FACTORS INFLUENCING THE CHOICE OF LEADERSHIP STYLES IN BARINGO SECONDARY SCHOOLS

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APRIL, 2002

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Factors influencing the choice of
DECLARATION

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

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NAREMO STANLEY PARALE

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

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DEDICATION

This work is dedicated to my wife Lucy and our children Ben, Bertty, Kevin, Terry and Ted.

special thanks also go to the many friends I have met during my stay in Cambridge. They are the many people who have been so kind and helpful during my stay at the University of Cambridge. I am very grateful for their help and support. I also wish to thank my family for their love and understanding.

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Finally, special thanks goes to my brothers, relatives and friends for the financial support given towards my course expenditure.
ABSTRACT

It is widely recognized and agreed that one of the key factors determining schools' effectiveness, is the nature and quality of the leadership and management provided by the school head. Reviewed literature reveals that every school manifests unique leadership attributes, which can easily correspond to the personality traits of its leader. Thus, the outcomes of schools' leadership processes are directly linked with the leadership styles adopted by the incumbent school heads. This then makes leadership of schools a centre of interest in research.

However, such perceptions disregard the influences of other variables, which may directly or indirectly promote or limit the scope of the leaders' abilities and initiatives to perform to the stakeholders' expectations. It is through this perception that, the headteachers are exclusively held responsible for good or bad management results.

In Baringo District, where the study was conducted, there has been an alarming rate of head-teacher’s turnover. Such heads are oftenly transferred, demoted, redeployed and or interdicted on the accounts related to their inability to perform.
On the basis of the vagueness surrounding schools' leadership in Baringo, the researcher felt obliged to investigate the factors which influence the adoption of various leadership styles in secondary schools within the district. These are, autocratic, laissez-faire and democratic approaches.

The purpose of this study was to investigate/identify:

1. The leadership styles manifested by head teachers in Baringo secondary schools.

2. Factors influencing the head teachers' choice of leadership styles

3. The implications of such styles to the schools' management process

The data was collected through questionnaires administered to teachers, students and members of the board. Head teachers, were interviewed. The researcher also made his own observations and making notes. The data was analysed both qualitatively and quantitatively.

The following emerged as the main factors influencing leadership styles in Baringo secondary schools:

* Availability of resources,
Leadership styles were therefore, seen as outcomes of various interdependent variables, with whose interplay creates relevant leadership.

The following are major recommendations:

- School rules and routines need to be occasionally reviewed.
- Disciplinary procedures for the teachers and students need to be reviewed by the MOEST to create relevance to appropriate contexts.
- Since this study was limited to only five secondary schools in three divisions of Baringo District, replications of studies of this type are necessary in order to show a more accurate picture of the influences of leadership styles in secondary schools in various districts within Kenya.
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<tr>
<td>ASAL</td>
<td>Arid and semi-arid lands</td>
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<tr>
<td>BOG</td>
<td>Board of Governors</td>
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<tr>
<td>DEB</td>
<td>District education board</td>
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<tr>
<td>DHT</td>
<td>Deputy headteacher</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya certificate of primary education</td>
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<tr>
<td>KCSE</td>
<td>Kenya certificate of secondary education</td>
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<tr>
<td>MOEST</td>
<td>Ministry of education science and technology</td>
</tr>
<tr>
<td>NO</td>
<td>Number of responses</td>
</tr>
<tr>
<td>PREPS</td>
<td>Short for private study or preparations</td>
</tr>
<tr>
<td>PRISM</td>
<td>Primary school management</td>
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<tr>
<td>PTA</td>
<td>Parents-Teachers association</td>
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<tr>
<td>SDA</td>
<td>Seventh day Adventists</td>
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<tr>
<td>SEC</td>
<td>Secondary</td>
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<tr>
<td>TSC</td>
<td>Teachers’ Service commission</td>
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<tr>
<td>YCS</td>
<td>Young Christian students</td>
</tr>
<tr>
<td>-</td>
<td>No response</td>
</tr>
<tr>
<td>%</td>
<td>Percentage of the responses made</td>
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CHAPTER ONE

1.0 BACKGROUND TO THE PROBLEM

1.1 Introduction

Leadership is technically a complex activity and there have been many attempts to classify all the different kinds of behavior involved. In any institution with a sound structural arrangement, the leader is charged with the following responsibilities:

- Developing the philosophy of the institution
- Set and/or maintain a clear vision and mission
- Stating clearly long-term and short term goals
- Plan
- Organize
- Control and coordinate activities
- Attract, develop and appraise the staff
- Monitor, evaluate and report the achievements against the set standards.

In the schools' setting, the manner in which tasks are carried out were found to be varied with different head teachers. The schools which were found to be doing well in various realms, employed different styles of leadership, depending on tasks or situations occurring in the process of their leadership. Thus, integration of
various leadership styles increases management efficacy in the schools. Some of these styles includes: antocratic, laissez-faire and participative/democratic styles.

However, the subjects of such leadership styles continue to react differently, both nationally and/or internationally, so much that, some of them demand to be accorded humane treatment in the course of service delivery but others, prefer striking a balance between production and care for those producing. Some headteachers and board members concurred that, treatment of workers entirely depends on the amount of effort put towards work and hence, productivity takes the preceding consideration.

Despite the above contrasting perceptions about school’s leadership, research shows that, there is direct relationship between the leadership styles of headteachers, the organizational climates of their schools, and the ultimate outcome interests of such (Gibson 1976).

It is also reflected that, schools’ leadership styles are determined by a variety of factors some of which, are out of school (MOEST 1998). Like other stakeholders, the public now wants students to emerge from secondary education with the competence to
communicate effectively, compute accurately and think critically. They are also expected to possess sufficient knowledge to become effective participants in their democratic society and the world community.

The headteachers on their part need to have leadership competence inorder to be able to deal with the many people who have a stake in the running of the schools. The stakeholders include:- teachers, support staff, parents, education officers, board of governors, school visitors, sponsors and the general public. Effective leadership of people is therefore very essential. Leadership styles were found to be determined by a range of variables which are either school based or out of school. These variables affect different schools differently and thereby producing different outcomes in the leadership process. It is in the wake of such contrasting performances, that emerge in different schools that the stakeholders of those schools increasingly become interested in the causes of such disparities. Amongst those variables are the established traditions of those schools, which vary a great deal. For instance some schools practice the culture of pregnancy check ups for girls, by external experts, owing to lack of qualified matrons and nurses in such schools.
This humilitory attribute of school leadership have helped to discourage girls from engaging in premarital affairs while in school. Thus, reducing the potential for premature pregnancies. Such thoroughness in leadership, though is bound to bear positive, management results, reflects a totalitarian type of leadership strategy.

It is eminent that, most headteachers are unfairly criticised exclusively for unpleasant outcomes of their leadership process, without due consideration for other limiting factors. Consequently, teachers on their part are known to react defensively of their competence, diligence and unquestionable integrity in service delivery. They have been found to direct their blames to the parents for being unsupportive in terms of their children’s discipline. They also blame what they consider undue political interference, poor students entry behavior and above all pass the buck to their primary school counterparts for not grounding well the pupils at that level.

However, the District Education Board (DEB) comprising of councilors, in their meeting of 18th November 1998 (Min 2/98 refers) criticized the secondary school’s leadership in the district for wasting what they consider ‘bright learners, who are said to
have scored highly in their Kenya Certificate of primary Education (K.C.P.E.). The chairman of the district secondary schools heads' Association, representing headteachers in the meeting, was challenged to explain the discrepancy of such performance. The same remarks have been pronounced by politicians while addressing political rallies or fund raising gatherings. This pressure is said to have frustrated the principals' efforts and making them too strict unnecessarily, in abid to produce fast working environments, thereby breeding totalitarianism in their leadership process.

Though leadership is a shared responsibility of all stakeholders, headteachers are seen to play a centre stage, and thus need to tolerate constructive divergent views, be ready to share experiences with others and allowing participatory decisions. However, it is common knowledge that the current brand of children in schools are seen to be well informed, defiant, challenging, less ambitious and ready to take dangerous risks. In many schools in Kenya, as reported in the media, students get involved in serious unlawful activities such as drug peddling and so on, resulting in the destruction of life and property of high value.
All these are seen to make contemporary schools ungovernable and thereby demanding quite refined ways of leadership. Research therefore, becomes inevitable as the only reliable means of reaching the possible alternatives, by initiating workable mechanisms of providing professional guidance to counteract such mounting intricate challenges in the Kenyan secondary schools.

1.2 STATEMENT OF THE PROBLEM

Baringo district has had a considerably high turnover trend of headteachers, especially in Secondary schools. Most of whom are ultimately demoted or even interdicted on the accounts of their alleged poor leadership approaches. Cases were reported of certain schools being staffed with four or five demoted head teachers. Such former headteachers were depicted as non-performers and their exits from leadership positions, were influenced by the District Education Board (DEB). The DEB exclusively associated the occasionally poor national examination results with leadership styles. The affected head teachers have been reported to complain of unfair blames levelled against them, which occasionally resulted in their transfers, demotions and even interdictions. Despite these actions taken by the DEB, the
performance trend continued to go even lower. Seminars were even organized to reverse the downward trend but in vain.

It is in the wake of such alarming trend of the head teachers' turnover and disruption of institutional programs, that the researcher wanted to investigate the actual factors, which influence the choice of headteachers' leadership styles in Baringo secondary schools.

This is based on the assumption that, leadership outcomes are influenced by a range of variables, which could either be within the schools or outside the schools.

1.3 THE PURPOSE OF THE STUDY

The purpose of this study was basically, to find out the factors influencing choice of leadership styles among headteachers of secondary schools in Baringo district. In addition, the study sought to investigate the relationships between such leadership styles and the ultimate outcomes of their leadership process. The following specific objectives were used to guide the study;

i) To identify the leadership styles manifested by headteachers in secondary schools
ii) To find out whether the school’s tradition influence the choice of leadership styles by head teachers.

iii) Identify the roles of the Ministry of Education, Science and Technology (MOEST) in shaping up leadership styles in the schools under study.

iv) Find out ways, if any, in which socio-cultural practices of the communities around the schools can influence school’s leadership approaches.

v) To state other extraneous variables, if any, that may influence the styles of leadership under use.

1.4 RESEARCH QUESTIONS

The following set of questions were used to guide the study:

i) In what ways does the ministry of education, science and technology and its agencies, influence your style of leadership for managing the school?

ii) Is your leadership style (s) influenced by any of the following:

- The nature
- The size and
- Status of the school?
iii) In what ways, if any, does the schools’ geographical location, influence your leadership approaches?

iv) Are there any other school based or out of school factors influencing your leadership styles?

1.5 SIGNIFICANCE OF THE STUDY

The study is significant in the following ways:

1. The findings of this research may help in creating understanding of the concept of leadership in secondary schools in Baringo District. Such an understanding of the variables influencing schools’ leadership other than the exclusive role of the head teacher, may help in reversing the trend of headteachers turnover and the associated unwarranted interdictions or demotions in the district.

2. The boards of governors may use such findings as a basis to review their schools’ organizational cultures for purposes of improvement.

3. The schools’ managers in the district, also use the findings of this research to harmonize roles of various stakeholders at the school levels, for purposes of averting conflict of roles.
4. It may sensitize the DEB into organizing workshops for inserviceing headteachers and teachers on the modern trends of management.

5. Finally, the intricacies and controversies involved, may ultimately generate interest for more extensive replicated researches, which may lead to more valid and reliable generalizations.

1.6 BASIC ASSUMPTIONS OF THE STUDY

In carrying out this study, some basic assumptions were made. Thus:

1. That, the secondary school heads are conscious of the leadership styles they practice.

2. That, the styles of leadership practiced are influenced by certain variables within and or outside the schools.

3. That, each style of leadership can be observed through certain indicative administrative practices.

1.7 SCOPE AND LIMITATIONS OF THE STUDY

The study targeted three divisions in the district. This was based on practical considerations that, the three divisions are more accessible, and therefore, are more convenient to the researcher.
The research, which sampled five secondary schools within a relatively same catchment area, and with homogenous characteristics, did not possess quite diversified variables to provide bases for logical comparisons.

The research which was conducted in the third term of the school year reflected poor timing. This is because, the target respondents were very busy preparing students for final exams and had very little time to dedicate to the researcher. Thus, likely to have hurriedly provided inaccurate information leading to invalid and unreliable generalizations.

Apart from the above limitations, the researcher lacked adequate financial resources to cover a wide area. However the reasons stated above, are justified by Singleton (1993), who poses that, "the ideal research setting is one that is directly related to the researchers' interest, easily accessible and that which allows for the development of immediate rupport". Thus accessibility and cost factors becomes legitimate considerations.

However, the findings from the three divisions provides a lead for other future extensive replicated researches. The research which utilized both qualitative and quantitative analysis attempted to
collect in-depth data, despite the narrow sample. This claim is backed by Patton (1990) who affirms that, 'a study with a relatively narrow scope involves deep probe into the characteristics of a small, but information rich cases'.

1.8 DEFINITIONS OF SIGNIFICANT TERMS

**Cultural stereotypes** : Reflections of the rigid and old fashioned community practices.

**Leadership** : Refers to an art or process of placing one in position of authority in abid to influence them and direct their activities towards the set goals of the group.

**Nomadism** : Migratory patterns of pastoral communities in search of pastures and water for their animals.

**Personality** : Intellectual, emotional and psychological characteristic features in the person or manager.

**School leader/manager**: A person, who has the ability, personality, and authority to influence the action of others to
subscribe to the institutional requirements. Thus, the headteacher or his/her deputy.

**Sponsor**

The body/church/organization that started the school and continues to commit itself in the funding of the schools’ operations.

**Stakeholders**

All those parties involved in the general management of the institutions, both directly and indirectly.

### 1.9 ORGANIZATION OF THE STUDY

This study is organized into five chapters. Chapter one comprises an introduction to the study, presenting a problem and its setting. The chapter includes the background of the study, the statement of the problem, purpose and objectives, significance of the study, limitations and definitions of key words used.

In chapter two, literature relevant to the study is reviewed. Two categories of literature are reviewed, namely: importance of leadership in the educational institutions and the general
perceptions on leadership process. Gaps in the various studies reviewed are identified, thus providing a basis for this study.

