on their attitude towards job performance

**Performance** – Refers to students’ academic achievement measured in terms of their scores in examinations
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This section presents relevant literature on: leadership styles in schools, school leadership and teachers’ job satisfaction and leadership style and students’ performance. The chapter ends with a summary of the literature review.

2.2 Leadership Styles in Schools
According to Bennis (1998), effective organizational leaders are relatively consistent in the way they attempt to influence the behaviour of group members. The manager who makes all the major decisions in one situation is not likely to share decision-making in another. Also, the manager who is considerate in one situation is not likely to be insensitive in another. The relatively consistent pattern of behaviour of most managers is too complex to be described by a single style and some managers modify their styles to match a situation.

Leadership style is defined as the pattern of behaviours that leaders display during their work with and through others (Hersey and Blanchard, 1993). Miller et al. (2002) view leadership style as the pattern of interactions between leaders and subordinates. It includes controlling, directing, indeed all techniques and methods used by leaders to motivate subordinates to follow their instructions. According to Kavanaugh and Ninemeier (2001), there are three factors that determine the type of leadership style: leaders’ characteristics, subordinates’ characteristics and the organization environment.
More specifically, the personal background of leaders such as personality, knowledge, values, and experiences shapes their feelings about appropriate leadership that determine their specific leadership style; employees also have different personalities, backgrounds, expectations and experiences, for example, employees who are more knowledgeable and experienced may work well under a democratic leadership style, while employees with different experiences and expectations require a autocratic leadership style. Some factors in the organization environment such as organizational climate, organization values, composition of work group and type of work can also influence leadership style. However, leaders can adapt their leadership style to the perceived preferences of their subordinates (Wood, 1994). The following section presents different leadership styles and their influence on school performance.

2.2.1 Directive Leadership

Involves letting subordinates know exactly what is expected of them and giving specific directions. Subordinates are expected to follow rules and regulations (Mullins, 2005). Directive leadership has been described as autocratic, task-oriented, and persuasive and manipulative (Bass 1981). Though it can be effective in communicating a clear and concise vision of the organization's strategic goals, directive leadership is transformational only by coercion. Because of the authoritative nature of directive leadership employees may be less likely to adopt management's vision or values if they are excluded from the decision-making process. Bass (1981) cited several studies that indicate that directive leadership results in lower acceptance of managerial decisions than a more participative leadership style. Employees' failure to espouse management values may be a particular problem in service organizations, since frontline employees are often
required to make decisions and customize service on the fly (Hartline, Maxham, and McKee 2000).

2.2.2 Participative Leadership

Participative leadership involves consulting with subordinates and the evaluation of their opinions and suggestions before the manager makes the decision (Mullins, 2005). Participative leadership is associated with consensus, consultation, delegation, and involvement (Bass 1981). Results revealed that employees who perceive their managers as adopting consultative or participative leadership behavior are more committed to their organizations, more satisfied with their jobs and higher in their performance. (Yousef, 2000). Because of the consultative nature of participative leadership, it has the potential to enhance the dissemination of organizational and managerial values to employees.

Aldag (2001) observes that a participative leader is one who shares decision-making authority with the group. Participative leadership occupies enough space on the continuum to warrant dividing it into three subtypes; consultative, consensual, and democratic. A consultative leader solicits opinions from the group before making a decision, yet does not feel obliged to accept the group’s thinking. A standard way to practice consultative leadership would be to call a group meeting to discuss an issue before making a decision.

Employees who work for a participative leader tend to exhibit greater involvement, commitment, and loyalty than employees who work under a directive leader (Bass 1981). Consequently employees who are allowed to participate in the decision-making process
are likely to be more committed to those decisions. Since, frontline Employees in bank industry are often more cognizant of customer needs than are managers, given the employees’ direct contact with customer. Therefore, management must be allowed employees to participate in the decision-making process. Participative leadership’s ability to raise the commitment, involvement, and loyalty among employees should be attractive to a manager wishing to promulgate his or her commitment to service quality to employees.

A democratic leader confers final authority on the group. He or she functions as a collector of opinions and takes a vote before making a decision. Democratic leaders turn over so much authority to the group that they are sometimes classified as free-rein leaders. Aldag (2001) continues to say that the participative style of leadership has been recommended in the management literature dating back to the early 1950s. Many organizations today are achieving good results with participative management. As some companies have learned, participative leadership does create some problems. One executive has noted that some managers feel a loss of power when participative management is implemented. Another problem is that participative leadership requires employees who want to participate and who have worthwhile input.

2.2.3 Free-Rein Style

Newstrom and Keith (2002) say that a free-rein leader turns over almost all authority to group members and does as little leading as possible. Given a situation in which the work to be done by each employee is clearly defined. Such leaders maintain a hands-off policy. They make few attempts to increase productivity on their employees. At times the free-
rein leader cares very little for achieving productivity goals or developing subordinates. At other times, the free-rein style is appropriate and leads to high productivity. Such leadership situations include directing the work of highly skilled advertising companies, research scientists or stock analysts. These individuals may neither require technical direction nor encouragement yet in the long run even self-sufficient professionals require some feedback and recognition from their manager in order to sustain high performance (Newstrom & Keith, 2002).

2.2.4 Transformational and Transactional Leadership

Among the more prominent leadership styles are Burns’ (1978) transactional and transformational leadership styles. Transformational leaders emphasize followers’ intrinsic motivation and personal development. They seek to align followers’ aspirations and needs with desired organizational outcomes. In so doing, transformational leaders are able to foster followers’ commitment to the organizations and inspire them to exceed their expected performance (Bass & Riggio, 2006).

With regard to today’s complex organizations and dynamic business environment, transformational leaders are often seen as ideal agents of change who could lead followers in times of uncertainties and high risk-taking. In contrast, transactional leaders gain legitimacy through the use of rewards, praises and promises that would satisfy followers’ immediate needs (Northouse, 2010). They engage followers by offering rewards in exchange for the achievement of desired goals (Burns, 1978). Although transformational leadership is generally regarded as more desirable than transactional, Locke et al. (1999) pointed out that such contention is misleading. They argued that all
leadership is in fact transactional, even though such transactions are not confined to only short term rewards. An effective leader must appeal to the self-interest of followers and use a mixture of short-term and long-term rewards in order to lead followers towards achieving organizational goals.

James MacGregor Burns (1978), was the first one to call attention for the concept of transformational leadership. He stated that the transactional and transformational leadership was based on "relationships" and "power". In the decade of 1980, Bernard Bass widened the point of view of Burns and developed studies on leadership considering the conceptualization of two new styles of leadership: transactional and transformational. The transactional leadership happens in the clarification of the role and the requirements of the tasks of those who are led, as well as the attribution of rewards and punishments for the effective performance (Kinicki & Kreitner, 2006). Thus, this type of leader leads and motivates those who are led through the exchange process or transaction (reward/performance).

The transformational leadership not only incorporates an exchange in the intentions and resources of that involved in the relation leader-follower, but a rise of both – a change for better. The transformational leadership, becomes, in last analysis, moral because raises the level of behaviour of the human being and the moral aspiration of both, the leader and the led one, and thus it has an effect of transformation in both. While Burns considers the practices of transformational and transactional leadership as the extreme opposites of one continuum (essentially more and less efficient forms of leadership), Bass offers a very different conception, a theory of leadership of two factors; forms of transactional and
transformational leadership, in his point of view are built in one another (Avolio and Bass, 1995). In the last decade, Bernard Bass and Bruce Avolio (2004), presented leadership as a theory of full range. The authors of this theory had considered that the leadership behaviour varied throughout one continuum from the laisser-faire (the total failure in assuming responsibilities to lead) to the transactional leadership and to transformational leadership.

