THE EFFECT OF PRINCIPALS’ LEADERSHIP STYLES ON THE ACADEMIC ACHIEVEMENT OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN LURAMBI DIVISION, KAKAMEGA COUNTY, KENYA

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MAY, 2014
DECLARATION

This project is my original work and has not been submitted for the award of a degree or any other award in any other University.


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This project is dedicated to my daughter Charity Nasike and my mother Elisheba Budohi for their support, understanding and inspirational advice while I was out conducting the research.
ACKNOWLEDGEMENTS

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<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Academic Achievement</td>
</tr>
<tr>
<td>D.O.S</td>
<td>Director of Studies in a school</td>
</tr>
<tr>
<td>H.O.D</td>
<td>Head of Department in a Secondary School</td>
</tr>
<tr>
<td>HAA</td>
<td>High Academic achievement</td>
</tr>
<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examinations Council</td>
</tr>
<tr>
<td>LAA</td>
<td>Low Academic Achievement</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>QASO</td>
<td>Quality Assurance and Standards Officer</td>
</tr>
<tr>
<td>SAA</td>
<td>Students Academic Achievement</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education and Scientific Organization</td>
</tr>
</tbody>
</table>
ABSTRACT

The principal as the chief executive is responsible for the quality of the school. He/she bears the ultimate responsibility for the overall performance, proficiency and effectiveness of the school. His role is to promote high academic performance in a school. The success of what is done in the school is attributed to the principal. He or she is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it academic or administrative. Schools can make a difference to student achievement and the headteachers leadership style is one factor determining that success. It is therefore important that the performance of a school is appraised against the performance of the person who leads it. The purpose of this study was to investigate the effect of principal’s leadership style on the academic achievement of students in Kenya Certificate of Secondary Education examinations in public schools in Lurambi division, Kakamega County. The study attempted to find out the main leadership styles used, the relationship between principals personal characteristics and situational factors and leadership styles and the relationship between principal’s leadership style and students academic achievement in public secondary schools in Lurambi Division. The study used a descriptive survey design. The target population was 18 public secondary schools with a population of 200 teachers. Ten schools which had presented students for KCSE exams from 2008 to 2011 were sampled using stratified and purposive sampling design and thus a total of 10 principals, 40 teachers were sampled. Three types of research tools were used in the study to collect data: two self administered questionnaires and a document analysis checklist. These helped get information on background, teaching experience, situational factors, headteachers leadership style, students academic achievement and headteachers’ relations with staff. The validity and reliability of these instruments were pre-tested and enhanced and a co-efficient of 0.8 worked with. Data were coded and analyzed using descriptive statistics of frequencies, percentages, means, standard deviation and statistical package for social sciences (SPSS).The results of the data analysis were presented using frequency tables, bar graphs and percentages.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

The society has various organizations among them educational institutions. Educational institutions in this era have become more important as a result of the importance placed on education. According to Okumbe (1998) an educational institution refers to a group of individuals, in a given place whose efforts are deliberately coordinated for the purpose of imparting knowledge, skills and attitudes to students or pupils in order to achieve predetermined educational objectives or goals. These educational organizations include the school which has aims and objectives to achieve and leaders to coordinate its activities.

School Leadership.

Leadership is the process of influencing the activities of a group of individuals by a leader to achieve a common goal (Nworgu, 1991). School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. School leadership influences what happens in the core business of the school i.e. teaching and learning. It influences the way students perceive, teachers organize and conduct their instruction and their educational interactions with and expectations for their students (Mulford, 2003).

School leadership is offered by principals also referred to as headteachers who play the role of administrators in schools. They are viewed as the chief executive officers with the role of coordinating the efforts of people in the schools towards the achievement of the schools educational goals. These goals relate to teaching, learning
and the overall growth of children and the youth. They act as the professional advisors to the board, leaders of reforms, managers of resources and communicators to the public. School leadership is therefore concerned with pupils, teachers and the rules, regulations and policies that govern the school system.

School leadership enhances learners’ outcomes through creation of an environment where learning permeates the institution culture. This means that a school leader is able to promote a shared vision, mobilize people, lead curriculum and pedagogical practice, administrate effectively and reflect critically on all practice in the institution. He or she needs to be involved with teachers in seeking to promote quality learning for all learners.

School leadership involves inspiring and supporting others towards the achievement of the school vision which is based on clear personal and professional value. Essential functions of school leadership involve traditional competencies of integration, coordination, assimilation of details, capacity for multi-perspectives, diplomacy and core-business competency. School principals therefore have to embrace the best practices to be effective and efficient by creating and sustaining a competitive school. Principals have to develop and implement strategic school improvement plans and provide instructional guidance to improve learning.

Good school leadership demands that both staff and students have a big role to play in decision making as far as school rules, regulations and programs are concerned. This should be done through staff meetings, students’ council, clubs, committees and organizations involved in running the school. According to research highly successful leaders develop and count on leadership contributions of others in the organization
through distributed leadership. Principals count on key teachers for such leadership along with their local administrative colleagues (Horde, Steigelbauer and Hall, 1984). School leadership should encourage and provide for the professional growth of the teachers. Through planned educational seminars, conferences and in-service education programs teachers can improve immensely on their performance. All the school decisions and procedures must be consistent with the underlying policies of education and the philosophy of the school. These decisions should aim at achieving the set objectives and goals of the school. The whole spirit and morale of the administration should be optimistic in its effort to make the school goals a reality.

**Role of the Principal in School Leadership.**

The principal as the chief executive is the overall in charge of the school and is responsible for the quality of the school. S/he supervises the whole school programs and bears the ultimate responsibility for the overall school performance, proficiency and effectiveness including the competency of all school programs (Wango, 2006). The head is the secretary to the BOG, and in charge of the day-to-day activities in the school. He should understand the departmental programs and work closely with all the teachers through consultation on issues of mutual interest to the school like games and sports, other co-curricular activities and examinations. The school head should be well informed and experienced on the school system and should have an orientation to the whole school program.

School principals are charged with five major roles. Globally and in Kenya particularly, the duties of a school principal include administering the approved school curriculum, school finance and business, staff and students in the school,
school plant and equipment and school community relations (Republic of Kenya 1993, 1997; Wango, 2006).

Every nation expects the school headteachers to co-ordinate the above mentioned tasks well so that they can have effective schools that would lead these nations into achieving their formal education goals (Okumbe, 1998). When national education policies are made the principal must think of means of implementing them and their aims and values. These policies guide on the procedures of what to be done and how the various operations of the school are to be carried out.

In schools there are members of the Board of Governors, the headteacher, deputy headteacher and the senior master as the school leaders. They come up with specific policies relevant to the internal functioning of the school. The principal is therefore charged with the responsibility of seeing that decisions made in the school are in line with the school policies. These policies have to be implemented without deviating from the overall education policy in the country.

The school head as an administrator must be efficient and responsible. As the leader of the teaching staff he has the responsibility of promoting effective teaching in the school. This he does by ensuring that the employer appoints qualified and competent teachers in his school. He should also be a highly competent and skilled person in modern techniques of classroom instruction, human relations, delegation of responsibilities and communication (Mbiti, 2007). He is responsible for the assignment of tasks and duties to the staff and ensuring that each person performs his or her duties satisfactorily through constant supervision.
To achieve the curriculum implementation goals the principal must have an understanding of the teacher and the teacher’s roles and must always be prepared to work effectively with the teacher. He must maintain discipline among the teaching staff and the students which he must do with tact, fairness and firmness.

The principal also ensures that each teacher is given an opportunity to satisfy his leadership aspirations by delegating duties and responsibilities to the staff. He should know that his employer the ministry of education or its agency the TSC expects quality work, loyalty and integrity from him. He therefore has to maintain a strong liaison with the ministry or its agencies such as the school board. A responsible school head must keep the trust bestowed upon him by his employer and be exemplary as a teacher.

When it comes to human relations the school head is in a key position to influence the human factors of morale. He must be able to analyze the social and community setting including power structures and pressure groups in order to get support for the school programs. The headteacher has to be accountable to the community, know it well to make them interested in what their children are doing in school (Mbiti, 1974).

Failure to master their leadership roles and lack of proper induction and training on school leadership is probably the single most frequently encountered reason why most school headteachers fail to achieve school goals and objectives. Effective leadership is a tool which school principals should use to raise subordinate efficiency and improve on performance.
Research has shown that in schools where practices like delegation, staff involvement in the decision making process, clear communication, human relations and modern instructional techniques are observed, school performance has improved greatly. Unfortunately, it has been alleged that in some schools headteachers abdicate their duty and divorce themselves from responsibility and authority entrusted to them in heading schools leading to students’ poor performance in KCSE examinations. In Kenya, a majority of students who sit for the Kenya Certificate of secondary education national exams seem to perform poorly due to leadership problems in schools. In the year 2009 more than 60% of the total students who sat for the KCSE exam scored a mean grade of C plain and below. This shows that only a mere 40% qualified for university and tertiary education. In Lurambi, due to ineffective school leadership, in the said year 82% of the students scored C plain and below and only 18% qualified for higher education. The study therefore hoped to find out if effective leadership had an impact on academic performance in KCSE examinations.

1.2 Statement of the Problem

In Kenya, the leadership effectiveness of secondary school headteachers is mainly gauged by the students’ academic performance in KCSE examinations. The KCSE exam results are crucial since they are used for student’s admission and placement into higher education courses at times for job consideration (Eshiwani 1993, UNESCO 2004). Acquiring higher education is known for improving the socio-economic status of both the individual and the community (World Bank 1988). Despite the crucial value of high academic achievement, KCSE performance of the majority of schools in Lurambi Division from the year 2008 to 2011 was perceived to be low. According to the area educational office statistics many students obtained low
grades and only a few qualified to join university as shown in the table on the next page:

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of sch.</th>
<th>Stud pop.</th>
<th>M.G</th>
<th>GRADES</th>
<th>TOT.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>A-</td>
<td>B+</td>
</tr>
<tr>
<td>2008</td>
<td>18</td>
<td>851</td>
<td>4.268</td>
<td>0</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>2009</td>
<td>18</td>
<td>921</td>
<td>4.509</td>
<td>0</td>
<td>1</td>
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<td>18</td>
<td>935</td>
<td>4.637</td>
<td>0</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>2011</td>
<td>18</td>
<td>1098</td>
<td>4.801</td>
<td>0</td>
<td>12</td>
<td>33</td>
</tr>
</tbody>
</table>

Table 1.1: KCSE performance (2008-2011) Lurambi division

Source: Lurambi divisional education office

From the above statistics it’s clear that an average of 21% of students who sat for the KCSE exams qualified for higher education in Lurambi division. Many factors may have contributed to this low academic achievement as indicated by the contradicting views by various scholars.

Many education stakeholders, professionals and educationists have always attributed school KCSE exam performance to the headteachers leadership effectiveness (Siringi, 2005). Sentiments of poor KCSE performance in the division have mentioned poor leadership as the main cause.

Most schools experience lack of delegation of duties, effective curriculum supervision and implementation because the headteachers are never in school to implement it or are busy with other administrative duties. Most headteachers do not involve other teachers in making decisions in the school. Some schools lack important curriculum
materials and facilities that support learning due to financial mismanagement and clear and open channels of communication as the principal’s office is closed to this. These affect students and teachers morale leading to lack of effective teaching and learning culminating into poor performance in national exams like KCSE.