Chapter three presents the methodology adopted in conducting this study. This includes; the research design, sample and sampling procedures, the research instruments, the data gathering and analysis procedures. In chapter four, the findings of the study are presented and discussed. Chapter five presents a summary of the main findings and conclusions. This chapter also bears recommendations for both policy and further research.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION

School leadership has been and continues to be a critical issue confronting education in Kenya, and even in the entire world. This becomes even more important, in the wake of numerous student unrests across the country. Kiptoon (2001) the current permanent secretary in the Ministry of Education, Science and Technology in his presentation to the Kenya secondary schools' heads conference at Moi University, strongly attributed the cause of such strikes to poor leadership on the part of heads

Kiptoon (ibid) stated further that, the current management of schools, requires skills and expertise to adapt their leadership to the ever changing trends in education. Thus, the demand by the education stakeholders for more involvement, indicates that the need for cooperative efforts is now inevitable.
2.2 IMPORTANCE OF LEADERSHIP IN EDUCATIONAL INSTITUTIONS

Several scholars have underscored the importance of institutional leadership, as reviewed below. According to Karanja (1992), organizations are established with goals and that, the extent to which they achieve their intended purposes depends on a number of factors, of which the most vital one is the kind of leadership provided by their leaders. He further stressed that, in a school, no matter how well equipped it is or how well the staff is qualified and endowed with all the required facilities, without some management and administration, the school would be aflop. To him, despite the many stakeholders involved in the schools' leadership, the principals' leadership stands out as the core of the matter. However, he overlooked the contributions of other extraneous variables, which were confirmed by the findings of this research as one of the key factors in the leadership process.

Anderson et al (1963) quoted Campbell to have remarked:

"School administrators are entirely responsible for the operations of the schools. And that, for them to meet this responsibility, they require the help of many others, among them are teachers. They must solicit the cooperation of others and direct them to a common enterprise. To perform this function, administrators must accept the goals of the organization and the role of stimulating others"
to accept those goals as legitimate demands on their time and energy.”

Anderson (ibid) stressed further that, head teachers now require to liaise with the local communities, politicians and parents to provide the facilities required to implement well school curriculum.

In return, the public being the financiers of schools have a right to demand better leadership in the schools from those in charge. The society furthermore demands better examination results, good discipline, good performance in co-curricular activities and improved rapport between the teachers and the administration. This research confirmed this to be very true, through headteachers’ interviews. The head teachers and most teachers expressed anxiety on their ability to cope with the ever mounting pressures to produce good results or else get threatened to bow out of those schools, paving way for other potential cases.

Olembo et al (1988) who seemed to concur with Anderson in the importance of leadership in the schools’ management process stated that:

Headteachers have overall responsibility over operations of the school. They are accountable to the employer, parents and public at large. They are expected to demonstrate superior
intellectual, moral and mature characteristics in their roles as heads as they are models for the staff and pupils to emulate.

The above scholars seemed to have emphasized so much on the role of the head teachers and other stakeholders in determining the leadership approaches of schools, with little mention of other environmental and geographical factors, which were found through this research to play a key role in the management process.

Nolte (1966) concerns himself most with the harmonization of roles of all stakeholders in the leadership process. He claims that, too much demands from the headteachers ultimately breeds autocracy and hence, straining their relations between them and those under their leadership. This is as a result of the heads resolving to exert themselves to those under them, in a bid to produce acceptable outcomes of their leadership.

Berrelson and Steinnerer quoted in Nolte (ibid) stated that:

holders of intermediate positions in the hierarchy are under pressure from subordinates for consideration, and such gross pressure becomes the source of actual or potential conflict in the behavior
From the above reviewed literature, it becomes clear that leadership approaches are varied and are determined by a variety of aspects which were explored through this research.

Muchira (1980) emphasized on the academic credentials and experience of head teachers as factors of leadership choice. He therefore stated that:

Academic background and the length of administrative experience has direct influence on the head teachers' leadership behaviour.

Hemphil in Muchira (ibid) indicates that, changes in the attitudes of group characteristics such as harmony, intimacy and procedural clarity are significantly associated with leadership style of the leaders. High regard in initiating structures and in consideration is associated with favourable group attitudes and also favourable in changes in group attitudes. Such attitudes are only positively cultivated when head teachers' solicit collaborative efforts of other stakeholders.

According to Scott (1992), the most recent change in administration of educational institutions is the requirement for aggressive and effective leadership and promotion and sustenance of the continuing development of the professional staff. The
findings of this research also concurred with the above stated view.

2.3 THE GENERAL PERCEPTIONS OF LEADERSHIP STYLES, AND ROLES OF SCHOOLS LEADERS

Foskett (1967) studies on the role of primary school heads concluded that, as far as interpretation of their roles is concerned, there is no agreement among their approaches. The head teachers' define their individual roles differently. Some school heads view their roles overwhelmingly in old style managerial terms, while others adapt the new managerial trends. Fosket (ibid) only failed to go further and identify the factors responsible for such disparities in leadership approaches, as the case has been in this research.

Jacobson et al (1962) observed that, leaders whose leadership behaviour reflect the traditional style, face resistance from subordinates in the way they identify goals and describe procedures, the way they introduce innovations in the school and in the way they develop and evaluate programs within the schools. When such disagreements arise between teachers and the headteacher parents express their dissatisfaction about poor administrative leadership.
Bruce et al (1986) states that, most school heads are assertive and tend to have a misconception about status position they hold. They believe that, loyalty from teachers should be automatic to them. However, whereas a head's prestige may be obvious by virtue of office, loyalty among the staff to the head teachers' may not develop in case their leaderships' are weak. He further observed that:

followers grant a superior the obeisance due to him/her when it is possible for the followers to explain the behaviour of the leader in terms that are consistent with their own pre-conceptions

This perspective was confirmed by the teachers during research, who expressed their willingness to cooperate with the school's leadership, only if the school administrators do not embrace high handedness while discharging duties. They were also concerned about the head teachers' ability to strike a balance between concern for their production and consideration of their human aspects in the job.

However, Jacobson (ibid) and Bruce (ibid) seemed to have over concerned themselves with the personality and abilities of the leaders to win the followers, without considering the willingness of such followers to follow the organizational rules and the influence of other intervening variables to the leader. This
research attempted to underscore those variables, as revealed in chapter four of this study.

Olembo et al (1988) states that, age is another variable that plays a big role in the head teachers' leadership behaviour. It has both physical and psychological effects in ones' behavior. This study quotes Olembo having stated that:

Age may affect headteachers' memory, understanding and adaptability to extrovert instructional and administrative requirements. As retirement approaches, a leader has no interest in the schools' physical development. For young headteachers, they may be enthusiastic to improve the existing conditions and have the strength to lobby for funds and services for such improvement.

Olembo (ibid) ultimately concluded that, head teachers' leadership will be either inclined to the emphasis on goal achievement and ignorance of the teacher's individual needs or get exceptionally over concerned with teachers personal problems at the expense of the organizations goal achievement. However, he says that effective head teachers have been rated high in both goal achievement, and consideration emphasis. Such a conception of leadership approaches played a key complimentary position in this research.
Scott (1992) states that, the role of the leader in public education for the 1990s and beyond encompasses educational, civic and political dimensions. Head teachers must therefore, articulate coherent visions as well as define the components of quality education for their students. Thus, they must motivate professionals at the schools levels to implement that vision, while also becoming committed to and involved with a comprehensive and sustained program of staff development activities. To Scott (ibid), the head teachers' ought to be sophisticated in the knowledge and use of assessment techniques to monitor and verify the attainment of educational outcomes at the school level.

In the journal of management studies (1974), it is also emphasized that, education leaders need to develop missions and visions in their respective capacities in a bid to develop workable criteria of assessing quality of the kinds of services offered to those educational realms. However, the criterion on how to develop such visions and missions are not well defined and who else should be involved in the development of the same are not particularized. Those gaps were bridged in, by the data collected through this research.
In accordance with the primary school management (PRISM) module 7 handout, people feel a sense of ownership when they participate in the management of the school. The head teachers often have to exercise diplomacy and a high degree of interpersonal skills when dealing with the many stakeholders. The head teachers nevertheless, have to make decisions based on facts and a keen sense of school mission. However, some decisions are never popular with everyone, but are grounded on what is perceived to be a united voice.

In the same prism module, it is stated that, while managing people, the head teachers have particular tasks to perform, which are related to needs and performance. Being able to build teams that can work well together and therefore, contribute to the full impact of teaching and learning are said to be major achievements of headteachers. The document (prism module) further stressed that, good teams’ will under the direction of the heads, assist with planning and organizations of the schools’ programs. However, such involvement ought to be matched with strategic controls.
Owen (1970) also echoed the need of exercising caution while involving stakeholders in the decision making process. He further stated that:

"Trying to involve schools staff members in decision making process which do not concern them, is as destructive as not involving them in decisions in which they have strong interests."

Kyungu (1999) stressed the need for education leaders to possess technical competence necessary to counteract the looming challenges, which if not checked are likely to disrupt the national educational programs. He therefore, posed some of those challenges of the 21st century and beyond to be:

- Formulating workable ways of changing peoples' attitudes from seeing education as that which leads to employment, rather than taking it for lifelong adjustment and self-development
- Making people conceive education as business as well as commodity whose demand is inelastic
- Create perceptions of learning as a continuous process as opposed to it as an outcome.
- Tune public thinking lines into improving human resource management in education
• Improve and maintain sound management of physical, materials, and financial resources in our educational institutions.

However, Kyungu only pointed out those challenges, but did not show how they could influence head teacher’s leadership. This research found out some of those challenges though stated them as, other intervening variables. The connections between leadership styles of schools and the looming challenges were also felt to be existing.

According to Jirasinghe et al (1996), the schoolheads are charged with the following responsibilities:

• Developing clear vision, aim and objectives
• Formulate and supervise the implementation of policies and regulations
• Inspiring staff by winning their trust fostering of learning and critical inquiry of reflections.
• Make decisions promptly and effectively
• Delegate responsibilities and ensuring that the delegates executes the same promptly.
• Promote warm, open and honest interpersonal relationships
- Promote staff development programs
- Establish, maintain and improve standards of the institutions.
- Ensure proper management of human, physical and financial resources.

Most of these responsibilities expected of head teachers, as reflected in this reviewed literature were actually confirmed through this research to be practised by many school administrators. The above perception is shared by Ian Holiday (1989). Jirasinghe (ibid) stated further that, leaders in schools are symbolic figures, for the groups to emulate by being exemplary, ensuring continuity and stability for the organization, presenting ideas concerning the groups, fulfilling emotional roles for the schools and shouldering responsibilities for groups' strength, feelings and security. This is equally echoed by Harmann (1982).

Onyango (1998) states that, distance and geographical locations of the schools are factors which directly influence the leadership process of those schools. He stresses that, rural or urban schools need to be administered using specific and appropriate tactical skills, depending on the set up of the schools, and the
composition of their members. Onyango (ibid) further stated that, teachers in rural schools often ask, for transfers and are fond of absenteeism, against their urban counterparts, due to the prevailing difficulties.

In addressing the intricacies involved in the institutional leaderships, the government through its national policy paper No 1/99 (1999) clearly stipulates policy requirements as:

- Criteria for appointing teachers to leadership positions
- Setting goals for schools, based on the national goals of education
- Formulation of new policies
- Issuing of circular letters to schools
- Facilitating teachers and headteachers In-service programs.
- Orientating teachers on legal aspects governing education sector, thus disciplinary procedures.
- Set admission criteria’s for students entry to secondary schools.
- Initiating curriculum enforcement procedures.

The national policy paper in reference has clearly articulated the ministry of education, science and technology’s role in influencing
school's management, both directly or indirectly through its relevant agencies. The ministry's attempt to create standard rules governing all schools in Kenya has failed to recognize the differences existing in those schools, based on a range of variables, such as the varied environments, populations, incomes, cultures, traditions, histories and so forth.

Telford (1996) concedes that, pressure from the stakeholders often determine the type of teachers to be deployed in their schools. These stakeholders include:

- The sponsors
- The board of governors (BOG)
- Parents teachers’ Association (PTA)
- The community around the school
- The suppliers
- Teachers and
- Students.

Telford (ibid) also pointed out the nature of politics and cultural practices of the communities around the schools as a factor of leadership choices.
2.4 CONCLUSIONS

The literature reviewed in this chapter has elaborated on the various leadership styles, and pinpointed and comprehensively discussed on possible factors determining the use of whatever style in whichever school. The factors are inferred from schools’ perspectives. However, the literature reviewed is relatively limited, as the area under study, has not been fully exhausted by the previous researchers. And hence, calling for further researches on the same.

The school based and out of school factors alongside the other intervening variables seem to be occupying the centre stage in the adoption of leadership styles in the schools. All these factors, reflect high degree of inadequacies of what ought to have been encompassed by the ideal schools.

Therefore, the gaps left out in this research, and, those observed in the reviewed literature necessitates an indepth study leading to a deeper exploration into the variables determining the choice of leadership styles in secondary schools in Baringo district and the country at large.
In light of such constraints, re-training of headteachers and outstanding cooperation of other stakeholders ought to be cherished, if any meaningful management strategies need to be manifested in Kenyan secondary schools.
CHAPTER THREE

3.0 METHODOLOGY

3.1 INTRODUCTION
This chapter focuses on research design, location of the study, target population, sample and sampling procedures, research instruments, data collection and analysis procedures.

3.2 RESEARCH DESIGN
This project adopted a descriptive survey design employing both qualitative and quantitative approaches. The rationale, behind the adoption of such an approach, is based on the researchers convenience and conviction that, it best allows the exploration of the wide range of variables influencing leadership in the schools. It is common knowledge that, societies in which schools are serving are complex and fast changing. This societal dynamisms oftenly pose a wide range of intricacies in the institutional management process. The schools ability to cope with such challenges, rests on the relevant translation of research findings, such as of this kind.

Gujendra (1981) concurs with this view in his claim that, description depicts the present position of a given situation and
that, it goes beyond mere collection and tabulation of factual data. He says that, it is not only a structural attempt to obtain facts and opinions from the respondents about the current conditions of things, but involves elements of comparison and of relationships of one kind or another. In view of this study, descriptive design enables the researcher to obtain facts and opinions of the school's stakeholders on the influences of leadership approaches, and giving alternative approaches on how to cope with the ever increasing management challenges. The different nature, categories and sizes of the sampled schools provided a diversified ground for logical comparison. These comparisons were carefully interpreted descriptively, for easier conception by a potential wide range of consumers.

Gujendra (Ibid) further suggests that, description is ideal as it involves a certain amount of interpretation of the meaning or significance of what is described.

According to Kane (1995), the design uses all research techniques in the social scientist kit while examining attitude and behavior all together in a natural setting. This enables the researcher to give a better understanding of how the various factors interact to influence given outcomes. This applies to interactive forces that
influence the adoption of leadership styles in educational institutions. Thus, necessitating the adoption of descriptive design approach in the research. The combination of both qualitative and quantitative approaches allows for flexibility, while examining multiple factors, in attempt to obtain pertinent information (Obonyo 1994). This view is further stressed by Kasente (1996) that triangular techniques are suitable when a more holistic view of educational outcome is sought.