The transactional and transformational leaderships are, therefore, two models which complement each other: "the transformational leadership is constructed on top of transactional leadership – produces, in the led ones, levels of performance and effort that go beyond the ones achieved in the transactional approach" (Robbins, 2002, p. 319). Bass admits, however, that both styles can be efficient in distinct situations: "the transformational in periods of organizational foundation and change, and the transactional in periods of slow evolution and in steady environments" (Rego and Cunha, 2004, p. 235). The transformational leadership transforms the led ones in such a way that they start pursuing the objectives of the organization leaving their own interests for second plan.

Neither Burns nor Bass had studied leadership in schooling; they had based their studies in political leaders, officers of the Armed Forces or executives of companies. However, evidence has shown that there are similarities between the transformational leadership pertaining to school environment and to the business environment (Leithwood and Jantzi, 1990). Leithwood and his colleagues have had studied the transformational leadership in the schools. His model conceptualizes such leadership in seven dimensions: a)
construction of a vision for the school; b) establishing objectives for the school; c) giving intellectual stimulation; d) offering individual support; e) shaping good practices and important organizational values; f) demonstrating high expectations of performance; g) creating a productive school culture, and, h) developing structures that facilitate participation in the decisions of the school (Leithwood, 1994).

In a recent study (Castanheira and Costa, 2005:150) they had concluded that "the behaviours of leadership more frequently observed in the ninety five principals studied are a mixture of behaviours of transformational and transactional leadership".

Transformational leadership changes the culture of the school and supports a high performance. Leithwood et al. (Leithwood and Jantzi, 1990; Leithwood, Jantzi and Fernandez, 1994) had developed one of the most complete models of transformational leadership in the educational area. According to the model, the transformational leadership is conditioned by the national and local culture, and, by the educational policies. In turn, affects the objectives and the culture of the school, which have direct ties with the commitments of the teachers with change and development. Results of studies done in the secondary Canadian schools show that the most important behaviours of transformational leadership create a vision, establish high expectations of performance, create consensus around the objectives of the group, and develop a climate intellectually stimulant.
The transactional leadership is based on the use of extrinsic motivation. In contrast, the transformational leaders "inspire confidence, develop the leadership capacity in others, show the auto-sacrifice and serve as moral agents, concentrating themselves and making the followers if they concentrate in objectives that exceed the needs most immediate of the work group" (Dumdum, Lowe & Avolio, 2002, p. 38). The transformational leaders can produce organizational change and significant results because this form of leadership stimulates higher levels of intrinsic motivation, confidence, commitment and allegiance of followers than the transactional leadership. The transactional leadership is a prerequisite essential to the efficient leadership and the best leaders learn to demonstrate the transactional leadership as well as the transformational leadership in different degrees. Thus, research has revealed that the transformational leadership leads to a superior performance when "increases" or adds to the transformational leadership (Antonakis and House, 2002).

On this kind of leadership, there is a clear intention of promoting the interests of the organization surpassing one’s immediate personal interests. Furthermore, coexist a vision and objectives perfectly preset and to materialize them, the leader works with their subordinates (according to Bass, 1988), in the following plans of action: a) The motivation of the followers, so that they perform more than they have foreseen in the beginning; b) To awake their consciences either at the value of their results or at the best way to reach them. c) Involvement of all in benefit of the mission and/or vision of the organization. d) To extend the necessities of the individuals, raising their levels of trust.
Research studies have found that the transformational leaders tend to have personalities that are more extrovert, friendlier and more proactive than those who are not, and, the female leaders use more the transformational leadership than the male leaders (Judge and Bono, 2000).

According to Tichy and Devanna (1986) there is a number of characteristics possessed by transformational leaders: They are identified as change agents; they are courageous; they believe in the people; they are stimulated by personal values; they are perpetual learners; they have the ability to deal with complexity, ambiguity and uncertainty and are visionary. Empirical studies show that the transformational leaders use techniques that awake and develop high levels of identification and internalization as well as better levels of performance (Tepper, 1993). Burns and Bass suggest that the transformational leaders are capable to stimulate, to change and to use the values, the beliefs and the needs of their followers in order to carry out the tasks. The leaders described by the followers as being transformational are more charismatic and intellectually more stimulants than those ones described as transactional leaders.

According to Bass (1990) and Bennis & Nanus (1985) there are four aptitudes used and perfected by the transformational leaders. In first place, the leader has a vision and is able to describe it. The vision can be an objective, a plan or a series of priorities. In second place, the leader is capable to communicate the accomplishment of the vision. In third place, the leader is capable to construct a trusting environment, fair and coherent, and his persistence exceeds barriers and problems. Finally, the transformational leader has positive self-esteem and strengthens his capacities in order to reach success.
Avolio and Bass (1995) identified four dimensions of transformational leadership. These are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

**Idealized influence** concerns the formulation and articulation of vision and challenging goals and motivating followers to work beyond their self-interest in order to achieve common goals (Yammarino, 2004). In this dimension, leaders act as role models who are highly admired, respected and trusted by their followers (Bass & Riggio, 2006). According to Bass and Riggio (2006), leaders with great idealised influence are willing to take risks and are consistent rather than arbitrary by demonstrating high standards of ethical and moral conduct.

**Inspirational motivation** refers to the way leaders motivate and inspire their followers to commit to the vision of the organization. Leaders with inspirational motivation foster strong team spirit as a means for leading team members towards achieving desired goals (Bass & Riggio, 2006).

**Intellectual stimulation** is concerned with the role of leaders in stimulating innovation and creativity in their followers by questioning assumptions and approaching old situations in new ways (Bass & Riggio, 2006; Nicholason, 2007). They always encourage their followers to try new approaches or methods to solve the old problems.

**Individualized consideration** refers to leaders paying special attention to each individual follower’s need for achievement and growth by acting as a coach or mentor (Bass & Riggio, 2006; Nicholason, 2007).
Bass and Avolio (1995) proposed that transactional leadership consists of three dimensions, namely contingent rewards, management by exception (active) and management by exception (passive). Contingent reward refers to leaders clarifying the work that must be achieved and use rewards in exchange for good performance. Management by exception (passive) refers to leaders intervening only when problem arise whereas management by exception (active) refers to leaders actively monitoring the work of followers and make sure that standards are met (Antonakis et al., 2003).

Studies about the relationship between school leader’s leadership style and job satisfaction can be found for many educational settings. Results of these studies have supported the relationship between leadership style and job satisfaction (Walumbwa et al., 2005). Employees tend to be more satisfied when their managers are good leaders. Considerable research has shown that leader behavior can have profound and consistent influence on several facets of employee satisfaction. Bass (1998) showed that transformational leadership can have a significantly greater effect than transactional leadership in predicting employee satisfaction with the leader. Also, according to Koh et al. (1995), a transformational leadership style strengthens employees’ sense of belongingness and meets employees’ needs for self-actualization; therefore, production rate increases while turnover rate decreases.

Lashbrook (1997) stated that leadership style plays a vital role in influencing employees’ job satisfaction. Some researchers discovered that different leadership styles will engender different working environment and directly affect the job satisfaction of the employees (Timothy and Ronald, 2004). Bass (1985) proposed that transformational
leadership might intrinsically foster more job satisfaction, given its ability to impart a sense of mission and intellectual stimulation. Transformational leaders tend to encourage and motivate their followers to take on more responsibility and autonomy (Emery & Barker, 2007) thereby enhancing employees’ sense of accomplishment and satisfaction with their job. Transactional and transformational leadership have been widely linked to positive individual and organizational consequences (Bass, 1990). These leadership styles are found to correlate positively with employee perceptions of job, leader and organizational satisfaction (Hackett & Allen, 1995). Castaneda and Nahavandi (1991) indicated that employees are most satisfied when they perceive their supervisors as exhibiting both relational and task oriented behaviours. This study therefore sought to investigate the influence of principals’ leadership styles on the academic performance of public secondary schools in Njoro District.