As earlier noted; headteachers play a significant role in determining the academic performance in a school due to their varied tasks and roles. Their tactful fulfillment of their roles together with their constant supervision of their teachers determines the level of teacher in-put and student academic achievement. Many headteachers have failed in school leadership hence many management problems related to institutional planning, human relations, discipline, instructional supervision and community relations experienced which ultimately impact on students’ performance.

Studies carried out by many scholars indicate that students’ academic achievement is mainly dependent on environmental factors and personal factors of the students (Eshiwani, 1993; Okumbe, 1998). Students’ personal factors include intelligence, discipline and personal goals. Environmental factors include the headteachers leadership, quality and quantity of teachers and learning materials (Eshiwani, 1993) finance (Kombo, 1988) and home environment (Kinai, 2002).

Other scholars, (Anyango, 2001; Ngugi, 2005) observe that SAA in KCSE is mainly associated with personal characteristics of discipline and high mental abilities. Furthermore (Kombo, 1988; Njeru and Orodho, 2003) noted the availability of adequate physical resources in schools as the major determinants of SAA in schools. These contradicting views and the lack of evidence of a study on the effect of the principals’ leadership style on SAA in public secondary schools in Lurambi division
justified the need for this study. This study therefore aimed at finding out the effect of headteachers leadership behaviour on students’ academic performance in K.C.S.E examinations in Lurambi division.

1.3 Purpose of the Study

To find out the relationship between a principal’s leadership style and the academic achievement of students in KCSE in public Secondary Schools in Lurambi Division, Kakamega County.

1.4 Objectives of the Study

1. To find out the main leadership styles used by principals in public Secondary schools in Lurambi division.

2. To establish the extent to which personal characteristics of a principal and situational factors influence a principals’ leadership style in Lurambi Division.

3. To establish the relationship between principal’s leadership style and academic achievement in public secondary schools in Lurambi Division, Kenya.

1.5 Research Questions

1. What are the main leadership styles used by the principals in public secondary schools in Lurambi Division?

2. What is the relationship between principals’ personal characteristics and leadership styles?

3. What is the relationship between situational factors in schools and principals’ leadership style?

4. What is the relationship between the principals’ leadership style and academic achievement?
1.6 **Significance of the Study**

This study is significant because its results will:

(a) Assist the ministry of education especially KESI and the QASO to take curative measures to the problem as the findings will be applied in policy making, designing training materials for in- servicing principals, deputies and H.O.Ds on effective school leadership and management.

(b) Help the Board of Governors, Parents Teachers Associations and District Education Boards to discuss and initiate policy on steps to be taken to improve the students’ academic achievement in various secondary schools.

(c) Create awareness among all principals’ so that they re-examine and re-appraise their leadership styles in relation to students’ performance to make them more effective.

(d) Aspiring headteachers, deputies, and HODs may use the findings to improve on the quality of their leadership style and effectiveness and prepare adequately to head public secondary schools.

1.7 **Limitations**

This study was limited by insufficient funds for conducting research in all the public schools for the researcher. Time also limited the study.

1.8 **De-limitations**

The study delimited itself to public and not private schools who are direct beneficiaries of government educational provisions and performance in KCSE examination between 2008 and 2011.
1.9 Research Assumptions

1. The documentary analysis and KCSE records were up to date and authentically categorized and the results are an acceptable instrument for evaluating students’ academic achievement.

2. That all principals had the desired training and qualifications in school leadership.

3. Human and material resources were provided for and effectively used for teaching.

1.10 Theoretical Framework.

The contingency theory of leadership effectiveness by Fiedler (1967) was adopted for this study. This theory is a combination of the trait theory and situational theory that implies that leadership is a process in which the ability of a leader to exercise influence depends upon the group task, situation and the degree to which the leader’s personality fits the group (Sybil, 2000). This theory specifically deals with leadership style, leadership effectiveness and organizational goal achievement or effectiveness. Fiedler states that effective organizations are those that achieve their set goals while effective leaders are those that match the right leadership style with the right organization or group situation in order to achieve the organization goal. The study operationalised goal attainment to mean registering high academic achievement in secondary schools as evaluated by KNEC through the KCSE examinations. From this it should be noted that the concepts leadership styles, leadership effectiveness and organizational goal achievement or effectiveness which the theory addresses were core in this study justifying the application of this theory in the study.

In addition Fiedler’s theory has been used to determine the headteachers leadership effectiveness and styles in educational institutions in Kenya (Okumbe, 2001, Ochiel,
According to Fiedler, a leader is the individual who is given the task of directing and coordinating task-relevant activities, or the one who carries the responsibility for performing these functions when there is no appointed leader. Fiedler relates the effectiveness of the leader to aspects of the favorableness of the situation and the characteristics of the leader. The characteristics of the leader which form the basis of his leadership style greatly influence the effectiveness of a leader.

The correct style that a leader chooses is dependent on the interaction of internal and external factors within the organization. Basing on the characteristics of a leader, Fiedler came up with two main styles of leadership thus the task oriented leadership style and the relationship oriented leadership style. Task-oriented (autocratic) leaders’ primary concern is ensuring employees perform at high levels and are more appropriate in disaster’s and extreme situations. Relationship oriented (democratic) leaders are concerned with developing good relationships with employees and seek to be liked by the employees. These leaders focus on quality inter-personal relationships within the organization.

In his theory Fiedler stipulates that factors of the situation determine leadership effectiveness and he identified three factors as leader member relationship, task structure and the position power. Leader member relationship refers to the extent to which the followers like, trust and are loyal to their leader. When the leader member relation is good, the situation is favorable for the leader to achieve organizational
goals. The task structure determines the extent to which workers or subordinates know what is to be accomplished and how to go about it. It determines the standards to which work is performed. When the task structures are high, the situation is favorable for leading and when it’s low the workers are unsure of what is expected of them. This makes the situation unfavorable for leading.

The amount of legitimate reward and cohesive power a leader possesses by virtue of occupying a given position in an organization is a determining factor in leader effectiveness. Leadership is effective when position power is strong as the leader has legitimate, cohesive, reward, expert and charismatic power. The degree to which a leader influences the hiring, firing, discipline, promotions and salary increases determines his effectiveness.

Fiedler therefore believes that the most favorable situation is one that has a clearly defined scope, high positional power and good relationship between the leaders and followers. A leader can become more effective by altering the three variables of position power, task structure and leader member relations. All individuals can become effective leaders if they chose the most appropriate situation to apply their leadership style. Therefore to realize high academic achievement in schools i.e. become effective headteachers should identify the situational factors within the school community and then choose an appropriate leadership style to apply in each situation.

Fiedler’s conclusions can be summarized as follows: (Okumbe, 1998:91-93).

1) A leader faces a very favorable situation that is easy to control if the leader is assigned power and authority; the tasks to be carried out by the work group are clearly defined and structured and the leader is well liked and trusted by the group members.
2) A leader faces a very unfavorable situation that is less easy to control, where formal authority is not clearly defined, there exists ambiguity in the tasks to be performed and where there is no high degree of trust or liking for the leader by the subordinates.

3) The best strategy for the leader in either very favorable or very unfavorable conditions is to be directive and task oriented.

4) The best strategy for the leader in moderately favorable or moderately unfavorable condition is to be more supportive or lenient.

Following the discussion on Fiedler's theory of leadership styles and effectiveness, it can be deduced that organizations themselves can do a great deal to help leaders be effective by ensuring that power and authority are clear and certain and tasks are clearly defined. In Kenya this has been recognized and enforced (Republic of Kenya; 1993). Leadership effectiveness therefore will depend as much on the organization as on the leader. Since the government has put appropriate legislation in place for the management and quality assurance in schools, students’ academic achievement in all secondary schools will heavily be influenced by leadership effectiveness of the headteachers. It is also worthy to mention that Fiedler's theory is widely applied by various leaders in ensuring organizational goal achievement.

1.11 Conceptual Framework

Leadership in a school organization is a source of motivation that acts as a force that drives the human resource to work hard to achieve high performance. This study was conceptualized on the variable academic achievement is influenced by effective leadership. The focus was on the headteachers leadership style which was the central independent variable. The leadership style whether autocratic, democratic or laissez
faire used when carrying out the roles of curriculum supervision, finance and business management, school plant and resource management, students and staff management and school community relations propels teachers to perform and this results in students intense effort leading to high students performance in KCSE the dependent variable in this study.

Figure 1.1 on page 18 is derived from Fiedler’s contingency theory of leadership styles and effectiveness. It illustrates how leadership style influences staff motivation, teacher development and professional standards, teamwork, discipline, students’ effort and study habits and the learning environment in the school. These combined determine the students’ academic achievement of achieving high or low mean score in KCSE examinations.
Figure 1.1 Conceptual Framework of the Study

Intervening Variables
- Availability of facilities
- Family background
- Untrained teachers
- Entry behavior

Democratic leadership style
- Consultative
- Power decentralization
- Group participation
- Multi-directional communication
- Delegation

Autocratic leadership style
- Power resides in leader
- Directive
- No clear communication channel
- Lack of delegation of authority

Laissez-Faire leadership style
- Freedom to group decision
- Free reign
- No leader participation

Staff motivation
- Students study habits
- Staff development
- Effective teaching
- Discipline
- Community relations

Dependent Variable
Students’ academic achievement in KCSE/Performance
- High mean score
- Low mean score

Source: Researcher’s own (2013)
1.12 Operational Definition of Central Terms

**Academic achievement**  Refers to the students’ scores in terms of points or grades in KCSE. This term will be interchangeably used with academic performance.

**Administrative experience**  Refers to a period of time in years a teacher has served as either as a Headteacher, Deputy Headteacher or Head of Department.

**Goal attainment**  This is the students’ high academic achievement in KCSE exams.

**High academic performance**  schools with a KCSE examination mean score of between 7.000 and 12.000 or students with a mean grade between C+ and A. This term will be used interchangeably with High Academic Achievement.

**Leaders**  Headteachers in secondary schools who are charged with five major roles of directing and coordinating the approved school curriculum, school finances and business, staff and students in the school, school plant and equipment and school community relations.

**Leadership effectiveness**  This is the ability of a leader to identify the degree of favorableness of a leadership situation in a school and the subsequent application of an appropriate leadership style in accordance with Fiedler’s theory in order to achieve high performance in KCSE.

**Leadership style**  the underlying needs structure of the headteacher that motivates his or her behavior in various leadership situations.
**Low academic achievement** A KCSE mean score of between 1.00-6.99 or mean grade of between E and C. Used interchangeably with low academic performance.

**Principal** the leader of a school charged with the role of directing and coordinating the approved school curriculum, finances, students and staff in the school, the school plant and equipment and school community relations. Used interchangeably with headteacher.

**Public secondary schools** schools developed, equipped and staffed using public funds from the government, parents and the community.

**Students academic achievement in KCSE**-this refers to both high academic achievement of mean grades between C+ and A and low academic achievement of mean grades between E and C. Mean grade of C+ to A qualify to pursue degree in public and private universities in Kenya .Mean grade of E to C don’t qualify based on the minimum admission qualifications for admission into degree courses set by the Ministry of education science and technology.

