INFLUENCE OF PRINCIPALS’ LEADERSHIP CHARACTERISTICS ON
STUDENTS’ PERFORMANCE IN CO-CURRICULAR ACTIVITIES IN
PUBLIC SECONDARY SCHOOLS IN BARINGO CENTRAL SUB-
COUNTY, BARINGO COUNTY

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DECEMBER, 2015
DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including internet, these are specifically accredited and referenced in accordance in line with anti-plagiarism regulations.

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To my wife Clara, sons Derrick Kimutai and Dennis Kibii and the entire family members of Kabora.
ACKNOWLEDGEMENT

I most sincerely acknowledge the contributions of my astute supervisors at Kenyatta University namely; Dr. Joseph Mungai and Dr. Michael Murage of the Department of Educational Administration, Policy and Curriculum Studies of the School of Education of Kenyatta University for the stewardship accorded to me in spite of their tight schedules. Secondly I thank my student colleagues for their support, counsel and encouragement. Thirdly, I want to thank my family members for their emotional and financial support. Finally, I would like to thank my colleague teachers of Kituro High School and friend Hesbon Makori for his worthwhile counsel, support and encouragement.
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# ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>BCSC</td>
<td>Baringo Central Sub-County</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
</tr>
<tr>
<td>KNBS</td>
<td>Kenya National Bureau of Statistics</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Council for Science, Technology and Innovation</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical package for Social sciences</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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ABSTRACT

Leadership is most fundamental in any organization’s survival and strategically imperative to its success. In educational institutions, the principal’s role is to promote both academic and co-curricular performance. Leadership is the authority, command and the justifiable influence obtained by a head to be capable to efficiently change the group towards the way of the staff that are the generally significant managerial advantage, leading to the attainment of the needed purposes. This study aimed at assessing the effect of principal’s leadership characteristics on student performance in co-curricular activities. The following were the objectives guiding the study; i) To determine the effect of leadership characteristics on students’ performance in co-curricular activities, ii) To establish the effect of leadership skills on students’ performance in co-curricular activities and iii) To analyse the effect of leadership ethics on students’ performance in co-curricular activities in public secondary schools. The study was guided by two theories; Relationship theory and Contingency theory of leadership. Where relationship theory focuses upon the connections formed between leaders and their followers, these leaders motivate and inspire people by helping group members see the importance of high achievements. While contingency theory of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. Contingency theory asserts that no leadership style is best in all situations where success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation. The study made use of 12 principals/deputy principals, 60 teachers holding administrative positions and 60 learners holding leadership positions in the selected public secondary schools in Kenya. Data was gathered using structured questionnaires, interview schedules as well as structured observation guides. The gathered data was prearranged, coded and then entered into the SPSS (v20) computer programme. Data analysis involved regression analysis to determine the relationship between variables. Data was presented using frequency tables and charts where generalizations of the findings made through explanation of the results. It was found that leadership styles have significant impact on the students’ performance in co-curricular activities. Other leadership characteristics such as leadership skills and leadership ethics also have a positive and significant impact on students’ performance in Co-curricular Activities. Therefore this study calls for the need to develop a greater awareness and understanding of the various leadership interactions and leadership characteristics that predict students’ performance in co-curricular activities. It is essential for the curriculum developers to incorporate co-curricular activities into the school curriculum and make it an obligation that all school incorporate and practice it. Based on the findings school principals should adopt better leadership styles that will foster better students’ performance in co-curricular activities and finally, government should also set aside resources and funds for co-curricular activities.
CHAPTER ONE

INTRODUCTION

This chapter provides the background of the study, the problem statement, research objectives, research questions, scope of study, significance of study and assumptions and limitations of the study.

1.1 Background to the Study

Leadership is the most talked and written about subject in various disciplines such as history, sociology, psychology, religion and educational management (Kandula, 2007). An organization whether globalized or local requires leadership. Leadership is fundamental to the organizational survival and strategic imperative to its success. In educational institutions, the principal’s role is to promote both academic and co-curricular performance. The success or failure of what is done in the school is attributed to the principal (Nasongo & Lydiah, 2009). The term leadership has been defined by different scholars in different perspectives. According to Armstrong (2004), Leadership is the authority, command and the justifiable influence obtained by a head to be capable to efficiently change the group towards the way of the staff that are the generally significant managerial advantage, leading to the attainment of the needed purposes. This can be completed during the expression of the dream and assignment of the group at each level, and pressure the employees to describe their authority to achieve the dream. Gupta (2008), defined leadership as the process of influencing the behaviour of others towards the accomplishment of goals in a given situation. Furthermore, leadership refers to the process of social influence in which one person enlists the aid and support of others in the accomplishment of common tasks (Hoy & Miskel. 2008). The headship integrates the achievement of the
assignment, which is the group obligation and the contentment of workforce which is the staff prerequisite (Okumbe, 1998).

The expansion of a transformational leadership theory is obliged much to the reality that numerous groups have for the precedent two and half decades had to face speedily shifting settings that necessitate leaders to formulate innovative visions, encourage new civilizations, and create new mind-sets that encompass transformations in fundamental standards, philosophies and thoughts of subsidiaries. All precedent leadership theories have a focal point on definite behaviour trends and the repercussions of these trends for leader output (Avolio, 2004; Parolini, 2009; Scandura& Williams, 2004).

Managers in institutions arbitrate and resolve the frequently contradictory potential of individuals, are deficient of straight procedural and incentive authority and have resource reliance and changing prospects. Institutional managers’ develop supremacy starting from the reality that they are in charge of vital assets and are competent to distribute them to inside stakeholders in their institutions. This implies that they have the capacity to command interior key individuals’ to take action in harmony with institutional purposes (Parolini, 2009).

The degree to which a manager is triumphant possibly will be dependent on their aptitude to construct confidence among the partners and generate prospects for every party to accomplish personal and shared aims mutually. This necessitates that such managers are imaginative and thoughtful, depending on their individual traits to guarantee effectual output in their headship responsibilities. This directly applies to school leaders who are majorly the school principals; they are required to be tactful
on handling both academic and co-curricular performance in a way that there should exist a balance between the two most essential aspects of the school’s performance. Managerial principles and trends can be explained in relation to mission, dreams, plan, aims, policy, and roles. Headship is attached to the constant progress and accomplishment of managerial objective. Deficiency of aims and goals in the running of educational institutions habitually contributes to discrepancy in the allotment and utilization of assets. Ayot and Briggs (1992) state that; pitiable outcomes in educational institutions primarily and particularly extra-curricular performance are interrelated to the amount of resources apportioned to it. They are in addition of the viewpoint that input-output researches ought to be conducted by means of knowledge acquired as postulated from learner’s extra-curriculum output. The result of school administration on extra-curricular output is an indispensable constituent in such researches.

Many authors hold that the perspective of a leader is a functional one, meaning that leadership is at the service of collective effectiveness (Fleishman et al., 1999). Describing a similar approach to team leadership, Hackman and Walton (1986) argued that the leader’s main job is to do, or get done, whatever is not being adequately handled for group needs. If a leader manages, by whatever means, to ensure that all functions critical to both task accomplishment and group maintenance are adequately taken care of, then the leader has done his or her job well. These assertions can be made whether leaders are leading groups, multiple groups combined into a department or a division, the organization as a whole, or group of multiple schools. This defining element of organizational leadership also means that the success of the collective as a whole is a major criterion for leader effectiveness. People are significant barriers in the attempt to drive strategic change.
Black and Gregersen (2002) revealed that long-lasting achievement in principal planned transformation is dependent of the capability of heads to modify the intellectual charts of the persons contained by their institute. They stated that as an alternative of an “organization in” approach, an “individual out” approach that aims to recognize the objective of intentionally shifting the institution by foremost varying its persons have to be approved. This method to transform necessitates sturdy and expressively intellectual heads who share the worries, uneasiness and uncertainty that individuals experience in change situations.

Every association is at present experiencing several kind of transformation. Lots of these transformational programs begin from prearranged supervision schemes such as civilization revolutions, industry procedure reengineering, empowerment and whole excellence administration. Other transformation schemes focus on the requirement for groups to relocate themselves in the facade of shifting aggressive circumstances. A planned transformation repeatedly entails thorough evolutions inside an institute and includes plan, arrangement, schemes, procedures and background (Drucker, 2004).

The track record of success in bringing about strategic change within most organizations has been poor in most organizations since many fail to grasp that they are performing an implementation which actually means turning plans into reality rather than formulation (John & Scholes, 2003). The various attempts to improve on student’s performance in co-curricular activities in schools have resulted in various effects in the desired ends. Schools have designed unique approaches and strategies to achieve the desired high performance. For instance, Wekesa (1993) noted that to
improve students’ performance, leaders are required first to improve the management of schools.

According to the Ministry of Education, co-curricular activities enrich the education and social development and experiences of students. The sub county shall encourage and support student participation in extracurricular and co-curricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities are those programs that have all of the following characteristics: (MoE, 2013). The program is supervised or financed by the school sub county; Students participating in the program represent the school sub county; Students exercise some degree of freedom in the selection, planning, or control of the program and the program includes both preparation for performance and performance before an audience or spectators. This activities are not part of the regular school curriculum, are not graded, do not offer credit and do not take place during classroom time but to some extent they may be associated with the curriculum in a regular classroom.

The MoE (2013) recommends that no co-curricular program or activity shall be provided or conducted separately and no sub county student’s participation in co-curricular activities shall be required or refused based on the student’s gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in co-curricular activities shall be limited to those that are essential to the success of the activity. This implies that all students are entitled to equal chances to participate in co-curricular activities.
Basing on the Baringo sub county education report (2014), it was observed that majority of the sub county schools were not active in participating in co-curricular activities. It was also observed that their levels of involvement and commitment towards participating in co-curricular activities were very low as compared to other sub counties of the larger Baringo County. Due to this factors most of these schools don’t go beyond subcounty level in co-curricular activities such as ball games, music, drama, athletics and science fair. Thus this study sought to find out the effect of leadership characteristics on student’s performance in co-curricular activities in public secondary schools in BCSC.

1.1.1 Leadership Styles

Some factors in the organization environment such as organizational climate, organization values, composition of work groups, and type of work can also influence leadership characteristics in a school and hence students’ performance in co-curricular activities. However, school principals can adapt their leadership characteristics to the perceived preferences of their subjects (Wood, 1994).

Leadership styles can be classified according to the managers' power, usage of such power and behaviour. As such, the leadership styles can be classified as autocratic, democratic, or laissez-faire, where the styles are distinguished by the influence managers have on subordinates. More specifically, power has been considered as the potential of a process to influence people (Hersey, 2001); a part of the influence process at the core of management (Northouse, 2004); and the rights that allow individuals to take decisions about specific matters (Rollinson, 2005). The influence of leadership will differ according to the type of power used by a manager over their subordinates (Mullins, 1998).
The extent to which students’ performance in co-curricular activities in an institution is attained through resource harnessing which is dependent on how well the institutional leaders understand and adopt appropriate leadership in performing their roles as leaders. Thus, efficiency in resource mobilization, allocation, utilization and enhancement of students’ performance in co-curricular activities depends on how well the managers of the organization understand and adopt appropriate management styles in performing their roles. Hence managers will be more effective when they know and understand the appropriate usage of power (Hersey, 2001).

