HEADTEACHERS’ LEADERSHIP STYLES AND THEIR EFFECT ON KENYA CERTIFICATE OF SECONDARY EDUCATION PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EMBU EAST SUB COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION ADMINISTRATION, DEPARTMENT OF EDUCATION MANAGEMENT POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION KENYATTA UNIVERSITY

JUNE, 2018
DECLARATION

I declare that this research work is my original work and has not been presented in any other university/institution. The research has used duly acknowledged referenced sources. The text, data or tables borrowed from other sources, including the internet, have been specifically accredited and references cited using APA referencing system and by anti-plagiarism regulations.

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Raymond N. Kinyua Date
E55/OL/0016/03

This research project has been submitted for my approval as university supervisor

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DEDICATION

I dedicate this work to my family and friends who supported and encouraged me to pursue my studies at Kenyatta University. They offered me positive advice that increased my commitment to accomplish this work. They are much appreciated.
ACKNOWLEDGEMENTS

I am extending my foremost gratitude to God for the guidance, grace, and mercy which He showed me as I endeavored to complete this study.

Secondly, I take this opportunity to express my profound gratitude and sincere regards to my supervisor Dr. Hellen Kiende for her exemplary guidance, monitoring and constant encouragement throughout this research project.

Special recognition goes to my lecturers in Master of Education Administration, colleagues and staff of Kenyatta University for their valuable information, guidance, and cordial support that helped me to complete this project from the first to the last step.

On the other hand, I extend my appreciation to my classmates for providing me with valuable information that helped in making this research project perfect. I also wish to dedicate this research to my loving family who walked with me throughout my academic journey.

Thank you all
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<table>
<thead>
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<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>LBDQ</td>
<td>Leader Behavior Description Questionnaire</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>PGDE</td>
<td>Post Graduate Diploma in Education</td>
</tr>
<tr>
<td>S1</td>
<td>Secondary One (1)</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers’ Service Commission</td>
</tr>
<tr>
<td>BED</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>BSC</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>CEO</td>
<td>County Education Officer</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
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ABSTRACT

KCSE performance in Kenya is affected by many factors and key among them is leadership styles of the head teachers. In addition to this, the head teacher's decision, ability and capability to lead play a major role as well all of which are informed by good leadership styles. Research has revealed that the leadership styles and management of schools play a major role in influencing the performance of students. The nature of leadership style adopted by any head teacher may be a key factor affecting performance. This therefore prompted this study that aimed at determining the effect of head teacher’s leadership styles on the KCSE performance. The specific objectives were to determine the effect of head teacher's decision making styles on KCSE performance in Embu East Sub County of Embu County, to find out the influence of head teacher's communication skills on KCSE performance in Embu East Sub County of Embu County. Also, to establish the effect of head teacher's motivation skills on KCSE performance in Embu East Sub County of Embu County and determining the effect of the head teacher’s leadership style to KCSE performance in Embu East Sub County of Embu County. The study employed correlation design to establish the relationships between head teacher leadership and KCSE performance. The study utilized a structured questionnaire as the primary research instrument to collect primary data. The target population comprised 938 respondents who included: 46 principals, 290 teachers, and 602 students. A sample of 272 respondents were selected from the target population composing of 10 head teachers, 100 teachers, and 162 students. Cronbach Alpha was used to establish the reliability of the instruments. For content validity, expert judgment was sought from the supervising lecturer and other experts in the field of education management. A multiple linear regression analysis was used to determine the relationship between the dependent and the independent variables. Quantitative data were analyzed using SPSS to determine the means. The results were further presented using pie charts and tables. The major finding of this study was that head teachers who consulted key stakeholders in their decision making were more successful in their work and performance in their schools improved. The major recommendation made by this study was that for performance in schools to improve there was need for continuous training of the head teachers on the importance of inclusivity in decision making, communication as well as motivation styles to enhance their leadership skills. The Teachers Service Commission should consider carrying out leadership and management in-service courses to all head teachers to prepare them adequately for their tasks.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covers the background of the study, problem statement, objectives of the study, research questions, significance of the study, the scope and limitations, delimitations, assumptions of the study and operation definition of key terms.

1.1 Background to the Study

Among the different sectors in Kenya, the education sector dominates all and accounts for a greater percentage of the National Budget. Education contributes greatly to the formation of the mind, physical ability or character of an individual hence a great treasure to any country or community. This calls for the efficient allocation of education resources by all the parties concerned to leap maximum benefits from institutions (Nuthanap, 2007).

According to Battle and Lewis (2002), key attributes that define the difference between an educated and uneducated individual includes the ability to work independently, creativity, and high level of motivation. These attributes are both cognitive academic achievement and manual skills such as effective self-esteem, dependability, creativity, and motivation. Battle and Lewis (2002) study argues that factors influencing a student's cognitive achievement, as measured in national examinations, like life chances, income, and well-being have a close link to a person's education.
Moonsammy and Koopasammy (2012) indicates that secondary school principals carry out management roles and instructional leadership roles. The main responsibilities of school principals are curriculum management, monitoring and supervision of learning processes, creating a suitable environment for learning, allocation of resources and setting clear goals for the schools. The leadership style of the administration and management team influences the academic achievement of many educational institutions (Orina and Omariba, 2017; Kythreotis, Pashiardis, and Kyriakides, 2010).

The secondary education in Kenya that follows on completion of primary school education is one of the formal educations used in inculcating core values and virtues to learners upon attaining their thirteen years of school life. Learner's academic performance in both internal and national examinations is a key measure of any education system. Various factors among them availability of physical facilities, provision of instructional materials, teachers' characteristics, adequate supervision and appropriate student personnel service determine a student's academic performance in secondary school examination (UNESCO, 2002). However this study focused on establishing how leadership styles by school principals through their decision making, communication and motivation influenced student’s performances in national examinations such as KCSE. The study explored how head teachers different leadership styles influenced their ability to communicate effectively to both teachers and students, how the same impacted on the motivation levels and how it led to good decision making within the institutions and collectively influenced good performance in KCSE. From the study findings it was evident that
principals who adopted a democratic and consultative approach excelled in their schools as opposed to those who adopted an authoritarian or autocratic approach.

KCSE (Kenya Certificate of Secondary Education) is the test administered at the end of the fourth year in secondary school and was the focus in this study. This mode of regular and routine evaluations helps in determining the ability of the student to understand instructions and the effectiveness of the teacher’s mode of teaching by measuring its outcome (Nyamboga et al., 2014). The TSC (Teachers Service Commission) Act (Cap 212) governs the registration and employment of teachers in public schools in Kenya. The law defines the process of recruiting, employing, and assigning roles to teachers working under the TSC (National Council for Law Reporting, 2009).

Academic performance defines the ability of an individual’s actual or potential power to perform well in schools task” (Anfara & Brown, 2000). Anfara, $ Brown (2000) further claims that standardized test scores and information assessed by teachers as they work with students in classrooms determine the academic achievement of a student. Academic performance is measured in terms of the learner’s ability to benefit from an institution upon completing a specific course. It reflects the level of skills and knowledge gained by a learner (Lew and Schmidt, 2011).

According to Mehrotra (2005), the principal refers to a person who has the vision to plan and the responsibility to execute. Mehrotra further explained that the school is called the lengthened shadow of the principal because the school's character reflects the principal’s character. The principal must provide leadership when it comes to the
implementation and supporting student achievement. The principal’s openness with the staff members enables him to develop objectives that belong to the institution rather than to him as an individual given the collaboration with the teachers and learners. This further positively influences motivation levels of the teachers impacting positively on academic performance of learners, Meetoo, 2009, argues that among the primary roles of the head teacher in school include monitoring the school’s learning process by ensuring all members of the staff perform their duties as stipulated in the duty roster and meet the school learning objectives. Also, the head teacher ensures all activities of the school run according to set timelines and goals, hence; promoting efficiency and effectiveness of education system (Meetoo, 2009). He further observes that head teachers leadership role have a direct bearing on an achievement of learners because they play a vital role in coordinating, directing, and facilitating the learning process. Therefore; the stability of any school depends on the quality, competence, commitment, and dedication of the head teacher and on how well he blends the various leadership styles to achieve the desired outcome. He/she sets the time of the school and has the responsibility to create a healthy and enabling environment, conducive to effective teaching and learning.

The school head teacher fosters governance in the school. Therefore; school principals have additional responsibilities and authority in ensuring school curriculum runs as programmed and using their individual leadership styles to make effective personal decisions. The school head bears more responsibilities of ensuring school programs run as planned and motivate other members of the staff to improve their job performance (Orina and Omariba, 2017; Evans and Bosire, 2015). School
leadership is the act of setting goals among the school management team and focusing on those goals with the aim of achieving educational objectives within the school (Nyagaka and Odongo, 2013). For the head teachers who employ participatory leadership style among them open communication in setting goals and an inclusive approach in decision making, performance in examinations have been found better than dictatorial leadership style.

In secondary schools, the role of school administration, management, and planning rests on the head teacher (Sushila, 2004). Evans and Bosire (2015) claims that an effective principal must employ servant leadership style by showing consistency in making other members demonstrate good behaviors. The principal may have some weaknesses in performing specific tasks implying he need to trust and delegate to other staff members for inclusive decision making through participatory leadership. Therefore; it becomes difficult to describe the school leader using one leadership style because most principals behave according to prevailing situations (Evans and Bosire, 2015). However, this study focused on how various head teacher's leadership styles impact on their ability and approach in decision making, communication and motivation critical in academic performance.

1.1.1 The role of the principal in Kenya secondary schools

In Kenya, the Ministry of Education (MoE, 2004) notes that, in the discharge of their duties, head teachers are required to focus on the human resources available to them to ensure full productivity. They should also focus on the curriculum, instruction and the management of physical and material resources (Onyango, 2009) and the school finances (Watts, 2011). If such duties were carried out effectively, this would translate into an effective institution, characterized by among other things: firm and
professional leadership; shared vision; an orderly and attractive working environment; purposeful teaching; and maximum utilization of working time (MOEST, 2004). This implies that a head teacher cannot rely on one leadership style to deliver academic performance given the dynamics in a school setting. He must equally be an all-round person who can handle the various roles in a school if academic performance will ever improve.

These types of schools will instill good discipline to pupils/students, who excel in examinations and are well placed to contribute positively to the welfare of the society. The head teacher is supposed to define the school philosophy, principles, practices, techniques, plans, purpose, organization, creation, input allocation and monitor progress (MOEST, 2004). The head teacher also needs to plan by working with the supply, demand, and use of resources, adjustment proposals, and evaluation (Okumbe, 2007). On administrative issues, he is supposed to establish goals, objectives, targets, standards, responsibilities and duties, tasks, procedure and action schedules (MOEST, 2004) to drive performance. The execution of the administrative tasks varies from one head teacher to another because of influences by different leadership styles. The leadership styles exercised by head teachers ideally explains their ability to make quality decisions which then leads to students achievements.

Kimani (2012) states that the secondary school head teacher acts as the pivot of the educational process where all the learning or teaching revolves. The head teacher should provide good leadership to achieve the school's objectives. As posited by Kimani (2012), some head teachers in Kenya are fond of dictating terms and conditions to students to the extent that they end up becoming passive learners.
which affect their final outcome. A number of challenges reduce student’s effectiveness in school including language barriers and distortions (Florence, 2005). The impact on the use of these decrees causes students strike demanding for their head teachers' removal for being too strict implying dictatorial leadership style negatively impacts on school performance. On the other hand, the relationship between the students and the school administration becomes unconducive, and the learning environment gets more challenging when head teachers use decrees to learn the institution. Most dictatorial head teachers face other significant problems such as misappropriation of funds, poor and inadequate food for students, and the lack of adequate facilities and other administrative roles among many other hiccups. The head teacher’s leadership behavior and style in involving teachers as key stakeholders in decision making are therefore vital for the effective achievement of organizational goals. Involvement in decision making builds high motivation levels among teachers that ultimately drive excellent performance.

