LEADERSHIP STYLES OF HEADTEACHERS AND THEIR IMPACT ON STUDENTS’ ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS, NYAMAIYA DIVISION, NYAMIRA DISTRICT.

BY

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E55/OL/4255/04

A Research Project Submitted to the School of Educational Management, Policy and Curriculum Studies in Partial Fulfillment of the Requirements for Master of Education Degree of Kenyatta University.

JUNE, 2011
DECLARATION

This Research Project is my original work and has not been presented for a degree in any other university or any other award.

………………………………………………………….. ……………

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DEDICATION

This Project is dedicated to the Creator, the Almighty God who gave me the physical and mental strength to undertake and accomplish the proposal in the prescribed period of time.
ACKNOWLEDGEMENT

The successful completion of this work leaves me indebted to many people who contributed immensely towards this accomplishment.

I am particularly indebted to my two supervisors Dr. Norbert Ogeta and Dr. Jackline Nyerere for they kindly agreed to supervise this study and they throughout the study spent much of their precious time discussing the work and giving valuable suggestions and guidance.

I am grateful to Education Officer, many school heads, teachers and students for furnishing me with the information required for this study.

My thanks also go to my colleagues who have helped in the preparation of this work, for their encouragement and prayers during the good and trying times of academic concentration.

I also wish to thank Otieno, Jultah, Alice, Eunice, Gilly and Jessica for the assistance they gave in analyzing, typing and printing work, speedily and thoroughly.
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### ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BoG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>CAQDAS</td>
<td>Computer Assisted Qualitative Data Analysis</td>
</tr>
<tr>
<td>CPE</td>
<td>Certificate of Primary Education</td>
</tr>
<tr>
<td>CURR</td>
<td>Curriculum</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>Dept</td>
<td>Department</td>
</tr>
<tr>
<td>FDSF</td>
<td>Free Day Secondary Funds</td>
</tr>
<tr>
<td>HELB</td>
<td>Higher Education Loans Board</td>
</tr>
<tr>
<td>HoD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examinations Council</td>
</tr>
<tr>
<td>KSSHA</td>
<td>Kenya Secondary Schools Heads Association</td>
</tr>
<tr>
<td>LBDQ</td>
<td>Leader Behavior Description Questionnaire</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>PC</td>
<td>Personal Computer</td>
</tr>
<tr>
<td>PGDE</td>
<td>Post Graduate Diploma and Education</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>QDA</td>
<td>Qualitative Data Analysis</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Packages for Social Sciences</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
</tbody>
</table>
ABSTRACT

The nerve centre of this study was that despite the critical role played by the head teacher in secondary school management, students’ academic performance has persistently been poor. Factors leading to this dismal performance have not been adequately investigated and well understood in Nyamaiya Division hence the need for this study. Therefore, the purpose of this study was to determine the leadership styles of the headteachers and their impact on the students’ academic performance in KCSE secondary schools in Nyamaiya Division, Nyamira District. The study was conducted in six secondary schools within Nyamaiya Division, Nyamira District from population of 15 schools, hence six headteachers, and 72 teachers from population of 180 and 680 students from population of 1700. The interest of the researcher to choose and study these schools is strongly prompted by their continued poor performance in KCSE. Data was collected using the questionnaires and interview schedules. The study used descriptive statistics such as percentages and frequency, which were used concurrently with the Chi-Square test in the analysis. The study intended to come up with policy guidelines that were to help improve the leadership styles of head teachers in Kenya and other developing countries, which require similar policies. The study was further to contribute to the functions of knowledge for the present and future scholars. The major findings show a significant relationship between initiative structures of the head teachers towards improving leadership style which has impact on academic performance, it further shows no significant relationship between consideration behavior of the head teachers regarding day to day issues which has impact on academic performance and finally there was a strong relationship between participatory traits of the head teachers and the management structures of the schools which has impact on the students’ academic performance. Based on these findings, it is recommended that to the school administration to cooperate from parents by holding regular meetings and working out strategic plans, to the ministry to in-service headteachers through workshops and finally to the teacher to be encouraged occasionally to review their own leadership styles and check their impact on students’ academic performance.
CHAPTER ONE
INTRODUCTION

1.0 Background of the Study

This chapter presented the background information, statement of the problem, purpose of the study, objectives of the study, hypotheses of the study, significance of the study, limitations of the study, basic assumptions, definition of significant terms, theoretical underpinnings, conceptual framework and organization of the study.

Kenyan’s formal Education System has its roots in the activities of European missionaries at the onset of colonial rule. During this period, education was infused with British content, practice and ethos (Eshiwani, 1983). Further, the administration of the education system was along racial lines catering differently for three main races: Europeans, Asians and Africans, until 1960 when Asian and African children were admitted into European secondary schools for the first time.

Despite the fact that the Africans constituted the majority of Kenya’s population 97% in 1953, their representation in education, particularly in post primary schooling, was very low (Gay, 1952). For example, at independence, there were only 30,121 secondary students enrolled in 151 secondary schools with only 1,602 teachers. Currently there are about 800,000 students in the country’s 6,000 secondary schools (Daily Nation, Tuesday January 26, 2010).

The situation remained much the same at independence at a time when there was great need for indigenous skilled work force in various government ministries as well as in the
private sector. In Kenya, differences are noticeable between government schools and those sponsored by individual communities as well as religious organizations.

Up to 2009, the ministry of Education had four categories of schools. Nineteen national schools-elite institutions take the best pupils from each district. Then there are provincial schools regarded as second best but often outshining the national schools (Haji 1985). These are used to serve an entire province, but now they take 85 percent of the students from the home district, and the balance from the rest of the province (quarter system). District schools admit students from their own catchments areas and generally include former community built schools, which have nowadays been classified as public ordinary schools. Finally, there are private schools that are not funded in any way by the government.

The system of education is highly selective even at the primary school level, while access to schooling is limited; advancement is mediocrity since it is solely based on student’s performance in examinations. Examinations are used above all to identify and define those adjudged suitable to proceed to the next stage of education. The process, which examinations serve to monitor and govern, is that of socializing individuals into progressively higher knowledge.

The academic achievement of many educational institutions is influenced by the leadership styles of administration and management team (Tetty-Enyo, 1997). Olembo (1997) also concurs with Tetty-Enyo (1997), by observing that school leadership is the act of influencing the activities of the teachers and students in an effort to adhere to educational objectives within the school.
It is on this basis that the importance of leadership has become more pronounced today. The expansion of knowledge in the world has led to information technology (IT) and hence resulting in the formation of complex organizations, which require trained specialists in order to achieve the set objectives. This explains why many researchers are interested in the field of leadership to test the various theories of leadership and build new ideas to improve on the effectiveness and success of various organizations. Campbell. (1974) indicates that the secondary school head teachers are charged with the responsibility of running schools by addressing themselves to six major administrative tasks: Curriculum and instructional task, School community relationship task, Finance and business administrative task, Staff personnel task, Pupil personnel task and School plant task. Hoy and Miskeel (1992), concurs with Campbell and adds by saying that at the building level, the head teacher is usually the key figure in fostering shared governance within the school. Head teachers not only have increased responsibility and authority in school programmed curriculum and personnel decisions, but also increased accountability for a student and program success. In reference to the advanced technological and social advancement in the country, (Olembo, 1997), observed that national and individual citizen’s expectations from the educational system are greater and more complicated. It requires a highly qualified head teacher to implement the curriculum that adheres to national objectives and individual demands. Introduction of software technology, banning of corporal punishment, changes
in curriculum requires a highly qualified head teacher in order to be able to coordinate all the efforts of the people concerned to work towards the attainment of the set objectives.

1.1 The Concept of Leadership

There are several definitions given by different scholars on the concept of leadership. According to Muya (1993), leadership is the lifting of a man’s vision to higher sights, the raising of man’s performance to higher standard, the building of man’s responsibility beyond its normal limitations.

Halpin (1969) looks at leadership as consisting of two aspects namely a group achievement and group maintenance. This involves the directing of the group towards the achievement of the organizational goals. It also implies the sustenance of the social relationships at work.

McGregor (1960) maintains that leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological and other resources so as to rouse, engage and satisfy the motives of followers. Burns (1978), concludes leadership, unlike naked power welding is thus inseparable from followers’ needs and goals.

Sergiovanni et al (1987) authors of the bestseller in search of excellence, describe Leadership in action terms. They say that leadership is many things. It is patient, usually boring coalition building. It is purposeful seeding cabals that one hope will result in the appropriate ferment in the bowels of the organization. It is meticulously shifting the attention of institution through the mundane language of management systems. It is altering agenda so that new priorities get enough attention. It is being visible when things
are going awry and invisible when they are working well. It is building a loyal team at the top that speaks more or less with one voice. It is listening carefully much of the time frequently speaking with encouragement and reinforcing words with believable action. It is being tough when necessary.

Leadership is the ability to develop a vision that motivates others to move with a passion. Leadership is seen as the process of encouraging and helping others to work enthusiastically towards objectives. The human factor builds a group together and motivates it towards goals by transforming the group’s potential into realities.

Cole (1997) defines leadership as a dynamic process at work in a group whereby one individual over a particular period of time, and in a particular organizational context influences the group members to commit themselves freely to the achievement of group tasks or goals. He continues to say that leadership development must be a value and a process that evolves within the institution over a period of five to ten years.

Manu (2007) also defines leadership as the ability to get a man to do what you want him to do when you want it done, in a way you want it done, because he wants to do it.

1.2 School Administration

The desire to excel has been there since the formal education was introduced in Kenya at the time of Africa’s quest to obtain education like that of Europeans that made them pursue it with a great interest.

This called upon the need for good management and leadership style. Good performance in school is relatively equivalent to good administration. Raju (1973) emphasizes that the administrative role of the head teacher involves directing, controlling and management of
all matters pertaining to education enhancement in the school. This implies that all the activities done in the school are performed on behalf of the head teacher.

Eshiwani (1983) identifies that schools which consistently perform well tend to have sound and efficient leadership. He further stresses that leadership is a crucial factor in the success of a school. The qualities that are expected of a school head teacher include setting a climate of high expectations for staff and students, encouraging collegial and collaborative leadership and building commitment.

According to Mwaoria (1993), the main tasks of the school head teacher are to interpret national policies, executing curriculum program, seeing to students’ welfare, equipping physical facilities and finances, inducting and retaining school community relations. In other words, if the school fails in performance of examinations the head teacher has failed.