According to Kavanaugh and Ninemeier (2001), an autocratic style is embedded in managers who have full organizational power and authority for decision making without sharing it with their subordinates. On the other hand, a democratic style implies that leaders share their authority of decision making with employees and delegate. Finally a laissez-faire or free-rein style exists where leaders give their employees most of the authority over decision making. Owing to the nature of the schools under consideration for this study, the study did not rule out the possibility that any of the three styles could be in use.

1.1.2 Leadership Skills
According to MTD Training (2010) leadership skills are the tools, behaviours and capabilities that a person needs in order to be successful at motivating and directing others. True leadership skills involve something more; the ability to help people grow in their own abilities. It can be said that the most successful leaders are those who drive others to achieve their own success.
Every organization exists to accomplish a purpose in the larger society and this is usually stated in the form of objectives or goals. Owing to the growing complexity of schools as a result of their student populations, behaviours and backgrounds; school principals now strive to enhance their effectiveness through focused attention on leadership effectiveness aimed at helping students perform in co-curricular activities (Kamble, 2011).

The need to have effective leadership skills in schools is to accommodate myriad of issues in this present contemporary society cannot be over-emphasized. It is believed that every institution exists to achieve intended set goals and objectives. However, it is obvious that efficiency and effectiveness of any organizations depend on the effective application of the leadership skills of planning, organizing, coordinating, controlling, directing, problem solving, clarifying subordinates role, criticizing pressing subordinates, participating and time leadership. Leadership skills are sets of qualities and attributes in the personality of leaders that enable them to effectively manage the working of a firm. Good leadership skills can create a world of difference in the efficiency and performance of the organization (Kamble, 2011). Leadership skills were described by Ross (1995) as behavioural, controllable, developable, interrelated and overlapping and sometime contradictory or paradoxical. He further said that leadership skills form the vehicle by which leadership strategy, practice, tools and techniques, personality skills, in other words, are the building blocks upon which effective leadership rests. On the other hand, leadership skills are the means by which manager’s translate their own style, strategy, and favourite tools or techniques into practice (Ross, Op.cit). According to Tichy, (1999) and Quinn, (2000) in Ross (Op.cit) reports that manager’s or
government leaders cannot be successful without critical knowledge of leadership skills.

In essence, according to Dhavale, (2011) leadership skills play a major role in the process of achieving the goals of the organization. Hence, every organization needs good leaders endowed with great skills to achieve success. A qualified leader with exceptionally well leadership skills is also a key person to lead an organization towards excellence. Essentially, Dhavale, sees leadership as an activity of handling institutional processes so that all the objectives of the processes are met within the prescribed time frame. He said, to perform this task efficient and effectively, a manager with high leadership skills is required to accomplish the task successfully. An overwhelming body of evidence appears to highlight the important and vital roles of organizations leadership to demonstrate skills on employee’s efficiency and retention. Organizational scholars like Ajila and Abiola (2004); among others were of the opinion that ability of leadership to invest their leadership skills to train the staffs and provides them with necessary motivational incentives, appropriate working instruments and policies relevant to staff demands could trigger them to enhance their morale and commitment towards making the organizations more efficient and effective.

1.1.3 Leadership and Ethics

Ethical leadership is a clarion call to the recent credit crisis, the worst global recession since the 1930s; and the various scandals in former leading corporate business organizations. In a survey conducted in 2010 among U.K and some continental Europe companies; it was revealed that the most significant ethical issues to organizations are bribery, corruption and facilitation payments; whistle
blowing/speaking up and discrimination, harassment or bullying (Webley, Basran, Hayward & Harris, 2011).

Apart from cases of unethical practices in developed nations, evidence has also shown in developing countries. For instance, Nigeria, one of the developing countries in the sub-Saharan Africa has witnessed increase in the rate of corporate failures. There were reported cases of corporate failure in Nigeria which were attributed to unethical practices of corporate leaders.

Ethical behaviour includes key principles such as honesty, integrity, fairness, and concern for others. This is a situation whereby leaders engage in behaviour that benefits others and refrains from actions that can cause harm to others (Toor & Ofori, 2009). Ethics must indeed begin at the top. Leaders cannot shy off from their obligations to set a moral example for their followers; formal ethical codes and ethic training have little chance of success unless the ethical actions and behaviour of top management are consistent with what they teach.

Leaders are key in determining the outcome of organizational goals and to set the tone for rest of their followers’ behaviour which may include promotion, appraisal and strategies (Brown & Mitchell, 2010). Organizational leaders should encourage employees by leading by examples; they have the responsibility to define organizational norms and values, live up to expectations and encourage their followers to adopt same. Negative examples of immoral behaviour by corporate executives are like a cancer on ethical behaviour within organizations (Fisher & Lovell, 2003).
Failing to be a good leader can lead to poor performance and decrease the likelihood of motivating followers. Indeed, corporate organisations are characterized by bribery, corruption, facilitation payments and discrimination issues among others. These forms of unethical practices if not managed appropriately will likely have spill-over effect on the performance of employees. It is therefore, an urgent attention to manage ethical issues worldwide.

1.2 Statement of the Problem

Co-curricular activities being essential in any academic institution require to be carefully managed as they have a significant impact on student’s wellbeing in school. Thus, the importance of student participation in co-curricular activities such as games, sports, drama and music cannot be over-emphasized. Through participation in co-curricular activities, students are able to realise their potential talents and make use of them in a way that will improve their life style. Despite good performance in academics, students also need to engage their minds in other activities and the school management should ensure that it offers guidance to students as they engage themselves in and out of class activities. This can only be achieved if the school has good leadership. Although many researches have been performed on the impact of organizational headship and leadership methods on the academic performance of a student, little has been done on co-curricular performance. It is not clear about the influence of principals’ leadership characteristics on students’ performance in co-curricular activities. Therefore, this study sought to assess the effect of principals’ leadership characteristics on students’ performance in co-curricular activities in public secondary schools in BCSC.
1.3 Purpose of the Study

This study aimed at assessing the effect of principal’s leadership characteristics on students’ performance in co-curricular activities in public secondary schools in BCSC.

1.4 Objectives of the Study

The study was guided by the following research objectives;

i. To determine the effect of principals’ leadership styles on students’ performance in co-curricular activities in public secondary schools in BCSC.

ii. To establish the effect of principals’ leadership skills on students’ performance in co-curricular activities in public secondary schools in BCSC.

iii. To analyze the effect of principals’ leadership ethics on students’ performance in co-curricular activities in public secondary schools in BCSC.

1.5 Research Questions

The study was guided by the following research questions;

i. What is the effect of principals’ leadership styles on students’ performance in co-curricular activities in public secondary schools in BCSC?

ii. What is the effect of principals’ leadership skills on students’ performance in co-curricular activities in public secondary schools in BCSC?

iii. What is the effect of principals ‘leadership ethics on students’ performance in co-curricular activities in public secondary schools in BCSC?

1.6 Assumptions of the Study

According to Orodho (2009), an assumption in any research is the exceptional evidence supposed to be accurate but has not been confirmed. Therefore, this study
assumed that all the respondents were reasonably co-operative and provided reliable responses. The study further assumed that all respondents were aware of the leadership elements in their principals and that they were aware of the co-curriculum activities offered in their schools hence gave valid responses to items provided in the questionnaires and interview schedules.

1.7 The Significance of the Study
The results of this study are important as they may provide possible solutions on how to improve performance in co-curriculum activities in schools in Baringo Central Sub-County. Through the findings of the research, the school management and the government may use the researcher’s evidence and recommendation in contribution to achievement of the vision 2030 and the millennium development goals aiming to produce an all-round student.

1.8 Limitations of the Study
The potent of non-response error may have affected the study results. The researcher was therefore required to conduct follow-up to clarify on misinterpreted issues. Some of the respondents were non-cooperative and refused to provide the required information for the study.

1.9 Delimitation of the Study
In this study only selected public secondary schools in BCSC, Baringo County were sampled and data collected used for analysis, after which conclusions and recommendations will be made.
1.10 Theoretical Framework of the Study

This study was guided by two theories; Relationship theory and Contingency theory of leadership. Relationship theory, also known as transformational theory, which focuses upon the connections formed between leaders and followers (Kleinaltenkamp, 2006). Transformational leaders motivate and inspire people by helping group members see the importance of high achievements. These leaders are not only focused on the performance of group members, but also want each person to fulfil his or her potential. Leaders with this style often have high ethical and moral standards.

On the other hand, contingency theory of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation (Storey, 1974). According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.
1.11 Conceptual Framework

A conceptual structure facilitates in making simpler the anticipated interaction connecting the variables in the study and illustrates them diagrammatically (Mugenda, 2003). The conceptual structure of this research was founded on three independent variables named as; Leadership characteristics, leadership skills as well as leadership ethics. The dependent variable of this research was the performance in schools. Figure 1.1 below illustrates how the various independent variables influence the dependent variable under study. A conceptual framework of independent and dependent variables is as shown in Figure 1.1.

![Conceptual Framework Diagram]

**Figure 1.1: Conceptual framework**
Source Author (2014)
### 1.12 Definitions of Operational Terms

**Co-curricular:** Refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum.

**Ethical leadership** Is the process of influencing people through principles, values and beliefs that embrace what is defined as the right behaviour.

**Extra-county schools:** these are the first schools that admit students from within the county and the neighbouring counties previously referred to as provincial schools.

**Leadership Ethics:** Are the core values of the leader that help in systematizing, defending and recommending concepts of right and wrong conduct.

**Leadership Skills:** Refers to way in which the heads in schools are dealing with the employees and students so as to inspire them and assist them in choice selection.

**Leadership Style:** Refers to method in which the school heads provide course, implement school strategies so as to attain the required objectives.

**Leadership:** Refers to the action of manipulating the activities of others by the school heads geared to attaining institutional designed goals.

**Organization:** Refers to a school scheme setting as a whole.

**Organizational Leaders:** Refers to all persons responsible in headship situations in a school.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter provides the review of theoretical literature and empirical literature in relation to the objectives of the study.

2.1 The Role of Leaders in an Organization

The growth of a transformational leadership theory is indebted a great deal to the reality that numerous groups have for the precedent two and half decades had to encounter hastily shifting situations that necessitated heads to state innovative ideas, promote original customs, and create fresh ideas concerning transformations in crucial principles, viewpoints and feelings of subsidiaries. Mutual headship schemes, endorsed in numerous researches of headship inside divisions, offerdis similarity with the supposition in a great deal of the information that headship is associated to a function, and open up the likelihood that numerous individuals inside a middle facility might be implicated in headship (Santora, 2009).

Heads in groups arbitrate and reunite the frequently contradictory prospects of components, are short of straight procedural and incentive command and contain asset reliance and variable potentials. Managerial heads obtain authority as of the reality to that, they have power over of essential assets and are competent to allot them to interior key individuals in their institutions. This implies that they are talented to govern inside key people to operate in harmony by means of institutional objectives (Zhu, 2005).
The degree a head is victorious may possibly be dependent on their capability to construct faith amid the individuals and construct chances for every person to accomplish equally their personal and group aims. This necessitates that such managers are capable and thoughtful, depending on their individual merits to guarantee effectual output in their headship tasks. This directly applies to school leaders who are majorly the school principals; they are required to be tactful on handling both academic and co-curricular performance in a way that there should exist balance between the two most essential aspects of the school’s performance (Lord, 1977).