One of the primary roles of the head teacher is to manage the school’s human resource sector. Best practices of the human resource manager increases productivity and efficiency of an organization (Mugera, 2015) through effective communication, inclusive decision making as well as motivational practices. Head teachers capable of handling staff and students issues end up reporting good performance compared to their counterparts in the national examination. According to Olembo (1997), a head teacher may sometimes find things not going according to his plan and ends up becoming frustrated leading to a situation where the individual takes advantage of powers given by his/her legal authority to crush other members of the school staff opposed to his practices. The occurrence of such instances causes a significant effect
towards teachers' efficiency and effectiveness in delivering to students. A strong and efficient leadership plays a critical role in the success of a school as proved by schools that have consistently posted good results in national examinations.

On the other hand, the head teacher's management style contributes a lot towards motivating teachers extrinsically to help them give their best (Holten, Dent & Rabbett, 2009; Aacha, 2010). Some studies conducted by business and entrepreneur experts have shown that the management styles of a business manager influence the motivation of subordinates to a greater extent. The head teacher's management style has a potential impact (either positive or negative) on the performance of the teaching staff depending on the form of motivation available. Highly motivated teachers are passionate and full of self-drive that impacts on their attitude for hard work in facilitating learning that in turn drives performance among learners.

On the other hand, the school administration influences the performance of individual students. According to Wanyama (2013), the administrative strategy used by the head teacher determines the performance of students. The head teacher makes decisions about the school and through teamwork establishes working strategies aimed at obtaining high academic achievement. Therefore; the administrative capability of the head teacher directly impacts students’ performance (Wanyama, 2013). On a similar situation, Eshiwani (1983) found that schools whose administrations promote high levels of morale among teachers and students experience less disciplinary problems. The environment created by the administration makes teachers more committed to facilitating success among students at all times. Also, the leadership style of the head teacher influences the success of the institution. The head teacher’s level of education influences their
leadership styles, which further affects the student performance. Head teachers with higher levels of education, say Master’s degree, have higher performance scores compared to those with lower levels of education, say Bachelors given that the education system opens the learners minds through integrated learning courses that include courses in management which gives a sharp focus on human behaviour (Nyagaka, 2011).

(Yeya, 2002) claims that armchair head teachers with little or no knowledge regarding leadership qualities record poor results. He further argues that head teachers should be instrumental in ensuring the performance of both teachers and students through close monitoring of all activities happening within the school. Head teachers dominated staff meetings and exhibited domineering tendencies thereby hampering the participatory learning of most of the school (Yeya, 2002). Yeya (2002) continues to state that head teachers seem not to trust their teachers this made them apply spying styles of reporting and this caused serious division among the members of the teaching creating self-centered culture full of tension among teachers that negatively affected the performance of student's.

Leaders should make their organizations productive by exhibiting effective leadership styles that influence institution-valued outcomes like reduced absenteeism, organization effectiveness, staff satisfaction, and high staff turnover (Puni, Ofei, and Okoe, 2014). The leadership style of a leader is very significant in running of an organization. Only a few leaders understand the significance of their leadership styles in terms of improving performance and satisfying their members of the staff. A leader should have total control of material rewards, interpersonal traits, and other incentives that shape the behavior of the employee to influence
motivation, attitude, and performance of the follower (Warrick, 1981). Leadership style at the school has the potential of positively or negatively affecting the self-image of the employee. According to Warrick (1981), a leader may influence employees’ physical, emotional, and psychological wellbeing depending on the workplace environment created.

Embú County head teachers should work hard towards creating a positive impact on the performance of their institutions given the posted poor KCSE scores over the years. Leadership styles used by different head teacher greatly influence academic performances in schools given that head teachers play many primary roles including school administration, management of all school activities, mobilization of resources, maintenance of school discipline, and motivating students and teachers to achieve better performance (Yeya, 2002).

The performance trend from KCSE results from the year 2013 to 2015 for schools in the Embú East Sub County is worrying as demonstrated on the analysis shown in Table 1.1 below. The outcome reveals that no school in the Sub County ever realized the set standard score in years 2013, 2014 and 2015 that were 6.0, 6.5 and 7.0. These results raised significant concerns especially to education stakeholders in the Sub County. The poor performance among the students in Embú East Sub County comes against the backdrop of availability of head teachers in all the government secondary schools and the study suspected that it’s their leadership that brought out the differences in performance. Hence the study was conceptualized to determine the influence of head teachers’ leadership style on the performance of KCSE examination in Embú East Sub-County of Embú County. To further demonstrate the situation in Embú County table 1.1 presents the results.
Table 1.1: Embu East Sub-County KSCE Mean scores (2013 – 2015)

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCSE Mean Score</td>
<td>5.455</td>
<td>5.734</td>
<td>5.868</td>
</tr>
<tr>
<td>Embu east Mean Score Target</td>
<td>6.000</td>
<td>6.500</td>
<td>7.000</td>
</tr>
<tr>
<td>Variance ( Negative)</td>
<td>-0.545</td>
<td>-0.76</td>
<td>-1.1319</td>
</tr>
<tr>
<td>Percentage Negative variance</td>
<td>-9%</td>
<td>-12%</td>
<td>-16%</td>
</tr>
</tbody>
</table>

Source: MoE (2016)

1.2 Problem Statement

Leadership in schools is critical to the realization of academic achievements among learners. Studies analyzed in the study background demonstrated that the leadership style of the head teacher has a direct impact on the performance of students in the institution. Performance over the last four years in Embu East Sub-County has been below average when compared with the annual targets set by the stakeholders at the Sub county level. Lack of a positive variance in the mean warranted an investigation to determine link between the various styles of leadership among the head teachers and students performance.

Like any other part of the country, Embu East Sub County schools are well staffed with qualified teachers, have the required resources among other prerequisites necessary to post good results and hence there was need to establish how the leadership styles impacted on the ability of the schools to post good KCSE results particularly on the influence of leadership on decision making, communication and motivation abilities. Despite all these, the Embu East Sub County continues to post poor performance despite the availability of required leadership in schools. This therefore justified the need of carrying out a study in Embu East Sub County to mitigate the risk of students lagging behind and being unable to compete for jobs.
and resources during their lifetime which is critical for national growth and development.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of head teachers’ leadership styles on KCSE performance in Embu East Sub-County in Embu County with a view of informing the policy makers on the best practices around the role of the head teacher leadership styles and performance of schools in national examinations.

1.3.1 Objectives

The objectives were;

i. To find out the extent to which leadership style influences head teacher’s communication towards improving KCSE performance in Embu East Sub County in Embu County

ii. To investigate how leadership styles affect head teachers decision making ability towards improving KCSE performance in Embu East Sub County in Embu County.

iii. To find out how leadership styles affect head teachers motivation towards improving KCSE performance in Embu East Sub County in Embu County.

1.4 Research Questions

The following were the research questions;

i. How does the Head teacher’s communication styles affect KCSE performance?

ii. How does Head teacher’s decision making styles affect KCSE performance?

iii. How does Head teacher’s motivation styles affect KCSE performance?
1.5 Significance of the Study

Upon the completion of the study, it was expected that current head teachers and other potential head teachers of various schools may gain a better understanding of the role that their leadership plays on academic performance. The understanding may enable them to attend and develop leadership programs to improve their weak areas. Secondly, education officers in Embu County and Kenya at large may be informed on the causes of poor performance which may add value to future considerations in appointments and training. Thirdly, the outcome of the study may be of significance to the TSC, the Kenya Institute of Education Management, and the Directors of education who supervise teachers and academic performance because they may get to know how to support the head teacher, mobilize their teams to maintain, enhance, or and improve performance. The study may also influence students, research institutions, grantors, scholars, and other researchers researching academic performance and leadership who may access this work from the University repository in furtherance of this area by identifying research gaps from this study as well as recommended areas for further studies. Finally, institutions like universities, colleges and other tertiary institutions mandated to offer higher learning may get insights from this study on probable leadership programs they may roll out targeting the school leadership.

1.6 Scope of the Study

The study was carried out in Embu East Sub-County covering all the public secondary schools. Embu East Sub County covers Runyenjes and Kyeni Divisions and is found in Embu County. The researcher collaborated with the ministry of education in the region to help get target schools.
1.7 Limitations of the Study

The KCSE national examination is the major benchmark used in Kenyan post primary institutions to gauge and measure the schools and students capabilities. The study topic, therefore, called for the high level sense of responsibility and cautiousness not to be misconstrued to a fact finding mission especially by poor performing schools but rather an academic research and in turn affect the response rate which would have affected the success of the research. To overcome this, all participants were assured of the privacy and confidentiality of the information collected. The researcher was obliged to use the information for the purpose of the study and not any other. In addition other limitations faced were;

i. Non-response to some extent from the students particularly because the students may have felt intimidated, however the researcher assured respondents that their details would not be disclosed in the study and permission was sought from the principal through the Sub County Education office for the research exercise to overcome this limitation.

ii. Some head teachers’ and teachers’ may have been unwilling to discuss the topic owing to sensitivity of performance and management of schools. The teachers may have feared that the results of the study may be used as a tool for punishment on poor performance however they were assured that the study was only for academic research only.

1.8 Delimitations of the Study

i. The research was conducted only in public secondary schools excluding the private secondary schools with a perspective they have a different setting in
which may not reflect the social structure and situation of the entire Sub-County and hence the study results might not be replicable to all the Sub counties.

ii. The respondents of the study included the teachers, senior subordinates and the school captains. Other stakeholders were not included although they had valuable information hence their valuable input in this study may be missing out for access by the readers of the study findings implying some stakeholders may not benefit from the findings and recommendations of this study.

iii. The study only focused on leadership styles of head teachers as influencers of performance leaving other factors that affected performance

1.9 Assumptions of the Study
i. Head teachers leadership style influences KCSE performance
ii. The open communication is employed by many head teachers in the schools
iii. Head teachers involve others in decision-making process
iv. That all principals have the desired competencies in school leadership

1.10 Theoretical Framework of the Study
This study was anchored on the path goal theory, goal setting.

1.10.1 Path-Goal Theory
The path-goal theory describes how the leadership style of a leader motivates followers to complete a specific goal in an organization or firm. Martin Evans first discovered the theory in 1970 upon conducting thorough researches on the major factors that motivate employees. House later expounded on the theory in 1971. The main idea behind the path-goal theory is to improve the performance of employees by making them more satisfied through various incentives such as employee
motivation. The path goal theory differs from other leadership theories such as the situational approach theory that emphasized on the ability of the leader to adapt to his or her subordinates, or the contingency theory that asks leaders to change their styles based on the characteristics of followers (Northouse, 2013). Therefore, the theory is best described as a process whereby a leader chooses a specific behavior that suites his or her workplace environment and employees’ demands to create a path that all employees would follow in an effort to achieve the organizational goals. The theory was derived from the expectancy theory that argues that a leader can motivate subordinates if they have the capacity and ability to carry out their tasks. The theoretical approach of the path-goal theory follows a framework that helps leaders in using appropriate leadership styles depending on the weight and demand of duties and responsibilities given to them, and the type of followers that perform these duties. Also, the theory is integrated with the motivation principle of the expectancy theory making it the most influential and unique leadership theory in the world. The ability of the theory to provide a practical model makes it the best in helping leaders come up with preferred leadership styles based on the behavior of their subordinates (Northouse, 2013).