**School categories** Refers to categories of schools based on gender, residence (day, boarding or both).

**School effectiveness** This refers to the extent to which secondary schools attain their fundamental goal which is, to register high academic achievement in KCSE.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter gives a review of literature related to leadership style and its influence on performance or achievement in an organization. It will give a review of literature related to the definition and importance of leadership, school leadership, leadership style and school achievement and effective school leadership and school success.

2.2 The Concept of Leadership
Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement (Nworgu, 1991). It involves a force that initiates actions in people and the leader. It could also be described as the ability to get things done with the assistance and cooperation of other people within the school system. Mbiti (2007) posits that leadership has to do with the execution of policies and decisions which help to direct the activities of an organization towards the achievement of its specified aims. Leadership is also seen as the process whereby one person influences others to do something of their own volition, neither because it is required nor because of the fear of consequences of non compliance (Okumbe, 1998). At the core of most definitions of leadership are two functions: providing direction and exercising influence. Each of these functions can be carried out in different ways and such differences distinguish many models of leadership from one another.

According to Yukl, 1994 leadership influences the interpretation of events for followers, the choice of objectives for the group or organization, the organization of
work activities to accomplish objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork and the enlistment of support and cooperation from people outside the group or organization.

2.3 Leadership Theories

Three theories about leadership exist which include trait, situational and contingency leadership theories that apply to all organizations (Fiedler, 1967; Okumbe, 1998). The trait theory emphasizes the importance of a leader's personal characteristics in shaping the quality or style of his/her leadership. Some of these personal traits include the headteacher's academic and professional qualifications, age, gender, in-service training and administrative experiences.

The situational theory on leadership holds that a leader is a product of a particular situation and therefore the situation should dictate the kind of leadership style he adopts to be effective. A headteacher is therefore supposed to tailor his leadership style to match or address the needs of the situation in the school like leader-member relations, category of school, students and teachers population. Fiedler (1967) explains that a leader is better placed to determine the achievement of an organization’s goals or be effective if the situation is favorable i.e. low task ambiguity, high position power and good leader member relation. Situational factors should therefore affect leadership effectiveness and style of a headteacher (Hoy and Miskel, 1982; Okumbe, 1998).

The application of contingency theories to leadership embraces both trait and situational theories. This theory looks at the headteachers’ leadership styles and effectiveness in the light of his/her personal characteristics and skills from the
perspective of the needs of the situation in which these leaders have to act. Management scholars consider contingency approach to be the most current approach to studies of leadership effectiveness and styles (Muchira, 1988; Sagimo, 2002).

2.4 Leadership and Organizational Achievement

This is the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organization of which they are members. Leadership is a vital element in the social relationships of groups at work. These groups need leaders and the leaders need followers. Cole (1993) explains leadership is a dynamic process at work in a group whereby one individual over a particular period of time, and in a particular organizational context influences the other group members to commit themselves freely to the achievement of group tasks or goals.

From the above definitions we find that leadership as a dynamic process determines the success of any organization. Effective leaders influence the group members towards the achievement of group goals by gaining the group’s commitment to these goals (Cole, 1993).

Effective leaders will drive their organizations towards success. Their leadership performance leads to the achievement of organizational goals, a high degree of commitment to these goals by the group and a high level of group member satisfaction. According to Ukeje, Akabogu and Ndu (1992) the quality of leadership in an organization, be it religious, social, business military or otherwise affects to a large extent the success or failure of that organization. The function of organizational leadership therefore is to influence the group toward the achievement of group goals
by planning, organizing, directing and integrating the institutional demands and the needs of members in a way that will be both productive and individually fulfilling. Leadership is supposed to increase group morale and motivate members for them to work hard towards achieving organizational goals and success. Rules and regulations regarding group behavior alone cannot lead to success even if they are enforced by the use of position power of the head. Devoted service and maximum utilization of their group personal ability comes through the exercise of organizational leadership which raises group morale and also motivates them to perform maximally.

2.5 School Leadership

Leadership in schools is offered by school principals. The roles of a principal in a school have been developing as they are far from being universally accepted. These include managing school finances and business, the students and teachers, curriculum supervision, managing the school plant and material resources and school community relations. The pressure for greater professional autonomy for teachers and increasing militancy has necessitated a clearer definition of the principals’ professional role of whether to be an administrator or a leader.

However, whether administrators or leaders, the school principals are the driving force behind effective schools. Effective schools have the ability to make a difference to student learning. They show a relationship between student achievement on tests of basic skills and a stable set of school organization and process characteristics (Hopkins, Ainscow and West, 1994). Effective schools are a result of effective leadership and these schools are characterized by strong administrative leadership, high expectations for students, emphasis on student acquisition of basic skills, frequent monitoring of student progress and an orderly climate conducive to learning.
Effective leadership in schools leads to high academic achievement. School leadership helps to shape the nature of school conditions such as goals, culture, forms of pedagogy used by teachers among others in enhancing student achievement in academics.

Schools contribute differentially to pupil achievement and therefore the school a child goes to determines his/her academic achievement as Hopkins et-al (1994) posits, the school a child goes to does matter.

### 2.5.1 Role of the Principal in School Leadership.

The principal as the chief executive is the overall in charge of the school and is responsible for the quality of the school. S/he supervises the whole school programs and bears the ultimate responsibility for the overall school performance, proficiency and effectiveness including the competency of all school programs (Wango, 2006).

The head is the secretary to the BOG, and in charge of the day-to-day activities in the school. He should understand the departmental programs and work closely with all the teachers through consultation on issues of mutual interest to the school like games and sports, other co-curricular activities and examinations. The school head should be well informed and experienced on the school system and should have an orientation to the whole school program.

The school principals are charged with five major roles. Globally and in Kenya particularly, the duties of a school principal include administering the approved school curriculum, school finance and business, staff and students in the school, school plant and equipment and school community relations (Republic of Kenya 1993,1997; Wango, 2006).
Every nation expects the school headteachers to co-ordinate the above mentioned tasks well so that they can have effective schools that would lead these nations into achieving their formal education goals (Okumbe, 1998). When national education policies are made the principal must think of means of implementing them and their aims and values. These policies guide on the procedures of what to be done and how the various operations of the school are to be carried out.

In schools there are members of the Board of Governors, the headteacher, deputy headteacher and the senior master as the school leaders. They come up with specific policies relevant to the internal functioning of the school. The principal is therefore charged with the responsibility of seeing that decisions made in the school are in line with the school policies. These policies have to be implemented without deviating from the overall education policy in the country.

The school head as an administrator must be efficient and responsible. As the leader of the teaching staff he has the responsibility of promoting effective teaching in the school. This he does by ensuring that the employer appoints qualified and competent teachers in his school. He should also be a highly competent and skilled person in modern techniques of classroom instruction, human relations, delegation of responsibilities and communication (Mbiti, 1974). He is responsible for the assignment of tasks and duties to the staff and ensuring that each person performs his or her duties satisfactorily through constant supervision.

To achieve the goal of improving the curriculum goals the principal must have an understanding of the teacher and the teacher’s roles and must always be prepared to
work effectively with the teacher. He must maintain discipline among the teaching staff and the students which he must do with tact, fairness and firmness.

The principal also ensures that each teacher is given an opportunity to satisfy his leadership aspirations by delegating duties and responsibilities to the staff. He should know that his employer the ministry of education or its agency the TSC expects quality work, loyalty and integrity from him. He therefore has to maintain a strong liaison with the ministry or its agencies such as the school board. A responsible school head must keep the trust bestowed upon him by his employer and be exemplary as a teacher.

When it comes to human relations the school head is in a key position to influence the human factors of morale. He must be able to analyze the social and community setting including power structures and pressure groups in order to get support for the school programs. The headteacher has to be accountable to the community, know it well to make them interested in what their children are doing in school (Mbiti, 1974).

2.6 Leadership Practices that Contribute to School Success.

2.6.1 Setting Directions

A critical aspect of leadership is helping a group to develop shared understanding about the organization and its activities and goals that can undergird a sense of purpose or vision (Hallinger and Heck, 2002.) This is supported by the fundamental theoretical explanations for the importance of leaders direction setting practices from the goal based theories of human motivation (Bandura, 1986). According to such theory, people are motivated by goals which they find personally compelling, as well as challenging but achievable. Having such goals
helps people make sense of their work and enables them to find a sense of identity for themselves within their work context.

Directions are set through practices like identifying and articulating a vision, fostering the acceptance of group goals and creating high performance expectations. This is enhanced by monitoring organizational performance and promoting effective communication and collaboration.

2.6.2 Developing People
The ability to engage in practices that help develop people depends, in part, on leader’s knowledge of the technical core of schooling that is required to improve the quality of teaching and learning invoked by the term “Instructional leadership” or leaders emotional intelligence (Goleman, Boyatzis and Mckee, 2002). Emotional intelligence displayed for example through a leader’s personal attention to an employee through the utilization of the employee’s capacities, increases the employee’s enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance (McColl-Kennedy and Anderson, 2002). Leadership practices that significantly and positively help develop people include offering intellectual stimulation, providing individualized support and providing an appropriate model.

2.6.3 Redesigning the Organization
The changing nature of learning organizations and professional nature of communities calls for change in organizational cultures and structures to facilitate the work of members to match the changing nature of the school’s improvement agenda.
Practices like strengthening the school cultures, modifying organizational structures and building collaborative processes must be embraced by the school leadership.

2.6.4 Management Skills

Running a school today is an enormously demanding job. Good leaders must be good managers knowledgeable about finance. They should have the ability to communicate and collaborate with people inside and outside the school. Leadership should be a shared process involving leaders, teachers, students, parents and the community. An effective leader should coalesce people around meaningful goals and inspire them to work together to accomplish these goals. He should develop powerful ways of connecting with others and know how to build constituencies that push for change and breakdown institutional barriers to teaching and learning.

2.7 School Leadership Practices in Highly Accountable Policy Contexts.

Leading a school today is extremely demanding and requires that principals be accountable to all that goes on in their schools. In this regard they have to embrace the best practices to be effective and efficient and these include;

a) Creating and sustaining a competitive school where the leader finds himself in competition for students in education “markets”.

b) Providing instructional guidance in order to improve students’ learning. Leaders must assess the work of educators’ e.g. setting the professional standards and their use for purposes of ongoing professional development and personnel evaluation.

c) Developing and implementing strategic school improvement plans. This calls for school leaders mastery of skills associated with productive planning and implementation of such plans.
d) Distributed leadership. Principals cannot carry out all the leadership roles by themselves. Highly successful leaders develop and count on leadership contributions from many others in the organizations. Principals typically count on key teachers for such leadership along with their local administrative colleagues (Horde, Steigelbauer and Hall, 1984). In site-based management contexts, parent leaders are often crucial to the school’s success (Parker and Leithwood, 2000).

The concept of distributed leadership implies that initiatives or practices used to influence members of the organization are exercised by more than a single person. This concept overlaps substantially with shared, collaborative, democratic and participative leadership concepts. Distributed leadership assumes a set of practices that are enacted by people at all levels rather than a set of personal characteristics and attributes located in people at the top (Fletcher and Kaufer, 2003 p.22).