Headship procedures describe, institute, recognize, or interpret this course for their supporters and make possible or facilitate the institutional procedures with the objective of attaining the institutional aim (Walton, 1986). Managerial principles and path can be definite in relation to mission, dream, plan, aims, tactics, and targets. Headship is linked to the incessant progress and accomplishment of institutional aims.

Deficiency of vision in the administration of educational institutions frequently contributes to disproportion in the allotment and utilization of assets. Ayot and Briggs (1992) states out that; deprived outcomes in schooling especially co-curricular performance are interrelated to the assets assigned to it. They are in addition of the vision that input-output research sought to be conducted by means of education attained as observed from learner’s extra-curriculum output. The contribution of school headship is a fundamental constituent in such researches. Numerous researchers have the standpoint of a head a practical one, connoting that headship is a service of combined efficiency (Fleishman et al., 1999; Hackman
Recounting a comparable definition to group headship, Hackman and Walton (1986) postulates that the head’s key assignment is to perform, or get performed, whatsoever is not being satisfactorily performed for organizational requirements (McGrath, 1962). If a head administers, by whatsoever methods, to make certain to every role vital to both job achievement and organization maintenance are sufficiently considered, then the head has performed his or her task in an effective way. These affirmations can be concluded whether heads are directing organizations, numerous organizations joined into a section or a department, the group in entirety, or organization of numerous institutions. This important part of institutional headship as well implies that the victory of the group in entirety is a key principle for manager’s efficiency. Individuals are momentous obstacles in the effort to make tactical transformations.

Moran and Brightman (2001) postulates that, transformational managers ought to generate an atmosphere where individuals are concerned in the transformational procedure can unlock themselves up to innovative facts and notions, espouse original suppositions, and conquer their resentment and conflict to adjustments. Black and Gregersen (2002) revealed that long-lasting accomplishment in foremost planned transformations is attached in the capacity of managers to adjust the intellectual schemes of the individuals inside their unions. They stated that as an alternative of an “organization in” approach, an “individual out” approach that aims to recognize the aim of purposefully transforming the institution by first transforming its people ought to be implemented. This method to transformation to involves sturdy and sensitively intellectual managers who consider the worries, apprehensions and uncertainties that individuals experience in transforming settings.
Effectual transformations of managers have the subsequent similar traits: take action as constructors of the transformational atmosphere for both the group and the concerned people; produce and promote the atmosphere obligatory to cultivate the transformational situation, to study from errors, and to style innovative resolutions that compel change; are the illustrations of transformation, offering an exceedingly observable and realistic function scheme for the group; are strong-minded and enthusiastic, inspirational and heartening an enthusiasm for the victory of the transformational scheme; and are interactive system who influence, persuade, explicate, account and sporadically entice in their obligation to maintain planned transformation (McGrath, 1962).

In the recent past schools were usually ranked in terms of performance in national examinations. Although schools are in a way being ranked in terms of performance in co-curricular activities there has not been much emphasis on the importance of these activities on the mental, physical and psychological wellbeing of the learner both inside and outside school.

The pathway of achievement in carrying about planned transformation inside majority institutions has been deprived in many institutions because numerous don’t succeed to take hold of that they are really performing a functioning procedure signifying changing strategies into actuality slightly than formulation (John & Scholes, 2003). The variety of efforts to progress on output in educational institutions has contributed in various effects in the required ends. Educational institutions have crafted exclusive methods and plans to attain the required elevated output in education.
The fact that more resources and time has been allocated towards core curriculum with negligence on co-curricular activities which is core for the wellbeing of a learner have been left undiscovered. Good leaders in organizations like schools should seek to find out the factors that influence student performance in examinations where co-curricular participation and performance by students should be their key aspect of concern (Eshiwani, 1993).

The schooling system in Kenya is mainly examination oriented and that examinations majorly control curriculum implementation. The excellence of education is inclined to be appraised in relation to the number of learners excelling in national examinations (Eshiwani, 1993). Instructors and the common public have time and again articulated alarm over issues that pressure learners’ excellence in examinations. The main exceptional aspect has to do with the managerial supervision of educational institutions. For example (Rutter et al., 1979) and (Wekesa, 1993) found that to advance students’ excellence both intellectually and co-curricular wise, managers are obliged first to enhance the administration of schools. This research was conducted to investigate the influence of management on educational output in secondary schools and ascertain the influences of leadership method, talents and morals on the schools’ co-curricular performance.

2.2 Traditional Models of Leadership

For long, headship has been a topic that has been there and discussed on for many decades. Major concentration has been given to this extremely susceptible subject matter, owing to this consideration, numerous presumptions have been outlined and designed eventually so as to figure the basis for foretelling on personal’s likelihood of productively leading any group. With the recent studies on leadership,
conventional theories have been substituted by “contemporary” and current hypothesis.

Horner (1997) says that, the conventional leadership theories puts emphasis on three key leadership characters, the initial focal point is on the traits of a successful leader, the second on the behaviour of the leader, and the third on the circumstances in which the leader was necessary. These models are examined in the following section;

The first model is the ‘Traits model’, suggested by Bernard (1926) in Hellriegel, Jackson & Slocum (2007) was founded by on intrinsic physical, social and individual qualities that was experiential in leaders and supposed to predict accomplishment in directing the chances of the venture being embarked on. The premise is constructive in recognizing the rational management features. The scheme nevertheless was founded on inadequate number of apparent aspects. It additionally was unsuccessful to offer suitable appreciation to the circumstances, situation and managerial background in which the specific person was well thought-out to be an effectual head (Horner, 1997).

The second model was the ‘Behavioural model’ which was as a consequence of the apparent limitations of the traits theory of leadership and led investigators to segregate the behaviours attributed to leaders (Hellreigel, 2001). Behavioural leadership model was a progression of traits model and positioned additional importance on an added external looking approach to effectual headship. By investigating what these persons really did, assumed, or thought, a number of models were created in the prospects that effectual headship behaviours could be
recognized and mastered. Effectual headship was instituted to be additionally probable in persons who had constructive outlooks of the purpose, capabilities and feelings of subsidiaries.

Contingency model is the third set of conventional theories whose focal point is on personal leader’s reaction to a variety of situational aspects (Hellreigel, 2001). Fielder’s contingency model suggested that victorious manager harmonized their personal approach to the expectations of the condition. Hersey and Blanchard’s situational leadership model extended on this perception and put emphasis on that victorious heads had the suppleness to become accustomed to varying circumstances by being talented to arbitrate maturity echelons of their subsidiaries. House’s Path – Goal Model stated that triumphant managers were talented to access the job and the worker traits intrinsic in the conditions, and then make use of the suitable technique. Ultimately, Vroom and Jogo’s leader – participation model devised eight contingency queries and accessed victorious headship as their aptitude to accurately reply these queries and become accustomed to the approach requisite by the environment.

2.3 Contemporary Models of Effective Leadership

The previous command industry and administration models reflected a pre-information era leadership hypothesis founded on scheme, structures and organization. Management in its so-called “grant apartheid” plans positioned compliance, command and philosophy over persons and their primary individual civil liberties greatly in similar manner that the private division fashioned and cherished workers that were obliged to the group. As if to reflect the storm of transformation that raged throughout post – colonial Africa during the second half of
the precedent century, innovative hypothesis were all-encompassing away numerous of the previous thoughts on what comprised efficient headship in an association. It was now essential, in the words of Bartlett and Ghosal (1995), for leaders “to set free the individual mood”.

2.3.1 Transformational Leadership

Avolio and Davie (2004) refers to, transformational leadership as the aptitude to inspire and to promote scholarly motivation in the course of stimulation. McColl-Kennedy and Anderson (2005) state that transformational leadership approach is direction throughout personalized deliberation, academic stimulus, motivating drive, and innovative pressure. They referred this leadership style as a dependable and legitimate measure. Rafferty and Griffin (2004) observed vision as the chief feature of transformational heads. Vision and motivation trigger a conversion procedure in the adherent (Scandura& Williams, 2004) – that is, an affiliation or intellect of recognition that the manager cultivates, which concludes in approval of the head's dream and standards, and objective attainment turns into the standard (Gillespie & Mann, 2004). Transformational managers motivate supporters to apply endeavour further than self-centredness in support of cooperative achievement (Berson & Avolio, 2004). Parolini (2009) finished that transformational heads are additionally expected than servant managers to centre on the group targets and to utilize captivating schemes of control such as mental picture and stimulation.

Transformational head manipulates supporters to attain objectives, and augment self-assurance, obligation, and occupation output (Bono & Judge, 2003). A great number of investigations on transformational leadership have recognized its constructive link with dedication, fulfilment and intent to keep on (Epitropaki &
Martin, 2005). Brown & Yoshioka (2003) states that leadership and occupation fulfilment are mainly efficient predictors of purpose to depart from non-profit institutions. Avolio (2004) states that transformational leadership's connection with dedication was arbitrated by encouragement. Dionne & David, 2002 states that transformational leadership is considerably connected to group dedication and an encouraging group atmosphere.

### 2.3.2 Servant Leadership

Greenleaf & Spears (2002) say that, servant leadership is established in a head's longing to stimulate and direct supporters, present trust, and present an additional thoughtful practice throughout recognized excellence associations. Whetstone (2002) further states that the essential servant managers wishing to provide the requirements and requests of supporter sought to overtake the manager’s individual comfort. Servant heads display wisdom of ethical accountability and reverence for supporters as they motivate supporters to develop and to grow (Greenleaf, 1997).

Even though the thought of servant leadership has developed widely subsequent to its commencement, dependable methods to gauge it were crafted only lately (Ehrhart, 2004). The servant leader acts morally, and persuades and allows subsidiaries to develop and thrive, both individually and competently (Russell & Stone, 2002).

Ehrhart (2004) proposes that servant leadership and transformational leadership have numerous comparable features. Nonetheless, there are noticeable variations in that the focal point of servant heads is not only to attain managerial and individual aims, but as well to recognize anethical liability to provide to all key individuals,
particularly subsidiaries. (Graham, 2003). Parolini (2009) concludes that servant managers are additionally expected than transformational heads to give service to their supporters as their initial precedence. Even though Turner (2002) showed there was a relationship among transformational leadership and ethical analysis, such fundamental ethical essentials are mainly not present from the transformational structure.

Spears (1998) conjectured that servant headship would be a extra suitable and effectual method of headship than transformational style for non-commercial institutions. As the volunteer connection does not engage the conventional swap of output for return, additional endeavour is requisite to attract voluntary workforce (Spears, 1998). Given that volunteer profits are chiefly inherent (feelings of altruism) and are believed extra significant than extrinsic triggers (financial rewards); (Alatrista & Arrow smith, 2004), volunteers require to experience that their dexterity and assistance are appreciated (Wisner, 2005). Spears (1998) complete by that servant heads are supplementary concerned in the individual conditions of volunteers; consequently, such heads are supplementary expected to draw the allegiance of volunteers.

2.3.4 Transactional Leadership

Bernard (1994) states that transactional leadership is founded on the premise that supporters are stimulated throughout a structure of benefits and reprimands and analyse head/supporter affiliation is one of quid pro quo or this for that, if the supporter does some what excellent, then they were remunerated, if the adherent does rather incorrect then they were penalized, individuals execute their greatest when the sequence of instruct is explicit and apparent, following the orders and
directions of the manager is the most important objective of the supporters, subsidiaries ought to be cautiously observed to guarantee that prospects are achieved. Weber (1980) says that it is moreover an administrative leadership, focussing on the function of control, arranging and collective impact, contribution and output.