School head teachers are a good example of leaders who should follow the path-goal theory while leading other members of teaching and non-teaching staff, parents, and students. Head teachers are the key decision makers in the school and the theory plays a significant role in influencing the outcome of the head teacher’s decision by creating a room for consultation between members. The head teacher needs to create a path that every other member of the school community should find accommodative and secure to follow. According to Northouse (2013), the path goal...
theory teaches leaders on the importance of guiding and coaching followers along the path to achieve set goals. Schools’ performances depend on leadership style with effective communication, decision making, as well as motivation variables anchored on this theory, found to be characteristics of effective leaders’ thereby promoting achievement of organization goals. Effective communication in leadership helps to create a conducive environment to facilitate decision making.

1.11 Conceptual Framework of the Study

A conceptual framework identifies the relationship between dependent and independent variables in a research (Kamau, 2013). The study’s conceptual framework was based on KCSE performance as the dependent variable while leadership styles was the independent variable. When leadership style is harnessed properly, schools can drive excellent students’ performance given their ability to influence the teachers and students role in academia. While leadership jointly make decisions in schools by involving the teachers and students there tends to be increased ownership of decisions thereby motivating the teachers and staff which influences performance in KCSE. Involvement in decision-making process further cultivates the spirit of openness in communication on the side of the head teacher allowing room for clarifying issues to the teachers and students as well as getting fresh ideas on how to drive performance. Leadership characterized by coordinated motivation of the teachers and students through rewards creates passion and drive for excellence thereby enabling the schools to post better academic results (see figure 1.1).
1.12 Operational Definitions of Terms

**Administration**
Refers to working with and through other people to achieve organizational goals.

The process of exchanging information between parties using various channels such as face to face, verbal, or non-verbal methods.

**Decision making**
The process of deciding between two or more conflicting ideas to come up with a rational alternative that meets the expectations of many.

**Head teacher**
Refers to the secondary school executive, male or female, who is in charge of running a school.

**High academic**
Refers to the attainment by a student of at least B+ and above in
**performance**  KCSE examinations.

**Leadership behavior**  Refers to the traits or leadership character expressed by a leader in pursuit of his on her duties.

**Leadership style**  Refers to the manner in which a leader conducts his/her activities.

The leader can show consideration for the staff or can be involved in initiating structure or both.

**Leadership**  The ability of a leader to influence others to bring out optimal output in their tasks.

**Management**  Refers to the term used to describe the process of developing objectives and striving to achieve them.

**Motivation**  Ways in which managers promote productivity in their employees

**Performance**  Refers to students overall KCSE Mean score.

**Teacher**  Refers to the officer working as an instructor in a school under the services of TSC.
CHAPTER TWO
RELATED LITERATURE REVIEW

2.1 Introduction

This chapter covers the empirical literature review and the summary of the literature.

2.2 Empirical Literature

A highly efficient head of the school is called to create an opportunity for the school to perform and not only to gain from the position. The key reasons behind having a school head include changing the current educational landscape, promote equality, heal an ailing school and ensure accountability of resources. Harris and Chapman (2002) argues that the key ingredient of success in school is successful leadership. School heads have the responsibility of leading their teams to achieve better outcomes. The head teacher should come up with a unique administration approach to improve the performance of the school. A school may record high achievements under the administration of one leader but record poor grades under the administration of another. Therefore; there occurs a strong relationship between the leadership style of the leader and school performance (Nyamboga, Gwiyo, Njuguna, et al., 2014). A number of studies focusing on the leadership of excellent and successful schools have produced related conclusions concerning leadership style and effective strategies. Mulford (2003) claimed that an ineffective head teacher records poor school performance.

Lin (2014) studied the impact of teachers’ involvement in school decision making process on the performance. Junior teachers play a major role in helping head teacher make decisions that meet other members’ needs and wants. Teachers are
more likely to follow the path of the leader if he or she engages them in decision making as opposed to when the leader makes decisions alone. Moreover, the commitment of the teacher is highly affected by the rate and type of engagement in school-related activities by the head teacher. Junior teachers function as primary decision makers on all issues affecting the school because they are more close to students than head teachers (Lin, 2014). Teachers stand a better chance of realizing authentic needs of students in class because they are involved to students compared to administrators from outside. According to study by Lin (20140, teachers teach and instruct students in their respective classes and take responsibility of the students’ learning process directly. Further, the author argues that a teacher knows his or her student’s needs in the classroom, hence; school heads should always work closely with teachers by supporting them to meet learning needs of students. The study concluded that an empowered teacher contributes more to the student’s performance as evidenced by increased teachers’ commitment to their duties as opposed to those not empowered by their leaders (Lin, 2014).

2.2.1 The academic performance and the Head teacher’s Decision making
Masuku conducted a study to investigate the role played by a high school leader through instructional leadership in creating a culture of learning and teaching. According to the author, a school leadership must offer an effective solution to problems experienced by teachers and students. The type of strategy employed by the school head in addressing major issues and challenges is highly related to the school’s culture that eventually influences academic achievements (Masuku, 2011). On the other hand, Masuku found out that head teachers who never engage teachers
in problem-solving activities do not enjoy benefits of teamwork and end up experiencing challenges leading and controlling the school.

When the head teacher makes consultations with the school stakeholders on the school management matters, there is ownership, and every effort is rallied towards the defined vision, and there is less resistance. Fullan (2001) postulates that there is a weakness in the school leadership isolating the stakeholders, the head teachers bureaucratic leadership style is unable to help in administering the school well as well as vital decisions are not passed with ease resulting in the stalemate in the school. Decision making in school leadership has been found to produce strong improvement in academic results. The head teacher who uses democratic methods and involves stakeholders in decision making can insulate the school environment from external threats that result in poor performance (Ankomah, 2002). The head teacher must always chip into the leadership of the school by calling regular meetings with his or her teachers and allowing teachers to express their views on issues affecting students. Also, the head teacher should give opportunities to teachers to serve in different school committees like discipline, health, welfare, and sports to increase their attachment to the school. The strategy also promotes a disciplined learning environment impacting positively on performance (Pont, Nusche, and Moorman, 2008).

Students prefer more strategies of reasonable decision-making as evidenced by a study conducted by Acat and Dereli (2012). They aimed at determining issues, strategies for decision making, and methods of motivation used in Selcuk University. A total of 360 learners took part in the research. Researchers used questionnaires as the main method of data collection that were classified as decision
strategy and candidate-teacher occupation questionnaires. The outcome of the research revealed that head teachers who employed decision-making strategies to motivate learners improved academic performance in their schools and this was confirmed in this study.

Participating in school decision-making process is a complex activity that requires a lot of seriousness as Hay and Tarter (1993) found. According to Hay and Tarter (1993), the head teacher should have skills such as bringing people together when engaging in decision-making process with teachers to avoid conflicts and improve the quality of decisions made.

Authors used the Zone of Acceptance Model describe the process of engaging subordinates in decision-making process without hurting their emotions. The model evaluates how engaging subordinates in decision-making influences the performance of schools, the nature and the structure of student's participation, the purpose, and the frequency of involvement (Bademo & Tafera, 2016).

The head teacher who involves the stakeholders like teachers, students and parents to articulate apparent goals embrace high hope of learners and teachers, thus; achieving intellectual goals. Strong educational management is influential achieving school goals. Principals who cultivate open communication, in turn, allow free flow of information both vertically and horizontally in the school community creating a direct relationship between the school environment and students. There is also a consensus that the leadership style by the head teacher is the significant factor in shaping the learning environment to facilitate student learning. The easy flow of
communication facilitates sharing of great and innovative ideas from all the stakeholders with good will towards academic excellence.

According to Daresh (2001), schools heads that run their schools based on the classic management model still exist in the modern society. They practice the autocratic leadership style characterized by over reliance on formal procedures, neglecting consultation from the teachers, suppressing the teachers’ creativity, neglecting the teachers and learners psychological needs. The above type of leadership has created a go slow among teachers as well as perennial strikes by the learners that further dampen the school performance. Also, it has resulted in poor and inconsistent academic achievement as the teachers behave like machines and feel their will and input is highly neglected.

2.2.2 Head teacher’s Open Communication and Academic Performance

In all managerial and leadership chores, communication is most important and critical. A study by Bloisi et al. (2007) concluded that the manager has a full responsibility of establishing and maintaining effective internal communication channels in horizontal, downward, and upward directions. Therefore; there should be an efficient flow of communication between the manager and employees, and between the manager and workers at different levels. The process helps in transmitting directions or ideas along the lines of command, providing confirmations, information, and feedback upwards; informing staff on changes; encouraging and motivating employees (Bloisi et al., 2007). The study summarizes that communication is crucial for effective and efficient organizational functioning for results to be realized.
Communication is important in bringing out issues that touch on the students as well as teachers. The issues can be solved before their escalation leading to picketing, strikes and go slow. School heads interact with students, staff, and parents from time to time and he is the uniting factor. A study showed that successful principals are communicating one hundred percent of the time by listening, speaking, writing, and reading McEwen (2003). A study in Nyando District by Achieng (2005) sought to find out head teachers' communication strategies and the relationship between academic performances in public secondary schools. The research results indicated that effective communication from head teachers created free atmosphere for teaching and learning to take place thus impacting positively on academic performance.

Marzano, Waters and McNulty (2005) found that effective principals establish strong lines of two-way communication throughout the school community. (Bolman & Deal, 2002) Argued that the principal has to ask questions, be truthful, and encourage feedback from members of the school community. Other researchers have outlined primary duties of head school principals in building productive relationships with parents and the community, and in making decisions that promote smooth running of the school (Leithwood & Riehl, 2005). The investigation above shows that there are studies that support those effective principals and that they are good communicators leading to good performance.

Team work and consultation by the head teacher must be encouraged for none is extremely perfect. Griffin (1994) emphasizes that students must take part in school's administration system. A good head teacher must involve both teachers and students in practicing administrative duties whereby they can consult with each other and
find solutions to common problems. The practice assists in realizing the academic progress that promotes competitive performance in national examinations.

The school is regarded as the student's second home, therefore; the head teacher must create an environment that allows students and teachers to have high expectations. Also, the school head should practice collaborative leadership and encourage collegial leadership promote commitment among the staff and students. The school environment should also be safe to make the student more confident and courageous (Dugnan, 2006).

The teacher should have good listening skills, be open minded, and give room for dialogue and open communication to keep off some vices like disharmony in the school. Ubben, Hughes, and Norris (2001) concluded that each single activity that happens in school is the responsibility of the head teacher; in fact, a school which is effective, harmonious and excellent has its roots in the leadership of an effective head teacher. Poor communication leads to resistance and sabotage of the school goals and hence resulting in a dismal performance of the learners.

Mansor (2006) puts it that there are still many head teachers who run the school like a 'one-man' show. Such head teachers spend most of their time in their offices, without much knowledge of what goes on in the schools building a big wall with their students and teachers and this blocks dialogue as well as valuable input towards academic excellence. They seldom ask for their assistants' opinions, let alone the teachers and run the school as they think fit. Such head teachers do not communicate or interact with their teachers.
Collaborative leadership is built through effective leadership in institutions of learning which connects their institutional systems to the people with whom they work, one individual at a time, learning enough about the individual and the group to lead systemic change by influencing people collectively and individually. This is according to Rubin (2002). The head teachers who are collaborative seeks opinions from the teachers and learners to draw clear goals which all aim to achieve and thus to succeed in their performance by taking collective responsibility.

Some virtues in the principal like how the principal listens, transmits information, makes decisions and leads dialogues will affect leadership and communication processes and ultimately the school outcomes, Kowalski, Petersen, & Fusarelli, 2007. The principal’s way of communicating affects how she is perceived and her ability to pursue change which is needed. The different techniques and how individual skills are used in conversations can reveal the communicator's pre-understanding, values, knowledge and preparation.