2.3 School Leadership and Teachers’ Job Satisfaction

Job satisfaction is defined by Locke (1976) as “a pleasurable or positive emotional state resulting from one’s job or job experiences”. Later, Armstrong (2003) defined job satisfaction as the feelings and attitudes of people toward their job. He mentioned that if people have favourable and positive attitudes towards their job, this means job satisfaction, but if they have unfavourable and negative attitudes towards their job, this means job dissatisfaction. Spector (1997) stated that the antecedents of job satisfaction can be categorized into two groups. The first group includes the job environment itself and some factors related to the job. The second group includes individual factors related to the person, who will bring these factors to the job including previous experiences and personality. Often both groups of antecedents work together to influence job satisfaction.
According to Mullins (1998), the level of job satisfaction is affected by social, personal, cultural, environmental, and organizational factors. Moreover, Armstrong (2003) suggested a classification into extrinsic factors, intrinsic factors, social relationships in work place, individuals' abilities to do their work, and the quality of supervision.

The importance of leadership was first researched in the 1920s with studies using surveys reporting that favourable attitudes toward supervision helped to achieve employee job satisfaction (Bass, 1990). Several studies were conducted during the 1950s and 1960s to investigate how managers could use their leadership behaviours to increase employees’ level of job satisfaction (Northouse, 2004) These studies confirmed the significance of leadership in making differences in employees’ job satisfaction (Bass, 1990). Furthermore, Yousef (2000) showed that leadership behaviour was positively related to job satisfaction and therefore managers needed to adopt appropriate leadership behaviour in order to improve it. Leadership style affects a range of factors such as job satisfaction, performance, turnover intention, and stress (Chen and Silverthorne, 2005) and so contribute to organisational success (Rad and Yarmohammadian, 2006). Yousef (2000) argued that theories developed and tested in Western organisations are still valid for non-Western countries. Hence, the significant impact of leadership style on job satisfaction does not differ between west and east and can be considered an important factor in the success or failure of any organisation.

Specifically, it is suggested that the autocratic leadership leads to lower levels of job satisfaction, while democratic leadership leads to higher level of job satisfaction. The level of job satisfaction under laissez-faire leadership is also less than under democratic
leadership (Bass, 1990). Savery (1994) found that democratic leadership style related positively to employees’ job satisfaction and commitment in federal organisations in Western Australian, while in contrast, Rad and Yarmohammadian (2006) found no relationship between leadership behaviours and employee job satisfaction in Isfahan University Hospitals in Iran, where a participative leadership style was prevalent. Furthermore, Erkutlu and Chafra (2006) found that laissez-faire leadership style in a boutique hotel led to negative results in organisational performance such as low satisfaction, high stress, and low commitment by followers.

Teachers’ job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Okeniyi, 1995). However, Peretemode (1996) argued that job performance is determined by the worker’s level of participation in the day to day running of the organization. It is noted that employees behave differently under different situations.

Principals’ can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. Supporting this argument, Owoeye (1999) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students’ work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers’ performance could be measured through annual report of his/her activities in terms of performance in teaching,
lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricula activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students’ work, motivation, class control and disciplinary ability of the teachers. This study therefore sought to find out the effect of principals’ leadership style on teachers’ job satisfaction.

2.4 Leadership Style and Student Performance

The actions of school leaders impact school capacity and may either enhance or diminish student achievement. School capacity is defined as the collective power of a school staff to raise student achievement (King & Youngs, 2002). The effective educational leader is one who has the ability to develop a school’s capacity to enhance student learning through the motivation of teachers, staff and students (Daley, Guarino & Santibanez, 2006). Such leadership is determined by the followers, not the leaders (Bhindhi, Hansen, Rall, Riley, & Smith, 2008). Therefore, it may be claimed that student achievement is effected by the teacher’s perception of school leadership.

School administrators who build school capacity through an effective leadership style may influence student achievement through teachers (Christie, Thompson, & Whiteley, 2009). The school leader must have or be able to develop the capacity to work with staff to focus on curriculum, instruction and student learning gains (Fullen, 2001). The perception of the school administrator is often as a person who manages a school and not as a person who is an instructional leader. The leader’s daily activities and decisions reflect the pervasive focus and style of the school’s leadership (Noonan & Walker, 2008).
A teacher-focused leader works toward the development of school capacity which builds upon positive teacher capacity with the end results increasing student achievement.

The outcome of a student’s education as evidenced through test scores is often determined by the focus and effectiveness of a school’s leadership (Leithwood, 2008). The educational leader’s role is to hire and motivate teachers to raise student learning gains (Janzi & Leithwood, 1996). 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, Demir, 2008).

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 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. Using a path analysis, Kruger, Witziers, and Sleegers (2007) found that school leaders indirectly influence student outcomes and school culture. In the context of Cyprus, Kythreotis and Pashiardis (2006) found direct effects of the principal’s leadership style on student achievement and Kythreotis, Pashiardis, and Kyriakides (2010) reached the conclusion that “the principal human leadership frame affects student
achievement” (p. 232). The strong interpersonal relations in the Cyprus education system were a main reason for the significance of the human leadership frame. Moreover, the small size of primary schools in Cyprus and the nature of primary schools compared to secondary schools permit the development of strong interpersonal relations.

Research into leadership styles has found that women are slightly stronger in relationship-oriented supportive styles, while men score higher in instructive and controlling styles (Fennell, 2005; Kruger 1996, 2008). Eagly, Johannesen-Schmidt, and Van Engen (2003), for example, offered a quantitative synthesis of 45 studies on transformational, transactional, and laissez-faire leadership styles, comparing women and men. They found that women scored higher than men in transformational leadership and contingent reward, whereas men scored higher than women in active and passive management-by-exception and on laissez-faire leadership.

On the other hand, some studies found no relationship between school leadership styles and effectiveness of schools. The purpose of Di Vincenzo’s (2008) research, for example, was to determine whether the practice of transactional and transformational leadership behaviors consistently contribute to higher levels of student achievement as reflected in the results of standardized tests. He found no statistically significant correlational relationship between the leaders' attributes as determined by Kouzes and Posner’s Leadership Practices Inventory (Kouzes, 2003) survey instrument and resultant student achievement as determined by standardized test results. Using Bass and Avolio’s (1994) Multifactor Leadership Questionnaire, Huffman (2003) found no relationship between leadership styles (transformational, transactional and laissez-faire) and improved student
achievement. It was concluded, however, that transformational leadership was related to increased teacher satisfaction, greater perception of principal effectiveness, and increased willingness on the part of teachers to give extra effort. This conclusion was in line with Avolio's (1999) finding that transformational leadership generally generates greater follower effectiveness and satisfaction than transactional leadership, although effective leaders certainly perform using the two styles.

School is one of the more important organizations in society, established to achieve specific educational objectives. One of these objectives is to promote student learning and improve academic performance. According to the classical academic phase model, the better the teacher the more will students learn (Gones, 1988). But if students do not learn, it is not because they have not been taught enough. According to the model, namely the organizational development phase model (Gones, 1988) the culture and the organization of a school is influenced by its principal. This belief stems from the work of Rutter in 1979 (cited in Jones, 1988) who showed that among the important factors related to better student achievements such as examination performance, are styles and rules of the organization. This implies that the leadership style of the principal as an organizational leader in the school, plays an important role in bringing about outstanding scholastic performance.

In his study on four schools in the United States, Weber (cited in Clark et al. 1989) found eight factors present in successful or effective schools. Among these factors were strong administrative leadership, high expectation for student achievement, positive school atmosphere and regular evaluation of student progress. The literature on In Search of
Excellence (ISE) has shown the importance of the role of the principal as a key factor in school effectiveness (Clark et al. 1989). Principals' leadership has an effect on the school in many ways, such as on school climate, its learning situation and level of professionalism among teachers, satisfaction among teachers, mediating between school and parents, and school performance (Ogawa, 1985). Some empirical studies which found significant relationship between the effect of the principal on school performance include those done by Eberts and Stone (1988) and Heck et al. (1992). This study therefore sought to find the effect of Principal's leadership on student's performance.