From the above suggestion, the present study utilized interviews schedules and observation which form the main thrust of the qualitative aspect, while the questionnaires catering for the quantitative part. This implies that, it provides a big description of societal dynamics including values, systems and perspectives which may influence the prevailing trends (Abagi 1996).

These are also reflected in the educational institutions, which are the recipients of the members of the society, whose dynamisms have direct influence on the leadership styles.

On the other hand, quantitative approach has the advantage of getting responses on the same questions from a large pool of respondents, thus providing a range of responses which are
quantified for conclusions to be drawn from them (Bell 1993). Such quantified information summarizes the results, which at the same time supports the qualitative data.

Best and Khan (1993) stated that, "a qualitative descriptive design utilizes in depth methodologies to present what was or what is in a given social set up". They further stressed that, such studies are concerned with the conditions existing, relationships, opinions held, processes going on, trends developing, among others. The two scholars are quoted to have stated:

Descriptive survey design is the most appropriate in the behavioural science, as it seeks to find out factors associated with certain occurrences, outcomes, conditions and types of behaviours. It may enable the researcher to collect in depth information including sensitive and personalized experiences.

3.3. LOCATION OF STUDY

The research was based in three divisions of Baringo District. The district falls within the northern part of Rift Valley.

Marigat, one of the divisions in the study is north of Nakuru Town, but East of Kabarnet Town, bordering lakes Baringo to the south and Bogoria to the North. The rationale behind its choice is based on the fact that, it is a division with highly cosmopolitan
populations in the district, with a wide range of heterogeneity, that provided diverse variables influencing the leadership of its schools, which are necessary for this study.

Mukutani, the second division in the study is newly curved out of Maligat division. It is found in the suburbs of Marigat town (in Marigat Division), bordering Laikipia District to the east and west Pokot district to the south. It essentially occupies the lowlands of Baringo District, which is characterized with high temperatures and sparse populations.

Its choice is based on the fact that, it represents a typical rural set up, and inhabited solely by the Njemps Community. A society conceived in Baringo District as the most traditional, which still cherishes many retrogressive cultural attributes, a variable which was affirmed to be a factor of leadership styles in the schools within it.

Kabarnet, the third division in the study, occupies the peak of the Tugen highlands, to the east of Eldoret town, but to the north of Nakuru. It borders the popular Kerio Valley from the East.
The headquarters of Baringo District are in the division. It has comparatively highly improved infrastructure and cosmopolitan populations, with whose occupations are diverse. The prevalence of infrastructural facilities and its proximity to the administrative offices have been found to impact the schools' leaderships.

3.4. TARGET POPULATION OF THE STUDY

The target population of the study is the thirty-five secondary schools in Baringo District with all its principals, teachers, members of the board of governors, parents, students and schools' auxiliary staff.

But owing to technical and logistical intricacies involved, the researcher decided to take sample slightly over ten percent (10%) of the thirty-five schools. The 10% sample is backed by a scholar Gay (1976), who states that, 10% is an adequate sample in a descriptive study of this nature.

3.5. SAMPLE AND SAMPLING PROCEDURES

The researcher adopted a convenient sampling technique, which is non-probability. His intention to choose the schools in the respective divisions is basically deliberate and purposeful. This is backed by Mugenda, and Mugenda (1999) who concur that
proximity between the researcher's place of residence and the study sample, is a factor of consideration in research.

Thus, reducing the impediments associated with distance coverage, while increasing the interaction rates between the researcher and the respondents at personal levels, both formally and informally. Thereby making the interview schedules and observational forums, both real and fruitful.

The researcher visited two secondary schools in Marigat division, two schools in Kabarnet Division and one, and the only secondary school in Mukutani Division.

Stratification element in the schools was carefully taken into account. Thus, out of the five sampled schools, one is a boy boarding Secondary school in the urban set up, another is girls boarding in the urban set up still, and the rest three are mixed boarding. One of the three co-institutions is located in a typical rural set up, while the other two are in the town suburbs. Four of the five are of provincial category, while one is in the district category. Three are African Inland Church sponsored, while two are Catholic Church sponsored. Three of them are triple
streamed, while the other two are single streamed, all of them are public secondary schools.

The people inhabiting the three divisions engage in different occupational activities with sharply contrasting income differentials. Each, except for Marigat and partly for Kabarnet Divisions which are comparatively cosmopolitan, is inhabited by almost exclusively one ethnic group. However, they were found to exhibit diverse cultural attributes, which provide a basis for logical comparisons.

The implications of such a conveniently chosen sample rests on considerable cost reduction and effectiveness. The interviewees and other respondents cooperated a great deal on the basis of the researchers familiarity to them, thus making the process free from unnecessary tensions and suspicions.

Baringo District has twenty four mixed boarding secondary schools, five boys boarding, five girls boarding and one mixed day school. Hence, a total of thirty five secondary schools. Based on Gay's (1976) study, which states that ten percent (10%) sample, is a representative of the total population, the researcher decided to pick on five schools, which represents nineteen percent (19%) of
Baringo schools. This is therefore, pre-supposed to fit the normal distribution attributed to the characteristics of the total population.

3.6. RESEARCH INSTRUMENTS

The researcher used a mixture of instruments as already pointed out in the research design in chapter 3.1.2. Thus, use of questionnaires, interview schedules and observation check list.

3.5.1. QUESTIONNAIRES FOR TEACHERS, STUDENTS, AND BOARD OF GOVERNORS

The study found it necessary to get the diverse experiences and perspectives of the above stated groups of respondents on leadership styles practiced in the respective secondary schools, for comparison purposes. The types of questionnaires used, comprise both open ended and close-ended questions.

The researcher considered the questionnaires ideal for data collection, owing to the following reasons:

(a) The questionnaires condenses all the authentic data against the questions in it, and is free from distortion at the time of analysis.
(b) They reduce the researchers frequencies of visiting the samples, as they only need to be collected back once dispatched.

(c) They do remove the need for face to face meeting between the interviewer and the respondents.

Mugendas (1999) puts a lot of emphasis on the use of questionnaires, while dealing with a study of this kind. They also concur that, they are free from distortion, and removing the need of the researcher's face to face meeting with the respondents, which is oftenly cumbersome and quite taxing. These questionnaire were essentially administered by the researcher in person to the teachers, students and boards of governors.

However, the Mugendas (ibid) pointed out that, the exclusive use of questionnaires is bound to face some limitation. Some of those limitations cited included:

- The demand for respondent's ability to conceive the items in those questionnaires.
- Is also constrained by the respondents willingness to respond accurately.
It is in the wake of this knowledge that, the researcher decided to supplement the questionnaires with other alternative tools of data collection such as interview schedules.

3.5.2 INTERVIEW SCHEDULE

The researcher basically used unstructured interviews to the headteachers, as they involve probing, in order to provide deeper information. Such interviews provided opportunities to have eye contact between the interviewer and the interviewees, thereby making it possible to observe their personality traits, unlike the questionnaires, which were not able to reflect the same.

According to Mugenda and Mugenda (1999), interviews provide in-depth data, which is not possible to get using a questionnaire, and that, interviews make it possible to obtain data required to meet specific objectives of the study. They also guard against confusing questions, since the interviewer can clarify the questions, thereby helping the respondents to give relevant responses.

Interviews are more flexible than questionnaires, because the interviewer is able to adapt to the situation and secure as much information as possible. Very sensitive personal information is
able to be extracted from the respondents, through honest and sincere personal interaction between the respondents and interviewer.

The interviewer was able to clarify and elaborate the purpose of research and effectively convince respondents about the importance of such research.

Kane (1995) states that, interviews are modified to fit the needs of the situations, and that, they are able to convey empathy, build trust between the interviewer and the interviewees, collect rich data and provide clear understanding of respondents’ own viewpoints. This is because, it is a two-way communication channel and provides room for probing for release of immediate feedback.

Through interviews, the researcher was able to assess personal qualities of the respondents. Such assessment was instrumental in diagnosing and treating their emotional problems.

Bogdan and Biklen (1979) values the taking of interview field notes as an essential part of qualitative research process. To Bogdan and Biklen (ibid), field notes refers to written account of what the researcher hears, sees, experiences and thinks in the
course of collecting and reflecting on the data in qualitative study such as one of this kind.

3.5.3 OBSERVATION TECHNIQUE

According to Mugenda and Mugenda (1999) observation is a fundamental research instrument which provides the researcher with an opportunity to cross-examine the behaviors of the respondents, through interactions. Thus may earn him the information with which the respondents may not be willing to divulge to the researcher. In this case, the researcher was able to observe the personality attributes of the head teachers in view of relating them, to their leadership approaches.

Borg and Gall (1993) portends that, the presence of the researcher amidst the respondents in an informal way, may lead to some soot of spontaneous knowledge of the sample practices. Such a technique became imperative on the basis that, the reflections of the environments understudy were found to have some correlation's with the type of managers in charge.

3.7. DATA COLLECTION PROCEDURES

After securing permission from the relevant authorities, the researcher proceeded to the field and visited the selected sample.
At the onset of the visit, the researcher clearly explained the purpose of the study to the respondents to dispel any likely suspicion, which would have led to the Hawthorn effects. Afterwards, the headteachers led the researcher to the respective staff rooms during their convenient times. This was mainly done during their tea breaks, when most teachers were available. From there the researcher formally introduced himself, the purpose of his visit and the rationale for choosing their schools as part of his research sample.

Once a conducive atmosphere was created, the researcher through the respective headteachers requested the class teachers to distribute questionnaires to any six students per class per school. These were to be filled by students at their free times of the day.

DATA ANALYSIS

The study utilized both qualitative and quantitative research methods. On the subsequent days, the researcher revisited the samples, to interview the head teachers, while collecting back the filled questionnaires, through the class teachers. In order to fulfill these activities fully, the researcher visited the samples quite early in the mornings and particularly on the assembly days, while extending to the evenings to games times. This helped to increase the chances of informal interactions between the
respondents and the researchers necessary for observations. The principals’ address on the various assemblies was able to give the researcher an opportunity to assess their personal qualities, while dealing with others.

However, for the board of governors’ questionnaires, the researcher entirely relied on the principals. The principals were requested to distribute questionnaires to any three members of the boards at their convenience. However, the principals on behalf of the researcher explained the tenets of the research to the board members. Thus, collecting the same back for onward transmission. This was successfully done, despite taking a relatively longer time.

3.8 DATA ANALYSIS

This study utilized both qualitative and quantitative approaches of analysis. Qualitative analysis according to Gay (1981) refers to a non-empirical approach to data analysis. Thus, a researcher would be interested in studying an area which would not require much quantifiable data, as the case studies may be. In such studies he says the researchers are oftenly interested in analyzing information in a systematic way in order to come to some useful conclusions and recommendations.
In qualitative studies, researchers obtain detailed information about the phenomenon being studied, and then try to establish patterns, trends and relationships from the information gathered. Field notes from the interviews constitute the bulk of qualitative data. These were ranked accordingly and edited for clarification regarding specific meanings and sentences used by respondents.

On qualitative data analysis, Wamahiu (1995) and Gay (ibid) concur in their perception that, descriptive statistics enables the researchers to meaningfully describe a distribution of scores or measurements using a few indices or statistics. For instance, use of measures of central tendencies in determining the typical or expected score or measure from a sample of measurements or a group used in order to give the expected statistical summary of variables being studied.

The quantified data was now edited and coded before analyzed and tabulated using descriptive statistics. Such data, included: frequencies, means, modes and converted percentages. Gay (Ibid) says that, such a data is simplified and therefore, ideal for communicating the study findings to a majority of the readers easily.

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Thus, a mode of presentation that gives a quick visual impressions of the quantifiable variables influencing secondary schools leadership styles in Baringo District.

Finally, the data collected, was discussed in abid to capture the perspectives of various respondents. On the basis of such discussions and comprehensive analysis arrived at, the researcher was able to make reasonable conclusions, with whose bearings are in the study's objectives. It is at this point that, recommendation for further research on the same area is done, in order to fully create an understanding of leadership variables.

3.9 CONCLUSION

From the research findings, it was found that, people are best led using a consultative style, a leadership that was said to encourage the listening of divergent views, sharing of experiences and is participatory in decision making. It was also found that, people feel a sense of ownership, when they participate in the leadership process of the schools. This is in view of the influence of the current global and natural trends in the education management.
Thus, demand for transparency, accountability and democratic participation of stakeholders in the schools' affairs. The stakeholders are explosively getting enlightened and more aware of their rights and obligations. The headteachers therefore, must learn to change and treat them as clients or customers in a competitive business environment, by being sensitive and responsive to their needs.
CHAPTER IV

4.0 PRESENTATION AND ANALYSIS FINDINGS

4.1 INTRODUCTION

This chapter presents the main findings of the study, based on quantitative and qualitative analysis. The study sought to underscore the factors influencing the choice of leadership styles in Baringo secondary school. The researcher found out some of the factors as; school based out of school. The data was collected using questionnaires, interview schedules and observational forums. The responses of sampled population were tabulated. The tables bear the frequencies and percentages of such responses. A checklist of responses is also provided, based on identified variables.

4.2 School based factors;

- Resource endowment
- Established school tradition
- Prefects selection
- Modes of punishment
- Historical backgrounds
- Staff turnover
- The nature, size and status of the schools.
- Age, level of education, training and experience of headteachers.
4.2 THE RESOURCE ENDOWMENTS

Under this investigation, the headteachers were asked to state whether resources in their schools, influences their choice of leadership styles. Their responses revealed the following tabulated information.

Table 1: The influence of resources on heads’ choice of leadership styles

<table>
<thead>
<tr>
<th>Responses of 5 headteachers on the influence of resources to their choice of leadership styles</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very strongly</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Rarely</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Does not matter at all</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Totals</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

The data tabulated above, from the headteachers interviewed, reveals that, the schools’ leaderships are strongly influenced by the human, material and financial resources as represented by eighty percent (80%) of the responses, while only twenty percent (20%) maintained to have a rare influence and none contended that, resources do not matter in the leadership approaches of schools.
Three of the schools in the study which are located in arid and semi-arid zones are poorly equipped with resources, and that, students, teachers and the head teachers are not highly motivated to work. Constant disagreements between various parties in those schools were reported by headteachers to be related to resources inadequacies.

The head teachers of those schools associated poor fees payment with the aridity of the areas where the schools are located. Thus, rendering the schools unable to purchase textbooks, laboratory equipment, chemicals, stationary, library readers and even delaying the payment of salaries for the board of governor’s employees.

As a result of such disagreements bounded by inadequacy of resources, the headteachers’ tend to be protective of their positions by isolating themselves and dictating others to work and forcing them to employ self initiatives to improvise the otherwise lacking resources. Delegation of duties is rare in those schools.
To effectively cover those shortages which have been, misconstrued for the headteachers in-ability to lead, the heads reported that, they adopted totalitarian style of leadership.