A communicative leadership is the one who uses language and communication to motivate different actions to reach certain goals. Talk can, therefore, be described as active and as work. Eriksen, (2001) posits that in order of viewing leadership as a social process makes communication essential both for understanding how the work inside organizations contribute to results and how the individual leader uses communication as a tool. The leader's challenges in complex organizations are to combine the work towards task and objectives with human relation work that engages and supports followers communication becomes a way to understand conduct leadership and actions within the organization.
Research findings by Hasrat Abdul Rahman (2001), show that the Head teachers who still practices one-way communication, seldom interact with teachers, do not implement teacher autonomy, results to a decline of the commitment of teachers towards school. The above pushes the morale of the teachers down on mentoring learners towards becoming good leaders for excellence in their academics. The poor communication makes teachers withdraw their loyalty from the institution, become less committed and productive resulting in deteriorating performance.

Head teachers in schools are involved in the communicative action and their decisions and possibilities to influence depend on the argument's strength and sustainability (Eriksen & Weigård, 2000). Relating these aspects to leadership processes strengthens the idea that leadership is a mutual influence process rather than a one-way relation that responds to changing contextual needs (Hallinger, 2003). It leads to a conclusion that leadership is dependent on relations and interaction between leaders and followers and that leadership is rather about dialogues than monologues (Kouzes & Posner, 2002).

A successful head teacher should have adequate knowledge pertaining how to lead communication processes (Kowalski, Petersen, & Fusarelli, 2007). The knowledge verifies that if the individual principal wants to influence the communication process positively, other variables are complementary and necessary to understand. Organizational communication structures and the organizational communication culture become prerequisites that can support and strengthen the principals and teachers work towards successful outcomes. It can also hinder or distract messages and information to become meaningful and important in principals' and teachers' daily work impeding academic performance.
Schools as public, politically governed service organizations have their prerequisites. Different values and attitudes such as having transparency in processes and institutional factors affect the daily work. This means that organizations such as schools cannot be expected to function as one actor instead it consists of tensions and dilemmas. As leaders of public organizations principals' should provide reasons and explanations for their actions which take the departure from agreed upon democratic values (Eriksen, 2001).

Communication and culture are closely connected. Communication is the medium where the culture becomes visible. By communicating some values and emphasizing certain aspects, the communication reveals what is accepted or not in a school. Culture emerges and is sustained through the communication processes of all involved actors at the same time communication is the only process that can identify and challenge the invisible patterns that exist in schools yet affecting performance (Kowalski, Petersen, & Fusarelli, 2007).

2.2.3 Motivation and Academic Performance

Motivation appears when a person gains energy to learn and work efficiently to achieve a potential goal (Martin, 2003). Previous studies have identified incentive-based programs that assist in improving students' performance in national examinations. For example, the extrinsic incentive-based programs in the state of Iowa that seems to improve high school achievement scores and tests (Hollingworth, 2010). In the Iowa study, the researcher categorized each school district into groups based on students' 2007-2008 enrollment. Each group composed of both urban and rural schools. Incentives including pep rallies and pizza parties were used to
motivate and raise scores on students' achievement tests. The study found that the schools where head teachers motivated learners posted improved results.

A motivated teacher was capable of motivating the students and thus influencing their academic performance. Teachers must assume individual responsibilities and tie them with their performance, development, and growth to maintain a higher professional score (Alam, 2011). Therefore; Alam identified teacher's motivation as an essential tool that impacts the learner's motivation. According to Gardner (2005), the level of motivation of a teacher determines the learner's level. School performance increases when students meet highly motivated teachers (Kusereka, 2003). On the other hand, lowly motivated teachers suffer from apathy, increased number of transfer requests, high value on material rewards, hostility, and working to get promotions that cause reduced performance (Frederick, 2001).

Margaret & Herbert (1979) conducted a study where she analyzed 22 different studies to find out the correlation between five factors that motivate teachers and five factors that influence the students’ achievement and outcome. The researcher restricted all factors to the locus of control, academic, mathematics, self-concept, and achievement motivation. The outcome of the investigation revealed that average students accounted for about 11 percent of the variance in academic achievement (Margaret & Herbert, 1979).

On the other hand, Dinham and Scott (2000) realized factors that affect teachers' motivation as authoritarian administration, teaching/workloads, promotion, student’s interests and behaviors, class size, supervision, administrative efficiency, community support, school facilities and professional relations. Head teachers who
have put in place motivational strategies in line with the teachers' expectation have reported continued improvement in academics or even exceeding or maintain their performance as motivated teachers are stimulated to seeing their progress and achievement.

The analysis of an intervention that motivates students to engage in proper behavior in school was conducted by Rikki, Richard, Cade, Richard, Smith & Matthew (2009). The first 200 fifth grade students from rural Utah elementary school took part in the study. The majority of students came from middle to lower-middle class and was of white ethnicity. Researchers used the "Praise Note" system method to teach participants acceptable behaviors before embarking on data collection. Also, the staff was trained on how to identify and reward students who conduct themselves in an acceptable manner such as sitting in a proper position in class and cleaning lunch rooms among other traits. The outcome of the study revealed that Praise Note was an effective method of determining student behaviors. Students showed improved behavioral traits with a 96 percent reduction in the amount of littering in the lunchroom. Moreover, the number of times that students misbehaved in the school decreased by 75 percent (Rikki, Richard, Cade, Richard, Smith & Matthew, 2009).

The teacher's level of motivation influence the students' learning and performance. According to Wright, Horn and Sanders (1997), teachers stand in the interface of the transmission of values, skills, and knowledge of the learning process. A poorly motivated teacher does not give students enough materials to install knowledge. Also, the lack of motivation among teachers causes inadequate academic progress irrespective of the type of student and the potential to learn.
Head teachers who have created a conducive staying and learning environment motivate teachers to perform more and achieve their professional goals while at the same time improving student's performance and accomplishment. A motivational drive on teachers helps drive the level of performance and avoidance of burn-out that affect the teacher's productivity. Therefore; head teachers who put in place motivation budget provides opportunities for excellence in academics as teachers feel appreciated leading to enhance self–actualization (Zembylas, 2003).

The teacher's greatest joy is to see a student achieve academically and develop characters acceptable in the community. Oredein and Oloyede (2007) investigated the relationship between school performance and teacher motivation. The study concluded that head teachers motivation practices enhance teacher's management of students' homework and assignments (Oredein and Oloyede, 2007). Motivational practices by the head teacher affect the student achievement after guiding the student through the learning process and correcting them where they go wrong in class and providing feedback occasionally. Motivated teachers have few incidences of lateness to school, inability to complete the syllabus, and incidences of absenteeism that negatively affect the academic performance.

Motivated teachers are often associated with producing motivated students with high achievements (Atkinson, 2000). Thus, to bring change to an educational system, head teachers need to exercise leadership styles and enhance motivation. Planning for such improvements would require the planners to know the existing state of teacher in terms of their leadership styles and levels of motivation.
2.3 Summary of Related Literature and Gaps Isolation

From the review of literature carried out in this section, it has emerged that leadership is the ability to influence thoughts and behavior of others and that leadership affects performance in different fields. Leadership binds people together and motivates them towards the achievement of goals. Related studies have shown that schools that consistently perform well tend to have sound and efficient leadership, and that school leadership is a crucial factor in the success of a school.

From the various studies reviewed forming the empirical literature as well as the theoretical framework, there seems to be no agreement on one set of head teacher leadership style suitable in all circumstances. The research work reviewed reveals that leadership is dynamic and various styles of leadership are required in different circumstances prevailing at different times and circumstances. It is also evidence from the study that head teacher leadership plays a significant role in the school performance given his decision-making structure, communication ability, competencies as well as the leadership style. This study is a departure from the existing studies in that it employs a correlation research design while other studies employed descriptive research design with target population being the secondary teachers while the target population in this study is extended to include the school presidents and the senior subordinate staff who are also involved in various school management roles. Given the inconclusive findings on effects of head teacher's leadership, this study sought to establish the status of leadership in the case of Embu East Sub-County, where few such studies have been carried out in the past.

The literature reviewed in this section has not shown which leadership styles correlate with good academic performance, only that good leadership results to
KCSE performance and hence this study sought to establish whether the head teacher's leadership style influences KCSE performance in Embu East Sub County. This study narrowed down on two leadership styles notably the democratic and autocratic styles. Under these styles the study zeroed down on decision making skills, communication and motivation methods by various head teachers exercising the two types of leadership while teachers learning resources were used as an intervening variable given their ability to facilitate content delivery among learners.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter takes into account the location of the study, target population, research design, sample and sampling procedures, data collection methodology, the data tabulation and analysis, the research instruments, piloting, reliability and validity tests, and logistical and ethical considerations.

3.2 Research Design

For the description of the relationships that allow the researchers to gather information, summarize the information for better understanding, present that information and further interpret it for clarification purposes, the correlation research design was used, Orodho, (2002). The design was used to compare relationship between the independent and dependent variables. Correlation research design was suitable as it involved a wide and broad category of respondents and further tried to establish whether head-teacher's leadership style influenced the examination performance especially the KCSE exam in Embu East Sub-county. This type of research design allowed the researcher to gather the information, analyze, summarize, present and interpret relationships based on the data (Jackson, 2009). Secondly, the study used correlation research design for the establishment of the relationship between head teachers’ leadership styles and KCSE performance in public secondary schools in Embu.
3.3 Location of Study

The study was conducted in Embu County, Embu East Sub County. Embu County is in Mt Kenya region bordering Kirinyaga, Tharaka Nithi and Machakos Counties. The target population of the study were the 41 public secondary schools in the region. The schools have been in the record of consistently poor performance in the KCSE examination. In the three years, Table 1.1 summarizes the mean standard score as consistently below the target of the parties concerned (MOEST, 2015). The results analysis showed that the mean score set by the stakeholders had never been achieved in three years despite proper staffing and competent head teachers. This situation hence needed urgent scrutiny from head teacher’s leadership style aspects which if not addressed would continue to yield deteriorating KCSE performance subjecting the students and other stakeholders to future perennial problems.

3.4 Target Population

The study targeted all 46 public secondary schools in Embu East sub-county. The population included 41 heads of schools, 366 teachers, and 602 students as shown in Table 3.1

<table>
<thead>
<tr>
<th>Category</th>
<th>Boarding schools</th>
<th>Mixed day schools</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teachers</td>
<td>32</td>
<td>14</td>
<td>46</td>
</tr>
<tr>
<td>Teachers</td>
<td>176</td>
<td>104</td>
<td>280</td>
</tr>
<tr>
<td>Students</td>
<td>489</td>
<td>113</td>
<td>602</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>697</strong></td>
<td><strong>241</strong></td>
<td><strong>928</strong></td>
</tr>
</tbody>
</table>

Source: (Researcher, 2017)
3.5 Sampling, Sampling procedures and the Sample sizes

A sample is a collection of units chosen from the universe to represent as stated by Kombo and Tromp (2009). According to Mugenda and Mugenda (1999), a sample size of 30% is significant statistically for a small population. The sample size for the study was 272 participants representing 29% of the total population, which was close to the sample of 30% recommended as statistically significant by Mugenda and Mugenda. The population was divided into smaller groups of respondents which comprised of head teachers, teachers, and students. A stratified sampling technique on the schools was used to include the boys, girl’s boarding schools and day mixed secondary schools since the population is heterogeneous. This process of stratification divided members of the population into subgroups which were homogeneous. Each element in the population was assigned to only one stratum. The research strata was mutually exclusive. The strata included all the elements in the population such no population element was left out. Simple random sampling was used in this study to deal with the homogenous subgroups since it allowed one to draw externally valid conclusions about the entire population based on the sample.