2.5 Summary of the Literature Review

The researcher has presented relevant literature review on the influence of leadership style on the performance. It revealed that leadership style affect the management of school in different ways. The researcher therefore sought to fill the knowledge gap by investigating how the leadership style employed by principals affect the performance of public secondary schools in Njoro District, Nakuru County.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter includes research design, description of the population, sampling procedure, description of data collection instrument, data collection procedure and data analysis.

3.2 Research Design

This study used descriptive survey design. The main advantage of this type of design is that it enables the researchers to assess the situation within the study area at the time of the study (Kothari, 2003). The design is concerned with conditions or relationships that prevail where the researcher does not manipulate the variables but determines and reports the way things are (Best & Kahn, 2003). The researcher employed the design as it enabled gathering of data on a large number of respondents on their behaviours, attitudes and opinions. The researcher therefore used the design to assess the influence of principals' leadership styles on the performance of students in public secondary schools in Njoro District.

3.3 Location of the Study

This study was carried out in public secondary schools in Njoro District in Nakuru County. The District covers an area of 313 km² and has a population of 87,489 (Nakuru District strategic plan 2005-2010). The major economic activity in the area is agriculture: horticultural farming. The District has 30 public secondary schools. The choice of the District was determined by the poor performance of public secondary schools compared
other private schools in the district and the familiarization of the locality to the researcher which made it easy to develop immediate rapport with the respondents making data collection less cumbersome. In support to this, Singleton, (1993) states that, the ideal setting is one that is related to the researcher's interest, easily accessible and that which allows the development of immediate rapport.

3.4 Target Population

The target population for the study was public secondary schools in Njoro District. The study targeted school principals, teachers, form three students and the subordinate staff in the schools. Njoro District has 30 public secondary schools (one boys boarding, one girls boarding, one mixed day/boarding and 27 are mixed day secondary schools). There are 260 non teaching staff, 380 teaching staff and 60 principals and their deputies and 8000 students in the 30 public secondary schools in Njoro District.

3.5 Sample Size and Sampling Technique

A total of 20 public secondary schools were randomly sampled for the study constituting 67% of the total population. Gay (2003) suggested that 10% of the accessible population is adequate to serve as a study sample. The researcher considered 67% to be a representative sample of total number of the schools in the District. A total of 20 schools were therefore sampled for the study. These included 17 randomly sampled from the 27 mixed day secondary schools and the other three categories of the schools were automatically included in the sample (one boys boarding, one girls boarding, one mixed day). To sample the 17 mixed secondary schools, the researcher wrote the names of the 27 schools in small pieces of paper from which 17 were randomly picked. The advantage
of this sampling design is that it gave equal chances for each school in the category of mixed schools to be sampled for the study. Data will be collected from principals, teachers, students and the subordinate staff in the schools. School principals were targeted as they are the people charged with the responsibility of managing the schools and therefore they apply different leadership styles in order to achieve the organizational goals. Teachers on the other hand were targeted because they are perceived to understand the leadership styles employed by the school principals in the course of discharging their responsibilities. Form three students were targeted as they had stayed in the school for some time and were therefore considered to have information on the principal leadership styles and how it affects their performance while form four students were considered to be busy preparing for their exams. Finally, the subordinate staff was perceived to have an idea on the types of leadership styles employed by school principals and how they impact on the academic performance of the schools being part of the school community. A total of 380 respondents were targeted by the study (constituting 20 principals, 80 teachers, 40 subordinate staff and 240 students). In sampling of the students, 12 students were sampled from form three students in each of the schools selected.

Purposive sampling was used to select the school principals, while simple random sampling technique was used to sample teachers, subordinate staff and students. The main advantage of simple random sampling technique is that it gave equal chance for every member of the respondent’s categories to be sampled for the study. Purposive sampling technique on the other hand was used as it allowed only respondent who were perceived to have specific information required for the study to be sampled. Sampling was done as presented in table 3.1.
Table 3.1 Sample Size

<table>
<thead>
<tr>
<th>Respondent category</th>
<th>Number sampled per school</th>
<th>Number of schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Teachers</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Subordinate staff</td>
<td>2</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Students</td>
<td>12</td>
<td>20</td>
<td>240</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>20</strong></td>
<td><strong>380</strong></td>
</tr>
</tbody>
</table>

3.6 Research Instruments

In the development of the instruments to be used in the study, the researcher ensured that the instruments chosen were suitable and appropriate. The researcher considering the literacy level of the targeted respondents and their availability chose to use questionnaires and interview schedules as instruments for data collection.

3.6.1 Questionnaire for Teachers and Students

The researcher used questionnaires to collect data from teachers and students in the sampled schools in Njoro District. The instrument was chosen because the targeted population were considered learned which minimized the interpretation of the questions for their understanding to capture reliable information. Two sets of questionnaires were developed, one for students and the other for teachers. The questionnaires were divided into different sections whereby each section addressed questions to achieve each of the specific objectives of the study. Section A contained items on the background information of the respondents, section B contained items on leadership styles used by principals, section C contained items on influence of principal’s leadership style on
school management, section D contained items on the influence of principals' leadership on teachers' job satisfaction and section E contained items on influence of principal's leadership styles on students' performance. Likert scale was used in questions testing on the degree of the respondents' agreement with particular variables of the study and the extent of the influence of the variables tested with different areas of school management.

3.6.2 Interview Schedule for Principals and Subordinate Staff
The researcher developed interview schedules which were used to collect data from principals and subordinate staff. The main advantage of this instrument is that it facilitated collection of data as people were willing to communicate orally than in writing, this therefore provided data more readily in the interview. The interview schedule was also preferred as it was used to capture information that would otherwise not be captured using questionnaires.

3.7 Piloting of Research Instruments
The instruments of the study were tested in two schools which were not included in the actual study. The piloting ensured clarity of the final instruments for the actual data collection. The purpose of piloting was to assist in finding out any weakness that might be contained in the instruments of the study.

Expert opinion from my supervisors was used to check on the content validity of the questionnaires and interview schedules to be used for the study. Content validity test was done to ensure that the instruments accurately capture what they were supposed to measure in terms of the study objectives.
Test re-test method was used to test on the reliability of the instruments. The instruments were administered to the sampled respondents for the piloting. A total of 38 respondents (2 principals, 8 teachers, 4 subordinate staff members and 24 students) were used for piloting. After a period of two weeks, the same instruments were administered to the same respondents where comparison was done on the consistency of the answers given by the respondents. There was consistency in the way the items in the instruments are answered and thus the researcher considered the instruments reliable.

3.8 Data Collection Procedure

The researcher obtained a letter from the Ministry of Education allowing him to go to the field. He made appointments with principals of the sampled schools to notify and request for permission to carry out the study in their schools and arranged for the dates for data collection. The researcher administered the instruments personally to the respondents except for the students which were administered through their teachers. To administer the questionnaires for teachers, the researcher met the teachers during lunch time and delivered the questionnaires to individual teachers and arranged with them when to pick them. To administer the interviews to the principals, the research booked appointments with the principals depending on their schedules and interviewed them at their convenience. The respondents were given 2 days to respond to the questions after which the researcher collected them. This was ensured achievement of a good return ratio and helped the respondents to get a chance to seek clarification on items which proved difficult.
3.9 Data analysis

Data from schools were cleaned to eliminate errors made by respondents. Coding was then done to translate question responses into specific categories. Coding was expected to organize and reduce research data into manageable summaries. Quantitative data collected were analyzed, presented and interpreted using both descriptive statistics while content analysis techniques was used to analyze qualitative data collected using interview schedules. Statistical Package for Social Sciences (SPSS) package was used to analyze the quantitative data. Descriptive statistics such as frequencies, percentages arithmetic means and standard deviation was used to describe the data. Regression and correlation analysis was done to test on the relationship between the variables of the study. The analyzed data were presented in form of tables, pie-charts and bar-graphs where applicable. Multiple regression model presented below was used for regression.