While poor performance is applicable, to most parts of the country other areas have a record of perennial mass failures in national examinations. This is especially so in Nyanza province where students have continued to perform poorly not only in KCSE but also in KCPE.
Table 1.1  The Mean Score for KCSE Results in Nyamira District Between 2004 - 2008

<table>
<thead>
<tr>
<th>CODE</th>
<th>DISTRICT/YEAR</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>701</td>
<td>Kisumu</td>
<td>5.5801</td>
<td>5.4327</td>
<td>5.3003</td>
<td>5.2459</td>
<td>5.2507</td>
</tr>
<tr>
<td>702</td>
<td>Kisii</td>
<td>4.3521</td>
<td>4.4831</td>
<td>4.2089</td>
<td>4.3618</td>
<td>4.3909</td>
</tr>
<tr>
<td>703</td>
<td>Homa Bay</td>
<td>5.6842</td>
<td>5.6842</td>
<td>5.3841</td>
<td>5.58</td>
<td>5.6234</td>
</tr>
<tr>
<td>704</td>
<td>Siaya</td>
<td>5.8715</td>
<td>5.7732</td>
<td>5.5232</td>
<td>5.6284</td>
<td>5.8724</td>
</tr>
<tr>
<td>705</td>
<td>Nyamira</td>
<td>4.3914</td>
<td>4.277</td>
<td>3.9773</td>
<td>4.0872</td>
<td>4.1599</td>
</tr>
<tr>
<td>706</td>
<td>Migori</td>
<td>5.826</td>
<td>5.6203</td>
<td>5.4706</td>
<td>5.8883</td>
<td>6.1127</td>
</tr>
<tr>
<td>707</td>
<td>Kuria</td>
<td>4.9213</td>
<td>4.8239</td>
<td>4.6495</td>
<td>4.8449</td>
<td>5.2173</td>
</tr>
<tr>
<td>708</td>
<td>Suba</td>
<td>4.7912</td>
<td>5.7273</td>
<td>5.7014</td>
<td>6.0137</td>
<td>6.0463</td>
</tr>
<tr>
<td>709</td>
<td>Rachuonyo</td>
<td>5.5616</td>
<td>5.3725</td>
<td>5.001</td>
<td>5.4007</td>
<td>5.4401</td>
</tr>
<tr>
<td>710</td>
<td>Gucha</td>
<td>4.5459</td>
<td>4.5001</td>
<td>4.2147</td>
<td>4.0773</td>
<td>4.3159</td>
</tr>
<tr>
<td>711</td>
<td>Bondo</td>
<td>6.005</td>
<td>5.9357</td>
<td>5.6984</td>
<td>5.9725</td>
<td>6.1116</td>
</tr>
<tr>
<td>712</td>
<td>Nyando</td>
<td>6.0246</td>
<td>5.6259</td>
<td>5.4153</td>
<td>5.8165</td>
<td>5.8458</td>
</tr>
</tbody>
</table>

Source: KNEC 2008

Compared to the national average mean score of seven, the mean score for Nyamira District has been low. For example, over the years, the district has continued to perform poorly in national examinations compared to other districts and its contribution in the education sector is very minimal. The bulk of students in Nyamira District do not qualify for admission even to teacher training colleges since the mean entry requirement has been raised from mean grade D (plus) to C (plain), (MoEST circular of 2008). The district has failed to narrow the differences in KCSE mean scores between it and the leading district in any year and as consistently remained the last or second last in terms of overall performance, in Table 1.1.

The poor performance in national examinations has persisted for a long time and most stakeholders in the district including parents, teachers and education officers are looking for answers to explain the state of affairs.
Several incidents have been reported in the media whereby head teachers of secondary schools have been chased from their stations of work by angry parents and students due to poor academic performance. For example in an article (Daily Nation March 24, 2004), Students Bid to Burn School is thwarted. Students from Nyaisa Secondary School claimed that the school had been doing poorly in national examinations because its management had not addressed the problem of shortage of teachers.

In another incident reported in the media (Kenya Times, May 19, 2005) ‘Angry Parents Storm Schools.’ Angry parents locked out a secondary school head teacher in Nyamira District for allegedly running down the institution.

The parents locked the administration block of Bomoriito secondary school and removed their children from classes, accusing the head teacher of absenteeism and posting poor performance since he was posted to the school some four years ago.

It is evident from the above incidences that there is a great controversy as to who is responsible for the persistent poor academic performance in KCSE examinations in Nyamira District. Parents and other stakeholders solely blame the head teachers of the schools for being unable to deliver.

1.3 Statement of the Problem

Statistics by KNEC (2008) show that, Nyamira district is always at the bottom of the rank. Nyamira’s mean score since 2004 has consistently been below the national average of seven. This naturally worries parents, leaders and scholars from the district causing them to wonder about the cause of this poor performance.
In an examination oriented education system, like Kenya’s failure in examinations may well mean failure in life. Low performance in KCSE in any district will definitely affect the development of that area as well as national development as a whole. Thus the issues responsible for the poor performance in examinations deserved to be investigated.

1.4 Purpose of the Study
Based on the problem stated above, the purpose of this study was to analyze the leadership styles of the head teachers and their impact on the students’ academic performance in secondary schools in Nyamaiya Division, Nyamira District.

1.5 Objectives of the Study
This study had the following specific objectives:-

a) To access the leadership style of initiative structure of the head teachers on the students’ academic performance.

b) To access the leadership style of consideration structure of the head teachers on the students’ academic performance.

c) To access the leadership style of participatory structure of the head teachers on students’ academic performance.

1.6 Hypotheses

HO\textsubscript{1}–There is no significant relationship between initiative structure of the headteachers and students’ academic performance.

HO\textsubscript{2}–There is no significant relationship between consideration structure of the headteachers and students’ academic performance.

HO\textsubscript{3}–There is no significant relationship between participatory structure of the headteachers and students’ academic performance.
1.7 Significance of the Study
It was hoped that the findings from this study was to benefit the head teacher by providing information on those factors that affect performance of students in their schools. Secondly, it was hoped to help the policy makers in general to assess performance of the head teachers with a view of promoting only those who have high organizational ability and good in achieving high academic performance. Thirdly, the findings were to be important to the teachers’ training institutions such as KESI as it organizes training of head teachers in areas of educational administration and management. Finally, the information gathered from this study was to provide more literature for further studies in the field of school administration.

1.8 Limitations of the Study
This refers to the constraints or drawbacks both theoretical and practical that the researcher had little or no control over (Orodho, 2004). Being aware of these constraints enables the researcher to avoid pitfalls and over-expectations in the course of study.

The study was limited to one division in the district. For a more conclusive result, all the other two divisions sought to have been studied. However, this was not possible due to financial and other logistic constraints such as time.

The study was not to cover the role of other stakeholders in academic performance, such as the parents, local education officers, BOG, PTA and sponsors as tracing them was to require considerable time and resources but it was hoped that the generalizations of the
findings will help in making concrete decisions geared towards the improvements of educational administration in secondary schools.

1.9 Delimitation of the Study

The study was carried out in Nyamaiya Division, Nyamira District. This division was more convenient to the researcher because this was his home. The study was limited to head teachers, teachers and students of secondary schools.

1.10 Basic Assumptions

The study was based on the following assumptions:-

(a) All the secondary school head teachers were professionally trained.

(b) The head teachers and teachers were given accurate information to the research questions.

(c) All the students selected for the study had gone through the same level of tuition in terms of teaching time and covered the same syllabus.

1.11 Definition of Significant Terms

**Head Teacher** – Refer to the executive officer in a school who has been given the authoritative power in matters concerning the administration of the school by the Teachers Service Commission.

**Teacher** – Someone who attempts to shape or mould the behavior of another person (student) through instruction and practical examples.

**Academic qualifications** – Educational standards achieved.

**Professional qualifications** – Any training received.
**Administration**–The organization of the internal arrangements of the school or whether in the light of personality determined objectives.

**High academic performance**–Those who attain at least C+ and above in examinations.

**Classification of schools**–Refers to whether the school was a national, provincial, district or private school.

**Type of school**–Refers to sex composition of the students, whether the school was single sex or mixed school.

**Category status**–Refers to whether the school was boarding, day or boarding and day.

1.12 **Theoretical Underpinnings (Transformational Theory of Leadership)**

Bass (1985), proposed the transformational theory of leadership, which belongs to the contingency school of thought. It describes the leader’s involvement in changing the attitude of the workers in order to increase their commitment in the organization. This school of thought pays more attention to relationship at work that is intimately connected with the actual style and attitude of the leaders. The leader shows empathy towards the workers, exercises less supervision and encourages employee participation. The workers in turn perceive him/her from an inspirational angle with loyalty and enthusiasm.

The leaders’ personal quality is to persuade and influence their subordinates into working towards the set goals of the organization. They use their skills, knowledge, principles, integrity and trust in transforming all those around them willing followers.

They are also effective depending on the worker situation. That is, does the situation warrant room for the personal qualities of the leader such as benevolence, participation
and exercising self-control? If it is favorable then they will appraise emotional and spiritual dimensions as well as the physical and mental aspects of both the leader and the workers. They also use the information have of the workers’ background to manipulate their thinking. They are familiar with the cultural traditions of the individual workers and put them into consideration especially if the group is heterogeneous. The leader’s position of acceptance by the workers is also very important. It is from the trust and confidence the workers have in the leaders that leads to them accepting him. This results in the leader’s self–actualization and recognition of one’s own dependence and on others. The leader is also able if he satisfies the employee’s needs, that is both group individual needs accordingly where by at times, he/she has to balance between the task needs, the group needs and the individual needs the transformational leaders are synergistic in that they improve nearly every situation they get into for they fight for both situations in the organization and employee’s.

Workers trust in a leader who exhibits his competence and effectiveness and results. These makes the workers gain confidence and trust in the leader. The leaders should be focused in their work towards goal attainment. In this theory, the leaders display many techniques they use in transforming the workers, for example direct and intimate communication with workers. The leaders exhibit a friendly and face-to-face interaction with the workers. He listens to them and provides solutions to their problems or involves them in problem solving methods. They are easy to access, cheerful, pleasant and upbeat in their outlook. The leaders explain to the workers the importance of their contribution to the welfare of the organization by encouraging their participation and in delegating
duties. These leaders make emotional appeals to the workers by striking the right balance between the employee’s needs and goals in a given situation.

These leaders also use the informal leaders in controlling a wayward worker by being supportive to the informal group socially, emotionally or otherwise, which in turn comes handy in dealing with the problematic workers. The transformational leader also uses the workers high level of enthusiasm and commitment towards achieving the goal by showing concern and believes in the worker’s unseen potentials interacting with them and seeking help on behalf of the whole group. Therefore the transformational theory relies much on the relationship cultivated by the leader among the workers in working towards the set goals through their commitment and enthusiasm.

The theory thus shows that a head teacher (leader) cannot be effective without the cooperation of the teachers (workers) behind him and it is upon himself/herself to get their commitment and confidence through the outlined tactics of the transformational theory and hence improve on students’ academic performance.

1.13 Conceptual Framework of the Study
According to Mutai (2000), conceptual framework is the relationship between variables in a study showing them graphically and diagrammatically. The purpose is to help the reader quickly see the proposed relationship of concepts, (Mugenda, 1999, Orodho 2004). The conceptual framework in this study based on factors that influence students’ academic performance. The main variables that influence academic performance include head teachers’ leadership styles, school plant and resources and students behavior. Figure
1.1 indicates that the head teacher had influence on the teachers and students’ performance. The head teacher cannot be effective without the cooperation of the teachers behind him and it is upon him to get their commitment and confidence and hence improve on students’ academic performance. The head teacher acts as a bridge between all the stakeholders on students’ academic performance. The head teachers’ leadership styles such as initiative structure, participatory management structure, consideration structure, educational qualifications and category status of the school determines how he/she relates to all these stakeholders, how he/she motivates the staff members and how he/she generally conducts himself/herself. This had to influence the academic performance of the students. It is expected that the behavior of a head teacher and teachers in a school was the result from the interaction between expectations attached to the formal roles they play and occupy in school, and the internal processes within these persons that determine their reactions to the roles and the school environment.
Figure 1.1 Factors that Influence Academic Performance in KCSE

Adapted from: Bass (1985)
1.14 Organization of the Study

The study was organized into five chapters. Chapter one consisted of the background to the study, statement of the problem, purpose of the study, objectives of the study, hypotheses, significance of the study, limitations of the study, delimitations of the study, basic assumptions to the study, definition of significant terms, theoretical underpinnings and conceptual framework. Chapter two consisted of literature review. Chapter three described the research methodology that was used. This included research design, target population, sample and sampling procedure, research instruments, instrument validity, instrument reliability, data collection and data analysis techniques. Chapter four described about data presentation and analysis. Finally chapter five described about results, discussions and recommendations.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter gave detailed studies of leadership styles and their impact on the students’ academic performance and summary of the literature.

Research exploring why some students achieve high academic performance than others; has revealed four theoretically important determinants. They include; school plant, leadership styles of the head teacher, teacher characteristics and student behavior. Eshiwani (1983), identified the following policy-related factors that may cause poor academic performance; school plant and resources (textbooks, library and laboratory facilities), leadership styles of the head teacher (school administration and management), teacher characteristics (training, teacher certification, professional commitment, experience and transfer index) and students’ behavior (early childhood education, primary education and social characteristics).