On the contrary, School A (boys) and School B (girls), which were highly endowed with most of the necessary resources, were found to be using participative approaches of leadership. This was seen through observation. The teachers and the junior staff had various responsibilities delegated to them, and seemed to be very conversant with their duties. The head teachers during interview were confident and oftenly consulted their staff on issues requiring technical details.

When asked how school resources relate to their leadership styles, they retorted that "resources are tools of management without which, the leader could not be able to integrate his leadership"

In schools ‘C’ and ‘D’, it was observed that, due to the poor fees payment trend, the Headteachers had to over-enroll students in all classes, so as to promote cost effectiveness in the management process. All the classes, were reported to range from forty eight to fifty students against the government recommended teacher
student ratio of 1:30. The headteachers reported that, they often arranged for fees to be paid in installments and/or even by supply of food stuffs, firewood and other acceptable commodities of equivalence, but valued at the rates prevailing in the surrounding markets. All these, were said to be strategies of averting potential students drop out in the schools.

This, in the words of one of the headteachers, "has reduced effective implementation and evaluation of the curriculum". This is because, over enrolled classes overworks teachers and individual differences of students could not be effectively addressed. Nevertheless, the inadequate resources are erroneously attributed to mismanagement and/or in ability of the heads to mobilize the same. The headteachers of two schools also reported that, while in staff, PTA or BOG meetings, they are forced to play the defensive roles to convince those parties on reasons why such schools resources are not adequate. In the process, they appear weak and un resourceful to those schools.

They reported that, they had to develop survival gimmicks by being too strict when necessary for things to work, but being very flexible when necessary for their convenience. Thus, mixing some rigid controls and democratic practices.
4.2.2 THE ESTABLISHED SCHOOL TRADITIONS

In this survey, the students were asked to state the roles played by the existing schools’ routines, rules and regulations in determining the styles of leadership adopted by their headteachers. This rests on the assumption that, routines, rules and regulations are the most essential parts of the schools’ traditions.

Their responses were quantified accordingly, as revealed in table 2.

Table 2: Influence of the established schools’ traditions on the choice of headteachers leadership styles

<table>
<thead>
<tr>
<th>Visited Secondary Schools</th>
<th>'A' Boy Urban Sec.</th>
<th>'B' Urban Girls Sec.</th>
<th>'C' Urban Mixed Sec.</th>
<th>'D' Rural Mixed Sec.</th>
<th>'E' Typical Rural Mixed</th>
<th>Gross Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Students responses on the role played by schools’ rules and routines in influencing their leadership</td>
<td>42 84</td>
<td>40 83</td>
<td>20 83</td>
<td>18 90</td>
<td>14 88</td>
<td>134 85</td>
</tr>
<tr>
<td>All members are forced to follow them</td>
<td>5 10</td>
<td>4 8</td>
<td>2 8</td>
<td>1 5</td>
<td>1 6</td>
<td>13 8</td>
</tr>
</tbody>
</table>
From table two, the majority of the students, eighty five percent. (85%), felt that rules and routines in the schools are forced to the members, so as to produce orderly systems. This shows that the will of individual members to make own initiatives, likely to lead to divergent approaches are locked out.

It can therefore, be inferred from this data that, most incoming headteachers had to administer the schools using such deeprooted predetermined systems, which leaves them with little or no room for own initiative in the institutional arrangements. Thus, emphasis on strict adherence, to the existing structural establishments, is a clear indication of autocratic approach to leadership. This is because, those members who act contrary to laid down procedures are severely penalized.

However, eight percent (8%) of the students conceded that school routines and rules are principle guides to the new members in their orientation and induction process. And that, all the schools
have the rules and routines. However, three percent (3%) of the students had no idea about them and four percent (4%) felt that, those structures do not influence the headteachers’ choice of leadership styles at all.

4.2.3 PREFECTS SELECTION CRITERIA

Thirty six (36) teachers were asked to state modes of selecting prefects in their schools, as part of their schools’ traditions.

Table 3: Prefects selection criteria

<table>
<thead>
<tr>
<th>Teachers’ responses on prefects selection criteria</th>
<th>Visited Secondary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boy Urban Sec.</td>
</tr>
<tr>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Selected by head teachers</td>
<td>- -</td>
</tr>
<tr>
<td>Selected by teachers</td>
<td>10 100</td>
</tr>
<tr>
<td>Selected by outgoing prefects</td>
<td>- -</td>
</tr>
<tr>
<td>Elected by students</td>
<td>- -</td>
</tr>
<tr>
<td>Totals</td>
<td>10 100</td>
</tr>
</tbody>
</table>
The data in table 3, seem to reflect teacher controlled leadership approach. This is underscored by the mode of prefect selection, where forty four percent (44%) of the respondents still cherish the appointment of prefects by teachers, while thirty three percent (33%) are done by outgoing prefects, and twenty two percent (22%) adopted election by students.

Some headteachers through interview forums, openly admitted that, some of the procedures and practices in their schools, were initiated long before they were deployed there, but not reviewed to reflect the changing trends. The incoming headteachers were reported to adopt those existing procedures with fear of resistance by other stakeholders. Hence, influencing the choice of their leadership styles. Thus, non participatory approach by students in most schools reflect some autocracy in leadership, while those head teachers who cherish election of prefects, demonstrate some democratic ideals in their leadership process.

4.2.4. The study also sought to find out from students, the common modes of punishments administered against errant colleagues in their respective schools. The data is revealed accordingly, in table 4.
Table 4: Modes of Punishments

This table reveals the responses of 158 students from five schools, on modes of punishments administered to errant students in their schools. The various adopted modes of punishments were assumed to correspond to relevant leadership.

<table>
<thead>
<tr>
<th>Students' responses on the common modes of punishments adopted in their schools.</th>
<th>Research Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>'A' Boy Sec.</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Given warnings and corporal punishments</td>
<td>4</td>
</tr>
<tr>
<td>Given manual labour, suspensions and expulsions</td>
<td>6</td>
</tr>
<tr>
<td>Given guidance and counseling</td>
<td>40</td>
</tr>
<tr>
<td>Sub-totals</td>
<td>50</td>
</tr>
</tbody>
</table>
It is very clear from table 4, above, that corporal punishment, which has been over used earlier in the Kenyan schools, before and after independence, has outlived its usefulness. This, recorded a twenty seven percent (27%) score. Manual labour, suspensions and expulsions are also gradually dying away recording the index of twenty eight percent (28%). School 'D' recorded the highest percentage of seventy percent (70%) in support of corporal punishments. This was discovered to be having a bearing with their school tradition and punishment policies.

However, it seems that, guidance and counseling which recorded fifty five percent (55%) is now a common and effective mode of instilling discipline to students. This was said to be as a result of the Ministry of Education, Science and Technology, recent ban on the traditional and humiliatory modes of punishment.

In these findings, one can therefore assert that, punishment policies in the schools which rightfully depicts the style of leadership used, has very little influence from their traditions, but rather influence from the government policies.
4.2.5 THE INFLUENCE OF HISTORICAL BACKGROUNDS TO
THE SCHOOLS LEADERSHIP

The study through the interviews of the head teachers, sought to
underscore the influence of the school’s historical backgrounds (if
any) to the styles of leadership adopted by secondary schools
management.

Table 5: Influence of historical back grounds of the schools
on their leadership approaches

<table>
<thead>
<tr>
<th>Head teachers responses on the role of schools history in their leadership approaches</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their leadership strongly reflects the culture of those who established the school</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Its influence is slightly reflected in the general organizational culture</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Does not influence at all</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Totals</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>
The reflections of the data in table 5, gives a clear indication that, head teachers leadership styles are strongly influenced by the historical backgrounds of their schools.

The historical background under this conception revolves around the people who established the school, the rationale behind its establishment and the processes involved in period of establishment.

It therefore, means that the schools’ leadership tasks and managerial processes must correspond to the cultural attributes of their sponsors. The involvement of such people who have a stake in the schools history creates the need for adoption of consultations in decision making process. Thus influencing headteachers leadership behaviour into cherishing a participatory approach.

4.2.6 STAFF TURNOVER

The headteachers’ of the five sampled schools were asked to give staff turnover trends for a period of six years in their respective schools. Their responses were quantified and presented in a bargraph in Table 6.
On establishing the staff turnover trends as presented in table 6, the study further sought from thirty six (36) teachers of the sampled schools to identify the reasons for such a high turnover in Baringo Secondary Schools. Table 7 below reveals the responses of these teachers.
Table 7: Reasons for high staff turnover

<table>
<thead>
<tr>
<th>Teachers’ responses</th>
<th>Visited Secondary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>'A' Boy Urban Sec.</td>
</tr>
<tr>
<td>Are caused by school management</td>
<td>No</td>
</tr>
<tr>
<td>Due to environment related health hazards</td>
<td>-</td>
</tr>
<tr>
<td>Normal transfers</td>
<td>-</td>
</tr>
<tr>
<td>Not there at all</td>
<td>-</td>
</tr>
<tr>
<td>Totals</td>
<td>10</td>
</tr>
</tbody>
</table>

Based on the data in table 7, it was established that, sixty nine percent (69%) of the teachers in the sample attributed turnover trends to school management. Transfers caused by environment related health hazards were indicated by seventeen percent (17%) of the teachers in the sample and basically from schools located in arid zones. The normal transfers recorded the lowest index of
fourteen percent (14%). This clearly confirms that staff turnover is majorly caused by the school management. Thus, the BOG, PTA's and the principals. The rationale for such transfers was reported by the teachers as a way of eliminating from their schools, teachers with divergent intelligent views and replace them with those who are completely loyal to the system, hence, creating convenience for their leadership.

However, the turnover of head teachers was not spared either, as it was reported to be higher than that of the assistant teachers. The reason was reported by the leaders as being based on disagreements amongst the board members, who were said to have formed factions according to their affiliations in the civic political realms.

The interview with the head teachers established that, schools A and C have received five and four head teachers between 2000 and 2001 respectively. Thus, recording the highest turnover rate in the samples. The heads of those schools openly confirmed to the researcher that, they have now been playing low in their leadership, so as to sustain their posts. They also reported that, wrangles within their boards delays decision making process. The
heads are always cautious while dealing with such boards which are disunited.

The leadership styles applied in those schools are such, which can create convenience of the head teachers and their factional boards. Thus, leading to laissez-faire leadership approach. This is as a result of the headteachers seeking neutral position in the coordination process, but who would ultimately lose the grip of the schools mission and visions.

4.2.7 THE NATURE, SIZE AND STATUS OF THE SCHOOLS

This survey endeavored to find out from the five headteachers interviewed, whether the nature, size and status of their schools influences their leadership behaviour. Table 8 over the page shows the responses of these headteachers on those variables that are influential to their leadership approaches.
Table 8: Influences of the nature of schools on the headteachers leadership styles

<table>
<thead>
<tr>
<th>Head teachers responses on the nature of the school as an influence to their leadership styles.</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed schools need close supervision and monitoring of students</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Girls need tight controls</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Boys need to be given reasonable freedom</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Does not matter at all</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Totals</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

The head teachers responses quantified in table 8 confirms that, the unique nature of the schools requires unique leadership approaches, which directly or indirectly corresponds to that from the headship section to the staff. It was found that, co-educational institutions, due to their general heterogeneity and the likely negative interactionist activities, the students require close supervision and monitoring. This is
represented by a sixty percent score (60%). Thus, calling for a leadership style that embraces autocracy.

The girls schools also require tight controls, seemingly because of the vulnerabilities based on their feminine statuses. This recorded an index of twenty percent (20%), and also cherishing autocracy.

Whereas, the co-educational institutions and girls' schools require close supervision and tight controls, the boys' schools want reasonable freedom (20%). However, according to the headteachers, the freedom guaranteed is reasonable, so that it averts anarchy, while creating contentment amongst the boys. But they say, care must be taken to avoid compromise of institutional goals.

On establishing the role of the nature of the schools in their leadership processes, the researcher further wanted to find out from the heads the ways in which the sizes and statuses of those schools do influence headteachers the choice of leadership styles.
Table 9: The influence of the schools sizes and statuses in their leadership approaches

<table>
<thead>
<tr>
<th>Responses of five headteachers on influences of schools sizes and status in their leadership approaches</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single streamed district schools have little or no delegation of duties</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Many streamed provincial schools require comprehensive delegation of responsibilities</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Does not matter at all</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sub-totals</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

The data in table 9 reveals that sixty percent (60%) of the headteachers in the sampled schools (single streamed) concur that, little delegation of duties if any, is required of them, where as forty percent (40%) of the many streamed provincial schools assert that, their leadership positions require comprehensive delegation of responsibilities.

From the statistics in table 9, it can be inferred that, large schools with more complex activities, requires collaborative efforts of all the parties in the schools. The head teacher’s work involves consultation and coordination in order to achieve institutional
goals. Thus, reflecting participatory or democratic approach of
leadership. While on the other hand, the leadership approaches
in the small (single streamed) district schools are leader based.
The sizes of the schools are rather small with simple
administrative structures, which can be manipulated by the
headteachers. Thus, the head teachers' work, involves directing
and commanding, reflecting attributes related to autocratic style
of leadership.

The headteachers from single streamed schools during interviews
registered their dissatisfaction over the small sizes of their
schools in terms of students numbers. They claimed that, such
schools are not cost effective to run. In order to counteract such
lack of cost effectiveness, they over-enrolled students. However,
such over enrolment is said by some teachers to cause strains in
the resources, and compromising instructional concerns. As a
result, the headteachers in defence of their administration, tends
to be very strict unnecessarily, thereby manifesting autocratic
approaches to leadership.
4.2.8 AGE, LEVEL OF EDUCATION, TRAINING AND EXPERIENCE OF HEAD TEACHERS

The researcher in his enthusiastic inquisition, into a range of school based factors influencing the choice of secondary schools leadership styles, also wanted to find out the roles played by age, level of education, training and experience on the same.

The findings from qualitative data revealed that two of the five secondary schools are manned by relatively elderly personalities whose chronological ages are between forty (40) and fifty (50) years. Where as the rest, are headed by relatively younger men of between thirty-three (33) and thirty-nine (39) years. According to the data collected from the school boards, it appears like every board tends to support the state of being in their respective schools. Thus, the boards with whose schools are manned by aged heads confirms that, age maturity is vital in the leadership process, as they are able to control their emotions while making decisions. They are to be in a position to make consultations, though lacks strong aggressions necessary for school overall development. Thus, creating participatory type of leadership.