2.3.5 Strategic Leadership

Strategic leadership is an obligation for continued existence in a dynamic society. Boal and Hooijberg (2000) recognized the quintessence of this leadership approach as concerning the capability to be taught, to modify and the administrative understanding. Strategic heads displayed charm, are worth ambitious, far-sighted and have the requisite intellectual and attitudinal intricacy crucial to translate their communal aptitude into effectual company output in an always varying managerial background.

Strategic leadership is not possible devoid of the radiance of the velocity at which the society is transforming: the humanity has stimulated in quantum jumps as of the industrial era, to the space era, and into the information era. Therefore, this premise supposed that effectual managers required the tactical talents to speedily incorporate skills learned, to formulate positive schemes and to implement them with swiftness and compassion.

2.3.6 Global Leadership

The information era, and its affiliated scientific and technical progression have contributed in the mounting connection of the humankind and broad community of states, in order for heads to endure and thrive in this international arena. Gregersen,
Morrison and Black (1998) state that managers should have the aptitude to attach expressively, and must hold a curious and unlocked brainpower, honesty, and managerial ability to administer in decision in a varied humanity and surroundings. The shift headed for complete variety headship (Bass & Avolio, 1994) symbolizes the growth of premeditated, transformational and universal management traits among pinnacle supervision of institutions. It as well incorporates an examination, not merely of outside managerial aspects, but in addition of the psychology of effectual headship.

2.4 Significance of Leadership on Performance

2.4.1 Effect of Leadership styles on Students’ Performance in Co-curricular Activities

If leadership is such a key element in the success of organizations, then it is essential that effective leadership can be defined, taught, practiced and evaluated. Three major characteristics of leadership have been identified in contemporary leadership theory. These are the transformative leader, the transactional leader and the servant leader. Transformational leaders are motivators with the ability to share a vision of future possibilities that inspires fellow employees to place the needs of the group above their own individual interests.

Transformational leadership is inspirational, providing scope for intellectual and creative development, which values the role of the individual in achieving a shared vision. Transactional leadership is more closely allied to traditional management techniques with the leader establishing organizational goals and entering into a contractual arrangement with subordinate based on reward and punishment. The
servant leader, on the other hand, leads through service. The idea of the servant leader is not new, having been introduced by Robert Greenleaf in 1977.

Nevertheless, its principle founded on compassion, curative, paying attention and constructing community have improved connotation in current commercial surroundings where more vibrant guidance or administration characters are a focal point on turn over relative to persons which have eventually contributed to structure breakdowns such as the present worldwide monetary calamity, in the current bothered humanity there is a shift in the direction of the innovation of the category of standards personified by the servant manager. Debate and investigation of researches can assist present learners to discover regarding these traits of headship, which enable them to start generating their own personal dreams of the heads they aspire to be throughout their present or prospective occupations.

2.4.2 Effect of Leadership Skills on Students’ Performance in Co-curricular Activities

Managers engage in a vigorous role in progress and upholding of responsibility arrangement and objective route and they pressure the survival and competence of the organization (Stogdill, 1974). Heads are obliged to not merely put into effect pressure, but they ought to as well settle on what time, where, and how the pressure is put into effect to get the accomplishment of communal objectives (House & Howell, 1991).

In the past years, numerous premises have been projected unfolding the characters that create effectual headship probable hypothesis of behavioural characters (Lindell & Roseuqvist, 1992), transformational or charismatic leadership (Bass & Avolio,
and head-supporter interaction (Graen & Uhl-Bien, 1995). These presumptions include a focal point on positive behavioural blueprints and the allegations of these outlines for manager’s output.

Awareness refers to the productivity of knowledge development, just as tactics are the results of the preparation course. Gibbons (1994) contends that the conditions of discipline and information are recurrently accepted interchangeably to structure methodical familiarity. A set of connections have been lengthily practical in manufacturing and disciplines for management of multifaceted structures (Price, 1965). In industrial and technical disciplines, a set of connections generally refers to a structure or a network of inter-connected sub-structures or apparatus, each one reasonably intended to execute a nominated mission successfully. Every sub-system is extremely dedicated and normally extracts on elevated echelons of mounted up information and know-how inside its anticipated sphere of functionality.

Hypothetically, the complete structure might not be truthfully most favourable, but it can be effectual and elastic adequately to execute the job at hand, far ahead of the potentialities of its personal apparatus. The two components of a system are the nodes and connections where nodes indicate out the structure assets for facts production with their interconnections through relationships.

Information is multifaceted and imperceptible, contributing to it being extremely difficult to acquire. An effectual way is revelation and illustration of information. Chandy and Williams (1994) state that every local information complexity is an element or a sub-system of a broader and further universal structure. From the progress and dispersion of information of one discipline can be invented and
transformed by the environment and object of pertinent periodicals, one discipline's journals can be observed as an "invisible hand" manipulating the focal point of advancement and dispersion of the information system of a specified discipline.

The thought of imperceptible hand reproduces our appreciation for the stylish and proper performance of the market structure as a controller of independent personal alternatives in a mutually dependent humanity. An imperceptible information system of any certain field comprises both the information content of its nodes and the interconnections of those nodes within its sphere and to other fields. The information system of leadership can be taken as a branch of its interrelating initial spheres, which are well recognized subsystems of leadership.

Information system in the management field is comprised of adequately huge quantities of available editorials, dynamic investigators (the intellectual architects) and credentials emerging in assorted media relating to electronic trade and other fields (Ngai & Wat, 2002). This information complexity can portray the developmental and dispersion blueprints and procedures in die information structure of headship. Throughout the gathering of cross-field information, crucial nodes are the mainly vital links to unite diverse or even divide spheres. Crucial nodes gain the major prominence throughout the cross-fertilizing procedure, which make easy- the information communication and diffusion amongst pertinent parts of the entire system.

Numerous researches have applied bibliometric system to conduct studies in administration explorations. For instance, Pdkington and Teichert (2006) scrutinized challenging scholarly support of the administration of expertise information and
discovered whether these are different from those frequently linked with its opponent disciplines: Acedo and Casillas (2005) investigated the dimensions of global administration studies by application of factorial investigation methods in an writer co-citation research: Ramos-Rodíguez and Ruiz-Navano (2004) inspected the academic system transformation of planned administration investigations by undertaking a bibliometric research of the Tactical Administration Periodical; Ponzi (2002) discovered the rational configuration and interdisciplinary width, of information management in its early phase of expansion by means of standard constituent examination on a writer co-citation occurrence template.

2.4.3 Effect of Leadership Ethics on Students’ Performance in Co-curricular Activities

Moral anxieties are vital areas in business exercise and investigation ventures in the field of managerial sequence administration. In meticulous, moral apprehension happen to be obvious in circumstances of asymmetric associations across groups (for example, in terms of authority and reliance). There is a necessity to set up decent arrangements, procedures and output channels in institutions. In preceding investigations limited parts of this thought across institutions have been dealt with from a moral view point but not the entire procedure (Moberg, 2003).

Nonetheless, there has been a little current exploration that endeavours devoted to the moral apprehensions in managerial sequence supervision as a whole. For instance, Svensson (2008) brought in and explained a conceptual structure of managerial sequence organization principles founded upon the automotive business. Svensson (2009) centres on the precision of organizational sequence organization morals founded on case pictures across institutions in the fashion and telecom
industries. The impasse is that these moral structures in the area of managerial chain management are still on a universal stage, where exact particulars are not given on how to administer, scrutinize and appraise moral anxieties across groups.

2.5 Summary of Literature and Isolation of Gaps

The development of a transformational leadership theory owes much to the fact that many organizations have the past twenty five years had to face rapidly changing environments that required leaders to articulate new visions, foster new cultures, and breed new mindsets involving changes in basic values, beliefs and attitudes of subordinates. Louise Hard (2004) has proposed the concept of formal and informal leaders. All past leadership theories have a focus on certain behaviour patterns and the implications of these patterns for leader performance.

Despite the many studies that have been conducted on the impact of leadership characteristics on student performance, much has been focused on students’ academic performance. Researchers are yet to define the relationship between principal’s leadership characteristics and its impact on co-curricular performance. In the past studies there still exists research gap on the influence of principal’s leadership characteristics on co-curricular performance in secondary schools in Kenya. Thus this study seeks to determine the influence of principal’s leadership characteristics on students’ performance in co-curricular activities in Baringo Central Sub-County, Baringo County Kenya.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction


3.1 Research Design

The study employed a descriptive survey design to investigate the effects of principal’s leadership characteristics on co-curricular performance in Baringo central sub-county, Baringo County. Tromp and Kombo (2006), states that the chief rationale of descriptive survey study is to illustrate the circumstances of variables they exist. Descriptive survey can be applied when gathering data about respondent’s feelings, beliefs, behaviours or any diversity of educational or social aspects. Mugenda and Mugenda (1999), notes that descriptive survey study can be applied to gather data to respond to questions regarding the present status of the theme under investigation.

According to Orodho (2009), survey design permits the investigator to collect data, sum up, present and make deductions for the reason of explanation. The investigator applied interview guides on managers, questionnaires for educators and students and observation checks together data on effect of principal’s leadership characteristics towards enhancing co-curricular performance in school. By incorporating numerous respondents, various results to similar queries were gathered. The independent variable was principal’s leadership characteristics.
3.2 Locale of the Study

According to Kenya National Bureau of Statistics (KNBS, 2009) Baringo Central Sub County is one of the six Sub Counties of Baringo County with a total of 28 public secondary schools, 1 proposed national school, 2 private schools, 6 county schools and 20 sub county schools. The population of the sub county is 264,978 as per 2009 population census and the public secondary school population made up of 8,371 this is 0.315 % of the sub county population.

This research was conducted in Baringo central sub-county, Baringo County; this is as a result of student performance in co-curricular activities has been very poor since all school administrators concentrate very much on academic performance. Secondly co-curricular activities have been included in the school and it was very important to find out if school principals are putting in consideration the importance of student participation in these activities. Thirdly, it was to assess how school principals perceive student participation and performance in co-curricular activities as stipulated in the current school curriculum. Ultimately, no previous research on this topic has been conducted in the county on the effect of principal leadership characteristics on student’s performance in co-curricular activities.

3.3 Target Population

The target population for this study was 28 schools in Baringo central sub-county, 28 principals and 28 deputy principals, 8,371 learners in general and 120 school teachers holding administrative positions (KNBS, 2009).
3.4 Sample size and sampling techniques

3.4.1 Sampling techniques

According to Tryfos (1996), sampling frame is the list from which the samples are drawn; ideally the frame should be the target population. The sampling frame for this study consisted of a list of all school principals/deputy principals, teachers holding administrative positions and students holding leadership positions in public secondary schools in BCSC. Stratified random sampling was used to pick the sample sizes for the study. The advantage of this method is that there was an increase in a sample’s statistical efficiency and enabled different research methods and procedures to be used in different strata (Cooper & Schindler, 2003). The sample from the population was selected on the basis of suitability for the objective research, as a matter of convenience.