Research conducted in the United States indicated that very small schools have lower academic performance than large schools. However, a school cannot provide a reasonable well qualified staff for the different subjects of curriculum below a minimum size. There will be an optimum size of school beyond which the level of attainment falls.
A number of studies in several African countries (Foster and Chigret, 1966 and Heyman, 1984) found a strong relationship between resources and students’ achievement. They gave the laboratory a central and distinctive role in education. In addition, studies done in less developed countries such as Uganda, India, Ghana, Brazil, Chile and Malaysia, indicated that access to textbook availability is positively related to students’ achievement.

For example, the data for India and Chile showed that a block of factors, which included textbook availability accounts for more of the variance in test scores than does a block, which includes circumstances and student’s age and sex (Heinemann et al 1984). Among the most recent studies undertaken in Kenya regarding factors influencing academic performance are those carried out by Kathuri (1984), Malau (1988), Magori (1990), and Achola (1990).

Kathuri’s (1984), research reveals that schools resources including textbook availability are not significantly related to performance in Certificate of Primary Education (CPE). However, he summarizes his work by saying that teaching resources may not be significant in totality but very critical in some situations and subjects.

A number of researchers have approached the question of performance from the pupils’ socio-economic background and have barely touched on school quality factors such as the leadership styles of the head teacher. This study was an attempt to investigate the role of the leadership styles of the head teacher on the students’ academic performance.
2.1 The Concept of Teacher Leadership

In seeking a clear definition of teacher leadership, an immediate problem emerges. It is evident from the international literature that there are overlapping and competing definitions of the term. Somewhat inevitably, therefore, there exists some conceptual confusion over the exact meaning of teacher leadership. For example, Welgemoed (1995) defines teacher leadership as the ability to encourage colleagues to change to do things they would not ordinarily consider without the influence of the leader.

Similarly, Katz (2001), define teacher leaders as teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice. Boles and Troen (1994), contrast it to traditional notions of leadership by characterizing teacher leadership as a form of collective leadership in which teachers develop expertise by working collaboratively. A number of different roles have been suggested for teacher leaders that provide a clearer definition and understanding of the term. Katz (2001) sees teacher leadership as having three main facets:

a) Leadership of students or other teachers: facilitator, coach, mentor, trainer, curriculum specialist, creating new approaches, leading study groups.
b) Leadership of operational tasks: keeping the school organized and moving towards its goals, through roles such as head of the school, action researcher, member of the task forces.

c) Leadership through decision-making or partnership: instigator of partnerships with business, higher education institutions, and parent-teacher associations.

Labaree (1992) defines teacher leadership for school capacity building as broad based skilful involvement in the work of leadership. She suggests this perspective requires working with two critical dimensions of involvement—breadth and skillfulness.

Broad based involvement—involving many people in the work of leadership. This involves teachers, parents, pupils, community members, personnel and universities. Skillful involvement—a comprehensive understanding and demonstrated proficiency by participants of leadership dispositions and knowledge and skills.

Dalin (1994), suggest that there are four discernible and discrete dimensions of the teacher leadership role. The first dimension concerns the translation of principles of school improvement into the practices of individual classrooms. This brokering role remains a central responsibility for the teacher as a leader. It ensures that links within schools are secure and that opportunities for meaningful development among teachers are maximized.

A second dimension of the teacher leader role focuses upon participative leadership where all teachers feel part of the change or development and have a sense of ownership.
Teacher leaders may assist other teachers to cohere around a particular development and have a sense of ownership. Teacher colleagues to shape school improvement efforts and take some lead in guiding teachers toward a collective goal.

A third dimension of teacher leadership in school improvement is the mediating role Teacher leaders are important sources of expertise and information. They are able to draw critically upon additional resources and expertise if required and to seek external assistance.

Finally, a fourth and possibly the most important dimension of the teacher leadership role were forging close relationship with individual teachers through which mutual learning takes place. Other writers have identified further dimensions of the teacher leadership role such as undertaking action research (Ash 2000) instigating peer classroom observation or contributing to the establishment of a collaborative culture in the school.

The important point emanating from the literature was that teacher leaders are in the first place, expert teachers who spend the majority of their time in the classroom, but take on different leadership roles at different times, following the principles of formative leadership (Ash 2000). The literature also asserts that the principal reason for teacher leadership was to transform schools into professional learning communities (Katz 2001), and to empower teachers to become involved closely in decision making within the school, thus contributing to the democratization of schools. In this sense, teacher leadership aligns itself to Sergiovanni’s (2001) notion of the ‘life world’ of the school rather than the ‘system world’ where attention was focused upon developing social,
intellectual and other forms of human capital instead of concentrating upon achievement of narrow, instrumental ends.

In summary, teacher leadership was centrally concerned with forms of empowerment and agency, which are also at the core of distributed leadership theory.

2.2 Concept of Participatory Management

Participatory management looks at members of an organization as important players in running of that organization, without whose involvement in an organization administration may hamper its efficient and effective functioning. In participation, all groups should view decisions made through a joint venture as representation of what transpired. For participation to be appreciated by students, parents and teachers, they should feel that they exerted some influence on the outcome.

Stewart (1980) proposes that power equalization increases communication among the stakeholders including district boards, head teachers, teachers, parents and students. If this was done, teachers will be more positive towards head teachers, and more committed to school goals and objectives.

Parents and community members will be more supportive to schools because they have more influence over decisions and students will be more motivated to work hard. In a school setting, members have very different functions in organization administration. There is an obvious difference in formal power position between for instance a student and a head teacher. In addition, there are differences in the power of school members based on expertise and access to relevant information. As much as possible groups should
be allowed to function only within their realms. Co-operation is an important factor in participatory management. The advantages of participation cannot be realized without the will to cooperate by both the administrators and the group. Participation is therefore successful when it is voluntary (Hallam, 1996).

Head teachers should not facilitate participation only after succumbing to pressure from teachers and students. Neither should an administrator just for some selfish gains force teachers and students into participation. The purpose of participation is to open up the decision making process without irrevocably separating from it responsibility for making sure that educational objectives are made. Head teachers should retain their function of approving decisions and policies.

Students or teachers should exercise caution as to allow for participation. Students or teachers consulted do not have final authority over decisions to be enacted (Powers, 1994). Drury and Levin (1994) states that participatory management contributes to four intermediate outcomes which in turn have the potential to lead to better student achievement. The four outcomes are increased efficiency in use of resources and personnel, increased professionalism of teachers, implementation of curriculum reform and increased community engagement. Shared leadership is potentially more effective than head teachers acting alone. Staff is interdependent: every member has a contribution to make as leadership tasks can be fulfilled only with and through other people. Achieving extensive ownership of policy decision is therefore necessary (Bell and Rhodes, 1996), of staff is to achieve more together than they could as individuals.
(Seriovanni et al, 2001). In these circumstances they can achieve an optimum degree of synergy, which may be defined as group members combining their individual energies to the best of their ability in order to achieve shared goals.

2.3 Research Findings Related to the Study

Stogdill (1957), at the Bureau of business research at Ohio State University initiated a series of researches on leadership in 1945. He, along with his colleagues, studied leader behavior in numerous types of groups and situations by using a Leader Behavior Description Questionnaire (LBDQ).

The studies were carried on teachers, head teachers and school superintendents and leaders of various civilian groups. They did not have any satisfactory definition of leadership. They also did not think that leadership is synonymous with ‘good leadership’. The LBDQ was administered in wide variety of situations and surprisingly two dimensions of leadership continually emerged from the study one is ‘consideration’ and the other is ‘initiating structure’.

Consideration reflects the extent to which individuals are likely to have job relationship characterized by mutual respect for subordinates, ideas and consideration of subordinates’ feelings. This describes the behavior of the leader indicating friendship, mutual trust, respect and warmth in the relationship between the leader and his group members.

Initiating structure reflects the extent to which individuals are likely to define and structure the roles and those of the subordinates towards goal attainment. This is the
behavior of the leader, which deals with the relationship between him and the work group and tries to establish well-defined patterns of organization, channels of communication and method of procedure.

The weaknesses of the Stogdill (1957), studies are that they did not have any satisfactory definition of leadership; they did not think that leadership is synonymous with good leadership, they failed to establish the role of the leader’s initiating structure and consideration structure on the students’ academic performance.

In a study designed to investigate the link between subordinates performance and task complexity performance and leadership styles and flexibility, Barrow (1976), found that subordinates’ performance was a strong causal force in the determination of the behavior a leader utilized. He indicated that low performing subordinates caused the leader to behave much more punitively, more autocratically, less considerably and to push for more production, whereas high performance from the subordinates resulted in the leader being more considerate towards the workers, less punitive, less autocratic and somewhat less task emphasis oriented.

The results of the above study indicated that the complexity of the task significantly influenced leader’s task emphasis orientation. The high complexity tasks caused the leader to utilize more supportive and considerate styles. It was also found that when a worker’s performance changed from low to high, the leader became increasingly supportive and considerate in his style, much more so than when performance was declining.
Olembo (1997) indicates how a head teacher who is frustrated may gamble the energy generated by his/her legal authority in an attempt to crush those in school opposed to his practices. If such a thing happens, then the teachers’ efficiency in teaching maybe affected. A close examination of those schools, which have consistently posted good results in national examinations have revealed that strong and efficient leadership, is necessary.

A study carried by Eshiwani (1983), found that schools, which performed consistently well, tended to have sound and efficient leadership. Efficient head teachers are able to organize the learning process for their pupils, mobilize, and motivate the staff. Katuri (1984), points out that, large schools attract better head teachers who in turn appoint better assistant teachers who delegate proper and conducive administration, which leads to high academic attainment. Here he failed to realize that not all large schools attain high academic performance.

Eshiwani (1983) attributes poor results of students to the armchair head teachers who do not know what goes on in the classroom. He further asserts that head teachers are instrumental in performance for they monitor closely all the activities in their schools. Here, Katuri (1984), and Eshiwani (1983), are in agreement. Ogawa and Hart (1985), in a study to determine the extent to which head teachers influence the instructional performance of schools found that the head teacher variable accounted for between two and eight percent of the variance in task. They concluded that the head teacher has a significant influence on the instructional performance of pupils.
Kibowen (1985), asserts that the basic reason why some schools performed better than others in examinations was that while some head teachers organized the learning process for their pupils, others leave it to chance. This statement is in agreement with what Eshiwani and Ogawa said.

Kathuri (1984) examined the correlation between the school and administration and pupils’ performance. He looked at aspects of administration such as staff meetings, amount of time the head teacher allocated to various aspects of his responsibilities and the head teacher’s opinion on matters that related the school discipline and qualities of a good teacher. He found that a strong correlation existed between quality of administration in a particular school and performance of that school in national examinations.

He further found that the morale among teachers and students was influenced by effective administration. A school in which morale prevails is likely to have less disciplinary problems among teachers and consequently among students. Teachers in such a school are likely to be more committed.

One aspect of leadership that has been found to influence the success of an organization is leadership style. Muchira (1988), in a study of leadership effectiveness in primary teacher colleges in Kenya found that the head teacher’s leadership styles correlated significantly to student achievement. He further found that the leadership styles were significantly correlated to the head teacher’s level of education. He found that the head teacher with masters had a higher leader performance score than those a bachelor’s
degree. Perhaps an indication that the more education one has the more the tendency to be relations oriented than task oriented.

Muchira’s (1988), study was carried in primary teacher colleges in Kenya so such a study needs to be done in secondary schools in Kenya to test the reliability of the findings.

Poor organizational and administrative structures of many of the public ordinary secondary schools could influence the student’s poor performance in the KCSE examinations. Schools where students are a high aptitude have highly qualified teachers and required school facilities, good organizational and administrative structures are still invaluable inputs in the learning process because these factors could determine largely the way in which resources are allocated and how time is shared among students.

Mworia (1993) observed that children whose parents encouraged them to be interested in their schooling and actively involved with their schoolwork perform better in exams. Children who are encouraged to excel in school tend to be academically motivated and are likely to work hard so as to please their parents.