Multiple regression model:

\[ Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon \]

Where:

\[ Y \] = Leadership styles

\[ X_1 \] = Management of public secondary schools

\[ X_2 \] = Job satisfaction among teachers

\[ X_3 \] = Performance of students in public secondary

\[ a \] = Constant

\[ \varepsilon \] = Error term
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The purpose of the study was to establish the influence of principals’ leadership styles on students’ performance in public secondary schools in Njoro District.

4.2 Leadership Styles used by Principals in Public Secondary Schools in Njoro District

Teachers were asked to indicate the type of leadership style employed by their principals. The study found that 58(74%) of the respondents indicated that participative leadership was used in their schools, 14(18%) of the respondents indicated that transformational and transactional leadership was used in their schools, while 6(8%) of the respondents indicated that directive leadership was used in their schools. The findings of the study were as presented in Figure 4.1

Figure 4.1 Leadership Styles used by Principals in Public Secondary Schools
In an interview with the principals on the leadership style they use to manage the schools, the study found that 14 (70%) of the principals mentioned that they used mixed leadership styles. It was also found that 1 (5%) indicated they use authoritarian leadership style and 5 (25%) indicated that they use participative leadership style.

In an interview with the cooks on the leadership styles employed by the principals, 24 (71%) indicated that they employed participative leadership style, 6 (18%) indicated that they employed directive leadership style while 4 (11%) indicated that they employed transformational and transactional leadership styles.

From the findings of the study, it can be said that most of the principals in secondary schools in Njoro District used mixed leadership styles even though the dominant leadership style is participative. Aldag (2001) observes that a participative leader is one who shares decision-making authority with the group. Participative leadership occupies enough space on the continuum to warrant dividing it into three subtypes; consultative, consensual, and democratic. A consultative leader solicits opinions from the group before making a decision, yet does not feel obliged to accept the group's thinking.

4.3 Influence of Principals' Leadership Style on the Management of Schools in Njoro District

Teachers were asked to indicate if leadership style affects the management of schools. The study found that 76 (97%) of the respondents indicated that leadership style affects management of schools, while 2 (3%) of the respondents indicated that leadership style does not affect the management of schools. The findings of the study were as presented in Figure 4.2.
Figure 4.2 Influence of Principals’ Leadership style on the Management of Schools in Njoro District

4.3.1 Influence of Principals’ Leadership Style on the Management of the Schools

To find out the extent to which leadership style influenced the management of schools, teacher respondents were asked to indicate their level of agreement with different statements. The study found that 77% of the respondents strongly agreed that leader style influences the management of staff in the school and thus influences the success of the school. The study also found that 56% of the respondents strongly agreed that leadership style in schools influences the management of school resources and facilities. The study finally found that 51% of the respondents strongly agreed that school leadership style affect the mediation between school and parents and thus influences school management. The findings are supported by the results from a study done by Harris (2004) where he found that good leadership can certainly contribute to school improvement by abetting the motivation, participation, and coordination of the teachers. From the findings of the study, it can be said that school leadership style affect the management of the school in Njoro District. The findings are as presented in Table 4.1.
Table 4.1 How Leadership Style influences School Management

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader style influences the management of staff in the school and thus influences the success of the school.</td>
<td>60 77</td>
<td>12 1</td>
<td>0 0</td>
<td>4 5 2 3</td>
<td>78 100</td>
<td></td>
</tr>
<tr>
<td>Leadership style in schools influences the management of school resources and facilities</td>
<td>44 56</td>
<td>30 3</td>
<td>0 0</td>
<td>2 3 2 3</td>
<td>78 100</td>
<td></td>
</tr>
<tr>
<td>School leadership style affect the mediation between school and parents and thus influences school management</td>
<td>40 51</td>
<td>30 3</td>
<td>2 2 6 4</td>
<td>2 2 6 4</td>
<td>78 100</td>
<td></td>
</tr>
</tbody>
</table>

Other ways by which the school leadership influences the management of schools include: leadership affects the staff morale which affects the school management, it affects decision making and that it affects service delivery among the teaching and non teaching staff.

In an interview with the non teaching staff on how leadership style affect the management of the schools, they mentioned that poor leadership style will affect the running and management of the school, non involvement of members of the school community on the running of the school will definitely affect the management of the school, bad leadership style de-motivates teachers which affects the management of the schools. Table 4.2 shows the Chi-square test between leadership style and school management.
Table 4.2 Chi-square Test: Leadership Style and Management of the School

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>Influence of leadership on the school management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>70.205a</td>
</tr>
<tr>
<td>df</td>
<td>1</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 39.0.

The probability of the chi-square test statistic (chi-square=70.205) was $p<0.000$, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a relationship between principal’s leadership style and management of the schools.

4.4 Influence of Principals’ Leadership on Teachers’ Job Satisfaction in Public Secondary Schools in Njoro District

This section presents findings on how principals’ leadership affects job satisfaction in public secondary schools.

4.4.1 Influence of Principal’s Leadership Style on Job Satisfaction

Teachers were asked to indicate whether leadership style influences job satisfaction. It turned out that 74(95%) of the respondents indicated that leadership style influences job satisfaction, while 4(5%) of the respondents indicated that leadership style does not influence job satisfaction. The findings of the study are presented in Figure 4.3.
4.4.2 How Leadership Style Influences Job Satisfaction

To find out the extent to which leadership style influenced job satisfaction, teacher respondents were asked to indicate the extent to which leadership style influences job satisfaction among teachers. The study found that 72% of the respondents strongly agreed that good leadership style motivates teachers thus they become satisfied with their jobs. The study also found that 47% of the respondents strongly agreed that the principals encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. It was finally found that 46% of the respondents strongly agreed that principals’ leadership style influences the school climate and thus influences the job satisfaction among teachers. According to Voon, et al, (2011) transformational leadership style has a positive relationship with job satisfaction. The findings of the study are presented in Table 4.3
Table 4.3 How Leadership Style Influences Job Satisfaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Principals’ encourage effective performance of their teachers by identifying their needs and trying to satisfy or meet them</td>
<td>37</td>
<td>47</td>
<td>2</td>
<td>35</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Principals’ leadership style influences the school climate and thus influences the job satisfaction among teachers.</td>
<td>36</td>
<td>46</td>
<td>3</td>
<td>41</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Good leadership style motivates teachers thus they become satisfied with their jobs.</td>
<td>56</td>
<td>72</td>
<td>1</td>
<td>21</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Teachers were asked to mention other ways by which leadership style influences job satisfaction. They mentioned that leadership styles influences: job satisfaction through participation in decision making, appreciation and encouragement and that good principal leadership style help in supporting staff professionally development. Table 4.4 shows the chi-square test between leadership style and job satisfaction.

Table 4.4 Chi-square Test: Leadership Style and Job Satisfaction among Teachers

<table>
<thead>
<tr>
<th>Influence of leadership style and job satisfaction among teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
</tr>
<tr>
<td>df</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
</tr>
</tbody>
</table>

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 39.0.
The probability of the chi-square test statistic (chi-square=62.821) was $p<0.000$, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a relationship between principal’s leadership style and job satisfaction among teachers.

4.5 Influence of Principals’ Leadership Style on Performance of Students Public Secondary Schools in Njoro District

4.5.1 Influence of Principals’ Leadership Style on Student Performances

Students were asked to indicate whether leadership style influences their performance in school. It turned out that 204 (85%) of the respondents indicated that leadership style influences performance of the students, while 36 (15%) of the respondents indicated that leadership style does not influence student performance in school. The findings of the study are presented in Figure 4.4.