Distributed leadership promotes teamwork and increased participation in decision making leading to greater commitment to organizational goals and strategies. It increases on-the-job leadership development experiences, and the increased self determination arising from it may improve members’ experience of work. Such leadership allows members to better anticipate and respond to the demands of the organization’s environment.

2.8 Leadership Styles

Leadership style refers to the underlying needs of the leader that motivate his behavior (Siskin, 1994). It is the manifestation of the dominant pattern of behavior of a leader (Olaniyan, 1999). It also refers to a particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the organization
All the classic leadership theories have direct implications for what style the leader uses in human resource management.

In school leadership, the principals behavior and how he creates a conducive atmosphere for learning and teaching determines achievement. The way the principal relates with his or her staff contributes immensely to their effectiveness or otherwise. In many organizations the autocratic, democratic, laissez faire and situational leadership behaviors are used as identified by researchers.

2.8.1 Autocratic Leadership Style

It’s also referred to as authoritarian leadership style. This is where power, authority and decision making reside in the leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain a clear channel of communication between him or her and the subordinates. He or she does not delegate authority or permit subordinates to participate in policy making (Hoy and Miskel, 1992).

2.8.2 The Democratic Leadership Style

It emphasizes group participation in the making of policies. Decisions about the organization are arrived at after consultations and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is important in the organization. Communication is multi-directional while ideas are exchanged between employees and the leader (Heenan and Bennis, 1999). The leader delegates responsibility to those with appropriate qualification, experience and time. In this style a high degree of staff morale is enhanced.
2.8.3 Laissez-Faire Leadership Style

This style allows complete freedom to group decision without leader’s participation. 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).

2.8.4 Situational Leadership

In this style the leader applies a leadership behavior basing on the prevailing situation. Leadership effectiveness is determined by the situational factors like the organization structure, climate, role characteristics and the subordinate characteristics. Other leadership behaviors identified by researchers include the nomothetic leadership behavior, idiographic and transactional leadership behaviors.

2.8.5 Nomothetic Leadership Behavior

This is characterized by a leader who is task-centered and follows rules and regulations of the organization to the letter. He ensures protocol is observed through 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 behavior is mainly used by autocratic leaders (Nworgu, 1991; Goldring and Sharon, 1993).

2.8.6 Idiographic Leadership Behavior

This focuses on individual needs rather than organizational needs and is worker-centred. The leader expects the subordinates to work out things for themselves. Authority is delegated while the relationship with others is in line with individuals
personal needs (Evan, 1998). The leader applies the human relations approach to management.

2.8.7 Transactional Leadership Behavior

This is a hybrid between the Nomothetic and idiographic leadership behaviors. It recognizes the importance of institutional roles and expectations. The leader assumes that pursuing institutional goals could result into the fulfillment of individual personality drives. Transactional leadership allows for the practices of good human relationship (Bidwell, 2001).

In Kenya, most researchers while studying leadership styles in educational institutions have identified most headteachers display either or all the above leadership styles attributed to personal and situational factors (Anyango, 2001; Ochiel, 2008).

2.9 Leadership Style and School Achievement

Leadership style according to Ukeje et-al (1992) refers to the underlying need structure of the individual that determines his behavior in various leadership situations. It consists of the leader’s goals or needs as he functions in different situations. Fiedler (1967) refers to leadership behavior as particular acts in which a leader engages in his work situation as he plans, directs, co-ordinates or controls the work of his group members.

Okumbe (1998) defines leadership style as particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the organization. Leadership styles are usually identified as points on a continuum and he identifies them as democratic, autocratic and Laissez faire.
According to Fiedler (1967), the characteristics of a leader can influence leadership effectiveness. Leaders who relate their styles to particular situational changes are likely to be effective. Leadership style is therefore crucial to success and so leaders have to be flexible in adopting the right styles in various situations. For many years school administrators have been urged to be democratic leaders. Democratic leadership in schools fosters stronger subordination of teachers. It facilitates higher morale as it gives teachers the privilege to contribute their ideas to the formation of general policy structure of the school’s operation.

Successful school leaders are associated with democracy. They have strong personalities, are dynamic and energetic. They emphasize on consultation, teamwork and participation. The quality of the school leadership therefore makes what we call effective schools. Effective school leadership is associated with the development of a school culture. This involves building behavioral norms that exemplify the best that a school stands for. It also means building a school in which people believe strongly, which they identify personally and to which they gladly render their loyalty. All this gives meaning and significance to their work and this is highly motivating. When students and staff in a school are highly motivated then the school is likely to achieve academically. Effective schools promote more dynamic and decentralized approach to leadership which leads to school improvement. This means the principal’s role is to delegate authority and as Hopkins et.al (1994) posits:

- giving other people genuine authority does not mean enfeebling oneself,
- encouraging others to give creative leadership does not mean abdicating from having ideas of one’s own, giving others real responsibility does not mean leaving them to sink or swim, but rather to support them in developing the best possible way of going forward.
Effective leadership is therefore associated with democratic style of leadership. It involves vision building, relevant expertise, relationships and the quality of communication and participation.

2.10 Effective School Leadership and Achievement

The characteristics of principals often determine the dynamics of a school community and the academic outcomes of school policies and procedures. When a school lacks effective leadership, minimal learning takes place. School leaders beginning with the principal must provide strong leadership that sets the tone for the daily operations of the school community. In the absence of effective school leadership discipline breaks down, academics falter and a sense of organized chaos reigns. Ineffective leadership in schools causes disruption in the teaching and learning process leading to inadequate coverage of the school curriculum (Eshiwani, 1984; 1993). Ineffective leadership leads to delinquent behavior among some students and their subsequent failure in national examinations (Thomas, 1993; Njiru, 1999).

Effective school principals hire teachers that are impassioned, organized and know their subject area well who will rise to every challenge and be committed to success and excellence. They are able to identify emerging issues and problems and deal with them positively. They work in an environment of transparent openness; their doors are always open, take all telephone calls, address even the most difficult situations or parents and ensure there is teacher motivation and quality teaching and learning (Fullan, 1992; Hopkins et al, 1994).

Effective school principals promote increased teacher participation and leadership in decision making process of various aspects of the school administration. They believe
in change by having a vision which they develop with co-workers and value the organization’s personnel. School vision influences the school climate which includes teachers’ instructional behavior as well as student outcomes.

Effective school headteachers will always value the human resources of their organization. They provide an environment that promotes individual contributions to the organizations work. They develop and maintain collaborative relationships formed during the development and adoption of the organization’s shared vision. They form teams, support team efforts, develop the skills groups and individuals need, provide the necessary resources both human and material to fulfill the shared vision. According to the Kenyan government headteachers are supposed to share leadership roles with their deputies and heads of department (Republic of Kenya, 1993) as team leadership impacts on students academic achievement and leadership effectiveness.

Effective leaders apply their styles of leadership basing on situations. No one model of leadership can fit in all schools as they vary in size, catchment areas, vision, culture, intellectual capacity and professional maturity of staff. He or she should therefore regularly review leadership and management roles, structures, principles, practices and styles so that the school can adapt to changes in their particular circumstances.

2.11 Summary

The major focus of the literature review is the literature related to various aspects of leadership. The views of various scholars on the definition and importance of leadership have been given to give an understanding of this concept that is critical to this study. This is followed by a brief description of school leadership and the roles of
school leaders and practices that can make them effective. Leadership styles have also been discussed and their contribution to academic achievement.

Review of related literature reveals that every organization has an interest in being effective hence endeavors to attain its set goals and objectives. Public schools being organizations, it's essential to highlight the indicators of effective leadership in schools which include high academic achievement, good leader member relations, motivation of teachers and quality teaching and learning. Majority of the researchers have majorly looked at “solo” leadership by principals in schools and ignored the role played by other leaders like deputies and HODs in team leadership as structured in the lines of authority in schools (Republic of Kenya, 1993).

No evidence of literature related to leadership effectiveness in public secondary schools in Lurambi focusing on headteachers leadership style and students academic achievement in KCSE from the year 2008 to 2011 was found as no researcher had carried out any investigation. A study on leader member relations, motivation of teachers to establish the situation in schools in Lurambi was also found to be absent. Moreover, due to changes in society and the situational factors in schools there is a need for research in Lurambi to establish the extent of relationship between headteachers leadership style and students academic achievement. This study therefore attempted to fill the existing gap in knowledge and create new knowledge on the relationship between headteachers leadership style and SAA in KCSE as was realized from the reviewed literature.
CHAPTER THREE
DESIGN AND METHODOLOGY

3.1 Introduction
This chapter presents the research design and locale of the study, the target population, sample and sampling design, research instruments, validity and reliability of the instruments, data collection and analysis techniques.

3.2 Research Design
This study was carried out using a descriptive survey research design. Descriptive research is a process of collecting data in order to test hypotheses or to answer questions concerning the current status of the subjects in the study (Mugenda & Mugenda, 2003). The descriptive research design was used because it helped get the possible behavior of principals, values and leadership characteristics together with teachers’ attitudes towards the leadership in the respective schools. Descriptive survey research was used because it helped the researcher obtain information that described the existing phenomena in schools by asking teachers and Headteachers about their perceptions, attitudes, behaviour or values of existing leadership behaviour and students performance. Since the population of study is large, the survey research helped in collection of original data and enabled the researcher observe it directly to determine the relationship that existed between principals leadership style and students high academic achievement.

3.2.1 Variables
A variable is a measurable characteristic that assumes different values among subjects. It’s also any characteristic that shows variability or variation (Mugenda &
Mugenda, 2002; Orodho, 2009). This study used two types of variables thus the independent variables and the dependent variables. An independent variable is a variable that a researcher manipulates in order to determine its effect or influence on another variable. In this study the principals’ leadership style was used as the independent variable that was manipulated to determine its effect on the students’ high or low academic achievement which is the dependent variable.

3.3 Locale of the Study

This study was carried out in Lurambi division. Lurambi Division forms part of Kakamega central District found in Kakamega County, in the former Western province in Kenya. It is found in a rural setting but in close proximity to Kakamega town, Mumias town and Mumias sugar factory. Lurambi division experiences favorable climatic conditions with adequate rainfall throughout the year. This combined with fertile soils makes the area a rich agricultural hub majoring in sugarcane and maize farming. The main activities of the people are agriculture and livestock rearing which supports 95% of the population. The rest are either engaged in commercial activities such as trade or employed in private firms or by the government. The division was selected because the population here is capable of financing education programs in schools but despite this most schools register poor performance in KCSE exams. This is an indication that other underlying factors may be the cause of the poor performance.
3.4 Target Population

3.4.1 School

Lurambi division comprises of eighteen public secondary schools that formed the study population. Among these are various categories basing on the way of operation of the school and gender. These include one boy’s boarding school, one girl’s boarding school, two girls’ boarding/day schools and fourteen mixed day secondary schools. The research therefore targeted all these categories as they were all affected by the poor performance in K.C.SE exams.

3.4.2 Respondents

The respondents to this study included all the eighteen principals in the eighteen schools who were the leaders in these schools. Teachers were targeted to give details concerning leadership styles in their schools. According to the Area Education Office records the division has approximately 200 teachers. The results of the candidates who sat the KCSE examination between the year 2008 and 2011 were part of the study population.