3.4.2 Sample Size

Statistical sampling relies on mere chance to determine who is selected in the sample and calls for random selection in the inclusion of the cases into the sample. According to Hayer (1997), it is a statistical determination of the appropriate sample size and enables the researcher to generalize results to the population. In this study the sampling technique which was used to obtain quantitative data was stratified sampling technique. The process aimed at having each sector represented. First, the population was divided into the strata based on the level of management. Thereafter a simple random sampling was used to get a population sample from each stratum. The simple random sampling technique presents each individual in the population of study with an equal chance or probability to be selected (Cooper & Schindler, 2006). Mugenda and Mugenda (2003), considers a sample size of 10 - 30% as sufficient enough generalization of the results.
The researcher employed random sampling to select 12 public secondary schools and 12 school principals/deputy principals, 60 teachers holding administrative positions and 60 students holding leadership positions in the schools. This was equivalent to 30% of the target population. Gay (1992) recommends 10% minimum sample size.

The sample was drawn from a population as shown in Table 3.1.

### Table 3.1: Sampling Table

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population (N)</th>
<th>Sample (n)</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal or Deputy principal</td>
<td>28</td>
<td>12</td>
<td>42%</td>
</tr>
<tr>
<td>Teachers holding administrative positions</td>
<td>180</td>
<td>60</td>
<td>30%</td>
</tr>
<tr>
<td>Learners holding leadership positions</td>
<td>220</td>
<td>60</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>428</strong></td>
<td><strong>132</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Source; author 2015*

The sampling matrix yielded 60 learners holding leadership positions, 60 teachers holding administrative positions and 12 principals from the selected public secondary schools. Gorard (2001) emphasizes that a sample percentage of between 10 - 30% of the total population in descriptive study is suitable. Consequently, 12 schools were chosen for this research from a whole of 28 schools which represents 42% of the schools and principals randomly selected using non-probability sampling design. Teachers holding administrative positions selected was 30% of all teachers holding administrative positions in Baringo central sub-county while the learners holding leadership positions selected represented 25% of all learners holding leadership positions.
3.5 Research Instruments

Information in this research was gathered by use of questionnaires, interview guides and observations schedules.

3.5.1 Questionnaires for Teachers and Students

A questionnaire is a pre-formulated set of questions to which respondents record their answers within closely defined alternatives. Questionnaires help the researcher in gathering information from a large sample in a diverse region and also uphold confidentiality (Tromp & Kombo, 2006). All the respondents’ questionnaires will comprise both closed ended and open ended questions.

The use of questionnaire allows large amounts of information to be collected from a large population in a short period of time and in a relatively cost effective. It can also be carried out by the researcher or by any number of people with limited affect to its validity and reliability. The results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package. It also allows a more scientific analysis in relation to the study objectives than other forms of research.

3.5.1.1 Questionnaire for Teachers

The teacher’s questionnaire will comprise of both closed and open ended questions that aimed at obtaining response on the Principal’s leadership characteristics and their effects on students’ performance in co-curricular activities, the principals’ relationship with staff members, students and the role he/she plays towards students’ performance in co-curricular activities.
3.5.1.2 Questionnaire for Students

Learners’ questionnaires comprised of both closed and open ended questions that focused on the effect of principal’s leadership characteristics on students’ performance in co-curricular activities in BCSC. The questionnaire consisted of items that aimed at obtaining response on the Principal’s leadership characteristics and their effects on students’ performance in co-curricular activities as well as elicit responses on the principal’s role towards students’ performance in co-curricular activities.

3.5.2 Interview Schedule for Principals

Sekaran (2006) states that an interview guide is more flexible and permits connection between the researcher and respondents. It also offers favourable environment where ingenuous data can be acquired. An interview schedule for the school principals was designed to search for their analysis on co-curricular activity performance and its association with academic performance and also identify the level of resource allotment set aside for the activities in schools in Baringo central sub-county.

3.5.3 Observation Guide

Direct observation facilitates in collecting data about real behaviour (Sekaran, 2006). A well thought-out observation guide was applied to explore principal’s leadership traits and views on co-curricular performance.

3.6 Piloting of Research Instruments

A pilot study was conducted independently before the main study in 3 public secondary schools in Baringo central sub-county. Orodho (2012) describes piloting
as pre-testing a research instrument (questionnaire) in the field by selecting a sample that is similar to the actual sample to be used in actual study. Each instrument was piloted separately in the three randomly selected schools which are similar to the sample for the main study but was not be included in the main study. Respondents consisted of three (3) principals, six (6) teachers holding administrative positions and twelve (12) learners holding leadership roles in the schools, this was applied to assess and develop the instruments properly.

### 3.6.1 Validity of Research Instruments

Amin (2005) postulates that a study instrument is said to be suitable if it essentially indicates what it is intended to identify. Validity is the scale by which the sample of the test indicates what it is intended to determine. Orodho (2009) says that validity is the accurateness of supposition which is founded on study data. Validity is consequently the extent to which data acquired from analysis essentially characterizes the experience being investigated. It is consequently the measure to which an experiential determination of a notion perfectly signifies that notion.

The investigator certified that the instruments have content validity which was tested through piloting. The content validity was to ascertain whether the instruments content is indicating what it is intended to indicate. It was as well to ascertain the precision of the instruments in collecting expected facts aimed at answering the research questions. The investigator revised the items in the instruments to make certain that they are comprehensible and that they bring out the projected data from the selected respondents. The instruments were also assessed by experienced researchers; the supervisors, to establish if they did cover the potential areas of interest. The supervisors re-examined the instruments for precision and
completeness and mutually with the investigator established a level of conformity as to which items should be incorporated in the final instruments.

3.6.2 Reliability of Research Instruments

Orodho (2012) considers reliability as the degree to which an instrument gives the similar answers on repetitive tests. To ascertain reliability of the instruments the investigator applied the split half method technique. This enabled to test the degree to which items on the instruments indicated similar responses. Orodho (2009) indicates that if items compare greatly with each other, assurance about the reliability of the entire scale is fashioned.

The investigator calculated internal consistency by use reliability coefficient. This entailed dividing the test into two parts through even and odd numbering style thereafter correlating the responses. If, above 80% of respondents give the same answers, the tests were deemed reliable. The researcher used Cronbachs’ coefficient alpha (α) to test reliability of scale of the developed items. The benefit of applying the internal uniformity index is that it is approximated after merely one test administration. It consequently evades trouble linked with trying of the research instruments over numerous phases of time as stated by Orodho (2009). A correlation co-efficient of 0.8 was gotten which indicated reliability of the instruments. Orodho (2009) states that the drawback of the split half technique is that, because half of the scores are being correlated with the other half, the coefficient so calculated do not replicate the reliability of the entire instrument. A rectification factor is consequently effected to the calculated correlation coefficient. An added drawback is the numerous ways of grouping the items that go into the test into two halves. Every dividing method give ways to a dissimilar level of correspondents among the two
halves so, dissimilar reliability coefficients or approximations are got for identical trials (Orodho (2009)).

3.7 Data Collection Procedure

A research authorization permit was obtained from the National Council of Science, Technology and Innovation (NACOSTI) and an introductory letter from the department of educational administration, policy and curriculum studies, school of education, Kenyatta University. A copy of the permit was submitted to MOEST through the District Education Officer for authorization of the research. The researcher organized a pre-visit to establish rapport with the respondents. Consent of participation was sought before administering questionnaires. Questionnaire administration was done by the researcher himself during the process of data collection. The respondents were given ample time to fill in the questionnaires after which data analysis commenced.

3.8 Data Analysis

According to Kombo and Tromp (2011), data analysis procedures include the process of packing the collected information, putting it in order and structuring its main components in a way that the findings can be easily and effectively communicated.

Data collected was coded, analysed and interpreted to show the relationship between principal leadership characteristics and co-curricular performance. Quantitative data collected was analysed and presented in tables and charts; where descriptive statistics such as mean and standard deviation were used in the interpretation of data sets.
Qualitative data analysis involved explanation of information obtained from the empirical literature. Quantitative analysis involved the use of numeric measures to the scores of various responses on the influence of principal’s leadership characteristics on student performance in co-curricular activities. This entailed generation of descriptive statistics after data collection, and formation of data sets, estimation of population parameters from the statistics, and making of inferences based on the statistical findings. Product Correlation Co-efficient \((r)\) and qualitative data analysis using thematic approaches.

Regression analysis was carried out to determine the relationship among variables (Kothari, 2003). The study will adopt the regression formula \(Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon\). Where; \(Y\) = performance in co-curricular activities; \(X_1\) = leadership styles, \(X_2\) = leadership skills and \(X_3\) = leadership ethics. \(\beta_1, \beta_2, \) and \(\beta_3\) are coefficients of determination and \(\varepsilon\) is the error term. The output of the analysis will be presented in tables and charts, and interpretations made based on the research objectives.

### 3.9 Ethical Consideration

To ensure confidentiality and reduce research bias, all questionnaires were coded, and then a separate list created linking survey numbers to their admission numbers. The list was kept separate from survey data. No identifying information about the respondents was given on the questionnaires.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents data collected, results and discussions of the study findings on the effect of principal’s leadership characteristics on co-curricular performance in Baringo central sub-county, Baringo County.

Data was collected from principals, teachers holding administrative positions and students holding leadership positions in co-curricular department from 12 secondary Schools in Baringo central sub-county, Baringo County. A total of 132 usable responses were obtained. Table 4.1 describes the response rate.

The objectives of the study were to;

i. To determine the effect of principals’ leadership styles on students’ performance in co-curricular activities in public secondary schools in BCSC.

ii. To establish the effect of principals’ leadership skills on students’ performance in co-curricular activities in public secondary schools in BCSC.

iii. To analyze the effect of principals’ leadership ethics on students’ performance in co-curricular activities in public secondary schools in BCSC.

The presentation and discussions were in line with the objectives.
4.2 Response Rate

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>No. of questionnaire (adm.)</th>
<th>Returned (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal/deputy principal</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Teachers holding administrative positions</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Learners holding leadership positions</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>132</strong></td>
<td><strong>132</strong></td>
</tr>
</tbody>
</table>

The result of the table 4.1 indicates the response rate of the total respondents. One hundred and thirty two respondents participated in data collection; therefore the turnout rate was 132 making 100% questionnaire returns. This clearly indicated that the response was credible enough to enable the researcher analyse the findings.

4.3 School Type

Table 4.2: School type

<table>
<thead>
<tr>
<th>School type</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>County school</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>Sub-County school</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Extra County school</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to the study findings, four (34%) county schools, seven (58%) sub-county schools and 1 (8%) extra county school were involved in this study. Majority of the schools however were County schools and hence presented majority of respondents in this study.
### 4.4 Demographic Characteristics of School Principals

#### 4.4.1 Age Distribution of School Principals

![Age Distribution Pie Chart]

**Figure 4.1: Age distribution of school principals**

According to the finding of this study, it was noted that majority of school principals in Baringo central sub-county are aged between 41 to 50 years of age. This clearly indicates that most of these leaders were chosen to hold these positions due to their working experience and the skills that they proved to possess as they worked in the schools. Some (9%) were aged between 31 to 40 years of age while only 8% were found to be 51 and above years of age. None of the respondents were found to be less than 30 years of age and held school principal position in the sub-county.

#### 4.4.2 Professional Qualifications of School principals

**Table 4.3: Education level of school principals**

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>Degree</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>P1 certificate</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
According to the findings of this study majority (50%) of the school principals were found to hold bachelor’s degree while some (42%) were found to hold masters degrees. Only 8% of the total sampled population of school principals in Baringo central sub-county were found to hold diploma certificates but from the observations made by the research and the evidence obtained from these principals, most of them have long working experience and most of them are aged above 50 years. None of the sample principals was found to hold a P1 certificate.