Yeya (2002) observed that head teachers dominated staff meetings and exhibited domineering tendencies thereby hampering the participatory learning of most of the schools. He also observed that, head teachers seem not to trust their teachers this made them to apply spying styles of reporting and this caused serious division among the members of the teaching.
Nalemo (2002) observed that people are led best by using consultative styles which accommodate divergent views of others, allow sharing of experiences and is participatory in decision making.

Qualitative studies of effective schools are unanimous in their linking of school quality to the importance of school leadership roles and to the increasingly intricate and multifaceted responsibilities of the headship (Hall, 2002). School leaders are drivers of school improvement, determiners of achievement focus, and leaders of the school community (Hall, 2002). School leaders set the tone for their buildings, provide leadership and direction for their schools’ instructional programs and policies, sustain professional development for school personnel and themselves, and nurture personalized school environments for all students (Tirrozi, 2001). School leaders, in sum, set forth the conditions necessary for teachers to implement change, the integral component of the school improvement process (Zepeda, 2007).

Though the research literature on school leadership clearly conceives of the head teacher as a multi-tasker whose job responsibilities are much too complex to be evaluated by a single source, many school leader appraisal processes remain top-down appraisals from superintendents, with little feedback from other stakeholders (Habegger, 2008; Moore, 2009). Further complicating effective leadership appraisal is the fact that many of the benchmarks states and national organizations have developed for school head teachers take an overly narrow view of, leadership focusing primarily on task-oriented skills rather than the impact the head teacher’s leadership has on school functions; this makes it
difficult for school leaders to translate the appraisal into meaningful change (Knapp et al., 2003); Moore, 2009). Indeed, an investigation into the standards and leadership appraisal methods of 44 countries found that nearly half of these countries fail to give their school leaders clear feedback on ways to improve teaching and learning (Goldring et al., 2008).

Though it is clear that the impact of leadership on school outcomes is indirect, that is, leaders influence the factors that, in turn, influence the outcomes, feedback systems for school leadership have remained simplistic, unable to offer a comprehensive perspective on a school leader’s ability to facilitate instructional improvement (Murphy et al., 2007).

School leadership has been identified as a significant driver of high-performing schools (Beck & Murphy, 1996). According to Murphy et al. (2007c), school leadership is defined by purpose: leaders set goals and focus their duties on reaching them (Murphy et al., 2007c). An integral component of this demonstration of leadership is the development of a vision, because the vision is a representation of the beliefs and ideals the organization embraces about learning, teaching, and relationships (Zepeda, 2007). Thereafter, effective leaders keep the school’s vision, mission, and goals at the forefront of school personnel’s attention and at the center of all the work the school does (Marzano et al., 2005); the leader must manage change in ways that ensure the school successfully realizes its established vision (Hall, 2002). Critical functions of the head teacher therefore include developing the methods by which the vision is carried out, mentoring in-school and external leaders, representing the school in the community, managing human resources and recruiting staff, and encouraging professional development (Portin et al.,
Goal setting and strong management of the improvement process allows head teachers to establish conditions that support teachers and that help students succeed (Togneri & Anderson, 2003).

The research literature also indicates that interpersonal skills are intertwined with impactful leadership. According to Ramsey (2005), interpersonal relationships are the heart of an organization’s culture that shapes everyone expectations and behaviors. School leaders who successfully promote leadership build and maintain trust, communicate more openly, build commitment and support for change (Short & Greer, 1997; Brewer, 2001). They demonstrate personal interest in staff and make themselves available to them (Marzano et al., 2005). Indeed, effective school leaders maintain trust, spur motivation, give empowerment, and enhance collegiality (Brewer, 2001). Strong head teachers take responsibility for their own behaviors and share leadership responsibilities with colleagues (Blase & Blase, 2000). In short, school leaders need to be perceived as people, rather than as a symbol the personnel’s concerns towards the institution, in order to affect change (Blase & Blase, 2000).

Inherent in the concept of school leadership is the notion that learning should be given top priority; every other task of the school leader revolves around the enhancement of learning (Jenkins, 2009). School leader positions are often synonymous with instructional leader, a description comprising those actions a head teacher or deputy head teacher takes to improve student learning, including setting achievement goals, allocating resources to instruction, managing the curriculum, and evaluating teachers (DuFour, 2002). Leaders in
high-performing schools devote considerable energy to the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (Council of Chief State School Officers, 1996); leaders ensure that goals are clearly defined and focused on student achievement. It is thus the leader’s duty to create powerful, equitable learning opportunities for both students and personnel (Murphy et al., 2007b; Knapp et al., 2003).

A school leader’s effect on student learning is largely mediated through teachers: by improving the quality of teaching in the school, the school leader improves student learning outcomes (Hall, 2002). Though an indirect influence, Leithwood & Riehl (2003) conclude that school leadership has significant effects on student learning: about a quarter of a school’s effect on learning is attributable to the quality of leadership. Specific instructional leadership behaviors that encourage improvement include making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, giving praise for effective teaching, and the distribution of needed instructional resources to teachers (Blase & Blase, 2000; Zepeda, 2007). Although not in the classroom, effective school leaders are knowledgeable about instruction and are heavily invested in their school’s instructional program, spending considerable work time on the instructional program and being personally involved with colleagues in crafting, implementing, and monitoring assessment systems at the classroom and school levels (Marzano et al., 2005; DuFour, 2002). Teachers participating in a research survey on school leadership reported that school leaders who practiced effective instructional leadership created cultures of
collaboration, inquiry, lifelong learning, experimentation, and reflection consistent with positive visions and missions for learning (Blase & Blase, 2000).

In short, an effective leadership assessment must have a strong instructional focus, one that can identify and evaluate the behaviors most likely to drive better learning (Wallace Foundation, 2009).

Strongly linked to the school leader’s instructional responsibilities is the professional growth of school personnel, including the school leader him/herself. It is the school leader’s responsibility to develop people to enable teachers and other staff to do their jobs effectively, to offer intellectual support and stimulation to improve their work, and to provide models of practice and support (Leithwood et al., 2004). The National Association of Elementary School Principals (NAESP, 2001) considers instructional leadership as synonymous with the leading of learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and take responsibility for what students learn. Effective school leaders build these integrated communities of professional practice in the service of student academic and social learning (Goldring et al., 2006). They provide staff development opportunities that address emergent needs for teachers (Blase & Blase, 2000). Finally, they provide a common planning time for teachers to collaborate on ways of enhancing student achievement (DoFour & Eaker, 2006). Ultimately, learning communities are intentional and characterized by their commitment to continuous improvement, and to continuous learning for adults in order to maintain school success.
(DoFour & Eaker, 2006). Professional collaboration yields positive school culture and instructional improvement (Zepeda, 2007).

The literature on school leadership heavily emphasizes the head teacher’s role in establishing and maintaining a positive school culture that promotes learning and engagement for students and adults (Goldring et al., 2006; Habegger, 2008). A positive culture is aligned to goals and objectives consistent with the mission and vision of the school (Zepeda, 2007). Indeed, according to Hall (2002), effective head teachers are those who have high expectations for students, as this belief about students’ ability to learn is critical to school improvement. High achieving schools are marked by a culture that empower and instill confidence in teaching, valued their students' and teachers, and sought the help of parents and community members to enhance the schools effectiveness, this creates a sense of belonging and providing a clear direction for all involved (Habegger, 2008).

Good head teachers understand that leadership involves influence; it requires interactions and relationships among people and achievement of goals via engagement, motivation, and collaboration (Murphy et al., 2007c). In order to manifest a positive school culture, head teachers need to be able to communicate his/her and the school’s vision to others so as to engage them in the process of reshaping the organization and articulating essential beliefs regarding learning (Davies et al., 2005; Jenkins, 2009). Good communication skills help build consensus and buy in among staff and faculty for the policies, practices, and supporting systems designed to achieve goals (Leithwood et al., 2004). Effective
head teachers recognize that collaborative networks among educators were essential for successful teaching and learning: they modeled teamwork, provided time for collaborative work, and actively advocated sharing and peer observation (Blase & Blase, 2000). Additionally, leading a school with high expectations and academic achievement for all students requires robust connections to family and/or other people and institutions in the community that advance academic and social learning (Henderson & Mapp, 2002).

Though the leadership roles of the head teacher have become more complex and multifaceted, the traditional conception of the head teacher as the manager of school operations is still important component of the position. The literature indicates that implementation of effective organizational processes influences student achievement (Davis et al., 2005). This includes setting directions for the organization by developing shared goals, monitoring organizational performance, and promoting effective communication and redesigning the organization that is creating a productive school culture, modifying organizational structures that undermine the work, and building collaborative processes (Leithwood et al., 2004). According to Murphy (1999), these responsibilities are the center of gravity of the profession’s role and tie the head teacher to the core role of learning. Ultimately, strong managerial skills allow all the other dimensions of schooling to work to improve student learning (Knapp et al. 2003).

From the cited study, it is clearly indicated that most of the studies had not established whether there were any significant relationships between the head teacher’s leadership styles and students’ academic performance. It is on this conflict that the study is to
explore the various leadership styles exhibited by the head teachers and their role on students’ academic performance.

2.4 Summary of Literature Review

Various research studies have been carried out on leadership. Others see the leaders as possessing special personal styles that others do not have and which make them high academic performers. Other leaders feel it is the styles of the leadership, is it democratic or autocratic that leads to high academic performance. There are those who believe that for success in leadership it is the leadership style that determines students’ academic performance.

Research on leadership by Stogdill (1957) indicates two emerging dimensions of leadership styles, initiating structure and consideration structure. Stogdill (1957), failed to relate this to students’ academic performance. Eshiwani (1983) found that good performance in schools is positively correlated to efficient leadership. Ogawa and Hart (1985), in their study to determine the extent to which head teachers influence the instructional performance of schools found out that the head teacher has a significant influence on the instructional performance of pupils.

Kathuri (1984), in his study of examining the correlation between the school administration and pupils’ performance, he found out that a strong correlation existed between the quality of administration in a school and performance of that school in national examinations. Muchira (1988), on the study of leadership effectiveness in
primary teacher colleges in Kenya found that the head teacher’s leadership styles correlated significantly to student achievement.

In short, an effective leadership assessment must have a strong instructional focus, vision and values, professional development, collaboration, culture and communication and management. All these can identify and evaluate the styles most likely to drive better learning (Wallace Foundation, 2009).

Hence the current study was set to investigate the leadership styles of the head teachers and their impact on students’ academic performance in secondary schools in Nyamaiya Division, Nyamira District.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section discussed the research design, target population, sample and sampling procedure, research instruments, validity and reliability of the instruments, data collection and data analysis procedures.

3.1 Research Design

This was an exploratory study that was to use a descriptive survey design to investigate the leadership styles of the head teacher and their impact on the students’ academic performance. Descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002).

Borg and Gall (1989), noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. By involving a broad category of head teachers, teachers and students the proposed study is within the cross-sectional sub-types of descriptive survey study designs.

To this end there was a problem which was already in poor students’ academic performance in Nyamaiya Division, Nyamira District, from 2004 to 2008 as indicated in table 1.1
Therefore, through descriptive survey, the researcher was going to determine the nature and the extent of this performance. That was to determine the status without manipulating the variables.

3.2 Locale of Study

Due to poor performance in KCSE, since 2004 to 2008, Nyamaiya Division was chosen from the three divisions in Nyamira District for the study because of its convenience and poor performance.

3.3 Target Population

The target population may be defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg and Gall, 1989). The target population for this study consisted of all the head teachers, teachers and students of all the secondary schools in Nyamaiya Division. Specifically all the 15 head teachers, 180 secondary school teachers and 1700 students.

3.4 Sample and Sampling Procedure

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho2002). It is however agreed that the larger the sample the smaller the sampling error.