Figure 4.4 Influence of Principals’ Leadership Style on Student Performances
4.5.2 Influence of Leadership Style on Students’ Performance

To establish the influence of principals’ leadership on the performance of student, they were asked to indicate the level of their agreement with different statements. The study found that 58% of the students’ agreed that leadership style influences the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. The study also found that 40% strongly agreed that the actions of school leaders impact school capacity and may either enhance or diminish student achievement, 45% agreed that school administrators who build school capacity through an effective leadership style may influence student achievement through teachers, 35% agreed that students’ perception of their teachers sets the daily learning process in motion and thus influences their performance and 40% agreed that leadership style influences the rules used in the school and thus influences the students’ performance. The findings are in line with the findings of a study by Harris (2004) where he found that distributed leadership that could yield a higher impact on student achievement. From the findings of the study, it can be said that principals’ leadership style affect students’ performance. The findings are as presented in Table 4.5.
Table 4.5 Influence of Leadership Style on Students' Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree f</th>
<th>%</th>
<th>Agree f</th>
<th>%</th>
<th>Neutral f</th>
<th>%</th>
<th>Disagree f</th>
<th>%</th>
<th>Strongly Disagree f</th>
<th>%</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership style influences the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes.</td>
<td>79</td>
<td>33</td>
<td>139</td>
<td>58</td>
<td>19</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>240</td>
</tr>
<tr>
<td>The actions of school leaders impact school capacity and may either enhance or diminish student achievement.</td>
<td>96</td>
<td>40</td>
<td>79</td>
<td>33</td>
<td>36</td>
<td>15</td>
<td>19</td>
<td>8</td>
<td>12</td>
<td>5</td>
<td>240</td>
</tr>
<tr>
<td>School administrators who build school capacity through an effective leadership style may influence student achievement through teachers.</td>
<td>67</td>
<td>28</td>
<td>108</td>
<td>45</td>
<td>24</td>
<td>10</td>
<td>36</td>
<td>15</td>
<td>6</td>
<td>2.5</td>
<td>240</td>
</tr>
<tr>
<td>Students' perception of their teachers sets the daily learning process in motion and thus influences their performance.</td>
<td>91</td>
<td>38</td>
<td>91</td>
<td>38</td>
<td>36</td>
<td>15</td>
<td>19</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>240</td>
</tr>
<tr>
<td>Leadership style influences the rules used in the school and thus influences the students' performance.</td>
<td>79</td>
<td>33</td>
<td>96</td>
<td>40</td>
<td>36</td>
<td>15</td>
<td>12</td>
<td>5</td>
<td>19</td>
<td>8</td>
<td>240</td>
</tr>
</tbody>
</table>

Further asked to explain the ways by which principals leadership styles affect their performance. They mentioned that: When students are encouraged to work hard they respond by performing well in exams, effective leadership ensures strict observance of rules and regulations which improves performance, Leadership influences the management of school resources which affects the performance of students in examinations, students attitude towards a leadership style employed by principals affect
their performance as it influences student’s discipline and that strict leadership style may create tensed atmosphere to students hence making the fear approaching teachers which negatively impacts on performance. Table 4.6 shows that relationship between leadership style and students’ performance.

Table 4.6 Chi-square Test: Leadership Style and Student’s Performance

<table>
<thead>
<tr>
<th></th>
<th>Influence of principals’ leadership style on students’ performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>70.205a</td>
</tr>
<tr>
<td>df</td>
<td>1</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.000</td>
</tr>
</tbody>
</table>

The probability of the chi-square test statistic (chi-square=70.205) was p<0.000, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a relationship between principal’s leadership style and student’s performance.

4.6 Correlation Analysis

Correlation analysis was done to test on the relationship between the variables of the study. Table 4.7 shows the findings of the correlation analysis.
Table 4.7 Pearson’s Moment Correlation

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Leadership style</th>
<th>School management</th>
<th>Job satisfaction</th>
<th>Students performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership style</td>
<td>Pearson Correlation</td>
<td>1</td>
<td>.501**</td>
<td>.784**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>78</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>School management</td>
<td>Pearson Correlation</td>
<td>.501**</td>
<td>1</td>
<td>.778**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>78</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>Pearson Correlation</td>
<td>.784**</td>
<td>.778**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>78</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>Students performance</td>
<td>Pearson Correlation</td>
<td>.774**</td>
<td>.856**</td>
<td>.827**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>78</td>
<td>78</td>
<td>78</td>
</tr>
</tbody>
</table>

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

The results of the correlation analysis on Table 4.7 shows that leadership style is positively related with school management with a Pearson’s Correlation Coefficient of \( r = 0.501 \) and that at a level of significance of 0.000, it is statistically significant at \( p \) value less than 0.05. The results also show that there is a positive correlation between the leadership style and job satisfaction with a Pearson’s Correlation Coefficient of \( r = 0.7854 \) and a level of significance of 0.000 (statistically significance). The results finally show that leadership style have a positive relation with students performance with a Pearson’s Correlation Coefficient of 0.774 and 0.000 level of coefficient. The significance values tell us that the probability of the correlation being a fluke is very low; hence the study can have confidence that the relationship between the variables is genuine.
4.7 Multiple Regression Analysis Results

Multiple regression analysis was done to test on the relationship between the variables of the study. The relationship between Leadership style and the independent variables such as school management, job satisfaction and students performance.

Multiple regression model presented below was used to test the relationship between the variables of the study:

\[ Y = a + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon \]

Where:

- \( Y \) = Leadership style
- \( X_1 \) = School management
- \( X_2 \) = Job satisfaction
- \( X_3 \) = Students performance
- \( a \) = Constant
- \( \varepsilon \) = Error Term

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.902a</td>
<td>.813</td>
<td>.805</td>
<td>.125</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Students performance, Job satisfaction, School management
The R Squared shows that the independent variables including: school management, job satisfaction and students performance explain 81.3 percent of the variance in the leadership style. Adjusted R squared attempts to correct R squared to more closely reflect the goodness of fit of the model. Use of R Squared helps in determining the model of best fit. The results suggest that all the variables in this model are significantly determined by leadership style in secondary schools in Njoro District (at the 95 percent confidence level).

Table 4.9 ANOVA (b)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>3</td>
<td>1.487</td>
<td>95.795</td>
<td>.000a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>66</td>
<td>.016</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>69</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Students performance, Job satisfaction, School management

b. Dependent Variable: Leadership style

The regression results show that the significance value (p-value) of F statistics is less than 0.05 (it is actually 0.000). This implies that the independent variables (school management, job satisfaction and students performance) explain the variation in the dependent variable (leadership style).
Table 4.10 Coefficients (a)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>.758</td>
</tr>
<tr>
<td></td>
<td>School management</td>
<td>.425</td>
</tr>
<tr>
<td></td>
<td>Job satisfaction</td>
<td>.274</td>
</tr>
<tr>
<td></td>
<td>Students performance</td>
<td>.398</td>
</tr>
</tbody>
</table>

The regression model is written as: Leadership style = 0.758 + 0.425* School management + 0.274* Job satisfaction + 0.398* Students performance.

The Beta Coefficients in the regression show that school management, job satisfaction, and students performance have positive relationships with leadership style. The findings show that school management, job satisfaction, and students performance are statistically significant with p-values less than 0.05.

The Implication of Beta Coefficient

Constant = 0.758, when the value of independent variables are zero, leadership style would change by 0.758.

$X_1 = 0.425$; one unit change in leadership style results in 0.425 units improvement in school management.

$X_2 = 0.274$; one unit change in leadership style will result into 0.274 units increase in job satisfaction among staff.