Conceptually, simple random sampling is the simplest of the probability sampling techniques. It requires a complete sampling frame, which may not be available or feasible to construct for large populations. Even if a complete frame is available, more efficient approaches may be possible if other useful information is available about the units in the population. Advantages are that it is free of classification error, and it requires minimum advance knowledge of the population other than the frame. Its simplicity also makes it relatively easy to interpret data collected in this manner.
For these reasons, simple random sampling best suits situations where not much information is available about the population and data collection can be efficiently conducted on randomly distributed items, or where the cost of sampling is small enough to make efficiency less important than simplicity. Table 3.2 shows a detailed sample distribution.

**Table 3.2: Sample Size**

<table>
<thead>
<tr>
<th>Category</th>
<th>Boarding schools</th>
<th>Mixed day schools</th>
<th>Total Population</th>
<th>Sample Distribution</th>
<th>Percentage Composition (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teachers</td>
<td>32</td>
<td>14</td>
<td>46</td>
<td>10</td>
<td>21.7</td>
</tr>
<tr>
<td>Teachers</td>
<td>176</td>
<td>104</td>
<td>290</td>
<td>100</td>
<td>34.5</td>
</tr>
<tr>
<td>Students</td>
<td>489</td>
<td>113</td>
<td>602</td>
<td>162</td>
<td>26.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>697</strong></td>
<td><strong>241</strong></td>
<td><strong>938</strong></td>
<td><strong>272</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

Source: (Researcher, 2017)

### 3.6 Research Instruments

A research questionnaire is a research instrument that gathers data over a large sample which is usually a population. The questionnaire was preferred to other instruments because information could be collected from large samples, no biases since it was presented in the paper form, there was confidentiality, and saved on time. The structured questionnaire in appendix II is anchored on the specific objectives to provide the data for answering the research questions or testing the hypotheses for acceptance or rejection (Kothari, 2004).
A combination of open and closed ended questions were administered to in the region to gather more information on the Likert scale ranging from 1 to 5 (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Disagree).

There were four sections in the questionnaires. Section A drawing a back ground section constituting the demographic characteristics of the respondents. Section B covered how head teachers decision-making ability affects KCSE performance. Section C covered how head teachers communication had impact on KCSE performance. Section D entailed how head teachers competencies impacted on the KCSE performance and lastly section E covered how head teacher's leadership style influences KCSE performance in Embu East County.

The sections of the questionnaire covering the objectives were important in ensuring that the content validity for every objective was properly captured, detailed and checked before testing of the questionnaire during the pilot. The study further employed a structured open and closed ended questionnaire. The process ensured anonymity, permitted the use of standardized questions ensuring uniform procedures, provided time for the subject to think about response and were easy to administer and score (Peil, 1995; Mugenda & Mugenda, 2003; Kothari, 2011). Considering that the targeted population could read and write the most suitable research instrument for primary data collection was the questionnaires. Three questionnaires were administered namely; a head teachers questionnaire, a teachers questionnaire and a student’s questionnaire. The choice of using a questionnaire was to triangulate results from three respondents on the research issue.
3.7 Piloting

A pilot study involves preliminary data collection, using your planned methods, but with a very small sample. It aims to test out research approach and identify any details that need to be addressed before the main data collection goes ahead to determine the accuracy of the research instruments (such as questionnaires and research schedule). Kombo and Tromp (2009) and Kothari (2004) describe a pilot test as a replica and rehearsal of the main survey. Dawson (2002) states that pilot testing assists researchers to see if the questionnaire would obtain the required results. The pilot schools were picked from the same sampled Sub County with similar characteristics but were not used in the final study.

3.7.1 Reliability of the Questionnaire

Reliability refers to the stability and the internal consistency of a questionnaire (Jack & Clarke, 1998). Cronbach's alpha was be used to test the reliability of the measures in the questionnaire (Cronbach, 1951). According to Kurpius & Stafford (2006), reliability coefficient refers to the scores obtained on a test. A reliability coefficient of zero indicated that the test scores were unreliable. On the other hand the higher the reliability coefficient, the more reliable or accurate the test scores. A reliability coefficient is a numerical value that can range from zero to one. For research purposes, tests with a reliability score of 0.7 and above are accepted as reliable, while for clinical decision making, test scores of between 0.8 and 0.9 are acceptable (Kurpius & Stafford, 2006). Baker et al. (2001) state that the size of a sample to be used for piloting varies depending on time, costs and practicality, but the same would tend to be 5-10 per cent of the main survey. This accepted a Cronbach score of 0.7 to conclude that the reliability was good for the research instrument.
Macharia (2015) and Ngumi (2014) utilized a Cronbach score of 0.7 in their studies involving newly developed questionnaires.

In this study, the questionnaire were tested on 10% of the sample as recommended by Sekaran (2003) and Kothari (2004) who state that 5% to 10% of the sample can be adequate for running reliability tests. Reliability tested by use of 20 questionnaires which were piloted with randomly selected respondents who were not included in the final study sample. The 20 questionnaires were then coded and input into SPSS for running the Cronbach reliability test. The closer Cronbach's alpha coefficient is to 1, the higher the internal consistency reliability. Guilford (1965) believed that a Cronbach's $\alpha$ value lower than 0.35, the data is seen as lacking reliability and should be excluded. Cronbach (1951) as cited in Sekaran (2003) recommend Cronbach coefficient of 0.7 for a newly developed questionnaire while for clinical decision making, test scores of between 0.8 and 0.9 are acceptable (Kurpius & Stafford, 2006). This study employed a cut off of 0.7 as employed by Ahiauzu (2006) who opined that the Cronbach Alpha equal to 0.7 is a good reliability coefficient that indicates how good items in a questionnaire set are positively correlated to one another; and it is the most widely used measure of internal consistency and reliability in social sciences.

3.7.2 Validity of the Questionnaire

Validity refers to whether a questionnaire is measuring what it purports to measure (Bryman & Cramer 1997). It describes validity as the degree of congruence between the explanations of the phenomena and the realities of the world. While absolute validity is difficult to establish, demonstrating the validity of a developing measure is very important in research (Bowling, 1997). Content validity was determined by
seeking expert judgment from my supervisor who improved the content and expanded the scope of the questionnaires.

3.8 Data Collection Procedure

Data collection was done in three phases including pre-field logistics, administration of instruments and post field logistics.

Phase 1: Pre-field Logistics

Preparation of the Research Instruments

The researcher structured the questionnaire based on the objectives of the study among them; to determine the effect of head teacher’s decision making on KCSE performance in Embu East Sub County of Embu County, to find out the influence of head teacher’s communication on KCSE performance in Embu East Sub County of Embu County, to determine the role of head teacher’s motivation approach on KCSE performance in Embu East Sub County in Embu County. Specific questions based on the Likert scale were formulated and aligned per objective. A budget involving the expenditure for logistics and stationary was incurred, Research assistants were used to collect data. The research assistants were trained and a reconnaissance visit conducted to address probable challenges which would have hampered the smooth running of the research work.

A permit from the National Commission for Science Technology and Innovations (Nacosti) was acquired. After obtaining the permit, two copies of the research permit were submitted to the Sub County Education Officer, Embu East and Deputy County Commissioner to serve the head teachers of the participating schools for permission and introductory letters. The researcher prepared the budget and detailed
work plan which guided the study. The researcher was able to make reconnaissance visits in preparation to actual data collection.

**Phase II: Administration of Research Instruments**

The research instruments that comprised of the questionnaires were administered concurrently to the respondents. The research assistants were employed to visit and administer the questionnaires to all 272 respondents. A drop and pick later technique was used where the teachers, subordinates and the school captains were served with the questionnaires which were later collected. Phone calls were made to track the success and establish the response rate.

**Phase III: Post Field Logistics**

The questionnaires collected by the research assistants were checked for completeness and correctness during filling. The data from the questionnaire was then collated and sorted according to themes or objectives in readiness for data analysis using SPSS version 20.

**3.9 Data Analysis**

Data analysis was done based on the objectives of the study using a linear regression model to determine the relationship between the predictors (independent) and KCSE performance. The statistical test summary is as shown in table 3.3 below.
Table 3.3: Statistical Tests Summary

<table>
<thead>
<tr>
<th>Objective</th>
<th>Nature of Data</th>
<th>Statistical Tool</th>
<th>Mode of Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To determine the effect of decision making on KCSE performance in Embu East Sub County in Embu County.</td>
<td>Quantitative</td>
<td>Measures of central tendency,</td>
<td>Tables Graphs</td>
</tr>
<tr>
<td>To determine the influence of communication on KCSE performance in Embu East Sub County in Embu County.</td>
<td>Quantitative</td>
<td>Measures of central tendency,</td>
<td>Tables Graphs</td>
</tr>
<tr>
<td>To determine the role of motivation on KCSE performance in Embu East Sub County in Embu County.</td>
<td>Quantitative</td>
<td>Measures of central tendency,</td>
<td>Tables Graphs</td>
</tr>
</tbody>
</table>

The primary data collected from the respondents will be analyzed per objective and presented in form of tables and graphs. Frequencies, percentages as well as measures of central tendencies among them mean, mode, and median will be used to express the patterns and trends of the data.

3.10 Ethical Considerations

Gregory (2003) maintains that ethical considerations in research are essential because they discourage fabrication or falsifying data, and thus encourage the quest of knowledge and truth, which is the main objective of undertaking a study. This research was clearly conducted in respect to the fundamentals of research ethics. The study ensured nil plagiarism to avert possible academic fraud by citing all sources of literature and referencing as per APA format while the respondents were assured of full anonymity to avoid prejudice and bias or victimization. All the
information gathered from the respondents was held with confidentiality in that names of the respondents were not indicated in the questionnaires, and neither were the research findings used otherwise apart from academics purposes.
CHAPTER FOUR
PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The objective of the study was to investigate the influence of head teachers' leadership styles on KCSE performance in Embu East Sub-County, Embu County. The presentation of findings was based on specific objectives that guided the study. The specific objectives were:

i) To find out whether the head teacher's communication influences the KCSE performance in Embu East Sub County of Embu County.

ii) To investigate decision making by the head teachers and the effect on these decisions on KCSE performance in Embu East Sub County of Embu County.

iii) To find out if motivation as a leadership style has the impact on KCSE performance in Embu East Sub County in Embu County.

4.2 Questionnaire Response Rate

The study used questionnaires as the primary tool for data collection from participants to achieve objectives. A total of 272 questionnaires were administered to different target groups composing of 10 principals, 100 teachers and 162 students.

Table 4.2 below shows the questionnaire response rate.

<table>
<thead>
<tr>
<th>Population</th>
<th>No. of Questionnaires distributed</th>
<th>Questionnaire Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers</td>
<td>100</td>
<td>100%</td>
</tr>
<tr>
<td>Students</td>
<td>162</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>272</td>
<td>100%</td>
</tr>
</tbody>
</table>
10 head teachers were given questionnaires and only 9 returned representing 90% response rate. 100 teachers were given questionnaires whereby 85 respondents returned their questionnaires representing 85% response rate. Also, out of 162 students only 149 responded to questionnaires representing 91.3%. Overall, a total of 243 respondents (89% of respondents) returned their questionnaires while 29 respondents (11%) did not return their questionnaires. Babbie (1990) suggested that a response rate of 50% is adequate for analysis, 60% is good, 70% very good, and above 80 percent excellent. The response rate is suitable for a research because it falls above 80% of Babbie’s value, which is an excellent number.

4.3 Demographic Characteristics

4.3.1 Introduction

Demographic refers to characteristics of respondents who participated in data collection to achieve study objectives. The study sought to establish demographic characteristics of respondents that included gender, age in years, category of school, level of education, and years in school represented in figures 4.3.2 to 4.3.6.