On the contrary, the boards which embraces youthfulness in leadership, asserted that it is necessary in making aggressive,
moves geared towards the realization of institutional objectives. They criticized the old heads as lacking interest in the schools, due to their approaching retirement period. The youthful heads in their aggression process tend to employ autocratic ways of goal achievement. Here, diplomacy is oftenly overlooked.

On the basis of the above context, it can be inferred that, head teachers choice of leadership styles are strongly influenced by their chronological ages.

On their levels of education, it was discovered that, three heads possess bachelor degrees, one with a post graduate degree and another with an approved graduate status, but with a diploma certificate in education. Inquiring to find out whether this influences their leadership styles, boards of three schools concurred that, experience in headship is the real matter and not only the university degrees. Boards of the rest two of the schools asserted that academic knowledge is very important in school management, as it provides one with technical competence in work as well as generating confidence to deal with the subjects. The boards in support of high education levels for a school head, also held that, it enables the head to 'ride on power' and enjoy the status quo. The boards that cherish training and experience of
heads affirmed that, high education in the school leaders is bound to produce pride and high-handedness and ultimately resulting in bureaucratic red tape approach to leadership. To them, people-focused headteachers are those within minimum qualification requirements for headship deployments. The teachers on the other hand, felt that, lowly educated headteachers have inferiority complexes and tends to be autocratic in leadership in order to cover their intellectual inadequacies. Thus, practicing totalitarian based style of leadership.

As already mentioned in the introductory part of this report that, factors influencing secondary school leadership styles have been categorized into three groups of factors, namely:- those within the school, outside the school and other intervening variables.

4.3 This section of the chapter presents out of school factors, which includes; the geographical locations of the schools, social-cultural stereotypes, socio-economic backgrounds of the students and the influence of various stakeholders.

4.3.1 It was found through qualitative analysis of the study findings, that geographical set up of the schools influences their
leadership approaches, though differently. The differences in the headteachers leadership behaviour was found to be bound to unique environmental set ups of those schools. The ones affected most are schools D and E, which are centrally placed in ASAL Zones of Baringo District. School D which originally got its water from a dam which later dried up in 1999, through siltation compelled the school to revise its routine, so as the classes begin at 7.00 am and ending at 2.00p.m, after which students are released to go and fetch water from the shallow wells six kilometers from the school. This decision was arrived at, through consultation with other stakeholders, thus reflecting a trait of contingency theory, which apart from following the laid down rules, attempts to underscore the situational factors, affecting the individual school uniquely. This data was collected through headteachers’ interview.

School ‘E’ is located twenty eight kilometers (28 Km) away from Marigat town to the east, and in which communication to and from the school is not only unreliable, but also difficult and scaring. Under this situation, the school board purchased a land cruiser (KVW 615), which was used to transport teachers when going out or coming in from Marigat town. This is done when teachers are going for holidays or reporting back to school or even
when going for salaries. The students who come from the farthest destinations, were also accommodated in the arrangement.

The teachers in the two schools are also provided with free lunch facility. This was reported by the head teachers as a mode of motivating teachers and students in to accepting the difficult environments as part and parcel of them.

In the same schools (D and E), the rate of students transferring to other schools, where the climates and general geography is considered 'cooperative', kept increasing every year. This was found to be as a result of their parents being scared about the hardships that their children go through, in walking long distances full of risks. The headteachers also reported the constant bothers by teachers seeking to change schools. To avert this upsurge of transfers by teachers and students, the schools leaderships relaxed their rules and regulations, for instance, teacher absences for weeks are rampant, but heads and their boards could not take any disciplinary action for fear of provoking them to demand to be allowed to go and work in 'better' places with less environment related hardships. These compromises based on students and teachers retention, reflect a laissez-faire style of leadership.
The criterion for admissions, are also relaxed in those schools, towards taking students with low qualifications, whose chances of changing the schools are limited. Hence, improving the enrolment rates, but compromising the schools, academic achievement. Again, with a student composition of low achievers, discipline is put at stake, due to their low motivation levels. In most cases, according to the words of the school D’s headteacher, the students resort to softer options such as flirting and importing drugs like ‘changaa’ to school. Thus, prompting the teachers to inspect students boxes as they report back from their holidays. Those found with such drugs were said to be punished severely. This thoroughness in the supervision of students, is seen to have a strong bearing with the lacational environment of their schools. Hence, sometime demanding some totalitarian controls. These compromises based on students and teachers retention, reflect a laissez-faire style of leadership. However, the rest three secondary schools are located in the town suburbs. Thus, enjoying the urban influences. The head teachers of the three schools reported that, they have restricted outings for students, for fear of importation of drugs into the schools and/or penetration of any illicit arrangements which are detrimental to
the schools. To ensure this is averted, the heads employed tight administrative mechanisms, which includes employment of more watchmen, rigorous supervision, tight gate keeping controls, arresting of 'trespassers' and emphasizing the students use of uniforms all the time. Impromptu inspection of student boxes are also done and anything considered illicit is confiscated.

It is therefore noted from the headteachers' sentiments that, schools bordering towns requires a mixture of management controls. Thus, strictness in reference, breeds autocracy in leadership, while the diplomatic ways of dealing with errant students, through guidance and counseling, also reflect the application of human relations theory. Creation of students defence forums in the disciplinary process is an indictment of democratic approach to leadership. This was adopted by heads in the urban schools with a view that students have been influenced by the urban contemporary explosion of knowledge and demand for rights, as most students are conversant with the contents of the law and have access to the human rights lobbyists.
4.3.2. The influence of retrogressive socio-cultural stereotypes and practices of the communities around the schools. The above influence was not an issue in the schools with in the urban zones as they seem not have a common culture, due to their cosmopolitance.

Schools D. and E. were reported by headteachers and teachers to have suffered the brunt of such retrogressive cultural practices. The two schools which fall within the geography inhabited by the Ilchamus people had the leadership reflecting the community's practices. For instance, the head teachers and other teachers reported that, some of their male students are married at home and with children.

In view of the above, the teachers found difficulties in dealing with them, especially the unmarried staff. The married boys are said to defy punishment given to them and would want to choose, what penalties to be accorded to them. More so they don't respect punitive measures administered to them by female teachers, claiming that their culture does not allow women to punish or even reprimand male adults (they now regard themselves adults, by virtue of their marriage status). Most students, from the community are said to be 'big' and mature
looking due to their late entry to the schools. When teachers are firm on such students, and are sent home to bring their parents for defense, the parents are said to be defensive of their children and oftenly attribute the issue to the heads and teachers inability to understand the community’s practices. Thus, demanding the deployment of local teachers as heads to create understanding of their unique set up in the school’s leadership.

Students reporting late during December holidays breaks are said to demand not to be punished, as their delays are caused by bureaucratic Procedures associated with initiation, a rite that they feel must be given consideration in the schools management process. Even after going through the rite, they are said to be subjected to a prestigious ‘graduation’ ceremony which now earns them a name ‘morans’ (warriors). The same prestigious position is extended to the schools and demanding to be treated with exclusive preference, and in most cases look at school girls and female teachers as ordinarily women and lacking respect for them.

The same students (boys) in the two schools, who are said to form the bulk of the schools population come from the pastoral community which strongly cherishes nomadism. At the times of
droughts, these boys drop from the schools to take their animals to places where pastures are available. By the time they come back to the schools, the schools’ leadership finds difficulties in making them cover syllabus for the time lost or even in promoting them into senior classes, if they left school in third term of the year. It was also reported that, the parents and the entire community expects the schools managements to understand their problems and attempts to work out flexible administrative mechanisms which considers the unique problems facing their children. The head teachers complained that, if they don’t respect such cases, they oftenly find themselves in constant conflict with the community.

It can therefore be inferred from this qualitative data that, the management of such schools requires a laissez-faire’s approach, with least adherence of rules, regulations and procedures in the school leaderships.

STUDENTS PARTICIPATION IN THE RETRIEVAL OF THE NUSTLED ANIMALS

More oftenly than not, the Ilchamus community is said to clash with their neighbouring Pokot counterparts over alternating rustling and pasture lands. When this takes place, and war cries
heard by Pokot and Ilchamus students, they get emotionally charged and running across the schools fences to join their respective communities, to retrieve the stolen animals and or fight for their communities.

It is reported that, when the two groups (Pokot and ilchamus students) retreat back to the schools, tension mounts a great deal, and the school leadership is compelled to come up with refined or amicable ways of resolving such cases swiftly without aggravating them further. Thus, the community is said to demand the deployment of head teachers and deputies to those schools from the community membership. This is because, they are said to understand their unique cultural attributes. Students in Kiserian Secondary School were also reported to be keeping dangerous clubs in the school meant for the community's defense at the times of need. Mysterious disappearances of boy students in both School D and E were also reported. The teachers reported this, to be as a result of adoption of early family responsibilities and supporting the extended families, through fishing activities in Lake Baringo.

These community based retrogressive practices end up influencing leadership approaches as the heads and school
boards attempt to incorporate these attributes to their management process, so as to maintain good public relation with the community, as well as facilitating for accessibility, retention and completion of secondary education by those students. This was also reported to be prevalent in the primary schools where they come from. Thus, an extension of the earlier orientational process.

All these, strong cultural influences in the schools in reference, have created loose controls, so as to provide flexible systems which accommodates the community’s "ignorant" demands. The headteachers in order to identify with the communities and even the boards, which are said to constitute illiterate membership, also compromises the management guiding principles. Thus, employing laissez-faire styles of leadership.

4.3.3

The roles played by socio-economic backgrounds of the students in influencing leadership approaches was mentioned by most of the board members. Most boards concurred that, the socio-economic status of the students are identified at the admission stage, as they fill in certain forms, all their personal details including parents occupations and incomes. This students data
is safely kept for future reference. The students whose socio-economic statues are low, are said to be depressed and hardly concentrate in their studies. It is in the wake of this, that, they researcher sought to know the steps taken by the schools boards, to reverse that 'sad' trend.

The Table Below Shows The Responses of Various Board Members of The Visited Secondary Schools.

Table 10: Responses of the twenty (20) members of the boards in the sampled schools, on influences of students socio-economic backgrounds to the choice of schools' leadership approaches and efforts instilled to reverse the trend, if found harmful to the school.

<table>
<thead>
<tr>
<th>Visited Secondary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>'A' Boy Sec. (Urban)</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Board members responses on the students socio-economic needs</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>
From the data in table 10, it can be generalized that, most schools adopted the idea of sending students home for fees, twenty five percent (25%) as a way of raising schools' revenue. This is an autocratic approach to leadership, as it disregards the plight of those students from poor families.

Nevertheless, the bursary awards from the ministry of education science and technology have been seen to have played a role in
bridging the socio-economic disparities of students, twenty percent, (20%) in most schools.

However, the schools' boards in their attempt to provide a fair and just leadership to all students, came up with policies which elevated the socio-economic status of the students from poor families. Thus, helping in providing homogeneity amongst students in the dress, and thereby putting them in one class. The boards also provided a flexible system of paying school fees, by breaking the total sums for the terms into installments of varied amounts, in order to enable poor parents to offset the fees, while having their children retained in the schools. Interestingly, schools E and D have allowed parents to pay fees inform of food stuffs and services to supplement their fees (15%) such foods and services are rated, based on the prevailing market prices, and converted into monetary terms for students fees.

Finally, one school (School E) was found to have initiated a work study program for needy students over the holiday breaks (10%). Such students are given work in the school farm and having their payments accruing from the farm, be channeled towards their fees.
The above initiatives by the school boards are seen to reflect a human relations theory approach, as their talents are all geared towards providing a people focused leadership. These flexible strategies are said to have been initiated through comprehensive consultations with other stakeholders. Thus, reflecting a participatory approach to leadership.

4.3.4 The Role of Stakeholders in the choice of Schools Leadership Styles

In the five schools visited, all head teachers, teachers students and the board of governors concurred that, the stakeholders strongly influence the leadership of those schools. They also affirmed that the contribution of such stakeholders can either be positive or negative; depending on their individual abilities to interpret leadership concepts.

According to this context, the stakeholders are those people who are directly or indirectly associated with the ownership of the schools in reference.

Thus;

(a) The sponsors

(b) The boards of governors (BOG)
Twenty, members of boards in the sampled schools were (four from each school) asked to state the real owners of the schools, they govern. The data gathered revealed the information as in table 11.

Table 11: Schools' Ownership

<table>
<thead>
<tr>
<th>Boards’ responses on the real owners of sec. School</th>
<th>Visited Secondary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sponsors</td>
<td>'A' Boy Sec. (Urban)</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
</tr>
</tbody>
</table>
The parents - Teachers Association

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>25</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>1</th>
<th>5</th>
</tr>
</thead>
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The Government of Kenya

<table>
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<tr>
<th></th>
<th>1</th>
<th>25</th>
<th>1</th>
<th>25</th>
<th>1</th>
<th>25</th>
<th>1</th>
<th>25</th>
<th></th>
<th>4</th>
<th>20</th>
</tr>
</thead>
</table>

The community

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>25</th>
<th>2</th>
<th>50</th>
<th>1</th>
<th>25</th>
<th>1</th>
<th>25</th>
<th>5</th>
<th>25</th>
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Association of former students

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The supplies

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Teachers

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Students

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<th></th>
<th></th>
<th>1</th>
<th>25</th>
<th></th>
<th></th>
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<th></th>
<th>1</th>
<th>5</th>
</tr>
</thead>
</table>

Sub-totals

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>100</th>
<th>4</th>
<th>100</th>
<th>4</th>
<th>100</th>
<th>4</th>
<th>100</th>
<th>4</th>
<th>100</th>
<th>20</th>
<th>100</th>
</tr>
</thead>
</table>

Though the ownership of the secondary schools, is a shared responsibility of all stake holders, as indicated in table 11, the boards and the communities around the schools seem to claim more stake with score, indices of twenty five percent each (25%). The sponsors and the government of Kenya follows next, with twenty percent each (20%), while Parents Teachers Association and students also claim a share of five percent each (5%). The association of former students, the suppliers and Teachers seem to have been locked out of the school leadership arrangements with nil responses. This could be as a result of their indirect participation directly in the daily chores of the schools' management.
However, the boards reported that, the decisions made by each of the above stakeholders strongly depends on their levels of competence and commitment. These stakeholders influence the schools' leadership in different ways. Thus, develop the schools’ mission and vision and working out strategies for attaining this. They also play a role in influencing the deployment of heads and teachers in their schools. The school boards for instance are said to arbitrate students’ and teachers’ disciplinary cases.

As a result of the importance attached to the schools managing boards, the researcher sought for the headteachers' comments on the level of competence of their boards as legal decision making entities. Their responses are revealed table 12.
Table 12: Comments of the five headteachers in the sample during interview, on the competence level of their boards, based on their ability and initiative.