Nwana (1982), commenting on sample size observed that there are certain non-definite practices among social research workers that the beginner can adopt. One such practice
suggest that if the population is a few hundreds, a 40 percent or more sample will do, if many hundreds, a 20 percent will do, if a few thousands a 10 percent sample will do, and if several thousands a 5 percent or less sample will do.

Schools were selected across categories and school types. The following stratified and random sampling procedure was used to select the study schools.

**Table 3.1 Sampling Matrix for schools**

<table>
<thead>
<tr>
<th>Type/Gender</th>
<th>Girls</th>
<th>Boys</th>
<th>Mixed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provincial</td>
<td>District</td>
<td>Provincial</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Day</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Boarding</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Both day and Boarding</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

KEY: N = Target Population, n = Sample, % = Percentage

For the case of this study, a sample of six secondary schools was purposively selected from 15 secondary schools, 72 secondary teachers from a population of 180 secondary teachers and 680 secondary students from a population of 1700 students were purposively selected. This was gave a sample size of 40%. The researcher used purposive sampling of category of schools by hand picking two day schools, two boarding schools and two day and boarding schools were selected. Random sampling was used to select the teachers and students to be involved in the study.
3.5 Research Instruments

The instruments used in collecting data from the sampled respondents were questionnaires and interview schedules.

3.5.1 Questionnaire

This method involves questions that are printed or typed on paper in a definite order. Each item in the questionnaire should be developed to address a specific objective, research question or hypotheses of the study. The researcher must know the level of literacy of the anticipated respondents. The questionnaire may be mailed or personally delivered by the researcher and left with the respondents (Orodho, 2003). The respondents are then expected to read and understand the questions and write down the reply in the spaces meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own. This method has a large coverage enabling the gathering of a large sample very inexpensively. It is also anonymous. Anonymity helps to produce more candid answers than is possible in an interview. Data concerning the influence of the leadership style of a secondary school head teacher on achieving high academic performance was obtained by use of two questionnaires, one for the head teachers and the other for teachers.

The questionnaires had six parts: part one was on the preamble, part two was on the background information of the respondent, part three was on the initiative structure, part four was on the consideration structure, part five was on the participatory structure and part six was on school facilities that influence academic performance.
These questionnaires contained both open ended questions and close ended questions. Open-ended questionnaires give the respondent an opportunity to express their views, experiences and suggestions fully. The closed ended questionnaires are easier to code responses and analyse them by use of computer.

3.5.2 Interview Schedules

The researcher used interview schedules to interview teachers and head teachers in all the secondary schools. The researcher’s selection of interview schedules as one of the research instruments is influenced by Kerlinger (1973), who observed that more people are willing to communicate orally than in writing and will therefore provide data more readily in an interview. This justified the use of interview schedules in the study.

The researcher was able to probe the participants and gave explanations and clarification where necessary as regard the problem under study.

3.6 Piloting of the Instruments

Prior to the main study, a pilot study was carried out. In a pilot study the entire research procedure is carried out, including analysis of the data collected, following closely the procedure planned for the study. Pilot studies are carried out with fewer subjects than will be employed in the main study. The essence of the pilot study is to determine the instruments’ validity and reliability.

One district school was picked using the blind folding technique from the sampled three schools for the purpose of piloting the instruments.
3.6.1 Validity

Validity can be defined as the degree to which a test measures what it is supposed to measure. There are three basic approaches to the validity of tests and measures. These are content validity, construct validity, and criterion-related validity.

Content validity, measures the degree to which the test items represent the domain or universe of the trait or property being measured (Wallace, 2009). In order to establish the content validity of a measuring instrument, the researcher must identify the overall content to be represented. Items must then be randomly chosen from this content that will accurately represent the information in all areas. By using this method the researcher should obtain a group of items which is representative of the content of the trait or property to be measured.

The term construct validity is defined as a property that is offered to explain some aspect of human behavior, such as mechanical ability, intelligence, or introversion. The construct validity approach concerns the degree to which the test measures the construct it was designed to measure.

Criterion-related validity is concerned with detecting the presence or absence of one or more criteria considered to represent traits or constructs of interest. One of the easiest ways to test for criterion-related validity is to administer the instrument to a group that is known to exhibit the trait to be measured.
3.6.2 Reliability

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials (Orodho2004). Although unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as reliability.

The questionnaires were given to the respondents to fill in the presence of the researcher in order to see if they were experiencing any problem in filling them. The researcher was able to probe the participants and gave explanations and clarification where necessary as regards the problem under the study. To compute the correlation coefficient of the instruments, the following formula was used.

\[
R = \frac{\sum XY - (\sum X)(\sum Y)}{\sqrt{\frac{\sum X^2 - (\sum X)^2}{N} \frac{\sum Y^2 - (\sum Y)^2}{N}}}
\]

3.7 Data Collection Procedure

The researcher was given a research permit from the district education office and an introductory letter from the school of educational management policy and curriculum studies, Kenyatta University. The researcher delivered all questionnaires to the schools
personally. During this personal contact, the researcher will explain some of the complex aspects of the questionnaire.

The respondents will be given two weeks to fill the questionnaires and the researcher will collect them. There will be an allowance of two weeks for those who had not filled the questionnaires. The KCSE results of the sampled schools will be collected from the District Education Office for the years 2004, 2005, 2006, 2007 and 2008.

3.8 Data Analysis
Analysis of data can either be done by quantitative data analysis or by qualitative data analysis (QDA).

3.8.1 Quantitative Data Analysis
The hypotheses for the study will be tested using the Statistical Package for Social Science (SPSS). The statistical analysis will establish whether a significant relationship exists between the mean scores of the headteacher based on the initiative structure, consideration structure, participatory management structure, educational qualification, and the category status of the school. The 0.05 level of significance will be used as the standard for rejecting or accepting the null hypotheses. Descriptive statistics such as percentages and frequency will be used concurrently in the analysis and Chi-Square test. The results obtained will give the researcher the basis for making inferences in testing the formulated hypotheses for the study.
3.8.2 Qualitative Data Analysis (QDA)

Qualitative data is information gathered in a nonnumeric form. Common examples of such data are: interview transcript, field notes, video, audio recordings, images and documents.

Such data usually involve people and their activities, signs, symbols, artefacts and other objects they imbue with meaning. The most common forms of qualitative data are what people have said or done.

According to Seidel et al (1995), the process of QDA involves two things, writing and the identification of themes. Writing of some kind is found in almost all forms of QDA. In contrast, some approaches, such as discourse analysis or conversation analysis may not require the identification of themes. Nevertheless finding themes is part of the overwhelming majority of QDA carried out today.

Researchers tend to use manual methods, whereby notes and interviews are transcribed and transcripts and images are copied. The researcher then uses folders, filing cabinets and wallets to gather together materials that are examples of similar themes or analytic ideas. This facilitates easy retrieval of such linked material, but necessitates two things; making multiple copies of the original data as the same data may represent two or more themes or analytic ideas and a careful method of labelling the material in the folders or files so that it is possible to check back and examine the broader context in which that data occurred. The researcher needs to know where the snippets of data in the files came from so that they can be re-contextualised.
The researcher also needs to use computer based methods. With the advent of the Personal Computer (PC) that proved excellent at manipulating text, it is clear that with the right software much of the manual organisation could be done efficiently with a PC. Thus many researchers have replaced physical files and cabinets with computer based directories and files along with the use of word processors to write and annotate texts. Many researchers now also use dedicated Computer Assisted Qualitative Data Analysis (CAQDAS) packages that not only make the coding and retrieval of text easy to do, but can add other functions like searching that computers do quickly but which takes humans ages to do or in some cases, which humans have never done. At first the focus of CAQDAS was on text since that was easy to handle on PCs, but now that much audio and video is in digital form too, software has been developed to support the analysis of audio and video data.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This study was conducted to analyze the leadership styles of the head teachers and their impact on the students’ academic performance in secondary schools in Nyamaiya Division, Nyamira District.

The sample involved six out of 15 secondary school head teachers and 72 secondary school teachers from a population of 180 secondary school teachers in Nyamaiya Division, Nyamira District. Data were collected from the sampled population using questionnaires. It was analyzed using Statistical Package for Social Sciences (SPSS version 17.0) computer package as it is one of the latest versions of statistical analysis software. The research findings were presented in graphs, tables and figures as appropriate, as well as narrations.

4.1 General Information

The study sampled six head teachers and 72 teachers in secondary schools both male and female in Nyamaiya Division, Nyamira District which had 88.5% (n=69) of the sampled population as male and 11.5% (n=9) being female. In this study there were more male respondents than their female counterparts as shown in 4.1.
4.2 Age Distribution of the Respondents

The respondents who participated in this study were found to be in the following age brackets. The age distributions between 21-30 years were 29.5% while those respondents aged between 31-40 years were 51.3% and those aged between 41-50 years being 15.4% while those 51 and above years being 3.8% as shown in 4.1.

Table 4.1 Age Distribution of the Respondents in Nyamira District

<table>
<thead>
<tr>
<th>Age Distribution</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30 Years</td>
<td>23</td>
<td>29.5</td>
</tr>
<tr>
<td>31-40 Years</td>
<td>40</td>
<td>51.3</td>
</tr>
<tr>
<td>41-50 Years</td>
<td>12</td>
<td>15.4</td>
</tr>
<tr>
<td>51 Years and Above</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100</td>
</tr>
</tbody>
</table>
4.3 Academic Qualification of the Teachers

In this study, 15.4% (n = 12) of the respondents had Diploma level of education, 2.6% (n= 2) had Bachelor of Arts/Bachelor of Science with post graduate Diploma in education, 69.2% (n = 54) had Bachelor of education degree, while 10.2% (n = 8) had Masters Degree even though 2.6% (n=2) had other qualifications. From these findings, it showed that majority of the respondents’ were qualified teachers as 82.0% of the sampled teachers had Bachelor of education Degrees and above. From these findings we can deduce that the information received from these respondents was credible to help the researcher analyze the leadership styles of the head teachers and their impact on the students’ academic performance in secondary schools in Nyamaiya Division, Nyamira District. The Table 4.2 shows these findings:

Table 4.2 Academic Qualification of Teachers/Head Teachers

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma Level</td>
<td>12</td>
<td>15.4</td>
</tr>
<tr>
<td>BA/BSC with PGDE</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td>BED</td>
<td>54</td>
<td>69.2</td>
</tr>
<tr>
<td>Masters</td>
<td>8</td>
<td>10.2</td>
</tr>
<tr>
<td>Any Other</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.4 The Category of School

In this study the researcher sort information from different category of schools ranging from boys boarding schools, girls boarding schools, mixed day schools and mixed &
boarding public and private secondary schools in Nyamaiya Division, Nyamira District.

The frequency and percentage of the findings were as indicated in the table below:

**Table 4.3 Category of Secondary Schools Interviewed**

<table>
<thead>
<tr>
<th>Secondary Schools</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Boarding</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Day and Boarding</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**4.5 Years of Experience of the Head Teachers**

The findings of the study showed head teachers who taught for 2-5 years were 50.0% while those who taught for between 6-10 years were 33.33% and between 11-15 years 16.7%. This shows that most head teachers have a lot of experience in as head teachers. Figure 4.2 shows the distribution of the head teachers regarding the number of years they had as head teachers.

**Figure 4.2 Years of Experience of the Head Teachers**
The researcher sought information from the head teachers from all types of schools including all girls’ school, all boys’ school and mixed schools.