4.3.2 Gender

The study sought to find out the gender of respondents (head teachers, teachers, and students) all respondents were requested to state their gender in the questionnaire and the outcome is shown in figure 4.1 below.
Results from Figure 4.1 reveals that 124 of the respondents were female (representing about 51 percent of the sample) while 119 were male representing 49 percent of the target population. The results above revealed that the employees in many schools among Embu East Sub County are female contrary to findings of Jacobs (1994) who in his study found that there continues to be under-representation of women in many professions. The role of gender is very significant when determining the impact of leadership styles of student performance by comparing the effectiveness of leadership styles of both male and female head teachers.

### 4.3.3 Age in Years

The respondents were asked to state their specific ages defined by age groups and the outcome recorded in figure 4.2 below.
The outcome of the study findings established that majority of the respondents totaling to 153, which represented 63% of respondents, were aged between ages 36-45, 88 respondents (representing 36%) were aged 46 and above while the remaining 2 (about 1% of the population) were in the ages of between 14 and 35 years. These findings showed that a majority of teachers in the Sub County are middle aged as opposed to old ones. However this did not seem to significantly influence the leadership style.

4.3.4 Category of School
The researcher sought to find out the school category described by either boarding or mixed day school. The outcome of findings is represented in figure 4.3 that shows percentages of schools categorization.
153 respondents standing at 63% belonged to boarding schools with only 90 (37%) stationed in the mixed day schools (see figure 4.3.4). The findings above shows that most of respondents were taken from boarding secondary schools. These findings had an effect in the study considering that from records the Sub County has a reasonable number of day schools. At the same time it meant that the study did not adequately address the unique performance and leadership challenges in day secondary schools.

### 4.3.5 Education Level

The researcher sought to find out the level of education of head teachers in all target secondary schools. The findings are recorded in figure 4.4 below.

![Level of Education](image)

**Figure 4.4: Education Level**

The level of education was tested among head teachers. The study found that 50% of respondents had university level of education, 42% had a Diploma with 8% possessing post graduate education implying majority had a degree and above. The level of education seems to significantly affect the leadership style and thus academic performance. Most head teachers with university degrees were seen to be more democratic as opposed to autocratic while their colleagues who had diplomas were more autocratic.
4.3.6 Years in School

The researcher investigated the number of years the participants had spent in the specific schools. The respondents for this area were head teachers and teachers. Students were excluded. The outcome of the investigation is shown in figure 4.5 below.

![Years in School](image)

**Figure 4.5: Years in School**

Majority of respondents who participated in the study indicated that they have been in the school for a period greater than two years. 61 respondents (56%) had been in the school for a period of 3 to 10 years, 22 respondents (20%) 10 to 20 years, and 17 respondents (about 16% had been in school for more than 21 years). Only 10 participants (representing 9% of the respondents) had been in their school for a period less than two years. The research showed that teachers and principals needed sometimes to settle in order to give results, however there was an indication of complacency especially where head teachers and teachers had over stayed in one station.

Apart from the demographic characteristics, the study presents the findings of the following objectives described in the section that follows below.
4.4 The influence of the head teacher’s’ communication style on KCSE performance

The first objective of the study was to investigate the effect of the head teacher’s communication style on KCSE performance in the school. The style of communication investigated included the nature of relationship between the head teacher, teachers, and students, delivery of crucial messages, and engagement of teachers and student in making major decisions within the school.
The results are presented in Table 4.2 below.

**Table 4.2: Effect of the head teacher’s communication style on performance**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagreed</th>
<th>Disagreed</th>
<th>Neutral</th>
<th>Agreed</th>
<th>Strongly Agreed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am happy with the head teacher’s communication skills</td>
<td>39%</td>
<td>38%</td>
<td>6%</td>
<td>9%</td>
<td>7%</td>
<td>100%</td>
</tr>
<tr>
<td>Our head teacher actively listens to more than one side without bias and prejudice</td>
<td>11%</td>
<td>22%</td>
<td>5%</td>
<td>36%</td>
<td>26%</td>
<td>100%</td>
</tr>
<tr>
<td>The head teacher works with key stakeholders to prioritize ideas and find the right solutions that best support the overall strategic goals</td>
<td>36%</td>
<td>42%</td>
<td>7%</td>
<td>9%</td>
<td>6%</td>
<td>100%</td>
</tr>
<tr>
<td>Our head teacher is confident in his knowledge and abilities</td>
<td>25%</td>
<td>35%</td>
<td>6%</td>
<td>23%</td>
<td>11%</td>
<td>100%</td>
</tr>
<tr>
<td>Our head teacher’s communications have been reliable and consistent over the years</td>
<td>44%</td>
<td>23%</td>
<td>9%</td>
<td>11%</td>
<td>14%</td>
<td>100%</td>
</tr>
<tr>
<td>I am happy with the head teacher’s communication quality, style, and frequency which is flexible given various audience</td>
<td>24%</td>
<td>31%</td>
<td>3%</td>
<td>22%</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>Our head teacher can take something complex and make it simple to reach audiences at different levels</td>
<td>17%</td>
<td>44%</td>
<td>2%</td>
<td>26%</td>
<td>11%</td>
<td>100%</td>
</tr>
<tr>
<td>Our head teacher operates an open door policy, and we can easily access him and communicate freely and without barriers.</td>
<td>29%</td>
<td>38%</td>
<td>10%</td>
<td>14%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>Our head teacher can communicate in a clear and concise manner that demonstrates respect and valued other people's contributions</td>
<td>40%</td>
<td>4%</td>
<td>4%</td>
<td>15%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>265%</strong></td>
<td><strong>307%</strong></td>
<td><strong>52%</strong></td>
<td><strong>165%</strong></td>
<td><strong>111%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>29%</strong></td>
<td><strong>34%</strong></td>
<td><strong>7%</strong></td>
<td><strong>18%</strong></td>
<td><strong>12%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Source:</strong></td>
<td>(Researcher, 2017)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On average, 62% (144 respondents) disagreed on the role of head teachers communication style on KCSE performance in Embu East Sub County, 30% (70 respondents) agreed with 8% (19 respondents) remaining neutral. 179 respondents representing 77% of the respondents indicated that they are not happy with the head teacher's communication skills and 37 of them (16%) agreeing they are happy. Only 17 respondents, 75, remained neutral. The above findings show that most head teachers did not have good relationship with teachers and students when it came to delivering crucial messages regarding the school and thus explaining the poor performance in most schools.

4.5  Head teacher’s’ Decision Making Styles and KCSE Performance

The second objective of the study was to determine the effect of head teacher’s decision making style on the KCSE performance. The decision-making style of the head teacher influences the performance of students during KCSE examinations. The following objective is achieved through questionnaires designated to teachers and students to evaluate the relationship between head teacher's decision-making style and KCSE performance and results shown on Table 4.3 below.
### Table 4.3: Head teacher’s Decision Making Styles and KCSE Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagreed</th>
<th>Disagreed</th>
<th>Neutral</th>
<th>Agreed</th>
<th>Strongly Agreed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our head teacher solicits others to participate in the decision making</td>
<td>42%</td>
<td>36%</td>
<td>5%</td>
<td>7%</td>
<td>9%</td>
<td>100%</td>
</tr>
<tr>
<td>Time and resources consumed by the decision-making process are Always</td>
<td>33%</td>
<td>50%</td>
<td>2%</td>
<td>9%</td>
<td>7%</td>
<td>100%</td>
</tr>
<tr>
<td>commensurate with the magnitude and importance of the decision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The decision making in our school is accompanied by a high degree of</td>
<td>35%</td>
<td>40%</td>
<td>5%</td>
<td>12%</td>
<td>9%</td>
<td>100%</td>
</tr>
<tr>
<td>firmness or resolve</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school explain why a decision is to be made</td>
<td>38%</td>
<td>50%</td>
<td>1%</td>
<td>3%</td>
<td>7%</td>
<td>100%</td>
</tr>
<tr>
<td>Our school describes how the decision was made demonstrating that the</td>
<td>44%</td>
<td>33%</td>
<td>7%</td>
<td>5%</td>
<td>12%</td>
<td>100%</td>
</tr>
<tr>
<td>decision was not arbitrary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school articulates the criteria used to discriminate the alternatives</td>
<td>42%</td>
<td>45%</td>
<td>4%</td>
<td>3%</td>
<td>6%</td>
<td>100%</td>
</tr>
<tr>
<td>of the decision based</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decisions are made based on clear criteria driven by our underlying</td>
<td>48%</td>
<td>40%</td>
<td>3%</td>
<td>5%</td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>values, the things that are important to us</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our decisions are based on adequately explored alternatives for</td>
<td>52%</td>
<td>35%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>consideration highlighting consequences of each alternative explored</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school honestly evaluate the alternatives with an open mind to make</td>
<td>41%</td>
<td>35%</td>
<td>2%</td>
<td>13%</td>
<td>9%</td>
<td>100%</td>
</tr>
<tr>
<td>a choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>375%</td>
<td>363%</td>
<td>33%</td>
<td>61%</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>42%</td>
<td>40%</td>
<td>4%</td>
<td>7%</td>
<td>8%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: (Researcher, 2017)
4.5.1 The role of head teacher in decision making process

The researcher sought to find out the head teacher’s level of decision-making approach by determining the experience and knowledge used in making decision. The findings from Table 4.3 show that majority of respondents, 97 representing 42% did not agree that the head teacher’s decision making approach was credible with 16 respondents (7%), and 20 (9%) agreed and strongly agreed respectively. From the findings in table 4.3, the study established that the decision making, communication, and motivation skills among head teachers may not be the only factors affecting performance in KCSE. Fullan (2001) argued engagement of stakeholders in decision-making processes influences the outcome of students during KCSE examinations. Most head teachers seemed not to consider decisions of other stakeholders including teachers and students when deciding on school management practices. The outcome reveals that the head teacher did not make decisions based on majority of stakeholder’s demands.

The review of the literature shows that previous authors had made efforts to investigate the effect of head teacher’s leadership styles on the KCSE performance of students but there seemed not to be a clear link between leadership styles and performance meaning that other factors must have been involved. The outcome of the study revealed that head teachers who never associated with their subordinates experienced poor performance and students seemed to have negative attitude towards head teachers whose communication skills was questionable. Secondly the study aimed at determining the effect of head teacher’s decision making process on school performance. The review of literature had revealed that engaging teachers and student representatives in decision-making process had a positive impact on the school’s KCSE performance (Acat and Dereli, 2012).
With the realization that in a school set up there were various stake holders who influenced the performance of students indirectly the study sought to investigate the role of support staff as discussed below.

4.5.2 The role of subordinates in decision-making process

The researcher wanted to determine the fairness of the decision-making process to fit all stakeholders. The findings from table 4.3 shows that 97 (42%) of respondents did not believe the process was fair and engaged all subordinates. About 20 respondents (9%) agreed with their head teacher’s decision-making approach claiming it engaged all subordinates. The above findings follow the outcome from Bademo & Tafera (2016) study that revealed the importance of engaging subordinates in decision-making when it comes to improving the performance of the school. However, some school heads especially those managing boarding schools seemed to have positive attitude towards subordinates and engaged them actively in decision-making processes. The performance of those schools is different from other schools studied.

The findings are further in congruence with those of Ankomah (2002) that the involvement of teachers in regular staff meetings allowed them to share their views on issues. Ankomah argued that allowing teachers to serve on various school committees like health, discipline, sports, as well as use of suggestion boxes for teachers deepens attachment to the school by teachers devoting quality time in the school allowing good interaction with the learners which promotes disciplined learning environment impacting positively on performance.
4.6 The influence of head teacher’s Motivation Style on KCSE Performance

The third objective of the study was to investigate the role of head teacher’s motivation style on the KCSE performance in secondary schools.

The findings acquired were as shown in table 4.4 below.