3.5 Study Sample and Sampling Design

3.5.1 Schools

Out of the 18 public secondary schools in this study 10 schools were sampled for this study. According to Wisker (2001), a percentage of at least 20% of the total population of less than 100 is acceptable sample in descriptive research. This sample accounted for 55.56% of the total population which enhanced the study representation.
Stratified sampling technique was used to get the study sample i.e. the schools which have been presenting students for KCSE examinations between 2008 and 2011. This is a technique that allows a researcher to achieve desired representation from various categories in the population. The 18 schools were categorized into Boys, Girls and mixed schools to ensure gender differentiation. Simple random sampling was used to select 1 boy’s school, 1 girl’s school and 8 mixed schools.

3.5.2 Sample

Headteachers formed part of the subjects of investigation hence all the 10 headteachers in the sampled schools were investigated. The teachers in the sampled schools were sampled using purposive and stratified sampling technique and four teachers per school were used in the study making a total of forty teachers accounting for 20% of their total population in the district. A total of fifty respondents were used. Stratified sampling was done based on years of stay in the school which should be one year and above and gender. Simple random sampling was used to get the final list of teachers thus two males and two females where possible. Names were written on papers and picked randomly to represent the four teachers.

3.6 Research Instruments

Data for this research was collected using principals and teachers questionnaires and document analysis. Questionnaires were preferred by the researcher in data collection as they are appropriate in descriptive survey where the number of respondents is high (Orodho, 2009). They were also preferred because they cut on costs and also save on time used in data collection. Document analysis was used to collect data because documents are exact, cheap to access and analyze.
3.6.1 Principals Questionnaire

These are sets of questions used to gather information from the principals. Questionnaires had two sections. Section one was used to collect the personal and school details. Section two comprised of matrix questions. These allowed for easy comparison of responses given to different items. The Likert scale was used to measure where 1=Never, 2=Seldom, 3=occasionally, 4=frequently, 5=Always and quantify behaviour, perception, attitude and values on leadership styles in schools.

3.6.2 Teachers Questionnaire

The questionnaires had two sections. Section one was used to collect the personal and school details. Section two comprised of matrix questions used to survey on principals’ leadership behavior. The matrix questions allow for easy comparison of responses given to different items. The Likert scale was used to measure where 1=Never, 2=Seldom, 3=Occasionally, 4=Frequently, 5=Always.

3.6.3 Document Analysis

This method implies the collection of information by way of analyzing school documents that are relevant to the study. These included exam analysis files, progress records, lesson plans, schemes of work, registers, records of work covered and attendance records. This was done with a view of obtaining the headteachers supervisory role in curriculum implementation in the selected schools. A document analysis proforma was used for this purpose.

3.7 Piloting

This involved pretesting or trying out the questionnaires in the field to a selected sample which was similar to the actual sample which the researcher planned to use in
the study. However, subjects in the actual sample were not used in the pretest. For this study, two questionnaires for the principals and teachers were piloted in three pilot schools not part of the study to cross-check the suitability of the questionnaires in obtaining the information for the study. This helped the researcher identify questions which were vague and deficiencies in the questionnaire related to unclear instructions, insufficient writing space and wrong numbering.

3.7.1 Validity

This is degree to which the sample of the test represents the content that the test is designed to measure (Orodho, 2009). It also refers to the degree to which results obtained from the analysis of data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). For the purpose of this study, a panel of three people competent in the area of educational leadership comprising university lecturers were requested to assess the relevance of the content used in the questionnaires. They examined the questionnaire individually and provided feedback to the researcher. Their recommendations were incorporated in the final questionnaire.

3.7.2 Reliability

This is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Orodho, 2009). For this study, a test-retest method was used to estimate the degree to which the same results would be obtained with a repeated measure of accuracy of the questionnaire concepts. It was assumed that responses to the two tests would be very similar and reflect the same concepts for respondents.
To test reliability, the questionnaire was given to six respondents in the pilot study after which it was analyzed manually. It was administered again to the same group after two weeks and responses analyzed manually. A comparison between answers obtained was made and Pearson’s product moment formula for the test-retest \( r = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} \) employed to compute the correlation co-efficient to establish if the questionnaire contents were consistent in eliciting the same responses every time the instrument was administered. A correlation co-efficient of about 0.8 was considered high enough to judge the instrument as reliable for the study.

3.8 Data Collection Procedures

Data were collected in three main phases.

Phase one: The researcher obtained a permit for data collection from the National council for science and Technology as required by the law governing research in the country. Authorization to collect data in Lurambi division schools was granted. The sampled schools were later visited by the researcher for familiarization purposes.

Phase two: Questionnaire administration. The researcher personally distributed the questionnaires to the respondents and collected the filled in questionnaires after an agreed period of time. All filled in questionnaires were handed over to the researcher for further processing.

Phase three: Document analysis checklist was used by the researcher to get information on what was happening in the schools at the time of study basing on routine, discipline, teaching methods/ strategies, schemes of work, lesson plans and past records of KCSE examination results. Multiple sources of information were sought and used because no single source of information could be trusted to provide a
comprehensive perspective. The researcher took five months to complete the whole process of data collection.

3.9 Data Analysis

The study findings were edited and analyzed using descriptive statistics. A computer program was used to carry out the entries and coding of the data collected. The analysis was done using the Statistical Package for Social Sciences (SPSS) which has a set of standard commands that analyze data. The results of data analysis were presented using frequency tables, bar graphs and percentages. Relevant interpretation, discussion and recommendations were drawn from the analyzed data.
CHAPTER FOUR
RESEARCH FINDINGS, PRESENTATION AND DISCUSSION

4.1 Introduction

The chapter gives the demographic characteristics of respondents, the main leadership styles used by principals; the extent to which personal characteristics of a principal and situational factors influence a principals’ leadership style; and the relationship between principal’s leadership style and academic achievement in public secondary schools in Lurambi Division, Kenya.

4.2 Socio-Demographic Characteristics of Respondents

The study sought to find out the background information of the respondents, their ages, gender, types and categories of schools, number of years serving as a teacher and professional and educational qualification of teachers.

4.2.1 Age

Age has been shown to influence how leaders behave and to some extent how they govern. This may in the long run affect their leadership style. This study therefore found this variable important and sought to establish whether it has any effect on the leadership style of the principals. Respondents were therefore asked to indicate their ages. The responses were summarized in Figure 4.1.
Figure 4.1: Respondents’ Distribution of Age

From the results, 15.0% of the respondents were aged 20-30 years, 45.0% were aged 31-40 years, 27.5% were aged 41-50 years while 12.5% were aged over 50 years. A Chi Square test conducted on the data showed that there was a significant (P<0.05) variation in the distribution of age ($\chi^2 = 10.60$). This shows that majority of respondents were aged between 31 and 50 years.
4.2.2 Gender

Respondents were further asked to indicate their gender. The results were summarized in Figure 4.2.

![Gender of Respondents](image)

**Figure 4.2: Gender of Respondents**

The results show that 54.8% of respondents were males while 45.2% were females. A Chi Square test conducted on the data showed that there was no significant (P>0.05) variation in the distribution of gender ($\chi^2_{12,0.05} = 0.29$).

4.2.3 School Type

Respondents were asked to indicate the type of school in which they taught. The responses were recorded in Figure 4.3.
Figure 4.3: Type of School

The responses show that 80.0% of sampled schools were mixed day schools, 10.0% were girls boarding and 10.0% were boys’ boarding schools. A Chi Square test conducted on the data showed that there was a significant (P<0.05) variation in the types of schools within the district ($\chi^2_{2,0.05} = 39.20$).
4.2.4 Category of School

The sampled schools comprised of the categories in Figure 4.4

![Pie chart showing 80% district schools and 20% provincial schools.]

**Figure 4.4: Categories of Schools**

The results in Figure 4.4 indicate that 80.0% of schools were district schools while 20.0% were provincial schools. A Chi Square test conducted on the data showed that there was a significant (P<0.05) variation in the category of schools ($\chi^2_{1.0.05} = 14.40$).

4.2.5 Duration of Service for Teachers

Teachers were asked to indicate the duration that they had served as teachers. The responses were summarized in Figure 4.5.
From the results, 7.5% had served for 1-3 years, 20.0% for 4-6 years, 27.5% for 7-9 years while 45.0% for 10 or over 10 years. A Chi Square test conducted on the data showed that there was a significant (P<0.05) variation in the in the number of years while serving as teachers ($\chi^2_{3,0.05} = 11.80$).

4.2.6 Teachers’ Professional Qualification

Teachers were asked to indicate their professional qualification. The results were reported in Figure 4.6.
Figure 4.6: Teachers’ Professional Qualification

From the results, 17.9% of teachers had a diploma, 74.4% had a bachelor’s degree in education while 7.7% had a masters degree. This indicates that majority of teachers had a bachelor’s degree in education. A Chi Square test conducted on the data showed that there was a significant (P<0.05) variation in the teachers’ professional qualification ($\chi^2_{0.05} = 30.15$).

4.3 Main Leadership Styles Used By Principals

The first objective of the study was to establish the leadership styles used by principals in public secondary schools in Lurambi division. The section focuses on the leadership styles employed by principals.
Table 4.1: Leadership styles employed by teachers

<table>
<thead>
<tr>
<th>Leadership behavior</th>
<th>Always</th>
<th>Frequent</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Rarely</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>(%)</td>
<td>(n)</td>
<td>(%)</td>
<td>(n)</td>
<td>(%)</td>
</tr>
<tr>
<td>Allows staff to make own decisions</td>
<td>2</td>
<td>5.1</td>
<td>17</td>
<td>43.6</td>
<td>18</td>
<td>46.2</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5.1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/she is friendly and approachable</td>
<td>17</td>
<td>42.5</td>
<td>7</td>
<td>17.5</td>
<td>12</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>10.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concerned with teachers welfare</td>
<td>12</td>
<td>30.0</td>
<td>13</td>
<td>32.5</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0.0</td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delegates authority</td>
<td>1</td>
<td>2.5</td>
<td>13</td>
<td>32.5</td>
<td>22</td>
<td>55.0</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>10.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tries to make each teacher feel his/her contribution is important</td>
<td>9</td>
<td>22.5</td>
<td>14</td>
<td>35.0</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages teachers to set work goals</td>
<td>8</td>
<td>20.0</td>
<td>21</td>
<td>52.5</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5.0</td>
<td>2</td>
<td>5.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involves teachers in decision making</td>
<td>1</td>
<td>2.5</td>
<td>18</td>
<td>45.0</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>25.0</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help group achieve consensus on important changes</td>
<td>4</td>
<td>10.0</td>
<td>13</td>
<td>32.5</td>
<td>16</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>10.3</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently reinforces good work</td>
<td>4</td>
<td>10.3</td>
<td>13</td>
<td>32.5</td>
<td>18</td>
<td>46.2</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>10.3</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nips problems in the bud</td>
<td>3</td>
<td>7.5</td>
<td>18</td>
<td>45.0</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>15.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consists before making decisions</td>
<td>2</td>
<td>5.0</td>
<td>20</td>
<td>50.0</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>27.5</td>
<td>2</td>
<td>5.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trusts decisions by teachers</td>
<td>4</td>
<td>10.0</td>
<td>14</td>
<td>35.0</td>
<td>16</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>10.0</td>
<td>2</td>
<td>5.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures teachers know their roles</td>
<td>8</td>
<td>20.0</td>
<td>19</td>
<td>47.5</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>12.5</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always finds time to talk to the staff</td>
<td>5</td>
<td>12.5</td>
<td>11</td>
<td>17.5</td>
<td>18</td>
<td>45.0</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>12.5</td>
<td>1</td>
<td>2.5</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treats all staff as his/her equals</td>
<td>3</td>
<td>7.5</td>
<td>14</td>
<td>35.0</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>7.5</td>
<td>2</td>
<td>5.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages staff Initiative</td>
<td>4</td>
<td>10.0</td>
<td>17</td>
<td>42.5</td>
<td>14</td>
<td>35.0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>7.5</td>
<td>2</td>
<td>5.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages staff development</td>
<td>6</td>
<td>15.0</td>
<td>16</td>
<td>40.0</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>20.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acts as the staff spokesman</td>
<td>5</td>
<td>12.8</td>
<td>7</td>
<td>17.9</td>
<td>8</td>
<td>20.5</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>15.4</td>
<td>13</td>
<td>33.3</td>
<td>39</td>
<td>100.0</td>
</tr>
<tr>
<td>Mean</td>
<td>5.5789</td>
<td>14.7368</td>
<td>13.1578</td>
<td>5.0526</td>
<td>1.3684</td>
<td></td>
</tr>
<tr>
<td>Leadership style</td>
<td>Democratic</td>
<td>Autocratic</td>
<td>Laissez faire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>9.3684</td>
<td>13.1578</td>
<td>3.3105265</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On allowing of staff to make decisions, 5.1% of respondents indicated that principals allowed staff to make decisions always, 43.6% for frequently, 46.2% for occasionally while 5.1% for seldom. This shows that majority of principals allowed staff to make decision occasionally or seldom.