4.6 Initiative Structure

The researcher in this study interrogated the initiative structures undertaken by both the teachers and head teachers towards improving the leadership styles by posing some questions to establish their feelings towards the same and the frequencies of their responses were computed in terms of whether they Always, Often, Occasionally, Rarely or never act on issues questioned below. The responses were as shown in the table below;

**Table 4.4 Initiative Structures from the Teachers Perspective.**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Always</th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
<th>χ²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>4</td>
<td>20</td>
<td>35</td>
<td>9</td>
<td>4</td>
<td>27.03</td>
</tr>
<tr>
<td>Q2</td>
<td>4</td>
<td>10</td>
<td>31</td>
<td>20</td>
<td>7</td>
<td>19.33</td>
</tr>
<tr>
<td>Q3</td>
<td>2</td>
<td>15</td>
<td>24</td>
<td>22</td>
<td>9</td>
<td>13.69</td>
</tr>
<tr>
<td>Q4</td>
<td>11</td>
<td>17</td>
<td>20</td>
<td>11</td>
<td>7</td>
<td>4.28</td>
</tr>
<tr>
<td>Q5</td>
<td>2</td>
<td>15</td>
<td>30</td>
<td>20</td>
<td>5</td>
<td>18.82</td>
</tr>
<tr>
<td>Q6</td>
<td>2</td>
<td>17</td>
<td>18</td>
<td>22</td>
<td>13</td>
<td>9.08</td>
</tr>
<tr>
<td>Q7</td>
<td>11</td>
<td>20</td>
<td>24</td>
<td>13</td>
<td>4</td>
<td>9.60</td>
</tr>
<tr>
<td>Q8</td>
<td>6</td>
<td>9</td>
<td>17</td>
<td>25</td>
<td>15</td>
<td>9.08</td>
</tr>
<tr>
<td>Q9</td>
<td>7</td>
<td>16</td>
<td>28</td>
<td>11</td>
<td>7</td>
<td>11.21</td>
</tr>
</tbody>
</table>

**Note:**

Q1- Head teacher makes his or her attitudes clear to the staff

Q2- Head teacher maintains definite standards of performance
Q3- Head teacher lets staff members know what is expected of them
Q4- Head teacher rules out with an iron hand
Q5- Head teacher sees to it that the work of staff members is coordinated
Q6- Head teacher emphasizes the meeting of deadlines
Q7- Head teacher works without schedules
Q8- Head Teacher criticizes poor work
Q9- Head teacher seeks new and better ways

Note:

\[ x^2 = \text{Chi-Square}, \quad **p < 0.05 \text{ (p value)} \] for all the questions.

The study established that most head teachers would more often or occasionally make their attitudes clear to the staff, thereby maintaining definite standards of performance as supported by the distributions of responses to questions 1 and 2. According to the findings of this study, head teachers more often and occasionally know what is expected of them although the chi-square test showed that there was no statistical significance to the fact that the head teachers rule with iron hand as the results showed a very low chi-square value of (4.28 and p value of 0.370) which is > 0.05, as supported by the distribution of responses to question 3 and 4. Also, as revealed by significant distribution of responses to question 5 and 6, was that head teachers occasionally or more often than not saw to it that the work of members were co-ordinated and as well emphasized on meeting deadline.

In this study, the researcher requested for the opinion of the teachers in question 7 and 8 whether the head teachers worked without schedule and criticized poor work. The
finding revealed that there was no statistical significance on whether the head teachers criticized poor work as the result showed (p value of 0.059) which above the 0.05 however they sought for new and better ways.

**Table 4.5 Initiative Structures from the Head Teachers Perspective**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Always</th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>4</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Q2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q3</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q5</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q6</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q7</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Q8</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Q9</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Note:**

Q1- Head teacher makes his or her attitudes clear to the staff
Q2- Head teacher maintains definite standards of performance
Q3- Head teacher lets staff members know what is expected of them
Q4- Head teacher rules out with an iron hand
Q5- Head teacher sees to it that the work of staff members is coordinated
Q6- Head teacher emphasizes the meeting of deadlines
Q7- Head teacher works without schedules
Q8- Head Teacher criticizes poor work
Q9- Head teacher seeks new and better ways

The researcher established that the head teachers always made their attitudes clear to the staff members always maintains definite standards of performance as they often lets staff members know what is expected of them. The head teachers according to this study never
rule out with an iron hand and always saw to it that the work of staff members is coordinated. They more often than not emphasized on the meeting of deadlines as well as criticize poor work. The study finally showed the head teachers sought for new and better ways.

The researcher hypothesized that there is no significant relationship between initiative structure of the head teachers and the students’ academic performance but the findings shows different responses from the head teachers. From teachers perspective, the findings shows a significant relationship between initiative structures of the head teachers towards improving leadership style which has impact on academic performance as presented by slightly high chi-square results in the table 4.4 therefore the null hypothesis was rejected. This finding therefore fulfills the weaknesses of the Stogdill (1957), studies which did not have any satisfactory definition of leadership; they did not think that leadership is synonymous with good leadership; they failed to establish the role of the leader’s initiating structure and consideration structure on the students’ academic performance.

4.7 Consideration Structure

From this study the researcher wanted to know the consideration behaviour of teachers regarding day to day issues in the schools. The display of these responses was arranged coherently to permit careful comparison, detection of differences, noting patterns and seeing trends as well as establishing coherence of views. The frequencies of their responses were computed in terms of whether they Always, Often, Occasionally, Rarely or Never act on issues questioned below. The responses were as shown in the table 4.6.
Table 4.6 Consideration Structures From the Teachers Perspective.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Always</th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>7</td>
<td>20</td>
<td>31</td>
<td>13</td>
<td>-</td>
<td>9.72</td>
</tr>
<tr>
<td>Q2</td>
<td>2</td>
<td>9</td>
<td>22</td>
<td>26</td>
<td>4</td>
<td>18.05</td>
</tr>
<tr>
<td>Q3</td>
<td>11</td>
<td>13</td>
<td>24</td>
<td>13</td>
<td>9</td>
<td>5.15</td>
</tr>
<tr>
<td>Q4</td>
<td>7</td>
<td>15</td>
<td>14</td>
<td>24</td>
<td>12</td>
<td>6.51</td>
</tr>
<tr>
<td>Q5</td>
<td>9</td>
<td>16</td>
<td>24</td>
<td>9</td>
<td>12</td>
<td>5.74</td>
</tr>
<tr>
<td>Q6</td>
<td>17</td>
<td>22</td>
<td>24</td>
<td>9</td>
<td>5</td>
<td>13.17</td>
</tr>
<tr>
<td>Q7</td>
<td>6</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>21</td>
<td>3.44</td>
</tr>
<tr>
<td>Q8</td>
<td>11</td>
<td>18</td>
<td>22</td>
<td>15</td>
<td>4</td>
<td>7.78</td>
</tr>
<tr>
<td>Q9</td>
<td>15</td>
<td>22</td>
<td>13</td>
<td>15</td>
<td>7</td>
<td>4.21</td>
</tr>
<tr>
<td>Q10</td>
<td>11</td>
<td>18</td>
<td>18</td>
<td>11</td>
<td>13</td>
<td>2.15</td>
</tr>
<tr>
<td>Q11</td>
<td>5</td>
<td>28</td>
<td>17</td>
<td>20</td>
<td>2</td>
<td>17.02</td>
</tr>
</tbody>
</table>

Note:

$x^2$ = Chi-Square, **$p < 0.05$** (p value) for all the questions.

Note:

Q1- Head teacher looks out for the personal welfare of members
Q2- Head teacher does little things to make it pleasant to be a member of staff
Q3- Head teacher does personal forums for staff members
Q4- Head teacher keeps to himself
Q5- Head teacher refuses to explain his/her actions
Q6- Head teacher is friendly and approachable
Q7- Head teacher treats all staff members as his equals
Q8- Head teacher is willing to make changes
Q9- Head teacher makes all staff members to feel at ease when talking to them
Q10- Head teacher is slow to accept new ideas
Q11- Head teacher is free, supportive and have respect for differences

From this study it was observed that the head teachers occasionally look out for the personal welfare of even though most respondents observed that the head teachers does
little things to make it pleasant to be a member of staff as can be evidenced on the responses to questions 1 and 2. The study further showed varied responses as to whether head teachers did personal forums for staff members, keep issues to themselves or refuses to their actions. There was no statistical significance to the responses to questions 3, 4 and 5 as the chi-square test revealed a very low figure of less than 9.0 and probability p value of above 0.05. The findings showed that the head teachers were friendly and approachable as can be noted on response to question 6. There was no coherence as to whether the head teachers treat all staff members as equal, their willingness to make changes or whether head teachers make all staff members to feel at ease when talking to them or slow to accept new ideas as can be noted on the responses to questions 7, 8, 9 and 10 respectively. The study however revealed that most head teachers were more often than not free, supportive and have respect for differences as can be evidenced in the responses to question 11 with a chi-square value of 17.02 and p value of 0.002 which less than 0.05, hence statistically significant.

Table 4.7 Consideration Structures from the Head Teachers Perspective

<table>
<thead>
<tr>
<th>Questions</th>
<th>Always</th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q2</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Q3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Q5</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Q6</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q7</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q8</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q9</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q10</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Q11</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Note:
Q1- Head teacher looks out for the personal welfare of members
Q2- Head teacher does little things to make it pleasant to be a member of staff
Q3- Head teacher does personal forums for staff members
Q4- Head teacher keeps to himself
Q5- Head teacher refuses to explain his/her actions
Q6- Head teacher is friendly and approachable
Q7- Head teacher treats all staff members as his equals
Q8- Head teacher is willing to make changes
Q9- Head teacher makes all staff members to feel at ease when talking to them
Q10- Head teacher is slow to accept new ideas
Q11- Head teacher is free, supportive and have respect for differences

The researcher established that the head teachers look out for the personal welfare of members, always did little things to make it pleasant to be a member of staff is expected of them. The head teachers according to this study never keep to themselves and refuse to explain his/her actions but always friendly and approachable. They always treated all staff members as their equals and willing to make changes. The study finally showed that the head teachers made all staff members to feel at ease when talking to them and were rarely slow to accept new ideas. The responses showed that head teachers were always free, supportive and have respect for differences.

In terms of consideration structures, the researcher hypothesized that there is no significant relationship between consideration structures of the head teachers and the student academic performance. From teachers perspective, the findings shows no
significant relationship between consideration behavior of the head teachers regarding day to day issues which has impact on academic performance as presented by low high chi-square results in table 4.6 therefore the null hypothesis was accepted. Barrow (1976), indicated that low performing sub-ordinates caused the leader to behave much more punitively, more autocratically, less considerably and to push for more production, whereas high performance from the sub-ordinates resulted in the leader being more considerate towards the workers, less punitive, less autocratic and somewhat less task emphasis oriented. This finding also negates finding by Barrow (1976) who found that being considerate towards workers has significant relationship with the performance.

4.8 Participatory Management Structure
From this study the researcher wanted to know the participatory traits of teachers on the management structures of schools. The display of these responses was arranged coherently to noting patterns and seeing trends of views. The frequencies of their responses were computed in terms of whether they Always, Often, Occasionally, Rarely or never act on issues questioned below. The responses were as shown in the table below;

<table>
<thead>
<tr>
<th>Questions</th>
<th>Always</th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>18</td>
<td>24</td>
<td>28</td>
<td>2</td>
<td>-</td>
<td>11.77</td>
</tr>
<tr>
<td>Q2</td>
<td>22</td>
<td>33</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td>10.95</td>
</tr>
<tr>
<td>Q3</td>
<td>9</td>
<td>16</td>
<td>22</td>
<td>22</td>
<td>2</td>
<td>7.03</td>
</tr>
<tr>
<td>Q4</td>
<td>6</td>
<td>13</td>
<td>22</td>
<td>20</td>
<td>11</td>
<td>15.75</td>
</tr>
<tr>
<td>Q5</td>
<td>4</td>
<td>12</td>
<td>26</td>
<td>25</td>
<td>5</td>
<td>20.62</td>
</tr>
<tr>
<td>Q6</td>
<td>3</td>
<td>11</td>
<td>28</td>
<td>25</td>
<td>4</td>
<td>16.26</td>
</tr>
<tr>
<td>Q7</td>
<td>8</td>
<td>17</td>
<td>31</td>
<td>7</td>
<td>7</td>
<td>15.74</td>
</tr>
<tr>
<td>Q8</td>
<td>6</td>
<td>19</td>
<td>19</td>
<td>18</td>
<td>8</td>
<td>8.06</td>
</tr>
</tbody>
</table>

Note:

$\chi^2 = \text{Chi- Square, } **p < 0.05 \text{ (p value) for all the questions.}$
Note:
Q1- Head teacher lets staff members know what is expected of them
Q2- Head teacher assigns staff member’s particular tasks
Q3- Head teacher makes that all members understand them
Q4- Head teacher gets staff approval in important matters before implementing them
Q5- Head teacher puts suggestions met by the staff into operations
Q6- Head teacher lets group members diagnose group problems
Q7- Head teacher gives encouragement, support and appreciation to group members
Q8- Head teacher makes every member enjoy working with the others in the group
Q9- Head teacher mobilizes and utilize the potential resources and creativity of members for accomplishing group goals.