$X_3 = X_4 = 0.398$, one unit change in leadership style will result in 0.398 units improvement in students performance.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to establish the influence of principals’ leadership styles on students’ academic performance. The study was guided by the following specific objective:

- To identify the leadership styles used by Principals in public secondary schools in Njoro District.
- To determine the influence of Principals’ leadership on the management of schools.
- To establish the influence of Principals’ leadership on teachers’ job satisfaction in secondary schools.
- To identify the influence of Principals’ leadership on the performance of students.

5.2 Summary of the Findings of the Study

This section presents the summary of the findings of the study according to the objectives.

5.2.1 Leadership Styles used by Principals in Public Secondary Schools in Njoro District

Regarding the leadership styles, the study found that 58(74%) of the respondents indicated that participative leadership was used in their schools. It was also found that 14(18%) of the respondents indicated that transformational and transactional leadership was used in their schools and that 6 (8%) of the respondents indicated that directive leadership was used in their schools. Most of the principals in secondary schools in Njoro District used mixed leadership styles even though the dominant leadership style is participative.
5.2.2 Influence of Principals' Leadership Style on the Management of Schools in Njoro District.

Principal's leadership style was found to affect the management of schools in Njoro District as indicated by 76 (97%). This was evidenced by the fact that 77% of the respondents strongly agreed that leader style influences the management of staff in the school and thus influences the success of the school. The study also found that 56% of the respondents strongly agreed that leadership style in schools influences the management of school resources and facilities. Other ways by which the school leadership influences the management of schools included influence of leadership style on the staff morale which affects the school management and its affects on decision making which affects service delivery among the teaching and non teaching staff.

The findings from the correlation analysis showed that that leadership style is positively related with school management with a Pearson's Correlation Coefficient of \( r = 0.501 \) and a level of significance of 0.000, meaning that it is statistically significant as p value less than 0.05. The findings from the Chi-square test done revealed that there is a relationship between principal's leadership style and management of the schools.

5.2.3 Influence of Principals' Leadership on Teachers' Job Satisfaction in Public Secondary Schools in Njoro District

On the influence of Principals' leadership style on teachers' job satisfaction, the study found that 74 (75%) indicated that it affects job satisfaction among the teaching and non teaching staff. The study also found that 72% of the respondents strongly agreed that good leadership style motivates teachers thus they become satisfied with their jobs. The
study also found that 47% of the respondents strongly agreed that the principals encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. This was explained by the fact that leadership style influences job satisfaction through participation in decision making, appreciation and encouragement and that good principal leadership style help in supporting staff professionally development.

The findings from the correlation analysis showed that there is a positive correlation between the leadership style and job satisfaction with a Pearson’s Correlation Coefficient of $r = 0.7854$ and a level of significance of 0.000, meaning that it is statistically significant. Chi-square test done revealed that there is a relationship between principal’s leadership style and job satisfaction among teachers.

5.2.4 Influence of Principals’ Leadership style on Performance of Students in Public Secondary Schools in Njoro District

Finally, on the influence of principals’ leadership style on students’ performance, the study found that 68 (85%) of the respondents indicated that leadership style influences student performance. The study found also found that 58% of the students’ agreed that leadership style influences the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. It was further found that 40% strongly agreed that the actions of school leaders impact school capacity and may either enhance or diminish student achievement, 45% agreed that school administrators who build school capacity through an effective leadership style may influence student achievement through teachers, 35% agreed that students’ perception of their teachers sets the daily learning
process in motion and thus influences their performance and 40% agreed that leadership style influences the rules used in the school and thus influences the students' performance.

The findings from the correlation analysis showed that leadership style have a positive relation with students performance with a Pearson's Correlation Coefficient of 0.774 and 0.000 level of coefficient meaning that it is statistically significant. Chi-square test done revealed that there is a relationship between principal's leadership style and student's performance.

5.3 Conclusions

From the findings of the study, it can be concluded that the principals in Njoro District used mostly mixed leadership styles even though the dominant leadership style is participative. It can also be concluded that principals' leadership style influences school management in that it affects staff morale and decision making which impacts on service delivery among the teaching and non teaching staff. The study further concludes that leadership style affects job satisfaction among the staff through their participation in decision making, appreciation and encouragement and that good principal leadership style help in supporting staff professionally development. The study finally concludes that leadership style affects students' performance in that it influences students' perception and the rules used in the schools which has a bearing on the performance of students.
5.4 Recommendations of the Study

The following are the recommendations for the study:

i) The study recommends that principals in secondary schools in Njoro should use mixed leadership styles. This is based on the fact that some principals were still using authoritarian leadership style which has negative effect of the management, job satisfaction and students' performance.

ii) The study also recommends that principals should adopt the use of leadership style such as the participative style where the staff ideas are also considered in decision making. This will improve their morale and hence job satisfaction

iii) The study further recommends that principals that principals should adopt the use mixed leadership style. This will improve the management of the schools as members of the school community will be satisfied with the management of the school hence improving the management of the school

iv) The study finally recommends that principals should adopt leadership style which will allow effective management of the schools and at the same time create a conducive atmosphere to improve the performance of students

5.5 Suggestions for Further Research

This study was carried out in public secondary schools in Njoro District. The study focused the influence of leadership style on the academic performance of public secondary schools in the District. The researcher therefore recommends that another study be done on the challenges facing the management secondary schools in other districts which was not the focus of this study.
REFERENCES


APPENDIX I: COVER LETTER

August 2012

To_________________________________

Dear Madam/Sir,

RE: REQUEST FOR DATA
I am a post graduate student pursuing a Master of Education Degree (M.Ed) at Kenyatta University. I am required to submit as part of my research work assessment, a project on “INFLUENCE OF PRINCIPALS LEADERSHIP STYLES ON THE PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN NJORO DISTRICT, NAKURU COUNTY”. To achieve this, your school has been selected to participate in the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Neither your name nor the name of your institution will be mentioned in the report.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

______________

Muhia D. J
Kenyatta University
APPENDIX II: QUESTIONNAIRE FOR TEACHERS

SECTION A: BACKGROUND INFORMATION

1. Gender: Male [ ] Female [ ]

2. What is your highest academic qualification?
   Bachelors Degree [ ] Masters Degree [ ]
   Any other (specify) ........................................................................................................

3. How long have you been in the teaching profession?
   less than two years [ ] 2-5 yrs [ ] 6-10 yrs [ ]
   11-15 yrs [ ] Over 15 years [ ]

4. Indicate the category to which your school belongs
   a) Mixed Day school [ ] b) Mixed Day Boarding school [ ]
   c) Boys Day school [ ] d) Boys Boarding school [ ]
   e) Girls Day School [ ] f) Girls Boarding school [ ]

SECTION B: LEADERSHIP STYLES USED BY PRINCIPALS IN PUBLIC SECONDARY SCHOOLS IN NJORO DISTRICT

5. The following are some of the leadership styles employed by principals in secondary schools. Please indicate the type of leadership style employed by your principal?

<table>
<thead>
<tr>
<th>Leadership style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directive Leadership</td>
</tr>
<tr>
<td>Participative Leadership</td>
</tr>
<tr>
<td>Free reign style/ lazier fair</td>
</tr>
<tr>
<td>Transformational and transactional leadership</td>
</tr>
<tr>
<td>Any other ...........................................................................................................</td>
</tr>
<tr>
<td>...........................................................................................................</td>
</tr>
</tbody>
</table>
SECTION C: INFLUENCE OF PRINCIPALS' LEADERSHIP STYLE ON THE MANAGEMENTS OF SCHOOLS

6. Do you think leadership style affects management of schools in any way?
   Yes [ ]   No [ ]
   Briefly explain your answer? .................................................................
   ..............................................................................................................