This clearly shows that despite the fact that some school principals hold diploma certificates as their highest educational qualifications most of them proved to be experienced in the field of school administration and said that they have gained ample experience from seminars and training programmes organized by the Ministry of Education both at district level and at national level.

4.4.3 Experience as a School Principal

![Experience as School Principal](image.png)

**Figure 4.2: Experience as School principal**
Majority (59%) of the respondents were observed to hold working experience as school principals of between 2 to 5 years. Some (17%) were found to hold experience of between 6 to 10 years while 8% of the total respondents were found to hold working experience of between, 11 to 15 years, above 16 years and below 1 year respectively.

It was observed that majority of the principals were newly promoted to the post of school principals due to their long service as teachers, educational qualifications as well as their skills as evident from the leadership training and seminars that they have attended. Very few (8%) of this sample population were found to have worked for more than 16 years as school principals. This is because some of them were aged and some approaching their retirement age.

4.5 Demographics Characteristics of Teachers

4.5.1 Leadership Position of Teachers

Table 4.4: Leadership Position of Teachers

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>D/principal</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Boarding master/mistress</td>
<td>9</td>
<td>15.0</td>
</tr>
<tr>
<td>Director of studies</td>
<td>9</td>
<td>15.0</td>
</tr>
<tr>
<td>Sports master</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td>Academic HODs</td>
<td>13</td>
<td>21.7</td>
</tr>
<tr>
<td>Guidance &amp;counseling master/mistress</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Class master/mistress</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
According to the study statistics obtained, it was clear that depending on the school population, all schools were well staffed with teachers holding different leadership positions to ensure that the school was ran smoothly. According to this study, the following were the leadership positions that the sampled respondents held; boarding master/mistress, director of studies, sports master/mistress, academic HODs, guidance and counseling master/mistress, class master as well as deputy principal.

4.5.2 Age Distribution of Teachers

Table 4.5: Age distribution of teachers

<table>
<thead>
<tr>
<th>Age group</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30</td>
<td>13</td>
<td>21.7</td>
</tr>
<tr>
<td>31 – 40</td>
<td>24</td>
<td>40.0</td>
</tr>
<tr>
<td>41 – 50</td>
<td>22</td>
<td>36.7</td>
</tr>
<tr>
<td>Above 51</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority (40%) of the sampled teacher population were aged between 31 – 40 years while some (36.7%) were aged between 41 – 50 years very few (1.7%) were found to be aged above 51 years while only 21.7% were aged below 30 years of age.

4.5.3 Professional Qualifications of Teachers

Table 4.6: Professional Qualifications

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Frequency(f)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters’ degree (M.Ed.)</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Degree (B.Ed.)</td>
<td>45</td>
<td>75.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>12</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>
It was found that professionally most teachers in BCSC are professionally qualified. Majority (75%) of teachers were found to be bachelor’s degree holders while some (20%) were diploma holder only a few (5%) teachers had masters’ degree. But from the responses majority of those who said they qualified with masters were still in school completing their degree while those who had successful completed were seeking for better jobs in future other than teaching in secondary schools.

4.6 Demographics Characteristics of Student Leaders

4.6.1 Students’ Leadership Position

Table 4.7: Student leadership position

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports secretary</td>
<td>21</td>
<td>35.0</td>
</tr>
<tr>
<td>Head student</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>Class secretary</td>
<td>21</td>
<td>35.0</td>
</tr>
<tr>
<td>Dorm prefect</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Assistant head student</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Entertainment prefect</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Academic secretary</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to the statistics obtained by this study, majority (35%) of the sample student leaders were class secretaries and sports secretary representing each class respectively. While only 6.7% of these represented the head students in the sampled schools, 5.0% were academic secretaries, 3.3% were entertainment secretaries and only 11.7% were dormitory secretaries.
4.6.2 Student Leaders’ Age Distribution

Table 4.8: Student Leaders’ Age Distribution

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 -16 years</td>
<td>25</td>
<td>41.7</td>
</tr>
<tr>
<td>17-19 years</td>
<td>35</td>
<td>58.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the statistics obtained by this study, majority (58.3%) of the student leaders were aged between 17 -19 years of age. While the remaining (41.7%) of the sampled population were aged between 14 – 16 years old. This implies that majority of the leaders were chosen from senior classes (form 3 and 4, shown in table 4.9) to hold important leadership positions in the school.

4.6.3 Current Form/Class

Table 4.9: Current Form/Class

<table>
<thead>
<tr>
<th>Level/Form/Class</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form II</td>
<td>14</td>
<td>23.3</td>
</tr>
<tr>
<td>Form III</td>
<td>29</td>
<td>48.3</td>
</tr>
<tr>
<td>Form IV</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According the data obtained in this study none of the sampled leaders was in form one, this was so since form ones were new in the school and only class secretaries had been chosen. Majority (48.3%) of the sampled population were form threes, 28.3% were form fours while only 23.3% were in form two. Majority of the school leaders came from form three classes since they were the seniors of the school.
without a lot of commitments while some (28.3%) were form fours whose various positions that could not be held by other leaders from other forms like class secretary positions and head prefect of the school.

4.6.4 Period Served as a Student Leader

Table 4.10: Duration of service as a student leader

<table>
<thead>
<tr>
<th>Duration of Service</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>40</td>
<td>66.7</td>
</tr>
<tr>
<td>2 years</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>3 years</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to the statistics obtained in this study, it was clear most (66.7%) respondent holding leadership positions had served for at least one year. Some (16.7%) the remaining population had served for two and three years each.

4.6.5 Advocating for Co-curricular Activities by all Students

Figure 4.3: Advocating for Co-Curricular Activity Participation
According to data obtained in this study, 97% of the respondents forming the sample for student leaders strongly agreed that they advocated for all student participation in co-curricular activities. They felt that participation in these activities helped students relax out of class as well as engage their minds in other activities away from classwork. Majority of the sampled student leaders said that those students who actively participated in co-curricular activities performed better in class and were well disciplined.

4.7 Influence of Principal’s Leadership Styles on Students’ Performance in Co-Curricular Activities

This study sought to establish the leadership characteristics employed by school principals and their influence towards managing co-curricular activities. Every leader in a school has a unique style that he/she employs while performing duties. This is possibly because different individuals have different perspectives on leadership, they own different and unique characteristics for handling different situations. Correspondingly, this is for the reason that of diverse environment of the individual characters that make certain a manager has to approach a method that will oppose the altering individuality of the subject matter and consequently, there is an exclusive method the managers utilize as has been sustained by the many respondents.

According to Otton (2005) good leaders should employ a unique style in their organizational setup. He further observes that there are three other factors that influence the type of leadership style to employ. This includes; the principal’s personal background, the personality, knowledge, values, ethics, and experiences the principal has what he thinks will work and the subjects being supervised. According
to him, employees are individuals with different personalities and backgrounds and hence the leadership characteristics their leaders employ will differ because of the personal workers and what he or she will react most excellent to. The institution, the conduct, standards, viewpoints, and apprehensions of the institution will as well pressure how a manager operates.

Leaders have diverse perspectives of headship and therefore have to utilize exceptional leadership characteristics to deal with such issues (Roberts, 2004). Furthermore the diverse character of the individual traits make certain that a head has to approach by means of a manner that will oppose the changing personalities of individuals. Thus one has to employ a method that is distinctive and one that offers an improved headship excellence to the subjects. Consequently each head has an exclusive approach to contradict the environment of the individuals.

### 4.7.1 Influence of Leadership Style on Sports and Games Performance

**Table 4.11: Influence of leadership characteristics on performance in sports and games**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Weak</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Weak</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Moderate</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Strong</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>Very strong</td>
<td>31</td>
<td>52</td>
</tr>
</tbody>
</table>
According to the response given by teachers, leadership characteristics chosen by leaders when leading or instructing sports and games influence performance very strongly (52%) while some respondents (28%) were of the opinion that leadership style of the principal strongly affects students’ performance in sports and games. Only 13% were of the moderate opinion. A few (5%) were of the opinion that leadership characteristics of the principal affects students performance in sports and games to a weakly. It was observed that most (more than 85%) students performed better in sports and games when they were headed by democratic leaders; that’s is their team captains games teachers as well as their principal listen to their opinions and always gave them support by encouraging them to work hard in all that they participated in.

According to the response that was given by student respondents it was clear that majority of the students participated in sports willing since they were attracted by the leadership of their principal. They developed a positive attitude towards participating in any sports and games and ensuring that they excelled other that classroom excellence.

4.7.2 Influence of Leadership Style on Drama Performance

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Weak</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Weak</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Moderate</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Strong</td>
<td>22</td>
<td>37</td>
</tr>
<tr>
<td>Very strong</td>
<td>26</td>
<td>43</td>
</tr>
</tbody>
</table>
According to the response given by teachers, leadership styles chosen by leaders when directing music and drama influence the students’ performance very strongly (43%) while some respondents (37%) were of the opinion that leadership style of the principal strongly affects students’ performance in drama. Only 15% were of the moderate opinion. A few (3%) were of the opinion that leadership styles of the principal weakly affected students’ performance in drama.

4.7.3 Influence of Leadership Style on Music Performance

Table 4.13: Influence of Leadership Style on Music Performance

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Weak</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weak</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Moderate</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Strong</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>Very strong</td>
<td>37</td>
<td>62</td>
</tr>
</tbody>
</table>

According to the response given by teachers, leadership styles chosen by leaders when directing or managing music in the schools influence performance very strongly (62%) while some respondents (28%) were of the opinion that leadership style of the principal strongly affects students’ performance in music; they further said that music being different from co-curricular activities and relies on one’s emotion and willingness to participate hence highly dependent on an individual for performance. Only 8% were of the moderate opinion. A few (2%) were of the opinion that leadership styles of the principal affects students’ performance in music weakly.
4.7.4 Influence of Leadership Style on Science Faire Performance

Table 4.14: Influence of Leadership Styles on Science Faire Performance

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Weak</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Weak</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Moderate</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Strong</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>Very strong</td>
<td>30</td>
<td>52</td>
</tr>
</tbody>
</table>

According to the response given by the respondents, leadership styles chosen by leaders when leading or instructing science faire influence performance very strongly (52%) while some respondents (28%) were of the opinion that leadership style of the principal strongly affects students’ performance in science faire. Only 13% were of the moderate opinion. A few (5%) were of the opinion that leadership styles of the principal affects students’ performance in science faire to a weakly. It was observed that most (more than 85%) students performed better in science faire when they were headed by democratic leaders; that’s is their team captains, games teachers as well as their principal listen to their opinions and always gave them support by encouraging them to work hard in all that they participated in.

According to the response that was given by student respondents it was clear that majority of the students participated in science faire willingly since they were attracted by the leadership of their principal. They developed a positive attitude towards participating in any science faire and ensuring that they excelled other than classroom excellence.
4.8 Suitable Indicators of student performance in Co-curricular Activities

The study sought to establish the suitable indicators of students’ performance in co-curricular activities in BCSC. According to the findings, 88% agreed with the statement that national competitions results target is part of co-curricular that schools employ to gauge their performance. While 82.5% said that number of times and number of trophies worn is part of suitable performance indicators employed by the school. 76.6% stated that output measures of the institution are founded on institutional prospects from preceding outcomes whereas 73.2% stated that the accounted cases of commendable former students brilliance in a variety of subjects nationwide is an element of the institution’s extra-curricular measures.