Table 4.4: The influence of head teacher’s style of motivation on KCSE performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagreed</th>
<th>Disagreed</th>
<th>Neutral</th>
<th>Agreed</th>
<th>Strongly Agreed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am happy with the head teacher’s motivation approach to foster learning and excellence</td>
<td>31%</td>
<td>34%</td>
<td>8%</td>
<td>15%</td>
<td>12%</td>
<td>100%</td>
</tr>
<tr>
<td>Our head teacher has formed a team to address motivation approach to drive performance in our school</td>
<td>39%</td>
<td>31%</td>
<td>9%</td>
<td>12%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>Our school has a budget on an annual basis towards motivation schemes for excellent grades in examinations.</td>
<td>23%</td>
<td>49%</td>
<td>3%</td>
<td>12%</td>
<td>13%</td>
<td>100%</td>
</tr>
<tr>
<td>Performance in our school is tagged to an encouraging reward</td>
<td>43%</td>
<td>42%</td>
<td>2%</td>
<td>6%</td>
<td>6%</td>
<td>100%</td>
</tr>
<tr>
<td>Over the years, motivation in our school is known and communicated consistently</td>
<td>44%</td>
<td>40%</td>
<td>1%</td>
<td>9%</td>
<td>7%</td>
<td>100%</td>
</tr>
<tr>
<td>Motivation affects every aspect of school life, from attendance to academic performance, to extra-curricular activities</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>44%</td>
<td>49%</td>
<td>100%</td>
</tr>
<tr>
<td>Our school performance is based on a culture of extrinsic motivation</td>
<td>36%</td>
<td>40%</td>
<td>5%</td>
<td>11%</td>
<td>7%</td>
<td>100%</td>
</tr>
<tr>
<td>The motivation approach used in our school is cost effective and sustainable</td>
<td>15%</td>
<td>22%</td>
<td>46%</td>
<td>7%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>233%</strong></td>
<td><strong>262%</strong></td>
<td><strong>72%</strong></td>
<td><strong>116%</strong></td>
<td><strong>115%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>29%</strong></td>
<td><strong>33%</strong></td>
<td><strong>9%</strong></td>
<td><strong>14%</strong></td>
<td><strong>13%</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Source: (Researcher,*
The researcher investigated the role of head teacher’s motivation approach on KCSE performance by determining the style and process of motivation used. The outcome reveals that majority of participants were not agreeing with the head teacher’s motivation approach. 90 respondents (20 teachers and 70 students) felt that the motivation approach used by their head teachers was not sufficient enough to have any impact on the school performance. On the other hand, 24 (10%) respondents agreed that their head teachers were using correct motivation strategies. The analysis of the results and linking the outcome to the literature review showed that many researchers had made correct predictions on the objective. Alam (2010) had discovered that motivation as a leadership quality helps teachers maintain high standards of professionalism and encourages students to work hard. However, the outcome of the study did not adhere to the findings from the literature because many respondents, more than half of the participants, claimed that their head teachers did not concentrate much on motivating the subordinates. The study realized that lack of motivation negatively influenced the performance of many schools in the County. However, the outcome could not be generalized because it was realized that some teachers had bad relationship with their head teachers and this might have introduced biases on giving feedback. Moreover, majority of respondents chose to remain neutral on the issue.

The findings in this study are similar to that of Hollingworth (2010) who found out that schools where head teachers motivated learners posted improved results. He found that in academia, the motivation of a teacher is very important as it directly affects the students. Teachers must get enough motivation to maintain a high level of professional performance. Gardner (2005) concluded that the extent to which
teachers can motivate their students depends on how motivated they are. The study findings further concur with that of Dinham and Scott (2000) who found that head teachers who have put in place motivational strategies in line with the teacher's expectation have reported continued improvement in academics or even exceeded or maintained their performance as motivated teachers are stimulated to seeing their progress and achievement.

4.6.1 The effect of head teacher’s motivation style on other school processes

The researcher wanted to determine how the motivation approach used by the head teacher affects other school processes such as student discipline, teacher’s output, and general school appearance because these have direct impact on the performance of the school. The outcome shown in table 4.4 shows that majority of participants, 144 represented by 49%, agreed that the type of motivational approach used had a positive impact on other school processes. The researcher discovered that few respondents, 12 (5%) felt that the motivation approach used by the leader does not have any effect on other school processes. The findings reveal that although respondents had agreed that their head teachers did not practice effective motivation styles in school, the need for good motivation was essential to improve school performance. Wright, Horn and Sanders (1997) argued that the performance of students depends on many factors among them levels of motivation. The author tried to reveal the importance of motivating others in every aspect of the organization because it created a positive impact on the individual performance.

The findings in this study on the role of decision making on the academic performance agree with those of Fullan (2001) who found that a Democratic head teacher who involved stakeholders in decision making insulated the school from
external threats that could affect performance. The findings are further in harmony with those of Hay & Tarter (1993) who found that involving teachers in the decision-making process of the school could improve the quality of decisions, and promote cooperation in the school.
CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate the influence of head teachers' leadership styles on KCSE performance in Embu East Sub-County, Embu County. This chapter gives a summary and conclusion of the project. It also gives recommendations and also proposes policy guidelines and areas for further research on the study.

5.2 Summary of the Study

The objective of the study was to find out the influence of head teachers leadership style on the performance of students in KCSE examinations. The researcher wanted to find out specific aspects of head teacher leadership style on the performance of the school. The specific factors affecting the head teacher’s leadership style as investigated in the study were communication, motivation, and decision-making approach. The following three variables formed the basis of the research and were very essential in meeting its purpose.

5.2.1 The influence of head teacher’s communication style on KCSE performance in secondary schools in Embu East Sub-County, Embu County

This formed the first specific objective of the study. The findings from the study revealed that a large number of principals did not communicate effectively with their teachers and students that ended up affecting the performance of the school in KCSE examinations. The main flaws observed on head teacher’s communication was on
engaging teachers and student heads on making crucial changes in the school and delivering special messages to teachers. Participants, especially teachers, complained of head teachers being more authoritative and lacking good communication skills.

5.2.2 The influence of head teacher’s decision-making style on KCSE performance in secondary schools in Embu East Sub-County, Embu County

The second specific objective of the study sought to investigate the impact of head teacher’s decision-making process on the performance of students in KCSE exams. The findings from the research revealed that majority of respondents claimed that the head teacher did not engage them in making decisions regarding the school. The main issues raised of significance, was the credibility of the decision-making process and the role of subordinates in decision-making. More than 80 percent of respondents agreed that the head teacher’s approach to decision-making was not credible because they made most decisions on their own. On the other hand, the head teacher ignored subordinates such as departmental heads when making decision regarding their own departments. The inability of the head teacher to involve other teachers and students in making crucial decisions in the school led to poor performance of students in KCSE examinations. Also, some respondents remained neutral on the issue.
5.2.3 The influence of head teacher’s style of motivation on KCSE performance in secondary schools in Embu East Sub-County, Embu County

The third objective of the study was to find out the impact of the head teacher’s style of motivation on the performance of students in KCSE examination in the school. Also, it was noted that most respondents claimed that their head teachers did not motivate them. Students complained that the head teacher were reluctant in motivating them towards working hard and making changes in the school performance. The findings showed that quite a number of respondents agreed that the head teachers needed to improve their methods of motivation because it had a positive impact on KCSE performance in the school. The few that agreed the head teacher motivation style was recommendable also called for their leaders to be more innovative when it comes to encouraging teachers and students in school.

5.3 Conclusions of the Study

5.3.1 Communication

The researcher concluded that leadership style is an important factor that influences the performance of schools during KCSE examinations. The leadership styles used by head teachers in Embu East Sub-County, Embu County are not effective in terms of communication, decision-making approaches, and motivation styles consequently contributing to poor performance. The study of head teacher’s leadership styles is an area of great concern because most schools in Embu East Sub-County lack effective leaders with acceptable skills to promote high performance. Communication between head teachers and subordinates was identified as the biggest problem that ended up causing disconnect and greatly affecting performance. The difference in
education level between the head teacher and other teachers also affected communication with a few of the latter assuming superiority and thus resulting to being authoritative rather than consultative when communicating the teachers.

5.3.2 Decision Making

Engaging teachers and students in making decisions regarding the school was identified as a big problem among schools studied with most head teachers choosing to ignore them. The lack of consultation between the head teacher and subordinates affected their output leading to poor performance.

5.3.3 Motivation

Finally, it was realized that good motivation of both teachers and students positively influenced the performance of schools in KCSE examinations. However, most respondents complained of having leaders who never motivated them. Teachers argued that the lack of motivation had a direct impact on their performance that ended up affecting the KCSE performance negatively.

5.4 Recommendations of the Study

Based on the findings of the study, the following recommendations were made:

i) The school boards should review their strategies geared towards driving performance given the dynamics affecting the academic performance in many schools.

ii) The school leadership need to include teachers, subordinate staff, students, parents among other interested stakeholders in making decisions touching on academic programs inorder to achieve inclusivity.
iii) The boards need to remain committed and come up with innovative methods to deliver effective and efficient strategies that would support academic performance.

iv) The boards need to drive the motivation of teachers by allocating budgets while the motivation strategies need to be solicited from the teachers and students but benchmarked with the best schools in the country.

v) Head teachers need to create opportunities to teachers for useful in-service trainings to help them handle the challenges they face in schools as well as utilizing such opportunities for teachers to advance, learn, develop and empower them to achieve educational objectives.

vi) Head teachers needed to engage the teaching staff, student leadership and the non-teaching staff in decision making inorder to get support of policies affecting academics.

vii) The Head teacher and the boards of management must keep on reviewing their motivation strategies amongst teachers, non-teaching staff and students to spur improvement of performance

5.4.1 Policy Recommendations

The study recommends the need for continuous training of the headteachers on the importance of inclusivity in decision making, communication as well as motivation styles to enhance their leadership skills. Effective leadership in schools would enhance the level of job satisfaction among teachers that would positively influence students performance. Trained head teachers would be able to employ effective motivation strategies a key factor in influencing students performance since the motivated teachers find their jobs more enjoyable, meaningful thus performing in
their jobs more effectively. Further, The Directorate of Quality Assurance and Standards within the ministry of education should be empowered with adequate resources enabling them to execute their advisory work more effectively in schools. Regular and random visits to school would be beneficial to schools as they will maintain the expected standards for effective learning to take place.

5.4.2 Suggestions for Further Research

The study made the following recommendations for further studied based on the study findings:

i) A similar study should be taken separately in the various categories of schools that have different learning conditions such as pure girls and boys boarding schools, mixed boarding schools and day- secondary schools.

ii) A study should be undertaken to determine the effect of training courses offered in teacher colleges in Kenya and their impact on teacher’s conduct in schools

iii) A study on the curriculum for teacher colleges should be done to ascertain if it includes leadership courses inorder to prepare teachers for leadership roles in future.
REFERENCES


APPENDICES

Appendix I: Introduction Letter

Date………………….
…………..School
P.O Box …………..
Nairobi.
Dear Sir,

RE: ACADEMIC RESEARCH PROJECT

I’ am a Masters student at Kenyatta University. I wish to conduct a research entitled “HEADTEACHERS’ LEADERSHIP STYLE AND KCSE PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EMBU EAST SUB-COUNTY, KENYA”

A questionnaire has been designed and will be used to gather relevant information to address the research objectives of the study. The purpose of writing to you is to kindly request you to grant me permission to correct information on this important subject from randomly selected members of the congregation.

Please note that the study will be conducted as an academic research and the information provided will be treated in strict confidence. Strict ethical principles will be observed to ensure confidentiality and the study outcomes and reports will not include reference to any individuals.

Your acceptance will be highly appreciated.