<table>
<thead>
<tr>
<th>Visited Secondary Schools</th>
<th>'A' Boy Sec. (Urban)</th>
<th>'B' Girls Sec. Urban</th>
<th>'C' Mixed Sch. Urban</th>
<th>'D' Mixed Sec. Rural</th>
<th>'E' Mixed Sec. (Typical Rural)</th>
<th>Others</th>
<th>Gross Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers responses on the competence level of their boards</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>Very high</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Low</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>Sub-totals</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
<td>1</td>
</tr>
</tbody>
</table>

The findings based on the data tabulated above, show that two schools have very competent boards with score indices of forty percent each (40%), but one school is revealed to have a board comprising illiterate membership and whose competence is low, twenty percent (20%).
The headteachers interviewed affirmed that, the very competent boards make competent decisions, geared towards the realization of the institutional goals and objectives, whereas the ones whose boards are lowly competent are known to make biased and questionable decisions. The headteachers of these schools whose boards comprise illiterate members conceded, that such boards delegates intricate issues that requires complex approaches to them to handle single handedly, which to the headteachers reflects abdication of their (boards) responsibilities.

As a result of boards inability to handle complex issues and abdicating their dutiful concerns to the headteachers, some board members were concerned that, the head teachers usurped their powers and authority. Thus, leading to a non-participatory approach to leadership in such schools. The headteachers become the sole decision makers in those schools. Autocracy therefore, grew up to replace potential democratic involvement of all stakeholders in the decision making process.

Some headteachers during interview registered their dissatisfaction and apprehensive feelings in being subjected to the implementation of unworkable policies. For instance, being lured into contravening the necessary tendering procedures,
influenced into admitting academically weak students and employing workers into non-existent posts and whose services are not basic in the schools.

When handling student and staff discipline, the same boards are said to be indecisive, and could either postpone the meetings to later dates or adopt unqualified resolutions.

The parents, according to the responses of the students and teachers are seen to be the people initiating development projects in the schools, but in liason with the teachers. They also play vital roles in enforcing discipline of their children. They are therefore, known to influence the headteachers leadership, through their active participation in the schools management process.

Some headteachers are said to enjoy a lot of support from parents, while others are in constant wrangles with them. Depending on the headteachers abilities to mobilize the parents and selectively incorporating them in the management process, they (parents) are said to be a growing force reckoning for legal recognition in the schools governance.
The headteachers interview also revealed that, the communities around the schools are also equally important in the schools leadership process just as other stakeholders. This depending on the rapport existing between them and their neighbouring schools, helps the schools' management to control students discipline. The students sneaking out of the schools, to the bordering villages or towns with ill intentions are said to be controlled by the area chiefs, the police and/or the men and women of good will.

This therefore, demands the adoption of participatory styles of leadership, in those schools so as to effectively control student and staff discipline.

The boards members reported that, churches sponsoring their schools tend to intimately identify with such schools to an extent that, they demand the practice of their liturgies and pastoral services. For instance, in two schools visited, sponsored by Catholic Church, it was reported that, students are compelled to attend religious mass on Fridays at their churches nearby the schools, and are also allowed to put on rosaries around their necks.
In one of the schools, sponsored by the African Inland Church, the students and staff are oftenly expected to attend church services on Sundays at the nearby mission centre. Religious tolerance is not keenly observed and that, no other denominational practices outside A.I.C are entertained in school.

The sponsors were also said to demand to be given roles to play in the deployment of head-teacher to their schools, in order to get personalities whom they can groom to conform to their expected standards. This influence, geared into producing school leaders with abilities and will to conform to such pre-determined Christian based patterns, is bound to create direct influence in the leadership process. Thus, the headteachers' leadership styles are never free from such Christian consideration.

It can therefore be inferred that, when headteachers become conscious of such requirements, they easily employ manipulatory strategies to keep themselves safe and stable in their positions. Thereby, adopting situational approaches to leadership.

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY AND ITS AGENCIES:

It is a fact that, the government of Kenya is charged with the responsibility of providing education for its citizens. In order to
attain this goal effectively, the ministry of education, science and technology was structured into various agencies and departments with clearly defined roles.

It is in respect of the importance attached to the parents Ministry of Education and its agencies, that the researcher wanted to find out the extent to which they influence leadership approaches in Baringo Secondary schools.

The researcher therefore, interviewed the headteachers on the influence of the Ministry of Education, Science and Technology in their leadership process.

The interview revealed the following data, which was analyzed qualitatively: most headteachers reported that, the Ministry, in liaison with its relevant agencies have an upper hand in determining the homogeneity of the schools' standards by way of providing national policies governing schools' administration. Some of these policies are said to relate to students' admission criteria, fees guidelines, punishment policies and many others. Within these policies, which are said to be communicated through circular letters or national headteachers conferences, the heads' roles and powers are clearly spelt out.
The headteachers conceded that, the government policies do influence their leadership, both positively and negatively. However, the initial tenets for such policies were all geared into the realization of the national goals of education. But inaccurate translation of those policies produces negative influence in the leadership process of the schools.

Positive influence was said to be associated with enforcement of Education Act, staffing, initiation of staff development programs, such as seminars/workshops and other related induction courses geared towards providing skills for leadership competence. The head teachers claimed that, if all these are well articulated, it creates a team of well motivated individuals, who are ready to work with all the stakeholders. Thus, creating a democratized environment that encourages participatory approach to leadership.

However, the negative influences to Secondary Schools leadership styles, as reported by all the head teachers (100%) includes:

- Delays in the execution of students disciplinary measures by the Director of Education, after receiving the boards' recommendations for expulsion of such indisciplined students.
The directorate was also reported to occasionally contradict the boards’ recommendations.

- The recent upgrading of all graduate teachers to job group ‘L’ status, putting them in the same grade with many headteachers. This action was negatively conceived by the head-teachers, who have served in the same grade for a longer period and charged with more responsibilities. Thus, the headteachers felt demeaned.

- High turnover of headteachers associated with the ministry’s inability to control the variables causing such arbitrary transfers.

- The recent ban on the system of ranking the schools, based on academic performances of students, was also reported to have created unhealthy competition, leading to subjection of stringent measures to the staff and students inorder to produce results. These strategies put in place by schools to improve their mean score was reported to have bred autocracy in the leadership approaches of heads. This is because all the administrative positions are geared towards ‘production’, with little concern for those ‘producing’, thus, lacking consideration.

- Though the MOEST occasionally, provide some induction courses for new headteachers, through Kenya Education staff institute, it is reported to be quite, irregular. This
inconsistence is not in consonance with the rate at which heads are transferred, demoted and or promoted. As a result, it kills the heads' morale and make them loose interest in the schools' governance. Thus, embracing a leisseez fairist approach to leadership.

In this context therefore, one can infer that, the Ministry of Education, Science and Technology in its attempt to provide good governance in the Secondary Schools, has adopted ambiguous policies which are bound to open interpretations. Thus, adoption of certain styles of leadership, is subject to individual heads' ability to interpret such policies.

4.4 OTHER INTERVENING VARIABLES:

The headteachers also pointed out that, there are other intervening and unpredictable variables which profoundly influence the choice of their leadership styles. For instance, three of them cited the following extraneous variables:

4.4.1 The price fluctuation of the essential commodities (especially consumables).

They claimed that, when inflation rocks the country, like it was before the time of the research, the schools are left with no
options, other than being too strict on fees collection, to a level of introducing meal-cards for students, to ensure that, only those students who paid fees could feed in school. This was practical in the three of the sampled schools.

The extremity of this problem was said to have compelled some boards to review the current fees, in a bid to introduce new levies to cater for the looming shortfalls and be in line with the sky rocketing food prices during the dry spells. This was particularly common in the schools under study, situated in the arid zones. Such unpredictable predicaments affects planning, thus calling for forceful arbitrary decisions, which results in the adoption of dictatorial tendencies in the leadership approach, that is geared to solving crises.

4.4.2 Strikes:

Since students' strikes are not foreseeable, and whose impacts may be disastrous to the schools, three headteachers reported that, they have established mechanisms of detecting students' change of behaviour, likely to result in unrests. Thus, forming student 'cartels' who are not necessarily prefects, but are given mandate by the heads and teachers to monitor and report the activities of their colleagues. These students are oftenly given
audience by the head or the deputy at their own convenient times. Their reports are keenly observed and are used to lay strategies to counteract the detected change in the students' behaviour. This kind of controls are seen to reflect traits of autocratic leadership style.

4.4.3: Students sicknesses: It is eminent that, sickness could not be planned about. They are erratic and dangerous. It is in this view that, the management of all the schools visited, expect the teachers on duty to supervise students all day, till they sleep. This is to keep them abreast on the state of students' health, and in the event of such sickness, they are able to take quick action to remedy the same. The emphasis of the use of the teachers on duty is meant to supplement the services of untrained and inexperienced matrons employed in most of those schools, especially those without health facilities within their compounds.

Such rigorous supervision is production based and strains the teachers on duty, thereby reflecting ingredients of totalitarian approaches.

4.4.4: Presidential Directives: The headteachers also reported that, while at times being strict in the fees collection, to ensure
sound financial management in the schools, their efforts are oftenly curtailed by political interference. This is said to be common, when sending students home for fees collection, and the President intervening that, 'all students be retained in the schools without any disruption, whatsoever'. Such statements often disregard the cost of maintaining the same students in the schools. The heads affirmed that, such notions are usually associated with the MOEST bursaries, which rarely forthcome. Thus, making it difficult for the heads to act independently in accordance to the ministry’s guidelines without undue interference from the political leaders. This was said to keep the heads in constant fear, in the process of articulating management issues. As a result, they seek for clearance feedback from such political groups, who are said to abuse the privilege of such compliance, hence leadership based on compromise with inclinations to contingency approaches.

S.2 SUMMARY OF THE MAIN FINDINGS

In dealing people, the heads face pertinent, make them are related in the managerial needs. This being the nature of...
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

From the analyzed data, it has become clear that most headteachers believe that, people are best led using consultative styles, which accommodates divergent views of others, allow sharing of experiences and is participatory in decision making. It has come out that, people feel a sense of identity and ownership when they participate in the leadership processes of their schools. The headteachers often have to exercise diplomacy and high degree of interpersonal skills when dealing with the many stakeholders.

The school managers nevertheless, make decisions based on facts and keen sense of the school mission. Though, some decisions seem not to be popular with everyone, but are grounded on what is perceived to be a united voice.

5.2 SUMMARY OF THE MAIN FINDINGS

In leading people, the headteachers performs tasks which are related to the institutional needs. Thus, being able to build teams of staff, students and the stakeholders that can work well
together and therefore, contribute to their full impact of teaching and learning. The manner at which school tasks are structured and carried out by different secondary school leaders in Baringo District seem to vary at very narrow margins. But, it is clearly observed from the research outcomes that effective school leaders are those who do not exclusively rely on one leadership approach, but rather merging the various styles, depending on the tasks or situations which occur in the day to day running of the institutions.

However, the data revealed that, the adoption of whatever styles of leadership are as a result of various associative factors which were classified as; school based, out of school factors and other intervening variables. The school based factors includes: resource endowments, staff turnover, punishment policies, school traditions, the nature, size and status of the schools, and age, training and experience of the headteachers. Whereas, out of school factors constitute; the influence of the stakeholders, socio-economic backgrounds of the students, geographical location of the schools and socio-cultural stereo-types. Other intervening variables, comprise price fluctuation of the schools' essential commodities, strikes, students, sicknesses, politics and presidential decrees. All these factors were affirmed to have
either direct or indirect influence on the headteachers’ leadership behaviour. The adoption of given styles of leadership is a product of various transactional interactions of the cited factors, and exonerating the headteachers from taking sole blames for whatever undesirable results of their leadership processes.

The secondary schools in Baringo District were seen to practice leaderships with a range of styles. Thus, democratic/participative, autocratic/totalitarian and leissez-fair. Some of their adopted leadership styles were seen to have been coupled with various theories, such as contingency and situational.

It can therefore, be observed that, leadership effectiveness, whatever the style is that, which is sensitive and responsive of the subjects’ needs. This rests on the assumption that, leadership approaches tends to affect the behaviour, attitudes, efforts and results of those led.

Finally, research findings, revealed that, most headteachers are not conscious of the styles of leadership they adopt, but only aware of the administrative mechanisms strategised to counteract the impediments of their management process. It is only through the manifestations of certain leadership attributes, that
inferences are made to depict the style of leadership applied in whatever school.

5.3 POLICY RECOMMENDATIONS

On the basis of the above findings, the researcher recommends the following:

- The appointment of headteachers into headship position, be exclusively subjected to professional procedures. Thus, should reflect high academic qualifications, professional expertise and outstanding personality and integrity to give their self-esteem necessary in cultivating democratized school environments.

- The headteachers and teachers be exposed to inservice programs and training, so that they can develop a variety of leadership skills necessary in counteracting the changing trends in the management process,

- There is need for the headteachers to critically observe and abide with the stipulated enrolment criterion. Thus, maintenance of the optimum teacher-student ratio of 1:30. This is to reduce crowding of students, and facilitating teaching-learning process, while averting discontentment among teachers and students.
• The schools' managers need to manage efficiently the meager resources in their schools, so as to enable them provide the other staff with the necessary working tools. This may encourage team spirit.

• The headteachers need to have clear vision and mission for their schools, by setting their goals and objectives and establishing minimum standards expected of their membership. This will provide the other members with a sense of direction and clarity. Hence, easing delegation of duties.

• The boards of governors should occasionally review the traditions of their schools in a bid to put them in consonance with the societal dynamisms. Thus, reforming their old and archaic rules and regulations, static routine, humiliatory modes of punishment and criterion of appointing/electing prefects.

• There is need for the headteachers to adopt participatory involvement of all stakeholders in the leadership process. This will provide a sense of identity and responsibility to the members.

• The ministry of education, science and technology should outlaw the humiliatory corporal punishment and emphasizing on the use of guidance and counseling. The
education Act needs to be revised to provide legal backing to the banning of corporal punishment.

• Guidance and counseling teachers also be deployed to single streamed schools by TSC and be provided with relevant training, and nevertheless given reduced teaching load.

• There is need for the MOEST to give Parents-Teachers Associations (PTA’s) legal recognition in the schools’ governance, so as to enable them make full impact in the leadership process. Thus, the capacity of the stakeholders participation in the leadership processes of the institutions.

• The government of Kenya through the MOEST also requires to set minimum academic qualifications in the appointment of members of the board of governors, to enable them make competent decisions in the leadership process of their schools.

• The disciplinary procedures for errant learners be reviewed to give more support to schools in their deliberations. Thus, expulsion of ‘criminal’ students need not to wait for the director’s approval, but empowering BOG’s to give ultimate decisions on the same.