For delegation of authority, 2.5% always delegated, 32.5 frequently delegated, 55.0% occasionally delegated while 10.8% seldom delegated authority. Pertaining involvement in setting work goals, 20.0% of respondents indicated that encouraging teachers to get involved in setting work goals was done always, 52.5% did it frequently, 17.5% occasionally, 5.0% seldom and 5.0% never encouraged teachers to get involved in setting work goals. The results showed that most heads involved teachers’ in decision making; with 2.5% of respondents indicated that involving teachers in decision making was done always, 45.0% did it frequently, 17.5% occasionally while 25.0% for seldom. On helping group achieve consensus on important changes, 10.0% of respondents indicated that helping group achieve consensus on important changes was done always, 32.5% did it frequently, 40.0% occasionally while 17.5% for seldom.

Most head teachers frequently consulted the staff before making important decisions with results showing that 5.0% of respondents indicated that principals consulted always, 50.0% frequently, 12.5% occasionally, 27.5% seldom while 5.0% indicated that the heads never consulted. Results further showed that most heads frequently sought of new ideas and used them with 12.5% of respondents indicating that principals always asked for new ideas, 37.5% frequently, 25.0% occasionally, 20.0% seldom while 5.0% indicated that the heads never asked for ideas and applied them.
The responses in table 4.1 were analyzed to determine the leadership styles employed by principals in Lurambi division. This was based on calculation of means for various aspects of leadership behavior exhibited by the principals. This was categorized as follows:

\[
\begin{align*}
\text{Always} & \quad \text{Democratic Leadership style} \\
\text{Frequently} & \\
\text{Occasionally} & \quad \text{Autocratic Leadership style} \\
\text{Seldom} & \quad \text{Laissez faire Leadership style} \\
\text{Rarely} &
\end{align*}
\]

From the means computed in Table 4.1, the following are the leadership styles that are being employed by principals in Lurambi division.

![Pie chart showing leadership styles](image)

**Figure 4.7: Leadership Styles Employed By Principals**

From the results, 50.9% of principals use autocratic leadership style, 36.3% use democratic while 12.8% use laissez faire leadership style. The results show that majority of principals were using autocratic leadership style to manage their schools.
This study therefore sought to establish the relationship between leadership style and academic achievement as in objective three.

### 4.4 Extent to Which Personal Characteristics of a Principal and Situational Factors Influence a Principals’ Leadership Style

The second objective of the study was to establish the extent to which personal characteristics of a principal and situational factors influence a principals’ leadership style. These are outlined in the sub-sections that follow.

#### 4.4.1 Personal Characteristics of Principals

The study sought to establish the personal characteristics of principals. They were asked to indicate their age, gender and educational level. The results were summarized as below.

**4.4.1.1 Age** the ages of principals are summarized in Figure 4.8.

![Figure 4.8: Principals’ Ages](image)

**Figure 4.8: Principals’ Ages**
The results in Figure 4.8 show that 20.0% of principals were 46 years of age, 20.0% were 45 years, 30.0% were aged 42 years and 30.0% aged 44 years.

4.4.1.2 Gender

Principals were asked to indicate their gender. The responses were summarized in Figure 4.9.

![Gender Pie Chart]

**Figure 4.9: Gender**

The results show that 60.0% of the principals were females while 40.0% were males.
4.4.1.3 Professional Qualification

Respondents were also asked to indicate their professional qualification. The results were summarized in Figure 4.10.

![Educational Qualification Pie Chart]

**Figure 4.10: Principals’ Educational Qualification**

From the results, 60.0% of principals had a Bachelor of Education (B. Ed) degree while 40.0% of principals had had a Master of Education (M. Ed) degree.

The study sought to establish the extent to which personal characteristics of a principal and situational factors influence a principals’ leadership style in Lurambi Division. These results are summarized in Table 4.2.
Table 4.2: Influence of principal’s age on Leadership Styles

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>Age (Years)</th>
<th>42</th>
<th>44</th>
<th>45</th>
<th>46</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Autocratic</td>
<td>F</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Laissez faire</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>F</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>30.0%</td>
<td>30.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

A Chi Square test of independence conducted on the data showed that there was a significant association between age and leadership styles employed by principals ($\chi^2 = 20.00$). From the results, all principals who used democratic leadership style were aged 45 years. For those that used autocratic leadership style, 50.0% were aged 42 years and 50.0% were aged 44 years. All those that used laissez faire were aged 46 years.

Cross tabulation was also carried out to establish the leadership styles employed by principals of different gender. The results were summarized in Table 4.3.
Table 4.3: Influence of Principal’s Gender on Leadership Styles

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic</td>
<td></td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>100.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Autocratic</td>
<td></td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>33.3%</td>
<td>66.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Laissez faire</td>
<td></td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>100.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>60.0%</td>
<td>40.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

A Chi Square test of independence conducted on the data showed that there was no significant association between gender and leadership styles employed by principals ($\chi^2_{2,0.05} = 4.44$). This could be as a result of their training where they are taught teamwork, freedom of association at work and even technology based training undertaken. The results show that those who employed democratic leadership style were males. For those that employed autocratic leadership style, 33.3% were males while 66.7% were females. Laissez faire leadership style was employed only by the males.

Similarly, cross tabulation was carried out to establish the relationship between leadership style and professional qualification. The results were summarized in Table 4.4.
A Chi Square test of independence conducted on the data showed that there was no significant association between professional qualification and leadership styles employed by principals \( (\chi^2 = 4.44) \). From the results, all principals that employed democratic leadership style had a bachelor of education degree; for autocratic, 33.3% had a bachelor of education degree while 66.7% has a master of education degree. All principals that used laissez faire had a bachelor of education degree.

Pearson correlation was used to establish the relationship between leadership styles and personal characteristics of principals. The results were summarized in Table 4.5.
Table 4.5: Pearson Correlations for Leadership Styles vs. Age, Gender and Highest Professional Qualification

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Leadership style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.213</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td>0.277</td>
</tr>
<tr>
<td>N</td>
<td>10</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.000</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td>0.500</td>
</tr>
<tr>
<td>N</td>
<td>10</td>
</tr>
<tr>
<td>Highest professional qualification</td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.000</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td>0.500</td>
</tr>
<tr>
<td>N</td>
<td>10</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (1-tailed).**

From the results, there was no significant relationship (p > 0.05) between leadership style and age, gender and highest professional qualification.

4.5 Relationship between Principal’s Leadership Style and Academic Achievement

The third objective of the study was to establish the relationship between principal’s leadership style and academic achievement in public secondary schools in Lurambi division.
4.5.1 Effect of Principals’ Management Style on Academic Achievement

The study sought to establish the relationship between principals’ leadership style and academic achievement. Respondents (teachers) were asked to indicate whether there was a relationship between principals’ leadership style and academic achievement. The results were recorded in Figure 4.11.

![Figure 4.11: Effect of Leadership Style on Academic Achievement](image)

From the results, majority of respondents (99.5%) indicated that leadership style had an effect on academic achievement while 0.5% indicated that leadership style did not have an effect on academic achievement. Respondents were further asked to indicate some of the leadership styles that enhance good academic performance. The responses were recorded in Figure 4.12.
Figure 4.12: Leadership Styles that Enhance High Academic Achievement

From the results, 32.0% pointed out that democratic leadership style enhanced academic achievement, 28.0% for laissez faire and 18.0% for authoritarian leadership style. However, 22.0% of respondents indicated that all the three leadership styles need to be applied in leadership to enhance good results, pointing out that different circumstances need a unique leadership style.

The study sought to establish the KCSE performance for schools using different leadership styles. The findings were summarized in Table 4.6.
<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>2008 Mean</th>
<th>2009 Mean</th>
<th>2010 Mean</th>
<th>2011 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic</td>
<td>3.887</td>
<td>4.79</td>
<td>4.632</td>
<td>4.784</td>
</tr>
<tr>
<td>Autocratic</td>
<td>4.4213</td>
<td>4.529</td>
<td>4.395</td>
<td>4.5678</td>
</tr>
<tr>
<td>Autocratic</td>
<td>5.23</td>
<td>4.931</td>
<td>5.878</td>
<td>5.85</td>
</tr>
<tr>
<td>Autocratic</td>
<td>3.137</td>
<td>3.3416</td>
<td>4.095</td>
<td>4.135</td>
</tr>
<tr>
<td>Autocratic</td>
<td>4.4213</td>
<td>4.529</td>
<td>4.395</td>
<td>4.568</td>
</tr>
<tr>
<td>Autocratic</td>
<td>5.23</td>
<td>4.931</td>
<td>5.878</td>
<td>5.85</td>
</tr>
<tr>
<td>Democratic</td>
<td>5.00</td>
<td>5.14</td>
<td>5.49</td>
<td>5.543</td>
</tr>
<tr>
<td>Democratic</td>
<td>4.186</td>
<td>5.215</td>
<td>5.875</td>
<td>5.875</td>
</tr>
<tr>
<td>Laissez faire</td>
<td>4.186</td>
<td>5.215</td>
<td>5.875</td>
<td>5.875</td>
</tr>
<tr>
<td>Laissez faire</td>
<td>3.137</td>
<td>3.3416</td>
<td>4.095</td>
<td>3.836</td>
</tr>
</tbody>
</table>

Pearson Correlation was carried out to determine the relationship between leadership styles and KCSE performance (mean scores) in 2008, 2009, 2010 and 2011. The results are summarized in Table 4.7.
Table 4.7: Pearson’s Correlation between Leadership Style and KCSE Mean Scores

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>Leadership style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
</tr>
<tr>
<td>2008 Mean</td>
<td>-0.411</td>
</tr>
<tr>
<td>2009 Mean</td>
<td>-0.425</td>
</tr>
<tr>
<td>2010 Mean</td>
<td>-0.290</td>
</tr>
<tr>
<td>2011 Mean</td>
<td>-0.357</td>
</tr>
<tr>
<td>Sig. (1-tailed)/ P-value</td>
<td>Leadership style</td>
</tr>
<tr>
<td></td>
<td>.</td>
</tr>
<tr>
<td>2008 Mean</td>
<td>0.119</td>
</tr>
<tr>
<td>2009 Mean</td>
<td>0.111</td>
</tr>
<tr>
<td>2010 Mean</td>
<td>0.208</td>
</tr>
<tr>
<td>2011 Mean</td>
<td>0.156</td>
</tr>
</tbody>
</table>

The results show that there was no significant relationship between principals’ leadership style and KCSE performance for the years 2008 to 2011.