From this study it was observed that the head teachers occasionally let staff members know what is expected of them even though most respondents observed that the head teachers assign staff member’s particular tasks as can be evidenced on the responses to questions 1 and 2. The study further showed that the head teachers both occasionally and rarely make that all members understand them in equal measure response to question 3. The head teachers rarely or occasionally get staff approval in important matters before implementing them and as well rarely mobilizes and utilize the potential resources and creativity of members for accomplishing group goals even though there was no statistical significance to the responses to questions 4 and 9 as the chi-square test revealed a very low figure of less 7.03 and 8.05 respectively and probability p values of above 0.05 in both responses to question 4 and 9. The findings showed that the head teachers occasionally put suggestions met by the staff into operations and let group members diagnose group problems as can be noted on responses to question 5 and 6. The head
teachers occasionally give encouragement, support and appreciation to group members and as well as make every member enjoy working with the others in the group as was noted in the responses to questions numbers 7 and 8 respectively. From these findings, the researcher deduced that the head teachers perfected the participatory traits in their management styles.

**Table 4.9 Participatory Traits from the Head Teachers Perspective**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Always</th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q2</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q3</td>
<td>4</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q4</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q5</td>
<td>4</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q6</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q7</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q8</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Q9</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Note:**

Q1- Head Teacher lets staff members know what is expected of them
Q2- Head teacher assigns staff member’s particular tasks
Q3- Head teacher makes that all members understand them
Q4- Head teacher gets staff approval in important matters before implementing them
Q5- Head teacher puts suggestions met by the staff into operations
Q6- Head teacher lets group members diagnose group problems
Q7- Head teacher gives encouragement, support and appreciation to group members
Q8- Head teacher makes every member enjoy working with the others in the group
Q9- Head teacher mobilizes and utilize the potential resources and creativity of members for accomplishing group goals
The researcher established that the head teachers always let staff members know what is expected of them, always assigns staff member’s particular tasks and all members understand them. According to the head teachers the staff members get staff approval in important matters before implementing them and to always put suggestions met by the staff into operations. Head teachers as evidenced in all the responses mobilize and utilize the potential resources and creativity of members for accomplishing group goals.

In terms of participatory management, the hypothesis was that there is no significant relationship between participatory structure of the head teachers and student academic performance. From the study, the researcher established that there was a strong relationship between participatory traits of the head teachers and the management structures of the schools which has impact on the students’ academic performance. The chi-square test in table 4.8 from the teachers’ perspective attests to this finding as it shows high chi-square results, therefore null hypothesis was rejected.

This result also negates the findings of Drury and Levin (1994) which states that participatory management contributes to four intermediate outcomes which in turn have the potential to lead to better student achievement. The four outcomes are increased efficiency in use of resources and personnel, increased professionalism of teachers, implementation of curriculum reform and increased community engagement. Shared leadership is potentially more effective than head teachers acting alone. Staff is to achieve more together than they could as individuals (Seriovanni et al, 2001).
4.9 School Resources

The researcher carried a survey on courses and school activities that help in improving academic performances of students from both the head teachers and the teachers from the sampled respondents. The responses were in terms of whether the resources were Adequate, Not adequate or not available. The findings from both teachers and head teachers were as tabled below:

Table 4.10 Responses from the Teachers on School Facilities

<table>
<thead>
<tr>
<th>School Resource/activity</th>
<th>Adequate</th>
<th>Not adequate</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory</td>
<td>15</td>
<td>57</td>
<td>-</td>
</tr>
<tr>
<td>Library</td>
<td>7</td>
<td>53</td>
<td>12</td>
</tr>
<tr>
<td>Guidance and counseling program</td>
<td>9</td>
<td>48</td>
<td>15</td>
</tr>
<tr>
<td>Students commitment to school</td>
<td>17</td>
<td>52</td>
<td>3</td>
</tr>
<tr>
<td>Head teachers’ commitment to teaching</td>
<td>26</td>
<td>42</td>
<td>4</td>
</tr>
<tr>
<td>Teaching and instructional materials</td>
<td>28</td>
<td>39</td>
<td>5</td>
</tr>
<tr>
<td>Head teacher’s ability to work harmoniously with teachers.</td>
<td>33</td>
<td>35</td>
<td>4</td>
</tr>
<tr>
<td>Sports and Games</td>
<td>28</td>
<td>39</td>
<td>5</td>
</tr>
</tbody>
</table>
### Table 4.11 Responses from the Head Teachers on School Facilities

<table>
<thead>
<tr>
<th>School Resource /activity</th>
<th>Adequate</th>
<th>Not adequate</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Library</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Guidance and counseling program</td>
<td>-</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Students commitment to school</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Teachers’ commitment to teaching</td>
<td>4</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Teaching and instructional materials</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Debating Club.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Science Club</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Sports and Games</td>
<td>3</td>
<td>3</td>
<td>-</td>
</tr>
</tbody>
</table>

#### 4.10 Adequacy Measured on by Student Facility Ratio

The researcher asked the teachers to give their opinion on whether there was a relationship between the leadership style and the student’s academic performances in Kenya Certificate of Secondary Education. 93.1% (n=67) said yes while 6.9% (n=5) of the respondents disagreed. The reasons were as in table 4.9.
Table 4.12 Responses from Teachers on Facility Ratio

<table>
<thead>
<tr>
<th>Adequacy on</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher motivates teachers</td>
<td>33</td>
<td>46.2</td>
</tr>
<tr>
<td>They create a conducive environment</td>
<td>54</td>
<td>69.2</td>
</tr>
<tr>
<td>They are role models</td>
<td>26</td>
<td>36.0</td>
</tr>
<tr>
<td>They source equipment, teaching staff and other facilities</td>
<td>42</td>
<td>59.0</td>
</tr>
<tr>
<td>Any Other</td>
<td>2</td>
<td>2.6</td>
</tr>
</tbody>
</table>

Table 4.13 Responses from Head Teachers On Facility Ratio

<table>
<thead>
<tr>
<th>Problems Encountered</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate facilities</td>
<td>66.7</td>
</tr>
<tr>
<td>Inadequate Staff</td>
<td>100.0</td>
</tr>
<tr>
<td>Poor disbursement of F.D.S.F.</td>
<td>33.0</td>
</tr>
<tr>
<td>Uncooperative parents, guardians and teachers</td>
<td>83.3</td>
</tr>
<tr>
<td>Absenteeism both students and teachers</td>
<td>100.0</td>
</tr>
<tr>
<td>Undisciplined students</td>
<td>50.0</td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
</tr>
</tbody>
</table>

4.11 Suggested Solutions to the Problems Encountered

The researcher asked the head teachers for their opinion on the solutions to problems they encounter in management of schools and they suggested the following solutions:

1. There should be proper guidance and counseling to guide students to attend classes throughout by checking regular class attendance and if possible expel indiscipline students

2. Prompt fees payment by NGOs and other well-wishers, for the less fortunate students like orphans and more infrastructural funding through the CDF
3. Occasionally head teachers should be encouraged to review leadership style and check effect on student performance, adequate staffing by the TSC, and in-servicing of teachers through workshops

4. Co-operation from guardian/parents by holding regular meetings and working out strategic plans

5. Frequent inspection by Ministry of Education and Quality Assurance Officers

6. Availability of adequate facilities

7. Timely disbursement of government funding

8. Organizing of academic days and parents teachers meet the students to motivated them.

9. Transfer teachers say after three years of service in one school

4.12 Recommendations

The following were the suggested remarks from both teachers and head teachers relevant to enhance leadership in secondary schools for the betterment of both teachers and students. They included;

1. The publishing of booklets to disseminate information to the community on proper education management and examination improvement in order to remove ignorance on the part of the local community

2. The students and teachers to carry bench marking for better results
3. A good academic performance requires teachers, students and workers motivation in terms of salaries and material support as free working condition makes performance to improve. Head teachers should co-operate to other teachers in day to day management of schools.

4. The head teachers need to be sensitized on how to relate not only with the teachers but the entire community and be team players

5. Teachers should be allowed to evaluate and recommend the performance of head teachers
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives summary of the findings, conclusions and recommendations for policy and areas that require further research. Based on the broad objectives, the study reports the summary, conclusion and recommendations of the study findings in the section that follow. The study was guided by the following objectives;

a) To access the leadership style of initiative structure of the head teachers on the students’ academic performance.

b) To access the leadership style of consideration structure of the head teachers on the student’s academic performance.

c) To access the leadership style of participatory structure of the head teachers on students’ academic performance.

5.1 Summary of Study Findings

The main objective of this study was to analyze the leadership styles of the head teachers and their impact on the students’ academic performance in secondary schools in Nyamaiya Division, Nyamira District. The study findings are summarized as follows.

The sample involved six out of 15 secondary school head teachers and 72 secondary school teachers from a population of 180 secondary school teachers. Category of schools ranging from boys boarding schools, girls boarding schools, mixed day school and mixed
& boarding public and private secondary schools in Nyamaiya Division, Nyamira District. In terms of initiative structure, the study established that most head teachers would more often or occasionally make their attitudes clear to the staff. According to the findings of this study, head teachers more often and occasionally know what is expected of them although the chi-square test showed that there was no statistical significance to the fact that the head teachers rule with iron hand as the results showed a very low chi-square value of (4.28 and p value of 0.370) which is > 0.05. The finding revealed that there was no statistical significance on whether the head teachers criticized poor work as the result showed (p value of 0.059) which above the 0.05 however they sought for new and better ways.

The head teachers according to this study saw to it that the work of staff members is coordinated. They more often than not emphasized on the meeting of deadlines as well as criticize poor work.

In terms of consideration structure, from this study it was observed that the head teachers occasionally look out for the personal welfare of staff members even though most respondents observed that the head teachers do little things to make it pleasant to be a member of staff. The study further showed varied responses as to whether head teachers did personal forums for staff members, keep issues to themselves or refuses to their actions. There was no statistical significance and the chi-square test revealed a very low figure of less 9.0 and probability p value of above 0.05 even though there was no coherence as to whether the head teachers treat all staff members as equal, their
willingness to make changes or whether head teachers make all staff members to feel at ease when talking to them or slow to accept new ideas. The study however revealed that most head teachers were more often than not free, supportive and have respect for differences with a chi-square value of 17.02 and p-value of 0.002 which less than 0.05, hence statistically significant.

In terms of participatory structure from this study it was observed that the head teachers occasionally let staff members know what is expected of them even though most respondents observed that the head teachers assign staff member’s particular tasks. The head teachers rarely or occasionally get staff approval in important matters before implementing them and as well rarely mobilizes and utilize the potential resources and creativity of members for accomplishing group goals even though there was no statistical significance to the responses to questions 4 and 9 as the chi-square test revealed a very low figure of less 7.03 and 8.05 respectively and probability p values of above 0.05

The researcher asked the teachers to give their opinion on whether there was a relationship between the leadership style and the student’s academic performances in Kenya Certificate of Secondary Education, 93.1 % (n=67) said yes while 6.9% (n=5) of the respondents disagreed

5.2 Conclusions

It is evident from the research findings that there is a lot of delinquency in leadership styles of the head teachers and their impact on the students’ academic performance in secondary schools in Nyamaiya Division, Nyamira District. The researcher hypothesized
that there is no significant relationship between initiative structure of the head teachers and the students’ academic performance but the findings shows different responses from respondents. The findings shows a significant relationship between initiative structures of the head teachers towards improving leadership style which has impact on academic performance, therefore the null hypothesis was rejected.