• Gender balance, should be given the considerations while staffing mixed schools.
• The rates of hardship allowance provided to the teachers in the gazetted hardship zones, should be varied with the intensity of hardships prevalent, inorder to motivate teachers and the heads, to work under such conditions, while reducing the potential staff turnover.

• The government needs to provide free equipment scheme for schools located in arid environments, so as to provide homogeneity with others, and enabling them compete favourably in the national exams.

• The government is encouraged to scrap-off the quota system admission criteria, to enable students interact from a wider geographical and ethnical spectrum. Thus, shunning retrogressive cultural practices, otherwise common in an homogenous student population.

• As much as possible, the government should provide bursaries consistently, to the needy students to bridge in disparities in students, based on socio-economic backgrounds.

• Both internal and external inspections of schools be regularized to check on standards and providing advisory services to the school leaders on their leadership approaches.
• The provincial administration be made to provide awareness programs to the public (communities) to shun retrogressive socio-cultural stereotypes from influencing the schools' leadership process.

• The sponsors, though perceived to be active participants in the schools' management, need not to claim exclusive controls of schools, but ought to tolerate the prevalence of other divergent religions and denominational practices in the schools.

• Parents should also struggle to pay fees faithfully, to avoid schools sending students home monthly for the same.

5.4 Recommendation For Further Research

In view of the above remark, it becomes necessary for research to be done on a wider scale, inorder to exhaustively diagnose all the factorial variables influencing leadership styles in Baringo secondary schools.


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APPENDIX 1
HEADTEACHERS INTERVIEW GUIDE

Factors influencing leadership styles in Sec Schools in Baringo District

Please note that, your responses are basically meant for research purposes only and that, confidentiality of the same will be given high regard.

School: ..............................................................

Your Gender: Male ( ) Female ( )

Date:.................................

Please fill in the blank spaces provided and tick the correct options appropriately.

1(a) (i) When was the school started? ........................................

(ii) By whom? .................................................................

(iii) What is the present school enrolment? ..................................................

(iv) What is the mission of the school? ..........................................................
(v) Does the historical background of the school influence your style of leadership?
1. Yes ( ) 2. No ( )

(vi) If yes, in what ways? Point out appropriately
1. Its leadership strongly reflects the values and culture of the sponsor
2. In its general organizational culture
3. Does not influence at all
4. Any other? Specify

(vii) What is your school Motto?

(viii) Do you use that motto as a tool of achieving the school goals?
1. Yes ( ) 2. No ( )

If yes, explain briefly

b(i) What age are you? ...........................................

(ii) What is your highest academic level?

(iii) What about that of the majority of your teachers?
1. Diploma holders ( ) 2. Degree holders ( )
   
   Any other? Specify
   
   .............................................................................................................

(iv) How long have you served in headship?
   ............................................(years)

(v) What about in the current school?
   .............................................(years)

(vi) Who influenced your deployment? .............................................

(vii) Did you attend any inservice courses? 1. Yes ( ) 2. ( )

(viii) If yes, what duration was the course?
   .......................(months/weeks)

(ix) Do you have a feeling that, leadership skills are improved with regular re-training? 1. Yes ( ) 2. No ( )

(x) If yes again, what would you advice the designers of such courses? Give a precise account
   .............................................................................................................
   .............................................................................................................
   .............................................................................................................

(c(i)) What style of leadership do you apply in your school?

1. Autocratic ( ) 2. Democratic ( ) 3. Leisseezfaire ( )
   
   Any other? Specify ..............................................................................
(ii) Give advantages of whatever style adopted

(iii) Do you think the nature, size and status of your school influences your leadership styles?
1. Yes ( ) 2. No. ( )

(iv) If yes, in what ways? Point out appropriately
A) Nature and Status
1. Mixed schools need close supervision and monitoring ( )
2. Girls need tight controls ( )
3. Boys need to be given reasonable freedom ( )
4. Does not matter at all ( )

B) Size
1. Single streamed schools' heads rarely delegate responsibilities ( )
2. Many streamed schools delegate supervisory responsibilities ( )
3. Does not matter at all ( )

2(a)(i) Are resources a factor of consideration in your leadership approaches?
1. Yes ( ) 2. No ( )

(ii) If yes, to what extent does it influence your leadership process? Point out appropriately.
1. Very strongly
2. Rarely
3. Does not matter at all

(b)(i) Does government policies and ministry of education directives influence your leadership approaches?
1. Yes (    ) 2. No (    )

(ii) If yes, in what ways? Give a precise explanation
........................................................................................................................................
........................................................................................................................................

(iii) What about the politicians? Do they influence your leadership?
1. Yes (    ) 2. No (    )

(iv) If yes, how often do you comply to their influence? Point out appropriately.
1. Quite oftenly (    )
2. If depends on their pressure (    )
3. Rarely (    )
4. Have never complied (    )

(c)(i) Whom do you think is responsible for whatever academic performance in your school? point out appropriately
1. BOGs (    )
2. PTAs (    )
3. Teachers (    )
(ii) What reasons do you have to justify your feeling? Explain briefly.

3(a)(i) What environmental factors are influencing your school leadership approaches? Point out appropriately.

1. Urbanization
2. Rural setting
3. lack of water

(ii) Is the school is in whatever setting, what advantages and or disadvantages are there for your school leadership? Specify appropriately.

**Urban Setting:**

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>
Rural Setting:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
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<tr>
<td>4.</td>
<td>4.</td>
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</tbody>
</table>

(b)(i) How do you rate the ability and initiative of your school board? Point out appropriately.

1. Very high ( )
2. Satisfactory ( )
3. Low ( )

(ii) Do they consistently make a quorum when meetings are convened?

1. Yes ( )
2. No ( )

(iii) If yes, how do you rate their contributions? (Make a brief comment)

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
(c)(i) Which body/organization/church sponsors your school? (mention one)

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

(ii) How helpful is the sponsor to the school?

1. Very helpful ( )
2. Just helpful ( )
3. Not helpful, though demand to control the school exclusive of other stakeholders ( )

(iii) Do sponsors influence your leadership approaches?

1. Yes ( ) 2. No ( )

(iv) If yes, in what ways? Give a precise account .................................................................
........................................................................................................................................
........................................................................................................................................

(d)(i) In your view, which other stakeholders do you consider influential to your leadership? (mention)

........................................................................................................................................
........................................................................................................................................

(ii) How would you rate the discipline of your students? (comment)

1. Very good ( ) 2. Just Good ( )
3. Bad ( )
(iii) Whatever the response, what do you attribute to the state of that discipline? (mention)

........................................................................................................................................
........................................................................................................................................

(iv) Do you find any inverse relationship between school governance and discipline of its members?

1. Yes ( ) 2. No ( )

(v) Whatever the case, how does it influence your leadership approaches? Give a precise comment

........................................................................................................................................
........................................................................................................................................

4(a)(i) Do you have students occasionally dropping out of school?

1. Yes ( ) 2. No ( )

(ii) If yes, what are the most probable reasons for dropping out? List them .........

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

(iii) Does such dropping out, influence your leadership approaches in any way?

1. Yes ( ) 2. No ( )
(iv) If yes, how? (Make a precise account of it)

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

(b)(i) What other extraneous variables do you consider a factor of leadership style in your school? (specify)

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

(ii) In what ways does those intervening variables (if any) influence your leadership process? (Give precise observational comments)

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

END

(THANKS FOR COOPERATING)
APPENDIX 2

TEACHERS' QUESTIONNAIRE

Factors influencing leadership styles in secondary schools in Baringo District

Please note that, your responses are basically for research purposes only, and that, confidentiality of the same will be given high regard.

School: ........................................................................................................

Position held in school: ..............................................................................

Your gender; Male ( ) Female ( )

Indicate Yes or No, True or False, or Tick the correct options and or fill the spaces provided appropriately.

1(a)(i) In which college/university did you study? (State)
......................................................................................................................
......................................................................................................................

(ii) Which year? ............................................................................................

(iii) Is this your first teaching station after training?

1. Yes ( ) 2. No ( )
(iv) If No, where else have you taught? (list all the previous stations)

(v) If yes, would you now want to transfer?

1. Yes ( ) 2. No ( ), if yes again, why?

Tick the options appropriately.

1. Because of management related problems ( )
2. Due to environment related health hazards ( )
3. Just for normal change ( )
4. Any other? (specify) ...................................................

(b)(i) Which subjects do you teach? (Specify)

(ii) Were you first inducted into the school system on your first reporting?

1. Yes ( ) 2. No ( )

(iii) If yes, by whom? Tick appropriately

1. Head teachers ( ) 2. Deputy H/T ( )
3. HODs ( ) 4. Non-teaching staff ( )
5. Teachers ( ) 6. Students ( )
2(a)(i) Apart from the instructional duty, do you have any other administrative responsibility?

1. Yes ( ) 2. No ( )

(ii) If yes, please list them

1. ……………………………………………………………………………………………
2. ……………………………………………………………………………………………
3. ……………………………………………………………………………………………
4. ……………………………………………………………………………………………
5. ……………………………………………………………………………………………

(iii) How do you feel about your duties at this school? (Tick one or more where appropriate)

1. Stressful ( )
2. Just Okay ( )
3. Was forced ( )
4. Is challenging ( )
5. Quite Frustrating
6. Any other? (Specify) ……………………………

(iv) Which approach of leadership do you think is used in your school? tick one or more

1. Autocratic ( )
2. Leissesfaire ( )
3. Democratic ( )
4. I don’t know ( )
5. Any other? (Specify) ..............................................................

(v) Please give reasons for such a feeling (tick one or more)

1. Has loose controls ( )
2. Too much supervision and monitoring ( )
3. Has participatory decision making ( )
4. Not aware ( )

2(b)(i) How often do teachers transfer in and out of the school? Tick one

1. Too often ( )
2. Rarely ( )
3. Don't transfer at all ( )

(ii) What do you think prompts such transfers? Tick one or more.

1. The school management induces them ( )
2. Health grounds, based on the existing climate ( )
3. Normal/Professional ( )
4. Politicking of stakeholders ( )
5. Not there ( )
6. Not aware at all ( )

2(c)(i) In your view, do you think the ministry of education, science and technology plays a role in influencing the schools' leadership approaches? Tick as appropriate.

1. Yes ( )
2. No ( )

3. Not aware ( )

(ii) If yes, in what ways? Tick as appropriate
1. Guidelines and policies given through circular letters ( )
2. Disciplining of errant headteachers ( )
3. By inservicing school administrators ( )
4. Has insignificant influence ( )
5. Not aware ( )

3(a)(i) Is it true or false that, most parents side with their children when called to discuss their children discipline in school?
1. True ( )
2. False ( )

(ii) What form of punishment do you mostly administer against errant students in your school? Tick one or as many as is appropriate.
1. Corporal punishment ( )
2. Praise ( )
3. Sending them home ( )
4. Manual work ( )
5. Both verbal and written warnings ( )
6. Reprimanding them publicly ( )
7. Non of the above ( )
8. Any other? (specify) ..................................................
(iii) If you dropped the ‘traditional’ caning, what might have prompted this? Tick as appropriate.

1. Change in government policies on school punishments (  )
2. Change in the schools’ traditions (  )
3. Students rejected it (  )
4. Not effective at all (  )
5. Is indignifying (  )

(b)(i) Is your school well endowed with resources?

1. Yes (  )
2. No (  )

(ii) Whichever the response, does it influence the schools’ management process?

1. Yes (  )
2. No (  )

(iii) If yes, in what ways? (suggest a few)

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

(a)(i) In your view, does socio-economic status of the student affect his/he studies?

1. Yes (  )
2. No (  )
(ii) If yes, how does the school identify such statuses inorder to bridge the likely disparities in your students? (give a precise account) .............................................. 
................................................................................................
................................................................................................
................................................................................................

(iii) Whom do you think is responsible for the deployment of secondary school heads? Tick as appropriate.
1. TSC ( )
2. BOG ( )
3. PTA ( )
4. The community ( )
5. Area opinion leaders ( )

(iv) In your view, what do you consider as the entry requirement for headship position in the school?
1. The level of education ( )
2. Experience in teaching ( )
3. Chronological age ( )
4. Sex ( )
5. Tribe or relations
   Any other, (specify) ..............................................................

(v) Whatever the response, do you think it influences his/her leadership styles?
1. Yes ( )

2. No ( )

(vi) If yes, in what ways? Suggest precisely.

(b)(i) Is the culture of the community around the school reflected through students' behaviour?

1. Yes ( )

2. No ( )

(ii) If yes, how do they influence the schools' leadership?

Suggest a few examples

5(a)(i) Do you have a body of prefects in your school?

1. Yes ( )

2. No ( )

(ii) What is your mode of selecting prefects, if any? Tick as appropriate

1. Selected by head teachers ( )

2. Selected by teachers ( )

3. Elected by outgoing prefects ( )

4. Elected by students ( )
(iii) Whichever the response, has that to do with the school tradition?

1. Yes ( )
2. No ( )

END

(THANKS FOR COOPERATING)
APPENDIX 3

STUDENTS' QUESTIONNAIRE

Factors influencing leadership styles in secondary schools in Baringo District:

Please note that, your responses are basically meant for research purposes only, and that, confidentiality of the same will be given high regard.

School: ...........................................

Form: .........................................

Your gender: Male ( ) Female ( )

1(a)(i) When were you admitted to this school? State the year

...........................................

(ii) Did you personally choose the school?

1. Yes ( )

2. No ()

(ii) If yes, what made you choose it? Tick one or more as is appropriate.

1. The schools' good performance index in KCSE ( )

2. It is nearer home ( )

3. Good performance in sports ( )
4. High discipline standards ( )

5. Good teachers ( )

2. Chosen for you ( )

3. Any other (specify)

(b)(i) Do you appreciate the school’s location?

1. Yes ( )

2. No ( )

(ii) Give a reason(s) for whatever response

(iii) Is the school facing certain problems?

1. Yes ( )

2. No ( )

(iv) If yes, indicate the most pressing

1. Water ( )

2. Health problems ( )

3. Poor Transport ( )

4. Insecurity ( )

5. High staff turnover ( )

6. Poor leadership ( )

If yes, what has your school done to minimize that

V Give a reason(s) for your feeling of poor leadership, if applicable.

Any other? (Specify) ...............................................................
2(a)(i) How many teachers are there in your school? (state in figures per gender)

Males: ........................................

Females: .....................................

(ii) If one sex is not represented in the staff, does it affect you?

1. Yes ( )
2. No ( )

(iii) If yes, how? (give a precise statement)

........................................................................................................................................

........................................................................................................................................

(b)(i) How often are your teachers transferred to other schools?

1. Very often ( )
2. Often ( )
3. Rarely ( )

(ii) In your view, do you think such transfers affect your studies?