Yours Sincerely

RK

Raymond Kinyua
Appendix II: Questionnaire (Head teachers, Teachers, Students)

This questionnaire is meant to collect data for academic research paper titled head teachers’ leadership style and KCSE performance in public secondary schools in Embu East Sub-County, Kenya. It contains statements regarding how head teacher leadership has influenced KCSE performance in Embu East Sub County in Embu County. Kindly take few minutes to complete the questionnaire as guided. Your responses will be handled confidentially and ethically.

SECTION A: DEMOGRAPHIC CHARACTERISTICS (Please tick what is appropriate for you in this section)

This section is to be filled by Head Teacher and Teachers.

1. What is your Gender?
   Female [ ]   Male [ ]

2. What is your Age in years?
   14-35 years [ ] 36-45 years [ ] 45 years and above [ ]

3. How many years have you been in the school?
   Below 2 years [ ] 3-10 years [ ] 11-20 years [ ]
   Above 21 years [ ]

4. Highest Level of Education attained:
   Secondary [ ] Diploma [ ] Degree [ ]
   Postgraduate [ ]

5. What position do you hold in the school?
   Subject Teacher [ ]
   Head of Department [ ] Deputy Principal [ ] Principal [ ]

This section is to be filled by Students only

1. Describe the nature of your school?
   Mixed Day School [ ] Boarding School [ ]

2. Which class are you currently in?
   Form One [ ] Form Two [ ]
   Form Three [ ] Form Four [ ]
3. Are you a Prefect? Yes [ ] No [ ]

4. How long have you been in the school 1 Year [ ] 2 Years [ ]
   3 Years [ ] 4 Years [ ]
   More than 4 Years [ ]

SECTION B: This section aims at establishing the general status of KCSE performance in your school which is the dependent variable in this study. This section is meant to be addressed by the teachers as well as students. Please indicate to what extent you agree or disagree with the statements below based on the Likert scale.

On the scale of 1-5, numerically, please indicate where appropriate in the table below, 1-Strongly Disagree; 2- Disagree; 3-Neutral; 4-Agree; 5- Strongly Agree

<table>
<thead>
<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1</td>
<td>Over the years, the school has had a clear KCSE target</td>
<td></td>
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<tr>
<td>2</td>
<td>The KCSE mean score has been rising over the years</td>
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<tr>
<td>3</td>
<td>The number of admission to University from our school has grown over the years</td>
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<td>4</td>
<td>There are various academic awards received by the school on release of every KCSE examination results</td>
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<td>5</td>
<td>The school community pulls together to drive excellent KCSE results</td>
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<tr>
<td>6</td>
<td>Excellence in examinations is a value embedded in our school culture</td>
<td></td>
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</tbody>
</table>
SECTION C: This section of the questionnaire aims at establishing how head teacher’s’ decision making styles influences KCSE performance from the teachers, and students. Please indicate to what extent you agree or disagree with the statements below based on the Likert scale.

On the scale of 1-5, numerically, please indicate where appropriate in the table below, 1-Strongly Disagree; 2- Disagree; 3-Neutral; 4- Agree; 5- Strongly Agree.

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<tbody>
<tr>
<td>1</td>
<td>Our head teacher solicits others to participate in the decision making to provide knowledge, experience, and expertise to increase the credibility of the decision</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>2</td>
<td>Time and resources consumed by the decision making process are always commensurate with the magnitude and importance of the decision</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>3</td>
<td>The decision making in our school is accompanied by a high degree of firmness or resolve and never discarded given poor considerations</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>4</td>
<td>Our school explain why a decision is to be made</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
<td>Our school describes how the decision was made demonstrating that the decision was not arbitrary</td>
<td>1</td>
<td>2</td>
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<tr>
<td>6</td>
<td>Our school articulates the criteria used to discriminate the alternatives of the decision based on fair criteria that is relevant and known to all who participate in the decision making process</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>7</td>
<td>Decisions are made based on a clear criteria driven by our underlying values, the things that are important to us</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>8</td>
<td>Our decisions are based on adequately explored alternatives for consideration highlighting consequences of each alternative explored</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>9</td>
<td>Our school honestly evaluate the alternatives with an open mind to make a choice rather than using the decision process to rationalize or legitimize our selection</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
SECTION D: This section aims at establishing how head teacher’s’ communication style influences KCSE from the teachers and students. Please indicate to what extent you agree or disagree with the statements below based on the Likert scale. Please indicate to what extent you agree or disagree with the statements below based on the likert scale.

On the scale of 1-5, numerically, please indicate where appropriate in the table below, 1-Strongly Disagree; 2- Disagree ; 3-Neutral; 4-Agree; 5- Strongly Agree

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<tbody>
<tr>
<td>1</td>
<td>I am happy with the head teachers communication skills</td>
<td></td>
<td></td>
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<td>2</td>
<td>Our head teacher actively listens to more than one side</td>
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<tr>
<td></td>
<td>without bias and prejudice</td>
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<td></td>
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<tr>
<td>3</td>
<td>The head teacher works with key stakeholders to prioritize</td>
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<td></td>
<td>ideas and find the right solutions that best support the</td>
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<td></td>
<td>overall strategic goals</td>
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<td>4</td>
<td>Our head teacher is confident in his knowledge and abilities,</td>
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<td></td>
<td>but are not arrogant</td>
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<td>5</td>
<td>Our head teachers communications have been reliable and</td>
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<td></td>
<td>consistent over the years</td>
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<tr>
<td>6</td>
<td>I am happy with the head teachers' communication quality,</td>
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<td></td>
<td>style, and frequency which is flexible given various audience</td>
<td></td>
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<tr>
<td>7</td>
<td>Our head teacher has the ability to take something complex and</td>
<td></td>
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<td></td>
<td>make it simple in order to reach audiences at different levels</td>
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<td>8</td>
<td>Our head teacher operates an open door policy and we can</td>
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<td></td>
<td>easily access him and communicate freely and without barriers.</td>
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<tr>
<td>9</td>
<td>Our head teacher is able to communicate in a clear and concise</td>
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<td></td>
<td>manner that demonstrate respect and value for the contributions</td>
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<tr>
<td></td>
<td>and opinions of others</td>
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</tbody>
</table>
**SECTION E:** This section aims at establishing how head teacher’s motivation approach and styles influences KCSE performance.

This section of the questionnaire aims at establishing how head teacher’s decision making styles influences KCSE performance from the teachers and students. Please indicate to what extent you agree or disagree with the statements below based on the Likert scale. Please indicate to what extent you agree or disagree with the statements below based on the Likert scale.

On the scale of 1-5, numerically, please indicate where appropriate in the table below, 1-Strongly Disagree; 2- Disagree; 3-Neutral; 4-Agree; 5- Strongly Agree

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<tbody>
<tr>
<td>1</td>
<td>I am happy with the head teachers motivation approach to foster learning and excellence</td>
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<tr>
<td>2</td>
<td>Our head teacher has formed a team to address motivation approach to drive performance in our school</td>
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<tr>
<td>3</td>
<td>Our school has a budget on annual basis towards motivation schemes for excellent grades in examinations.</td>
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<td>4</td>
<td>Performance in our school is tagged to an encouraging reward</td>
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<tr>
<td>5</td>
<td>Over the years, motivation in our school is clearly known and communicated consistently</td>
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<tr>
<td>6</td>
<td>Motivation affects every aspect of school life, from attendance, to academic performance, to extra-curricular activities</td>
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<tr>
<td>7</td>
<td>Our school performance is based on a culture of extrinsic motivation</td>
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<tr>
<td>8</td>
<td>The motivation approach used in our school is cost effective and sustainable</td>
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</tbody>
</table>

80
**SECTION F:** This section aims at establishing how the teachers learning resources acts as an intervention between head teacher’s leadership styles and KCSE performance from the teachers and students. Please indicate to what extent you agree or disagree with the statements below based on the Likert scale.

On the scale of 1-5, numerically, please indicate where appropriate in the table below, 1-Strongly Disagree; 2- Disagree; 3-Neutral; 4-Agree; 5- Strongly Agree

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<tbody>
<tr>
<td>1</td>
<td>I am happy with the current learning resources in the school</td>
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<tr>
<td>2</td>
<td>The board of management seeks our contribution towards acquisitions of learning resources to support driving academic performance in the school</td>
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<td>3</td>
<td>The school management keeps abreast with changes on the learning resources required to deliver excellence performance</td>
<td></td>
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<tr>
<td>4</td>
<td>The school gives priority to learning resources during annual budgets to align learning resources with environment and curriculum changes</td>
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<td>5</td>
<td>Periodically, tours and visits are facilitated by the school management to peer schools in search of new learning resources</td>
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## Appendix III: Research Work Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>TIME FRAME</th>
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<tbody>
<tr>
<td></td>
<td>Month 1</td>
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<td></td>
<td>Week</td>
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<td>1 2 3 4</td>
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<tr>
<td>Topic selection &amp; approval</td>
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<tr>
<td>Supervisor appointment</td>
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<tr>
<td>Produce draft proposal</td>
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<tr>
<td>Incorporate supervisor’s reviews</td>
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<tr>
<td>Proposal ready for presentation</td>
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<tr>
<td>Incorporation of panel comments</td>
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<tr>
<td>Data collection</td>
<td></td>
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<tr>
<td>Data processing and analysis</td>
<td></td>
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<tr>
<td>Review of draft by supervisor</td>
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<tr>
<td>Incorporate supervisor comments</td>
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<tr>
<td>Submit thesis</td>
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<tr>
<td>Defend thesis</td>
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</table>
## Appendix IV: Estimated Research Budget

<table>
<thead>
<tr>
<th>TASK/ACTIVITY</th>
<th>COST (Ksh)</th>
<th>COST DESCRIPTION &amp; JUSTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data collection</td>
<td>20,000</td>
<td>2 research assistants at 10,000/=</td>
</tr>
<tr>
<td>Questionnaire printing &amp; photocopying</td>
<td>5,000</td>
<td>500 copies of a 5-page questionnaire at 2/=</td>
</tr>
<tr>
<td>Thesis report</td>
<td>11,200</td>
<td>Printing &amp; binding</td>
</tr>
<tr>
<td>Local Travelling for data collection</td>
<td>11,000</td>
<td>For research assistants</td>
</tr>
<tr>
<td>Contingency budget</td>
<td>15,000</td>
<td>To cater for any unprecedented research activities that may present themselves</td>
</tr>
<tr>
<td><strong>Total Budget</strong></td>
<td><strong>62,200</strong></td>
<td></td>
</tr>
</tbody>
</table>
Appendix V: Approval Letter from Graduate School

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Our Ref: E55/OL/0016/2003

DATE: 23rd October, 2017

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,


I write to introduce Mr. Raymond Njagi Kinyua who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Educational Management, Policy and Curriculum Studies.

Mr. Raymond Njagi Kinyua intends to conduct research for a M.Ed Project Proposal entitled, "Headteachers' Leadership Style and Kenya Certificate of Secondary Education Performance in Public Secondary Schools in Embu County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

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Appendix VI: Research Authorization from (NACOSTI)

Dear Raymond Njagi Kinyua,

Ref: No. NACOSTI/P/18/75638/20664

I am pleased to inform you that you have been authorized to undertake research in Embu County for the period ending 4th January, 2019.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

Boniface Wanyama,
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Embun County.

The County Director of Education
Embun County.
Appendix VII: Research Permit

THIS IS TO CERTIFY THAT:
MR. RAYMOND NJAGI KINYUA of KENYATTA UNIVERSITY, 78486-507 nairobi, has been permitted to conduct research in Embu County

on the topic: HEADTEACHERS LEADERSHIP STYLE AND KCSE PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EMBU COUNTY-KENYA

for the period ending: 4th January,2019

Applicant’s Signature

Director General
National Commission for Science, Technology & Innovation

Permit No : NACOSTI/P/18/75638/20664
Date Of Issue : 4th January, 2018
Fee Received: Ksh 1000