7. The following are some statements on the influence of leadership style on the job satisfaction among teachers. Please indicate the level of your agreement with each statement in relation to your school?
   1- Strongly Agree   2- Agree   3- Neither agree nor disagree
   4- Disagree   5- Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership style influences the management of staff in the school and thus</td>
<td></td>
<td></td>
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<tr>
<td>influences the success of the school</td>
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<td>Leadership style in schools influences the management of school resources</td>
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<td>and facilities</td>
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<td>School leadership style affect the mediation between school and parents</td>
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<td>and thus influences school management</td>
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8. What are other ways by which the leadership style influences the management of schools?
   ..............................................................................................................
   ..............................................................................................................

SECTION D: INFLUENCE OF PRINCIPALS' LEADERSHIP ON TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN NJORO DISTRICT

9. Do you think leadership style influences job satisfaction among teachers in any way?
   Yes [ ]   No [ ]
   Briefly explain your answer? .......................................................................
10. The following are some statements on the influence of leadership style on the job satisfaction among teachers. Please indicate the level of your agreement with each statement in relation to your school.

1-Strongly Agree 2- Agree 3- Neither agree nor disagree 4- Disagree 5- Strongly Disagree

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<tbody>
<tr>
<td>Principals' encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Principals' leadership style influences the school climate and thus influences the job satisfaction among teachers.</td>
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<tr>
<td>Good leadership style motivates teachers: thus they become satisfied with their jobs</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

11. What are other ways by which the leadership style influences job satisfaction among teachers in schools?

SECTION E: INFLUENCE OF PRINCIPALS' LEADERSHIP STYLE ON THE PERFORMANCE OF STUDENTS

12. Do you think leadership style affect performance among students in any way?
   Yes [ ] No [ ]

Briefly explain your answer? 

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13. The following are some statements on the influence of leadership style on the job satisfaction among teachers. Please indicate the level of your agreement with each statement in relation to your school?

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14. What are other ways by which leadership styles influence performance in school?

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15. What would you recommend to be done to improve the performance of public secondary schools through the leadership styles available?

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APPENDIX III: QUESTIONNAIRE FOR STUDENTS

SECTION A: BACKGROUND INFORMATION

1. Gender: Male [ ] Female [ ]

2. Form
   - Form 1 [ ] Form 2 [ ]
   - Form 3 [ ] Form 4 [ ]

3. Indicate the category to which your school belongs
   - a) Mixed Day school [ ]
   - b) Mixed Day Boarding school [ ]
   - c) Boys Day school [ ]
   - d) Boys Boarding school [ ]
   - e) Girls Day School [ ]
   - f) Girls Boarding school [ ]

SECTION B: LEADERSHIP STYLES USED BY PRINCIPALS IN PUBLIC SECONDARY SCHOOLS IN NJORO DISTRICT

4. The following are some of the leadership styles employed by principals in secondary schools. Please indicate the type of leadership style employed by your principal?

<table>
<thead>
<tr>
<th>Leadership style</th>
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<tbody>
<tr>
<td>Directive Leadership</td>
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SECTION C: INFLUENCE OF PRINCIPALS' LEADERSHIP STYLE ON THE MANAGEMENTS OF SCHOOLS

5. Do you think leadership style affect management of schools in any way?
   Yes [ ]   No [ ]
   Briefly explain your answer? ........................................................................................................................................

6. The following are some statements on the influence of leadership style on the job satisfaction among teachers. Please indicate the level of your agreement with each statement in relation to your school.

   1-Strongly Agree   2- Agree   3- Neither agree nor disagree
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SECTION D: INFLUENCE OF PRINCIPALS' LEADERSHIP ON TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN NJORO DISTRICT

8. Do you think leadership style influences job satisfaction among teachers in any way?
   Yes [ ]   No [ ]
   Briefly explain your answer? ........................................................................................................................................
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SECTION E: INFLUENCE OF PRINCIPALS’ LEADERSHIP STYLE ON THE PERFORMANCE OF STUDENTS

11. Do you think leadership style affect performance among students in any way?

Yes [ ]  No [ ]

Briefly explain your answer?
12. The following are some statements on the influence of leadership style on the job satisfaction among teachers. Please indicate the level of your agreement with each statement
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13. What are other ways by which leadership styles influences performance in school?...

14. What would you recommend to be done to improve the performance of public secondary schools through the leadership styles available?...
APPENDIX IV: INTERVIEW SCHEDULE FOR PRINCIPALS

1. For how long have you been a principal?

2. Which leadership style do you employ in the management of your school?

3. Do you think school leadership styles affect the management of schools in any way?  
   Yes [ ]  No [ ]  
   Briefly explain your answer?

4. Do you think school leadership styles affect job satisfaction among teachers in any way?  
   Yes [ ]  No [ ]  
   Briefly explain your answer?

5. Do you think school leadership styles affect the performance among students in any way?  
   Yes [ ]  No [ ]  
   Briefly explain your answer?

6. What would you recommend to be done to improve the performance of public secondary schools through the leadership styles available?
APPENDIX V: INTERVIEW SCHEDULE FOR SUBODINATE STAFF

1. Position/work

2. For how long served as a subordinate staff?

3. The following are some of the leadership styles used in schools. Please indicate with a tick (✓) the leadership style is employed by your school principal in the table below?

<table>
<thead>
<tr>
<th>Leadership style</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Directive Leadership</td>
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<td></td>
</tr>
<tr>
<td>Any other</td>
<td></td>
</tr>
</tbody>
</table>

4. Do you think school leadership styles affect the management of schools in any way?
   Yes [ ] No [ ]

   Briefly explain your answer?

5. Do you think school leadership styles affect job satisfaction among teachers in any way?
   Yes [ ] No [ ]

   Briefly explain your answer?

6. Do you think school leadership styles affect the performance among students in any way?
   Yes [ ] No [ ]

   Briefly explain your answer?

7. What would you recommend to be done to improve the performance of public secondary schools through the leadership styles available?

Thank you for your time and participation
APPENDIX VI: RESEARCH PERMIT

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

Telegrams: "LEARNING"
Telephone: 0518011979
Fax
Email: deonjoro@education.go.ke

DISTRICT EDUCATION OFFICE
NJORO DISTRICT
P.O BOX 506 - 20107
NJORO
17TH SEPTEMBER, 2013

When replying please quote

Our Ref: NJR/ED/RE/VOL.1 (42)

DAVID JOSEPH MUHIA
KENYATTA UNIVERSITY
P.O. BOX 43844 – 00100
NAIROBI

REF: RESEARCH AUTHORIZATION

This office is in receipt of letters Refs. NCST/RCD/14/013/1567 and ED.12/10 VOL.1/57 authorizing you to carry out research on “Influence of Principals Leadership styles on the academic performance of public secondary schools in Njoro District, Nakuru County.”

I am pleased to inform you that you have been authorized to undertake research in secondary schools within Njoro District for the period ending 31st December, 2013.

It is anticipated that principals in charge of the secondary schools will give you assistance as you carry out the research.

Ronald N. Mbogo
For District Education Officer
NJORO DISTRICT.
Our Ref: NCST/RCD/14/013/1567

Date: 12th September, 2013

David Joseph Muhia
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 26th August, 2013 for authority to carry out research on “Influence of principals’ leadership styles on the academic performance of public secondary schools in Njoro District, Nakuru County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nakuru County for a period ending 31st December, 2013.

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

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

DR. M. K. RUGUTT, PhD, HSc.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nakuru County.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."
THIS IS TO CERTIFY THAT

Dr. David Joseph Muhalir

has been permitted to conduct research on the topic: Influence of principals leadership styles on the academic performance of public secondary schools in Njoro District, Nakuru County, Kenya, for a period ending 31st December, 2013.

Research Permit No.: NCSST/RCP/14/01/13/557
Date of Issue: 12th September, 2013

Fees Received: KSh. 4000

Applicant's Signature: 

National Commission for Science, Technology and Innovation
Nairobi, Kenya

For: Secretary

National Commission for Science, Technology and Innovation

Date: 8th September, 2013