Regression analysis was also carried out to ascertain the relationship between leadership style and KCSE performance. The results are summarized in Table 4.8.
Table 4.8: Regression analysis showing the relationship between leadership style and KCSE performance

<table>
<thead>
<tr>
<th>Model Summary</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>T</th>
<th>Sig. (p-value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>3.478</td>
<td>1.771</td>
<td></td>
<td>1.964</td>
<td>0.107</td>
</tr>
<tr>
<td>2008 Mean</td>
<td>-0.134</td>
<td>0.546</td>
<td>-0.152</td>
<td>-0.246</td>
<td>0.816</td>
</tr>
<tr>
<td>2009 Mean</td>
<td>0.178</td>
<td>1.101</td>
<td>0.188</td>
<td>0.161</td>
<td>0.878</td>
</tr>
<tr>
<td>2010 Mean</td>
<td>2.159</td>
<td>2.786</td>
<td>2.596</td>
<td>0.775</td>
<td>0.473</td>
</tr>
<tr>
<td>2011 Mean</td>
<td>-2.486</td>
<td>3.491</td>
<td>-2.971</td>
<td>-0.712</td>
<td>0.508</td>
</tr>
</tbody>
</table>

From the results all p-values are more than 0.05 indicating that there was no significant relationship between the leadership style employed by principals and academic achievement of the schools in KCSE. This means there are other factors that affect academic achievement other than leadership style. These could be the school culture, students’ entry behavior, home background or even the school environment.

4.6 Discussion of Findings

4.6.1 Main Leadership styles used by principals

The study solicited views from principals and teachers on their perceptions about the principals’ leadership style. The above findings on leadership styles reveal that a majority of principals (50.9%) use autocratic leadership style. This is regrettable given that the attainment of the Kenya’s vision 2030 and by extension the educational millennium development goals heavily depends on schools which adopt the best practices in school management. Autocratic leadership has been shown to be
detrimental in the attainment of institutional culture and teamwork hence creating disharmony, suspicion and mistrust. This is because the leader does not maintain a clear channel of communication between him and the subordinates and also fails to delegate authority or permit subordinates to participate in policy making (Hoy and Miskel, 1992). These findings also indicate that 36.3% of the principals in sampled schools practice democratic leadership style. Various studies have associated democratic leadership to successful organizations. This is because democratic leaders foster stronger subordination of teachers, facilitate higher morale as they involve teachers in formulation of school policies, emphasize on consultation, teamwork and participation (Heenan and Bennis, 1999). This concurs with (Siskin 1994) where it was reported that a particular behavior applied by a leader motivates his or her subordinates to achieve the objectives of the organization. Further Okumbe (1998) found that all classic leadership theories have direct implication for what the single leader uses in human resource management.

This is further supported by Heenan (1999) who indicates that a leader attempts as much as possible to make each individual feel that he is important in the organization and that communication is multidirectional while ideas are exchanged between employees and the leader. Bidwell (2001) points out that transactional leadership allows for practices of good human relationship and this improves academic performance.

However there is an element of laissez faire leadership in schools as is evident by the mean response of 12.8%. This indicates that some school principals allow complete freedom to group decision without their participation. They do not participate in the course of events determined by the group (Talbert and Milbrey, 1994).
4.6.2 The Extent to Which Personal Characteristics of a Principal and Situational Factors Influence Leadership Style

In regard to the extent to which personal characteristics of a principal and situational factors influence a principal’s leadership style, the study revealed that there was no significant relationship. This could be as a result of their training where they are taught teamwork, freedom of association at work and even technology-based training undertaken.

The results concur with the findings of Wango (2006) who argued that the principal supervises the whole school program and bears the ultimate responsibility for the overall school performance, proficiency and effectiveness including the competence of all school programs. Wango further stated that the principal administers the approved school curriculum, finances, staff, and students in the school and thus help in the overall school academic performance.

These findings on personal characteristics of the principal concur with Mbiti (1974) that the principal ensures that the employer appoints qualified and competent teachers in the school and hence he should be a highly skilled and competent person in modern techniques of classroom management and delegation of responsibilities. This is possible to achieve the goal of improving the curriculum goals through maintaining of discipline among the staff and the students and ensuring that it is done with fairness and firmness. Moreover, these findings corroborate those in Republic of Kenya (1997) that institutions are associated with the roles charged with principals.
4.6.3 Relationship between Principal’s Leadership Style and Academic Achievement

In regard to the relationship between principal’s leadership style and the academic achievement it was revealed that democratic leadership enhanced academic achievement though all the three leadership styles should be adopted for uniqueness in circumstances. This result is supported by Cole (1993) that effective leaders influence the group members towards the achievement of group goals by gaining the groups commitment to these goals. They give direction through setting practices that help people make sense of their work and by enabling them find sense of identity for themselves within their work context. Furthermore, the principals’ direction identifies and articulates the vision, fostering the acceptance of group goals and reading high performance expectations. This enhances monitoring organizational performance and promotes effective communication and developing people to achieve good results. The findings correspond with Goleman (2002) who posits that emotional intelligence displayed through a leaders personal attention to an employee through utilization of the employees capacities, increases the employee’s enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance. Moreover the findings concur with Horde (1984) who states that principals should use distributed leadership for their success as leaders and as such count on key teachers for such leadership along with their local administrative colleagues and this is possible when all stakeholders are taken through the relevant curriculum. The concept of distributed leadership implies that initiatives or practices used to influence members of the organization are exercised by more than a single person.
Additionally the findings support those of Fletcher (2003) that distributed leadership promotes team work and increased participation in decision making leading to greater commitment to organizational goals and strategies. This increases on the job leadership development, experiences, increased self determination arising from members’ experience of work.

In regard to effective school leadership and achievement, the findings concur with Eshiwani (1993) that effective school principals have teachers that are impassioned, organized and know their subject areas well and they rise to every challenge and are committed to success and excellence. This entails identifying emerging issues and problems and dealing with them positively. They work in an environment of transparency, openness; their doors are always open, take on telephone calls and address even the most difficult situations or parents. These findings further corroborate Fullan (1994) that a teacher’s maturation, quality teaching and learning promote academic performance. This is where the principal promotes increased teacher participation and leadership in decision making process of various aspects of the school administration. They ensure that the school’s mission and vision influence the school climate which includes teachers’ instructional behavior as well as student outcomes.

These concur with the republic of Kenya (1993) where it was reported that the government head teachers are supposed to share their leadership roles with their deputies and head of departments. The report further indicates that the team leadership impacts on students’ academic achievement and leadership effectiveness. However effective leaders apply their styles in leadership basing on situations as no
one leadership style can fit in all catchment areas, vision, culture, intellectual capacity and professional maturity of staff. In this study principals review leadership and management roles, structures, principles, practices and styles so that the school can adapt to challenges, in their particular circumstances.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to establish the relationship between principal’s leadership style and academic achievement in public secondary schools in Lurambi Division, Kakamega County, Kenya. This section presents the summary of the research process starting with purpose, problem statement, objectives, literature review, methodology, data analysis and interpretation. The study targeted 40 teachers and 10 Principals from the 10 sampled secondary schools in Lurambi Division. The response rate was over 90% in the targeted schools.

5.2 Summary

The study aimed to find out the relationship between principal’s leadership style and academic achievement in public secondary schools in Lurambi division. The study specifically sought to find out the main leadership styles used by principals, establish the extent to which personal characteristic of a principal and situational factors influence a principals’ leadership style. The findings of the study could be generalized as those affecting secondary schools across the country. The researcher singled out – demonstration of concern for teachers welfare, encouraging teachers to get involved in setting work goals, trying to make every teacher feel his/her contribution is important and nipping problems in the bud as leadership behavior exercised by principals in Lurambi Division.
5.2.1 Leadership Styles Used By Principals in Public Secondary Schools in Lurambi Division.

The first objective of the study was to find out, the main leadership styles used by principals in Lurambi Division. The study revealed that most principals used autocratic leadership style by occasionally delegating authority; seldom involving teachers in decision making and ensuring all teachers understand their roles in school. Most head teachers frequently consulted the staff before making important decisions, encouraged staff initiative and ask for ideas and use them in secondary schools in Lurambi division.

5.2.2 Personal Characteristics and Situational Factors Influence on Principals’ Leadership Style.

The second study objective sought to find out personal characteristics of principals and situational factors that influence the leadership style used in Lurambi Division. The study revealed that personal characteristics and situational factors of age, highest professional qualification and academic qualification had no influence on principal’s leadership style and most males used democracy compared to females who were majorly autocratic in Lurambi division secondary schools.

5.2.3 Relationship between Principals’ Leadership Style and Academic Achievement in Schools in Lurambi Division

In regard to the third objective on relationship between principals leadership style and academic achievement in Lurambi Division, the study revealed that leadership style had an effect on academic achievement (99.5%), use of effective leadership styles enhance high academic achievement of learners. The application of all the
leadership styles i.e. democratic, autocratic and laissez faire enhances good results, as different circumstances need a unique leadership style.

5.3 Conclusion

The following conclusions were made based on the findings of the study:

i. Leadership styles employed by principals in secondary schools include allowing staff to make decisions, delegation of authority, seeking new ideas and using them thus encouraging autocratic leadership styles.

ii. Personal characteristics of a principal and situational factors influence the leadership style where men mainly use democratic style and females use autocratic.

iii. The most common leadership style that enhances academic achievement is democratic.

iv. All the three leadership styles should be applied in schools based on situations in schools to enhance academic achievement.

5.4 Recommendations

The following recommendations were made based on the findings of the study:

i. The school administrators should find out the best leadership styles by involving all education stakeholders in the school in order to apply the most effective leadership style in the management of the institution.

ii. There is need to limit the personal characteristics of the principals and situational factors in the management of schools.

iii. The school administrations should involve the teachers, students in decision making, delegation of authority so as to allow for excellent academic achievement and the most acceptable leadership style.
5.5 Suggestions for Further Research

The following recommendations are made for further research following the findings of this study:

i. A similar study need to be undertaken in private secondary schools to allow for generalizations of the study findings.

ii. A study needs to be undertaken on the effects of school environment on the academic performance of students.
REFERENCES


Dimmock Clive (1993). *School Based Management and School Effectiveness*, Routledge,


Ovando M.N. *Prospective school leaders’ platform: A reflection prior to action tool*. Research paper submitted to the International conference in education. University of Texas at Austin.


APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Informed Consent Letter

Department of Education
Management, Policy and
curriculum Studies, Kenyatta
University,
P.O Box 43844,
NAIROBI.

Dear participant,

RE: PARTICIPATION IN THIS STUDY:
I am a post graduate student pursuing a Masters Degree program in the Department Of Education Management, Policy and Curriculum Studies, Kenyatta University. I am currently conducting research for my Masters Project on The Effect of Principal’s Leadership Style on the Academic Achievement of Students in Public Secondary Schools in Lurambi division. I kindly request you to participate in this study. Your responses to the items in the questionnaire will be treated with utmost confidentiality, and will not be used for any other purposes except this study. You are free to withdraw from this study at any time you deem fit. You may also request the researcher to inform you about the findings of this study.

Thank you very much for accepting to participate in this study. Please sign in the space provided on this letter.

Yours faithfully,

Afandi Linet Budohi

___________________  ___________________
Participant                      Date
## APPENDIX II

### DOCUMENT ANALYSIS FORM

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<th>(a) Documents</th>
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<td></td>
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<td>Students Adm. register</td>
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<td>Teachers Schemes of Work</td>
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<td>Discipline Record Book</td>
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<td>School Timetable</td>
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<td>Any Other useful Document</td>
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<tr>
<td>Teachers lesson notes / plans</td>
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<td>Record of workbooks</td>
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<tr>
<td>Exam analysis files</td>
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<td>Mark book / progress records</td>
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<td>Classrooms, desks, chairs</td>
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<td></td>
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<td>Library</td>
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<tr>
<td>Textbooks</td>
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<td>Laboratory</td>
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<tr>
<td>Reference materials</td>
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</table>
(d) Observed teacher teaching

(i) Teaching / learning strategies ..............................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

(ii) Teaching learning resources ...................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

(e) General organization of the school

(i) How they organize their assembly ........................................................................................................
.................................................................................................................................................................

(ii) Punctuality and lateness ........................................................................................................................
.................................................................................................................................................................

(iii) School routine observance ....................................................................................................................
.................................................................................................................................................................

(iv) School mean score and grades C+ to A

<table>
<thead>
<tr>
<th>Year</th>
<th>M.S</th>
<th>M.G</th>
<th>No. of Candidates</th>
<th>Total</th>
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<td>A</td>
<td>A-</td>
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</tr>
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<td>2011</td>
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</table>

(v) Any other ............................................................................................................................................
.................................................................................................................................................................
APPENDIX III

PRINCIPALS QUESTIONNAIRE

This questionnaire is designed to gather information on perception of teachers on headteachers leadership styles in secondary schools. The information will be treated with strict confidence and will be used strictly for the purpose of this study. Do not indicate your name anywhere on the questionnaire.

Please tick or provide information as may be applicable.

SECTION A: BACKGROUND INFORMATION

1. Name of Division ........................................ Age ....................... Gender ..........................

2. Type of school
   (a) Mixed day ........................................ ( )
   (b) Girls boarding ................................. ( )
   (c) Boys boarding ................................ ( )
   (d) Girls boarding / day ....................... ( )
   (e) Mixed boarding .............................. ( )

3. Category of school
   (a) National ......................................... ( )
   (b) Provincial ...................................... ( )
   (c) District ......................................... ( )

4. Indicate your highest academic achievement
   (a) EACSE/KCSE .................................. ( )
   (b) EAACE/KACE ................................ ( )
   (c) Any other (specify) ..........................................................
5. Indicate your highest professional qualifications:
   (a) Diploma ( ) (b) B.ED ( ) (c) M.E.D ( )
   (d) Any other (specify) .................................................................

6. Enrolment: (a) Boys .................. (b) Girls .................... (c) Total .................

7. Number of streams
   (a) One  (b) Two  (c) Three  (d) Four
   (e) Any other (specify) .................................................................

8. Experience as head teacher / principal ........................................ years

9. Period served in school as principal ............................................. years

10. Period served in the profession as a teacher .............................. years
SECTION B: LEADERSHIP STYLE SURVEY

Tick appropriately.

Always (A) Frequently (F) Occasionally (O) Seldom (S) Never (N)

PART I

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<td>1</td>
<td>I allow staff to make own decisions</td>
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<td>2</td>
<td>I am warm, friendly and approachable</td>
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<td>3</td>
<td>I demonstrate concern for teachers welfare</td>
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<td>4</td>
<td>I delegate authority</td>
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<td>5</td>
<td>I try to make each teacher feel his/her contribution is important</td>
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<td>6</td>
<td>I encourage teachers to get involved in setting work goals</td>
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<td>7</td>
<td>I involve teachers in decision making</td>
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<td>I ask for ideas and use them</td>
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<td>I always find time to talk to the staff</td>
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<td>I treat all staff as my equals</td>
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<td>I consider myself the staff spokesman</td>
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<td>4</td>
<td>I ensure teachers understand and follow rules and regulations</td>
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<tr>
<td>5</td>
<td>I decide what to be done and not to be done</td>
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<td>6</td>
<td>I urge teachers to meet set targets</td>
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<td>7</td>
<td>I assign specific tasks to specific people</td>
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<td>I establish all work schedules</td>
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<td>I am action/results oriented</td>
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<td>10</td>
<td>I outline needed changes and monitor actions closely</td>
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<td>11</td>
<td>I supervise closely to ensure standards are met</td>
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<td>12</td>
<td>I try to maintain specific standards of performance</td>
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<td>13</td>
<td>I make sure that everyone understands my role and tasks</td>
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<td>14</td>
<td>I emphasize the meeting of deadlines</td>
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<td>I encourage use of uniform procedures</td>
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<td>16</td>
<td>I am working hard for promotion</td>
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<td>17</td>
<td>I take time to implement new Ideas</td>
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<td>18</td>
<td>I don’t explain my actions to staff</td>
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### PART III

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<td>2</td>
<td>I allow staff to work as they deem fit</td>
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<td>3</td>
<td>I leave teachers to make all necessary decisions</td>
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<td>4</td>
<td>I let teachers establish own work pace</td>
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<td>5</td>
<td>I work without a plan</td>
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**THANK YOU FOR YOUR COOPERATION.**
APPENDIX IV

TEACHERS’ QUESTIONNAIRE

This questionnaire is designed to gather information on perception of teachers on leadership styles in secondary schools. This information will be treated with confidentiality and used for the purpose of this study. Please tick where appropriate or fill the blank spaces.

A. BACKGROUND DATA

1. Name of school ................ Division ......................... Age ................
   Gender ........................

2. Type of school
   (i) Mixed day  ( )
   (ii) Girls boarding  ( )
   (iii) Boys boarding  ( )
   (iv) Girls boarding / day  ( )
   (v) Mixed boarding  ( )

3. Category of school
   (i) National  ( )
   (ii) Provincial  ( )
   (iii) District  ( )

4. Number of years of service as a teacher
   (i) 1 – 3  ( )
   (ii) 4 – 9  ( )
   (iii) 7 – 9  ( )
   (iv) 10 and above  ( )

5. Indicate your professional qualifications
   (i) Diploma
   (ii) B.ED
   (iii) M.ED
   (iv) Any other (specify) ..........................................................
SECTION (B): HEADTEACHER’S / PRINCIPAL’S LEADERSHIP

BEHAVIOUR

Please tick where appropriate

Always (A)   Frequently (F)   Occasionally (O)   Seldom (S)   Never (N)

PART I

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<td>Allows staff to make own decisions</td>
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<tr>
<td>2</td>
<td>He/she is warm, friendly and approachable</td>
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<td>3</td>
<td>Demonstrates concern for teachers welfare</td>
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<td>He/she delegates authority</td>
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<tr>
<td>5</td>
<td>Tries to make each teacher feel his/her contribution is important</td>
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<td>6</td>
<td>Encourages teachers to get involved in setting work goals</td>
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<td>7</td>
<td>Involves teachers in decision making</td>
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<td>8</td>
<td>Helps group achieve consensus on important changes</td>
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<td>Consistently reinforces good work</td>
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<td>10</td>
<td>Nips problems in the bud</td>
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<td>11</td>
<td>Consults before making decisions</td>
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<td>12</td>
<td>Asks for ideas and uses them</td>
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<td>Trusts teachers to use good judgment in decision making</td>
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<td>14</td>
<td>He makes his/her attitudes clear to the staff</td>
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<td>15</td>
<td>Ensures all teachers understand their roles in school</td>
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<td>16</td>
<td>Always finds time to talk to the staff</td>
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<td>17</td>
<td>Treats all staff as his/her equals</td>
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<td>Encourages staff initiative</td>
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<td>1</td>
<td>Makes important decisions on his/her own without consulting teachers</td>
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<td>2</td>
<td>Doesn’t try to socialize with teachers</td>
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<tr>
<td>3</td>
<td>Considers himself the staff spokesman</td>
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<td>4</td>
<td>Makes sure teachers understand and follow rules and regulations</td>
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<td>5</td>
<td>Decides what to be done and not to be done</td>
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<td>6</td>
<td>Urges teachers to meet set targets</td>
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<td>7</td>
<td>Assigns specific tasks to specific people</td>
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<td>8</td>
<td>Establishes all work schedules</td>
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<td>Is action/results oriented</td>
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<td>10</td>
<td>Outlines needed changes and monitors actions closely</td>
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<td>11</td>
<td>Supervises closely to ensure standards are met</td>
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<td>Emphasizes the meeting of deadlines</td>
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<td>Is working hard for promotion</td>
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<td>Takes time to implement new ideas</td>
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<td>Doesn’t explain his/her actions to staff</td>
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PART III

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<td>Allows staff members the freedom to work in own way</td>
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<td>3</td>
<td>Leaves teachers to make all necessary decisions</td>
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<td>4</td>
<td>Lets teachers establish own work pace</td>
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<td>5</td>
<td>Works without a plan</td>
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<tr>
<td>6</td>
<td>Leaves teachers to do what they like</td>
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<td>7</td>
<td>Does not participate in any programs</td>
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THANK YOU FOR YOUR COOPERATION
### APPENDIX V

### WORK PLAN

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<td>October-November</td>
<td>Literature Review</td>
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<td>December-April</td>
<td>Proposal draft writing</td>
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<td>Data analysis</td>
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<td>March</td>
<td>Submission of draft report</td>
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<td>Work on corrections</td>
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<td>May 2014</td>
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## APPENDIX VI

### RESEARCH BUDGET

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<td>Preparation of questionnaires</td>
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<td>Proposal preparation</td>
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<td>Project preparation</td>
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<td>Contingencies</td>
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<td><strong>TOTAL</strong></td>
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APPENDIX VII

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Our Ref: NCST/RCD/14/012/1125

Linet Afandi Budohi
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “The effect of principal’s leadership style on the academic achievement of students in public secondary schools in Lurambi Division Kakamega County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kakamega County for a period ending 30th September, 2012.

You are advised to report to the District Commissioners and the District Education Officers, Kakamega 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 COUNCIL SECRETARY

Copy to:

The District Commissioners
The District Education Officers
Kakamega County.

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