It is apparent that the country wide outcomes goal is an element of a an output measure utilized by the institution, this may possibly be as a result of attaining the objective in the countrywide contest depicted by an image of an institution that is strong-minded to execute with the appropriate mechanisms to guarantee performance therefore it is an output measure. Accomplishment of nationwide contest might as well be due to harmonized collaboration involving the educators and the learners under a superior headship. Thus nationwide contests amount to part of an educational measure engaged by institution.
4.9  Regression Analysis

Table 4.15: Regression Table

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>3.828</td>
<td>1.986</td>
</tr>
<tr>
<td>I have a unique style that I employ</td>
<td>0.218</td>
<td>0.220</td>
</tr>
<tr>
<td>I choose the style to employ based on the situation</td>
<td>0.075</td>
<td>0.300</td>
</tr>
<tr>
<td>I got my leadership skill through in service training</td>
<td>0.003</td>
<td>0.159</td>
</tr>
<tr>
<td>My skills are evaluated through success of my leadership actions</td>
<td>-0.099</td>
<td>0.204</td>
</tr>
<tr>
<td>Am ethical in practice</td>
<td>-0.242</td>
<td>0.253</td>
</tr>
<tr>
<td>Ethics in leadership is properly defined in this school</td>
<td>0.007</td>
<td>0.125</td>
</tr>
</tbody>
</table>

Dependent Variable: Students’ performance in co-curricular activities

The findings presented in table 4.12 indicate that the item “I have a unique style that I employ” ethics affects co-curricular performance positively with a coefficient factor of 0.218; “I choose the style to employ based on the situation” with a coefficient factor of 0.075; “I got my leadership skill through in service training” with a coefficient factor of 0.003, and “Ethics in leadership is properly defined in this school” with a coefficient factor of 0.007.
Taking P-value at 95% (p=0.05) the items; “I have a unique style that I employ” ethics affects co-curricular performance has a p-value of 0.059; “I choose the style to employ based on the situation” has a p-value of 0.326; “I got my leadership skill through in service training” has a p-value of 0.803, and “Ethics in leadership is properly defined in this school” has a p-value of 0.986.

However, looking as significant, “My skills are evaluated through success of my leadership actions” and “Am ethical in practice” are not significant to the overall co-curricular performance of a school.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.248</td>
<td>0.061</td>
<td>-0.045</td>
<td>1.06941</td>
</tr>
</tbody>
</table>

From the findings in the above table, the value of adjusted R squared (coefficient of determination) was 0.061, an indication that there was variation of 6.1% on the items; “ethics in leadership is properly defined in this school, am ethical in practice, I choose the style to employ based on the situation, I have a unique style that I employ, I got my leadership skill through in service training, my skills are evaluated through success of my leadership actions” against students’ performance in co-curricular activities in schools in Baringo central sub-county, at 95% confidence interval. The findings as well recognized that there was high practical connection among the “Ethics in leadership is properly defined in this school, Am ethical in practice, I got my leadership skill through in service training, My skills are evaluated through success of my leadership actions” and students’ performance in co-curricular activities as shown above by the correlation coefficient (R) of 0.248.
Table 4.17: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>3.970</td>
<td>6</td>
<td>0.662</td>
<td>0.579</td>
<td>0.746</td>
</tr>
<tr>
<td>Residual</td>
<td>60.613</td>
<td>53</td>
<td>1.144</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>64.583</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the ANOVA figures in table 4.14, the analysed information, which is the population factors, had a significance level of 5% which indicate that the data was supreme for concluding on the population’s factor as the value of significance (p-value=0.746) was less than 5%. It as well pointed out that the model was statistically insignificant. It is obvious that management traits, morals and talents have a considerable effect on students’ performance in co-curricular activities of a school.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study, draws conclusions and makes recommendations and suggestions for further research as guided by the study objectives.

5.2 Summary of the Study

Data was collected from school principals, teachers holding administrative positions and students holding leadership positions from 12 public secondary Schools in Baringo central sub-county, Baringo County. A total of 132 usable responses were obtained. The questionnaire turn out rate was 132 making 100% questionnaire returns. This clearly indicated that the response was credible enough to enable the researcher analyze the findings. BCSC has a total of 28 public secondary schools, only four (34%) County schools; seven (58%) sub-county schools and 1 (8%) extra county school were involved in this study.

It was noted that majority of school principals in BCSC are aged between 41 to 50 years of age. This indicates that most of these leaders are skilled and experienced in school leadership and administration. Professionally, majority (50%) of the school principals were bachelor’s degree holders while some (32%) were found to hold masters degrees although some were diploma holders but had many years of administrative experience. The study findings also indicated that school principals also attend leadership seminars and training programs.
Teachers holding leadership position were sampled and a total of 60 respondents were used in the study. According to this study, the following were the leadership positions that the sampled teacher respondents held; boarding master/mistress, director of studies, sports master/mistress, academic HODs, guidance and counseling masters/mistresses, class masters as well as deputy principals. Professionally, Majority (75%) of the teachers in BCSC were found to be bachelor’s degree holders while some (20%) were diploma holder and a few (5%) teachers had masters’ degree.

According to the findings of this study, leadership characteristics have a significant impact of students’ performance in co-curricular activities. This study’s statistics on leadership characteristics a school principal chooses when performing his/her duties in a school have a positive impact on school. More than 50% of the respondents generally agreed that the principal’s leadership characteristics have a positive impact on performance in co-curricular activities such as games, sports, drama and music. Every leader in a school has a unique character that he/she employs while performing duties. This is possibly because different individuals have different perspectives on leadership; they own different and unique characteristics for handling different situations. Correspondingly, this is as a result of the diverse traits of the individual character that make certain a head has to develop a feature that will oppose the variant character of the individuals and consequently, there is an exclusive attribute that the managers utilize throughout job output in the institution.

There are several factors that influence the type of leadership characteristic to be employed; the leader’s personal background, personality, knowledge, values, ethics, and experiences the that one has and thinks will work better on the subjects under supervision.
Leaders ought to have diverse perspectives of leadership hence have to employ unique leadership characteristics to handle students in a school. Furthermore the different nature of student behaviors ensures that a leader has to come up with a style that will counter the varying characters of the students. Thus one has to be unique in order to render a better leadership to his/her subject.

To gauge student performance in co-curricular activities the study findings indicates that 88% of the respondents were of the ‘statement that National Competitions results target is part of co-curricular that schools employ to gauge their performance’, 82.5% said that the number of times and number of trophies worn is part of suitable performance indicators employed by the school, 76.6% stated that output indicators of the school is founded on school prospects from preceding results whereas 73.2% stated that accounted cases of excellent former students brilliance in a variety of subjects in the nation is a fraction of the school’s extra-curricular indicators.

It is apparent that the countrywide antagonistic outcomes objective is part of a output indicator engaged by the school, this may perhaps be as a result of attaining the objective in the countrywide contest depicting an image of an institution that is unwavering to execute and has put up in place essential procedures to make certain they achieve superior in extra-curricular activities consequently it is a output indicator. Accomplishment of nationwide competitions might as well be due to harmonized collaboration amid the educators and the learners under a superior management.
5.3 Conclusions of the Study

Managers in the schools possess pertinent years of knowledge in headship posts; this might be as a consequence of them being selected for headship posts owing to their practice in management of the school. It might as well be for the reason of being exposed to diverse guidance character preparation relevant years of experience in leadership posts. Principals expand their control talents via on the job training sessions, this might be as a result of the current TSC and KEMI demands is that each institution principal ought to undertake diverse leadership in-service courses so as to gain added leadership talents essential for leading an educational institution. The precondition stated that each head-teacher has undergone through training programs hence being supported by the many persons. The results might also be as a result of some leaders being chosen to be leaders due to their education level or favouritism from employers irrespective of skills. Nonetheless after training programs on leadership, they acquire the talents essential for effective management therefore gaining support from majority.

Principals are obligatory to be moral in exercise of their roles. This might be in line with the reality that morals and management are linked in that a leader needs to have ethics as a leader in order to be effective. Subsequently required principles ensure that principals constantly utilize correct measures to the staff and students as guided by management morals. This guarantees that there is constantly a constructive output and attainment in the headship. Principals believe morals in leadership to be part of school culture, and as a result of this, the school is able to execute and be managed well therefore morals are paramount in operation of the school.
Subsequently, moral practices are necessary in every day custom of a social formation hence it is supposed to be exercised by the leaders and thereafter the subordinate staff. Bearing in mind that it is in the school set up, it is therefore a nature to integrate ethics in leadership. A high number of the respondents have maintained this account that they deem moral principles in leading a school as part of the institution customs.

The countrywide assessment grades is an educational measure utilized by institutions, this might be as a result of attainment of higher performance in the national examinations depicting an image of a school that is resolute to execute it mission and has put up essential methods to guarantee execution of the mission therefore it is a good educational measure. Attainment of countrywide tests aim might as well be due to harmonized collaboration among the educators and the learners under a superior headship. Thus nationwide assessment outcomes are an ingredient of an educational measure engaged by the institutions.

5.5 Recommendations of the Study

The results from this research have policy propositions on output in the schooling segment. Consequently, from the results this study, the subsequent recommendations were made;

i. Since this study has implications for the role of principal’s leadership characteristics on co-curricular and academic performance, there is necessity to build up a better alertness and thought of a variety of leadership connections and leadership characteristics that forecast the co-curricular performance of students.

ii. For the fact that co-curricular activities are strong predictors of student active participation in schools activities, it is necessary for the curriculum developers to
integrate co-curricular activities into the school curriculum and make it a requirement that all school incorporate and practice it. They should come up with ways of evaluating and monitoring student participation in these activities.

iii. Based on the findings from this study, school principals should adopt better leadership characteristics that will foster better performance in co-curricular activities. The government and stake holders on the other hand should also set aside resources and fund co-curricular activities in schools.

iv. A school headship guiding principle document ought to be crafted by the Ministry of Education that will describe the appropriate moral principles that the school principals ought to depict in the management of the institutions. Additionally, a rotation strategy of institution heads should be founded not only on the educational output of the institutions but also extra-curricular output.

5.6  Suggestions for Further Research

Because studies explore original information, what has been identified is not exhaustive owing to vibrant transformations in school headship in reference to the current situation of the dynamic society. It is in view of this that the subsequent suggestions for further research have been made.

i. More inclusive researches ought to be conducted to comprise a bigger scope in order to establish whether the effects of principal’s leadership traits on student performance in co-curricular activities transcends to other counties and sub counties.

ii. A more comprehensive study should be conducted to determine the impact of decentralization of school management on schools co-curricular performance.
iii. A relative research ought to be conducted out among public primary schools principals and secondary schools principals in Baringo County to ascertain if comparable results are reachable.

iv. Further study is required to assess into the relations among principal’s leadership characteristics, student co-curricular performance and educational output in extra multi faceted academic sphere in the nation.

v. A comparable research ought to be conducted other nations to establish whether related conclusions are gotten.
REFERENCES


72


Redenius, & Doreen Heep. (2006). *Personal trainers' leadership styles, motivational language and perceived quality of relationship between clients and trainers*. DigitalCommons@UTEP.