1. Yes ( )
2. No ( )

(iii) If yes, what has your school done to minimise this? (give a precise account of the school effort to avert such a trend)

........................................................................................................................................

........................................................................................................................................
3(a)(i) Do you have school rules and regulations?

1. Yes ( )
2. No ( )

(ii) If you do, how many? ........................................... (State in figures)

(iii) Who prepared them; if any? Tick one appropriately

1. The headteachers and BOG/PTA ( )
2. Deputy H/T ( )
3. Teachers ( )
4. Prefects ( )
5. Sponsors ( )
6. All of the above ( )

(iv) Do they influence the school's administration in any way?

1. Yes ( )
2. No ( )

(v) If yes, explain how they are influential. Tick one as appropriate

1. All members are forced to follow ( )
2. They are the principle guides for every new member ( )
3. No rules and routine is oftenly reviewed ( )
4. Does not influence at all ( )
5. Have no idea ( )
What happens to those who break them? Tick one or more appropriately

1. Given warnings and corporal punishments
2. Given manual labour, suspensions and or expulsions
3. Given guidance and counselling

Are these rules oftenly reviewed to adapt them to changing patterns of life in the school?

1. Yes ( )
2. No ( )

Are there times when students are suspended from your school?

1. Yes ( )
2. No ( )

How often are such suspensions, if any?

1. Very often ( )
2. Often ( )
3. Rarely ( )
4. It depends on the magnitude of the problem ( )
5. Not applicable ( )

What are the common reasons that lead to such suspensions?

1. Sneaking ( )
2. Drug abuse ( )
3. Gross misconduct ( )
4. Headteachers’ recklessness ( )
5. Any other? (Specify)

(iv) Are suspended students given self-defence forums?
1. Yes ( )
2. No ( )

(v) If not, what is your feeling about the school administration. Tick as appropriate.
1. Is autocratic in nature ( )
2. Is democratic ( )
3. Is laissezfairst in approach ( )
4. Not considerate ( )

(vi) What is your perception about caning of errant students in your school? Tick as appropriate.
1. Is a good deterrent and reformative penalty ( )
2. Brutal and beastly ( )
3. Be used sparingly ( )
4. Not applicable ( )

Any other? (specify)

..................................................
(vii) Whatever your response is, how would you want the school to enforce discipline? Give a brief suggestion

----------------------------------------------------------------------------------------------------------------------

----------------------------------------------------------------------------------------------------------------------

4(a)(i) Is there a prefects' body in your school?

1. Yes ( )
2. No ( )

(ii) If yes, is it functional?

1. Yes ( )
2. No ( )

(iii) Who appoints/elects them, if any? Tick as appropriate.

1. Selected by Teachers ( )
2. Selected by the headteacher and the deputy H/T ( )
3. Elected by students and workers ( )
4. Are elected by all parties in the school ( )
5. Not applicable ( )

(b)(i) How many meals per day do the school offer you?

1. One ( )
2. Two ( )
3. Three ( )
4. Four ( )
5. Any other? Specify..............................................................

(ii) Do you think the ration you are provided for in school is sufficient and in consonance with the fees paid?
   1. Yes ( )
   2. No ( )

(iii) Are there times when your colleagues (students) refuse to take their meals?
   1. Yes ( )
   2. No ( )

(iv) If yes, why? Is it because it is;
   1. Not cooked well ( )
   2. Too little at times ( )
   3. Told not to, by others ( )
   4. Short of some vital ingredients ( )
   5. None of the above ( )

Any other? (Specify) .................................................................

5(a)(i) Do students occasionally transfer to other schools?
   1. Yes ( )
   2. No ( )

(ii) If yes, why? Is it because of;
   1. Environment related health hazards ( )
   2. Need to join ‘better’ schools ( )
   3. To increase their academic prospects ( )
   4. The school’s administration is too loose ( )
5. Too strict and rigid rules in the current school ( )

Any other? (Specify) .................................................................

(b)i) Who cares for you most in school?

1. The headteacher ( )
2. The deputy H/T ( )
3. Teachers ( )
4. Workers ( )
5. Fellow students ( )
6. None of the above ( )

ii Give a reason(s) for such a feeling

6(a)(i) Are you oftenly allowed to go for outings?

1. Yes ( )
2. No ( )

(ii) If yes, are you allowed to go on your own, or you are accompanied by teachers or prefects? (specify)

........................................................................................................

........................................................................................................

(b)(i) Are you (students) allowed to conduct religious services in the school?

1. Yes ( )
2. No ( )

(ii) If yes, are all of you compelled to attend a common service?

(iii) If yes, what is your general reaction?
1. Positive ( )
2. Negative ( )

(iv) If no, which other religious congregations are tolerated in the school?
1. Catholic ( )
2. Islamic ( )
3. Protestant ( )
Any other? (Specify) .................................................................
...........................................................................................................

7(a)(i) Are first aid services provided for in your school?
1. Yes ( )
2. No ( )

(ii) If yes, who administers it?
1. Prefects ( )
2. Teachers ( )
3. Employed nurse ( )
4. Scouts ( )
Any other? (Specify) .................................................................

(iii) If No, what happens when they fall sick?
1. Go home for treatment ( )
2. Go to the nearby dispensary ( )
3. Sleep in the dormitory ( )
4. None of the above ( )
Any other? (Specify) .................................................................

(iv) Have you ever demonstrated against the school system?

1. Yes ( )
2. No ( )

(v) If yes, what might have prompted it? (Suggest)
.................................................................

(vi) In your view, do you think the problem (if any) was amicably addressed?

1. Yes ( )
2. No ( )

(END)

(THANKS FOR COOPERATING)
APPENDIX 4

A QUESTIONNAIRE FOR THE BOARDS OF GOVERNORS

Factors influencing leadership styles in secondary schools in Baringo District:

Please note that, your responses are basically meant for research purposes only, and that, confidentiality of the same will be given high regard.

Governing school: .................................................................

Address: .................................................................

Your gender: Male ( ) Female ( )

Indicate Yes or No, True or False, or tick the correct options and or fill the spaces provided appropriately.

1(a)(i) What is you age? ......................... (in years)

(ii) Which level of education have you attained?

1. University ( )

2. Form six ( )

3. Form four ( )

4. Dropped in Secondary ( )

5. Dropped in primary ( )
6. Not attended school at all ( )

(iii) What is your occupation? (State precisely)

...........................

(iv) When were you first appointed a board member?

(State in years or months)

(v) Have you been re-appointed before?

1. Yes ( )
2. No ( )

(vi) If yes, how many terms did you serve? (Tick appropriate)

...........................

(vii) Which part are you representing in the board?

1. Community ( )
2. Sponsor ( )
3. Ex-officio ( )
4. Other Interested publics ( )

Any other? (Specify) ..........................................................

(b)(i) Do you have a child in that school?

1. Yes ( )
2. No ( )

(ii) If No, would you wish to send one there?

1. Yes ( )

2. No (  )

(iii) If no, again, what reason do you have for it? (Specify)

(iv) How do you rate the ability and initiative of the headteacher in the leadership of the school? Tick as appropriate.

1. Very able and committed (  )
2. Highly trained, though not committed (  )
3. Has weak leadership (  )

Any other? (specify)

(v) How experienced is your headteacher? Tick appropriate.

1. Highly experienced (  )
2. Just experienced (  )
3. Inexperienced (  )

(vi) Do you think there is any relationship between his/her chronological age and his/her leadership approach?

1. Yes (  )

(vii) If yes, in what ways? Tick appropriately.

1. Old heads are not aggressive in leadership (  )
2. Young heads are usually strict and development conscious (  )
3. Old heads are consultative (  )
4. Does not matter at all
Any other? (Specify)

(c)(i) Do you consider the level of education of the head teachers while recommending them for deployment?

1. Yes ( )
2. No ( )

(ii) If yes, what are its advantages? Tick as appropriate

1. High level of education reflects technical competence ( )
2. It gives confidence to the head ( )
3. Provides him/her with status quo ( )

Any other? (Specify)

(iii) If No, what else do you consider important in the school leaders? (choose one or more options)

1. Training and experience
2. Personalities and other innate qualities
3. Age
4. Sex
5. Community’s Acceptance
6. At least, attainment of minimum qualification requirements for deployment to headship positions.

Any other? (Specify) .................................................................

2(a) In your view, how do you rate the composition of your board? Tick as appropriate.

1. Most members are illiterate and ignorant of their duties, though willing to work ( )
2. Most of them lobbied their ways in ( )
3. Very conversant of their work ( )
4. Needs serious induction courses ( )

Any other? (Specify)

........................................................................................................
........................................................................................................

(b)(i) Would you like to continue being a member of that board?

1. Yes ( )
2. No ( )

(ii) If No, what might have prompted you to develop such a feeling? (Give a precise account)

........................................................................................................
........................................................................................................

3(a)(i) Do you think the sponsor of your school plays a role in the leadership of the school?

1. Yes ( )
2. No ( )

(ii) If Yes, in what ways? (Suggest)

........................................................................................................................................
........................................................................................................................................

(b)(i) In your view, do you think the resolutions adopted at the board level in your school are professional and legal bound?

1. Yes ( )
2. No ( )

(ii) If No, how would you advise the board? (Comment briefly)

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

(c)(i) Are the board members paid sitting allowance in your school?

1. Yes ( )
2. No ( )

(ii) Whatever the response, in your opinion, what do you think prompted their resolution? Tick as appropriate.

1. Compensate for the fuels and fairs used ( )
2. To cater for the otherwise wasted time ( )
3. To motivate members ( )
4. Not successful at all ( )
4(a)(i) Are there any socio-economic disparities amongst your students?

1. Yes ( )
2. No ( )
3. Not aware ( )

(ii) If yes, do they influence the leadership of your school?

1. Yes ( )
2. No ( )
3. No aware ( )

(iii) If you feel it does influence, what measures did you put in place to control them? Tick as appropriate

1. Disbursement of bursary awards ( )
2. Sending of students home for fees ( )
3. Breaking the block fees figure into manageable installments ( )
4. Initiated work studies for needy students during holiday ( )
5. Accepting the supply of foodstuffs, required materials and services as fees ( )

Any other? (Specify) .................................................................
5(a) What mode of punishment would you recommend to your school as punishment policy?

1. Canning ( )
2. Guidance and counselling ( )
3. Arbitrary suspensions and expulsions ( )
4. Denial of privileges ( )
5. A combination of 2 and 4 ( )
6. All of them ( )
7. None of the above ( )

Any other? (Specify) ............................................................... 

(b)(i) Will it be in order to incorporate PTAs in the school leadership process?

1. Yes ( )
2. No ( )

(ii) If No, why do you think so? Is it because they are:

1. Not legal entities ( )
2. Not rational ( )
3. Too demanding ( )

Any other?, (Specify) ............................................................... 

(iii) Are you conversant with all the legal aspects (documents) governing education in Kenya?

1. Yes ( )
2. No ( )
(iv) What plans is your board putting in place to ensure that, the school is coping with the trends of modern technologies? (Comment briefly)

THANKS FOR COOPERATING

Dear Sir/Madam,

I am a Master of Science student at Kenyatta University intending to do research on the influence of the secondary schools' leadership on

I am writing to pleased to inform you that you have been included on the research sample I intend to select for the analysis of the identified research problem.

The research seeks to conduct interviews with role and stakeholders questionnaires to the following participants: high school teachers, students, and members of the board of governors.

It is vital to note that, such research findings only ultimately help in projecting worthwhile strategies for better secondary school leadership in the district.

You will also be informed on how to participate in the study. It is necessary that, the research is conducted anonymously.

END
APPENDIX 5
HEAD TEACHERS LETTER

Kenyatta University,
Box 43844,
NAIROBI.

The Headteacher/Principal,

Dear Sir/Madam

RE: RESEARCH VISIT TO YOUR SCHOOL

I am a Master of Education (M.Ed. Administration) student at Kenyatta University intending to do research on the influences of the secondary schools' leadership styles.

I am therefore, pleased to inform you that, you station was cited as an ideal research sample. I hence, kindly request you to provide an enabling environment to collect the data to the identified research problem.

The researcher wishes to conduct interviews with you, and administer questionnaires to the following parties in your school; Teachers, Students and members of the board of governors.

It is vital to note that, such research findings may ultimately help in projecting workable strategies for better secondary school leadership in the district.

I now wish to draw hereunder a tentative schedule for the visit. It may be necessary that, the researcher attends the morning assembly.
<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
<th>Time Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiserian Sec.</td>
<td>19th/10/01</td>
<td>8.00 – 6.00 p.m</td>
</tr>
<tr>
<td>Ng'ambo Sec.</td>
<td>26th/10/01</td>
<td>8.00 – 6.00 p.m</td>
</tr>
<tr>
<td>Marigat Sec.</td>
<td>2nd/11/01</td>
<td>8.00 – 6.00 p.m</td>
</tr>
<tr>
<td>Kabarnet Boys</td>
<td>9th/11/01</td>
<td>8.00 – 6.00 p.m</td>
</tr>
<tr>
<td>Kapropita Girls</td>
<td>16th/11/01</td>
<td>8.00 – 6.00 p.m</td>
</tr>
</tbody>
</table>

Thanks for your anticipated cooperation
Yours faithfully

S.P. Naremo
(Research Student)

c.c.
PDE – R/Valley
P.O. Box 259,
NAKURU

D.E.O. – Baringo
P.O. Box 6,
KABARNET

D.O.(s) – Marigat, Kabarnet and Mukutani Divisions

BoG Chairman

The above notices are to reach respective principals of the schools concerned on or before the dates indicated so as to enable them to schedule the examination at the earliest. The dates are subject to amendment

.................................
.................................
.................................
The DEO – Baringo,
P.O. Box 6
KABARNET

Dear Sir,

RE: RESEARCH VISIT FOR SEC SCHOOLS:

I am a Master of Education Administration student at Kenyatta University, intending to collect data on the influences of leadership styles in selected schools in your district.

I am therefore pleased to inform you that, Baringo District was cited as an ideal research sample. This is because of the diversified nature of the schools, which provides bases for biological comparisons.

The researcher wishes to conduct interviews, observations and administer questionnaires to various stakeholders of such schools. Your permission to visit those schools is cordially sought, as the finding of the survey, may help in projecting workable strategies for better education management in the schools within Baringo District.

The schools to be visited between October and November 2001 are:

1. Kiserian Mixed Sec. School
2. Ng’ambo Mixed Sec.
3. Marigat Mixed Sec.
4. Kabarnet Boys Sec.
5. Kapropita Girls Sec School
Thanks for your anticipated cooperation
Yours faithfully,

S.P. Naremo
(Research Student)

C.C.
1. DEB Chairman – Baringo
   Box 1
   **KABARNET**

2. PDE – R/VALLEY
   Box 259
   **NAKURU**