In terms of consideration structures, the researcher hypothesized that there is no significant relationship between consideration structures of the head teachers and the student academic performance and the findings also shows no significant relationship between consideration behavior of the head teachers regarding day to day issues which has impact on academic performance as presented by low high chi-square results in table 4.6 therefore the null hypothesis was accepted.

Finally in terms of participatory management, the hypothesis was that there is no significant relationship between participatory structure of the head teachers and student academic performance. From the study, the researcher established that there was a strong relationship between participatory traits of the head teachers and the management structures of the schools which has impact on the students’ academic performance. The chi-square test in table 4.8 from the teachers’ perspective attests to this finding as it shows high chi-square results, therefore null hypothesis was rejected.
The study therefore, concludes that secondary schools in Nyamaiya Division have not succeeded in imparting proper leadership skills by the head teachers due to factors mentioned earlier. Now, it is therefore upon the government and other players in the education sector to take monitoring and evaluation seriously in order to address the possible leadership styles of the head teachers and their impact on the students’ academic performance in secondary schools not only in Nyamaiya Division but other parts of the country.

5.3 Recommendations

On the basis of the conclusions drawn therefore, the following recommendation should be put in place:

a) To the School Administration

1). Co-operation from guardian/parents by holding regular meetings and working out strategic plans.

2). Organizing of academic days and parents- teachers meet the students to motivated them.

3). The publishing of booklets to disseminate information to the community on proper education management and examination improvement in order to remove ignorance on the part of the local community.

4). A good academic performance requires teachers, students and workers motivation in terms of salaries and material support as free working condition makes performance to improve.

5). The students and teachers to carry bench marking for better results.
b) To the Ministry of Education

1). Adequate staffing by the Teachers Service Commission.

2). In-servicing of teachers through workshops

3). Frequent inspection by Ministry of Education and Quality Assurance Officers.

4). Transfer teachers say after three years of service in one school.

5). Teachers should be allowed to evaluate and recommend the performance of head teachers.

c). To the Teacher

1). Occasionally head teachers should be encouraged to review their own leadership style and check their effects on students’ academic performance.

2). Head teachers should co-operate to other teachers in day to day management of schools.

3). the head teachers need to be sensitized on how to relate not only with the teachers but the entire community and be team players.

5.4 Suggestions for further research

- Due to resource constrain and time limit the study was carried out only in Nyamaiya Division. More studies can be carried out in other divisions of other provinces particularly in rural and the country at large to gather adequate information on the area of study.
• More research needs to be done to analyze the constraints situation in secondary schools as this would help analyze the respective needs and results in suitable interventions and recommend remedy measures.

• Look into government policy on head teachers’ leadership regulations in secondary schools in Kenya whether it addresses the issue which corrects the impact of their leadership on performance of the students.

• The role of parents and guardians in effective implementation of and demystifying the school leadership related issues that affects students’ performance in secondary schools.
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Science Teaching Vol. 16, No.1.


APPENDIX A

HEAD TEACHER’S QUESTIONNAIRE

Part 1 Preliminaries

This research is meant for academic purpose. It will try to find out the head teacher’s leadership styles and their impact on students’ academic performance in KCSE. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential.

Please tick [✓] where appropriate or fill in the required information on the spaces provided.

Part 2 Background information

1. Age ......................... Years

2. Sex  [a] Male  [ ]
   [b] Female  [ ]

3. Indicate your current academic qualification
   a. Diploma  [ ]
   b. SI  [ ]
   c. BA/BSC with PGDE  [ ]
   d. BED  [ ]
   e. Masters  [ ]
   f. Any other [specify] ................................
4. What is the category of your school?
   a) Day [ ]
   b) Boarding [ ]
   c) Day and Boarding [ ]

5. How long have you been a head teacher in this school?
   a) Below one year [ ]
   b) 2 – 5 Years [ ]
   c) 6 - 10 [ ]
   d) 11 – 15 years [ ]
   e) 16 and above [ ]

6. What type of school do you lead?
   a) All girls [ ]
   b) All boys [ ]
   c) Mixed [ ]
Part 3: Initiative Structure

Please tick [✓] where appropriate or fill in the required information on the spaces provided.

<table>
<thead>
<tr>
<th>Initiative structure</th>
<th>Always</th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I make my attitudes clear to the staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I maintain definite standards of performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I let staff members know what is expected of them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I rule out with an iron hand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I see to it that the work of staff members is coordinated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I emphasize the meeting of deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I work without schedules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I criticize poor work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I seek new and better ways</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 4: Consideration Structure

Please tick [✓] where appropriate or fill in the required information on the spaces provided.

<table>
<thead>
<tr>
<th>Consideration behavior</th>
<th>Always</th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I look out for the personal welfare of members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do little things to make it pleasant to be a member of staff</td>
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<tr>
<td>I do personal forums for staff members</td>
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<tr>
<td>I keep to myself</td>
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<tr>
<td>I refuse to explain my actions</td>
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<td>I am friendly and approachable</td>
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<td>I am willing to make changes</td>
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</tbody>
</table>
Part 5: Participatory Management Structure

Please tick [✓] where appropriate or fill in the required information on the spaces provided.

<table>
<thead>
<tr>
<th>Participatory trait</th>
<th>Always</th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I let staff members know what is expected of them</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I assign staff members particular tasks</td>
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<tr>
<td>I make sure that all members understand me</td>
<td></td>
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</tr>
<tr>
<td>I get staff approval in important matters before implementing them</td>
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<td>I put suggestions met by the staff into operations</td>
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<tr>
<td>I give encouragement, support and appreciation to group members</td>
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<tr>
<td>I make every member enjoy working with the others in the group</td>
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<tr>
<td>I mobilize and utilize the potential resources and creativity of members for accomplishing group goals</td>
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<td></td>
</tr>
</tbody>
</table>
### Part 6: School Resources

Listed below are courses and school activities that help in improving academic performance of students. Indicate with a tick [✓] in the relevant column their adequacy in your school.

<table>
<thead>
<tr>
<th>School Resource /activity</th>
<th>Adequate</th>
<th>Not adequate</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance and counseling program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students commitment to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ commitment to teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and instructional materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debating club</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science club</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports and Games</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adequacy to be measured by student facility ratio

Please kindly answer the following questions by ticking appropriately.

What problems do you encounter as the Head teacher of the school?

a) Inadequate facilities [ ]

b) Inadequate staff [ ]

c) Poor disbursements of F.D.S.F [ ]

d) Uncooperative parents, guardians and teachers [ ]
e) Absenteeism both students and teachers [ ]

f) Undisciplined students [ ]

g) Others ........................................

2 The above problems are a hindrance for good performance. What solutions could you suggest to them?

(a) ........................................................................................................

(b) ........................................................................................................

(c) ........................................................................................................

(d) ........................................................................................................

(e) ........................................................................................................

(f) ........................................................................................................

(g) ........................................................................................................

What other remarks can you make relevant to this study?

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

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

End

Thanks for your cooperation.
APPENDIX B

TEACHERS’ QUESTIONNAIRE

Part 1: Preamble

This research is meant for academic purpose. It will try to find out the head teacher’s leadership styles and their impact on students’ academic performance in KCSE. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential

Please tick [✓] where appropriate or fill in the required information on the spaces provided

Part 2: Background information

1. Age ……………………….Years

2. Sex [a] Male [ ] [b] Female [ ]

3. Indicate your current academic qualification
   a. Diploma [ ]
   b. SI [ ]
   c. BA/BSC with PGDE [ ]
   d. BED [ ]
   e. Masters [ ]
   f. Any other [specify] ……………………………
Part 3: Initiative Structure

Please tick [✓] where appropriate or fill in the required information on the spaces provided.

<table>
<thead>
<tr>
<th>Initiative structure</th>
<th>Always</th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher makes his or her attitudes clear to the staff</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Head teacher maintains definite standards of performance</td>
<td></td>
<td></td>
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<tr>
<td>Head teacher lets staff members know what is expected of them</td>
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<tr>
<td>Head teacher rules out with an iron hand</td>
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<tr>
<td>Head teacher sees to it that the work of staff members is coordinated</td>
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<tr>
<td>Head teacher emphasizes the meeting of deadlines</td>
<td></td>
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<tr>
<td>Head teacher works without schedules</td>
<td></td>
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<tr>
<td>Head Teacher criticizes poor work</td>
<td></td>
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<tr>
<td>Head teacher seeks new and better ways</td>
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</tbody>
</table>
**Part 4: Consideration Structure**

Please tick [✓] where appropriate or fill in the required information on the spaces provided.

<table>
<thead>
<tr>
<th>Consideration behavior</th>
<th>Always</th>
<th>Often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher looks out for the personal welfare of members</td>
<td></td>
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<tr>
<td>Head teacher does little things to make it pleasant to be a member of staff</td>
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<tr>
<td>Head teacher does personal forums for staff members</td>
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<td>Head teacher keeps to himself</td>
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</tbody>
</table>

92
**Part 5: Participatory Management Structure**

Please tick [✓] where appropriate or fill in the required information on the spaces provided

<table>
<thead>
<tr>
<th>Participatory trait</th>
<th>Always (5)</th>
<th>Often (4)</th>
<th>Occasionally (3)</th>
<th>Rarely (2)</th>
<th>Never (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teacher lets staff members know what is expected of them</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
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Make any other remarks relevant to this study.

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

....................................................................................................................................................
Part 6: School Facilities

Listed below are courses and school facilities that help in improving academic performance of students. Indicate with a tick [√] in the relevant column their adequacy in your school

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<thead>
<tr>
<th>School Resource /activity</th>
<th>Adequate</th>
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<tr>
<td>Teaching and instructional materials</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Head teacher’s ability to work harmoniously with teachers.</td>
<td></td>
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<tr>
<td>Sports and Games</td>
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</tr>
</tbody>
</table>

Adequacy to be measured by student facility ratio

In your opinion is there a relationship between leadership styles and students’ academic performance in KCSE?

a) Yes [ ]

b) No [ ]

If yes please tick [√] appropriately

a) Head teacher motivate teachers [ ]

b) They create a conducive environment [ ]

c) They are role models [ ]

d) They source equipment, teaching staff and other essential facilities [ ]

e) Others [specify] ..........................................................

What do you think needs to be done to improve on the influence of the head teachers leadership styles on students’ academic performance?

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

End

Thanks for your cooperation.
## APPENDIX C

### BUDGET FOR THE STUDY

<table>
<thead>
<tr>
<th>Staff</th>
<th>Amount (Kshs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Field Assistants</td>
<td>10,000</td>
</tr>
<tr>
<td>Stationary</td>
<td>10,000</td>
</tr>
<tr>
<td>Transport and subsistence</td>
<td>50,000</td>
</tr>
<tr>
<td>Survey (transport and subsistence)</td>
<td>20,000</td>
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<tr>
<td>Consultancy (transport and subsistence)</td>
<td>20,000</td>
</tr>
<tr>
<td>Computer work</td>
<td>20,000</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>130,000</strong></td>
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</tbody>
</table>
# APPENDIX D

## PERIOD FOR THE STUDY

<table>
<thead>
<tr>
<th>Phase</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal writing and presentation to supervisors</td>
<td>January – April 2010</td>
</tr>
</tbody>
</table>

**Instrumentation**

- **a)** Pilot test  
  - June – 2010

- **b)** Refinement  
  - June – 2010

- **c)** Administration of questionnaires  
  - July – 2010

- **d)** Data Analysis  
  - July – 2010