APPENDICES

APPENDIX I: PRINCIPAL’S QUESTIONNAIRE

Instructions to questionnaires

*Note; Please read the instructions first before you start answering the questions.*

- For BOXED questions indicate your choice by **Ticking** (✓) in the appropriate place/box(s).

- For open ended questions, please **respond in the space provided** below/next to the statement.

- Be **sincere** and **honest** as possible; the information you give will help improve co-curricular performance in your school if the results are complete and trustworthy.

- Your **cooperation** is highly needed in this inquiry and do all you can to ensure its success.

- The information you give will be treated as **confidential** between you and the researcher only.
Section A: General Information

1. Questionnaire number .................................................................

2. Name of School (optional) ...........................................................

3. Leadership position
   Principal [ ]   D/Principal Boarding [ ]
   Master/Mistress [ ]   Director of studies [ ]
   Sport Master/Mistress [ ]

4. School Status?
   National School [ ]   County School [ ]
   Sub County [ ]   Private [ ]

Section B: Personal Information

5. What is your age?
   Below 30 years [ ]   31 – 40 years [ ]
   41 – 50 years [ ]   51 years and above [ ]

6. What is your highest professional qualification?
   Masters [ ]   Degree [ ]
   Diploma [ ]   P1 Certificate [ ]

7. For how long have you been the principal of this school? ................
   ........................................................................................................

8. What was your first career choice? ............................................
   ........................................................................................................
   Give the reason for your response ....................................................

9. What are your hobbies?
   i. ..................................................................................
   ii. ..................................................................................
   iii. ..................................................................................
Section C

10. What is your favorite sport?

11. Do you advocate for co-curricular participation for students in your school?
   Yes [ ]  No [ ]
   a. If yes, how do you support them?
   b. If no, what are the reasons why?

12. Do you have enough trained personnel in the school who can guide students on co-curricular activities?
   Yes [ ]  No [ ]
   If yes, how many?

13. Do you think co-curricular activities are of any importance to the students’ wellbeing both academically, physically and mentally?
   Yes [ ]  No [ ]

14. In your opinion, how can you relate co-curricular activities and academic performance?
   Very good [ ]  Good [ ]
   Moderate [ ]  Poor [ ]
   Very poor [ ]

15. Do you think insufficient allocation of resources towards co-curricular activities affect co-curricular performance?
   Yes [ ]  No [ ]
16. Do you think teachers clear instructions to learners can help improve co-curricular performance?
Yes [ ] No [ ]

17. Which language do you use for instruction in co-curricular activity? 

18. As a professional, do you think planning together as a team with other teachers in the school on co-curricular activity can help learners perform better in co-curricular activities?
Yes [ ] No [ ]

19. As a teacher do you enforce students to participate in co-curricular activities?
Yes [ ] No [ ]

20. In your own opinion what can you recommend in order to improve co-curricular performance?
   i. ..................................................................................................................
   ii. ..................................................................................................................
   iii. ..................................................................................................................

21. From your own observation do you think there is any relationship between co-curricular and academic performance?
Yes [ ] No
If Yes, how? ...........................................................................................................
If no, explain? .........................................................................................................
Leadership Skills
22. Rate the subsequent statements on Leadership skills honestly

Key: 5: Strongly Agree, 4: Agree, 3: Undecided, 2: Disagree, 1: Strongly Disagree

<table>
<thead>
<tr>
<th>Leadership skills</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have pertinent experience in leadership posts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am skilled since I influence my employees and students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Received Leadership skills through in-service courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am skilful because of my gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Skills are evaluated through leadership actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Leadership Characteristics
23. Rate the subsequent statements on Leadership skills honestly

Key: 5: Strongly agree, 4: Agree, 3: Undecided, 2: Disagree, 1: Strongly Disagree

<table>
<thead>
<tr>
<th>Leadership Characteristics</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a unique style i use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I choose the style based on the situation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I employ leadership characteristics I have found successful over time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership training helps me leading the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am not given room to exercise my preferred leadership characteristics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEADERSHIP ETHICS
24. Rate the subsequent statements on Leadership skills honestly

Key 5: Strongly agree, 4: Agree, 3: Undecided, 2: Disagree, 1: Strongly Disagree

<table>
<thead>
<tr>
<th>Leadership ethics</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am ethical when in duty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics in leadership as part of my schools culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students and teachers care a lot about my ethics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unethical leaders do not have much influence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics in leadership is properly defined</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your co-operation
APPENDIX II: TEACHER’S QUESTIONNAIRE

Instructions to questionnaires

*Note: Please read the instructions first before you start answering the questions.*

- For BOXED questions indicate your choice by *Ticking* (√) in the appropriate place/box(s).
- For open ended questions, please *write your response in the space provided* below/next to the statement.
- Be *sincere* and *honest* as possible; the information you give will help improve co-curricular performance in your school if the results are complete and trustworthy.
- Your *cooperation* is highly needed in this inquiry and do all you can to ensure its success.
- The information you give will be treated as *confidential* between you and the researcher only.
Section A: General Information
1. Questionnaire number

2. Name of School (optional)

3. Leadership position
   - Boarding Master/Mistress
   - Sport Master/Mistress
   - Director of studies

4. School Status?
   - National School
   - County School
   - Sub County
   - Private

Section B: Personal information
5. What is your age?
   - Below 30 years
   - 31 – 40 years
   - 41 – 50 years
   - 51 years and above

6. What is your highest professional qualification?
   - Masters
   - Diploma
   - P1 Certificate
   - Degree

7. For how long have you been a teacher of this school?

8. What was your first career choice?
   Give the reason for your response

9. What are your hobbies?
   a.
   b.
   c.
Section C

10. What is your favorite co-curricular activity?

11. Do you advocate for co-curricular participation for students in your school?
   Yes [ ]  No [ ]

   If yes, how do you support them?

   If no, what are the reasons why?

12. Do you think co-curricular activities are of any importance to the students' well-being both academically and physically and mentally?
   Yes [ ]  No [ ]

13. In your opinion, how can you relate co-curricular activities and academic performance?
   Very good [ ]  Good [ ]
   Moderate [ ]  Poor [ ]
   Very poor [ ]

14. Do you think insufficient allocation of resources towards co-curricular activities affect co-curricular performance?
   Yes [ ]  No [ ]

15. Do you think teachers clear instructions to learners can help improve co-curricular performance?
   Yes [ ]  No [ ]

16. Which language do you use for instruction in co-curricular activity?

17. As a professional, do you think planning together as a team with other teachers in the school on co-curricular activity can help learners perform better in co-curricular activities?
   Yes [ ]  No [ ]
18. As a teacher do you enforce students to participate in co-curricular activities?
   Yes [ ]  No [ ]

19. In your own opinion what can you recommend in order to improve co-curricular performance?
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................

20. From your own observation do you think there is any relationship between co-curricular and academic performance?
   Yes [ ]  No [ ]
   If Yes, how? ..................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   If no, explain? ..................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................

Leadership Skills

25. Rate the subsequent statements on Leadership skills honestly
   Key  5: Strongly Agree, 4: Agree, 3: Undecided, 2: Disagree, 1: Strongly Disagree

<table>
<thead>
<tr>
<th>Leadership skills</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders in the school have relevant years of experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skilled leaders can influence the rest of the employees and students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders skills are created through in-service training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders success depend on demographic characteristics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership is evaluated through success of leadership actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Leadership Characteristics
26. Rate the subsequent statements on Leadership skills honestly

Key 5: Strongly agree, 4: Agree, 3: Undecided, 2: Disagree, 1: Strongly Disagree

<table>
<thead>
<tr>
<th>Leadership Characteristics</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader have unique styles they employ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders employs styles based on the situation</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders apply styles they have found successful over time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training helps leaders to improve on leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is difficult to identify leadership characteristics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEADERSHIP ETHICS
27. Rate the subsequent statements on Leadership skills honestly

Key 5: Strongly agree, 4: Agree, 3: Undecided, 2: Disagree, 1: Strongly Disagree

<table>
<thead>
<tr>
<th>Leadership ethics</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders should be ethical in practice of duty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics in leadership is part of the schools culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students and teachers care on leaders ethics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unethical leaders have no influence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics in leadership is properly defined</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your co-operation
APPENDIX III: STUDENT’S QUESTIONNAIRE

Instructions to questionnaires

Note: Please read the instructions first before you start answering the questions.

❖ For BOXED questions indicate your choice by Ticking (√) in the appropriate place/box(s).

❖ For open ended questions, please write your response in the space provided below/next to the statement.

❖ Be sincere and honest as possible; the information you give will help improve co-curricular performance in your school if the results are complete and trustworthy.

❖ Your cooperation is highly needed in this inquiry and do all you can to ensure its success.

❖ The information you give will be treated as confidential between you and the researcher only.
Section A: General Information
1. Questionnaire number

2. Name of School (optional)

3. Leadership position
   - Sports secretary
   - Class secretary
   - head student

4. School Status?
   - National School
   - County School
   - Sub County
   - Private

Section B: Personal Information
5. What is your age?
   - Below 14 years
   - 14 – 16 years
   - 17 – 19 years
   - 20 years and above

6. Which is current form/class?
   - Form I
   - Form II
   - Form III
   - Form IV

7. For how long have you been a student leader in this school?

8. What are your hobbies?
   i. 
   ii. 
   iii. 
**Section C**

9. What is your favorite co-curricular activity?

10. Do you advocate for co-curricular participation for students in your school?
   Yes [ ] No [ ]
   If **yes**, how do you support them?
   If **no**, what are the reasons why?

11. Do you think co-curricular activities are of any importance to the students wellbeing both academically and physical and mentally?
   Yes [ ] No [ ]

12. In your opinion, how can you relate co-curricular activities and academic performance?
   Very good [ ] Good [ ]
   Moderate [ ] Poor [ ]
   Very poor

13. Do you think insufficient allocation of resources towards co-curricular activities affect co-curricular performance?
   Yes [ ] No [ ]

14. Do you think teachers clear instructions to learners can help improve co-curricular performance?
   Yes [ ] No [ ]

15. Which language is commonly used for instruction in co-curricular activities by your teachers/instructors?
16. As a student leader, do you think planning together as a team with other teachers in the school on co-curricular activity can help learners perform better in co-curricular activities?
   Yes [ ]  No [ ]

17. As student leader do you enforce students to participate in co-curricular activities?
   Yes [ ]  No [ ]

18. In your own opinion what can you recommend in order to improve co-curricular performance?
   i. ...................................................................................................................
   ii. ...................................................................................................................
   iii. ...................................................................................................................

19. From your own observation do you think there is any relationship between co-curricular and academic performance?
   Yes [ ]  No [ ]
   If Yes, how? ........................................................................................................
   .......................................................................................................................  
   If no, explain? ....................................................................................................
   .......................................................................................................................  

Thank you for your co-operation
APPENDIX IV: RESEARCH PERMIT

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Date: 27th August, 2015

NACOSTI/P/15/6228/7187

Timothy Kiplimo Kipkulei
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of principals leadership styles on students performance in Co Curricula Activities in Baringo Central Sub County Baringo County (Kenya),” I am pleased to inform you that you have been authorized to undertake research in Baringo County for a period ending 1st December, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Baringo 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.

SADH HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Baringo County.

The County Director of Education
Baringo County.