

**HEADTEACHERS' LEADERSHIP STYLES AND STUDENTS' ACADEMIC  
PERFORMANCE IN KEUMBU DIVISION SECONDARY  
SCHOOLS, KISII COUNTY**

**KENYA**

---

A Thesis

Presented to the

College of Higher Degrees and Research

Kampala International University

Kampala Uganda

---

In Partial Fulfillment for the Degree Master of Educational

Management and Administration

By:

**JACOB GEKONGE KWABA**

**MED/25911/102/DF**

**APRIL, 2012**



## DECLARATION A

I hereby declare that this work is a result of my own effort and has never been submitted for any award in any other University or institution of higher learning and where work of others has been cited due to acknowledgment has been given.



-----  
Name and signature

**(JACOB GEKONGE KWABA)**

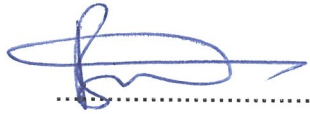
24/4/2012  
-----

Date



## DECLARATION B

I /We confirm that the work reported in this thesis was carried out by the candidate under my /our Supervision



.....

Name and signature  
**(DR. IJEOMA ANUMAKA)**

25/4/12  
.....

Date

## **ACKNOWLEDMENT**

The researcher would like to thank the almighty God for giving him life and resources throughout the course. Secondly, he would like to acknowledge the assistance extended to him by the lecturers of Kampala International University especially his supervisor Dr. (Mrs.) Ijeoma Anumaka. His sincere gratitude goes to his colleagues in the MED Class for their encouragement during the study period.

## **ABSTRACT**

The study was about Head teachers' leadership styles and students' academic performance in Keumbu division secondary schools, Kisii county. It was guided by four objectives; establishing the profile of the respondents, type of head teachers' leadership styles, level of students' academic performance, and finding the relationship between leadership style and level of students' academic performance. Using descriptive correlational survey research design and ex post facto design, the study employed a sample of 210 secondary school teachers in all public secondary schools in the division. The study found out that male teachers are more than female ones, the leading leadership style was discovered to be the directing style, level of students' academic performance was found to be low and there is a significant positive relationship between the head teachers' leadership styles and level of students' academic performance. Based on the findings of the study, the following are recommended; that Head teachers should be taken for refresher courses in leadership courses frequently as possible. This will help them conform to acceptable management styles. Finally the researcher recommends that the schools should provide forums in which teachers can freely interact with their heads and share their opinions about their leadership styles. All in all the schools should establish good working conditions helping the teachers do their jobs effectively and efficiently.

## TABLE OF CONTENT

Chapter One		Page
	Declaration A	i
	Declaration B	ii
	Approval sheet	iii
	Dedication	iv
	Acknowledgement	v
	Abstract	vi
	Table of Contents	vii
	List of Tables	ix
Chapter	<b>THE PROBLEM AND ITS SCOPE</b>	1
One		
	Background of the Study	1
	Statement of the Problem	6
	Purpose of the Study	7
	Objectives of the Study	7
	Research Questions	8
	Hypothesis	8
	Scope of the Study	8

	Significance of the Study	8
	Operational Definitions	10
Chapter	<b>REVIEW OF RELATED LITERATURE</b>	11
Two		
	Concepts, Ideas, Opinions from Experts/ Authors	11
	Theoretical Perspective	16
	Related Studies	17
Chapter	<b>METHODOLOGY</b>	20
Three		
	Research Design	20
	Research Population	20
	Sample Size	20
	Sampling Procedure	21
	Research Instruments	21
	Data gathering Procedures	22
	Reliability and validity	22
	Data Analysis	23
	Ethical Considerations	23
	Limitations of the Study	24

Chapter Four	<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA</b>	25
Chapter Five	<b>FINDINGS, CONCLUSIONS, RECOMMENDATIONS</b>	33
	Findings	33
	Conclusion	34
	Recommendations	36
	REFERENCES	37
	APPENDICES	41
	APPENDIX I: Transmittal Letter	41
	APPENDIX II: Informed Consent	42
	APPENDIX III: Transmittal letter for respondents	43
	APPENDIX IV: FACE SHEET; profile of the respondents	44
	APPENDIX V: Research Instruments Questionnaire	48
	APPENDIX VII: Researcher's Curriculum Vitae	51



## LIST OF TABLES

Table	Page
1. Respondents of the study	31
2; Respondents' Background	35
3; Types of leadership styles	37
4; The Level of students' Academic Performance	40
5; Relationship Between level of students' Academic Performance and Head teachers' Leadership Style.	42

## CHAPTER ONE

### THE PROBLEM AND ITS SCOPE

#### **Background to the Study**

Education is considered as a pillar for social, political and economic development in any given nation. Aikman and Unterhalter,(2005). Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world. The 1984 Universal Declaration of Human Rights states that every person has a right to education. The World Conference on Education for All (EFA) declared among others, that every person shall be able to benefit from educational opportunities designed to meet their basic learning. This study proceeds from the observation (Eshiwani, 1993; Okumbe 1999; Mutai, 2003; interalia). In Kenya, good administration is seen as the only way of promoting good performance and discipline in secondary schools. With poor administration, performance and discipline are compromised. According to Afrol, New report (23<sup>rd</sup> July, 2008) more than 300 secondary schools went on strike in Kenya between the months of May and August 2008, resulting in the destruction of property worth millions of shillings. The report added that the students were protesting over poor living conditions and poor leadership style.

Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development.

The principal institutional mechanism for developing human capital is the formal education system of secondary and tertiary training (Nsubuga, 2003). Since education is an investment, there is a significant positive correlation between education and economic-social productivity. When people are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their

livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for natural development. The education system in Kenya is largely examination oriented. The quality of education tends to be evaluated in terms of the number of students passing national examinations (Eshiwani, 1993). Educators and the general public have time and again expressed concern over factors that influence student performance in examinations. The most outstanding factor has to do with the organizational leadership of schools. For instance, Rutter et al. (1979) and Wekesa (1993) note that to improve students' performance headteachers are required first to improve the leadership of the schools. This can be done by setting up a clear vision for the schools and communicate this vision to students, support its achievement by giving instructional leadership, provision of resources and being visible in every part of the institution.

The Government of Kenya developed a new policy on Post Primary Education with the goal of not only increasing equitable access, but also to improve quality and efficiency in the leadership of secondary schools. Mass participation will require new leadership approaches. Such policy reforms may need good leadership so that the government achieves its objective of access and quality education. The role and importance of secondary education in national development is of utmost importance. Failure to expand access at secondary education level will undermine efforts to sustain FPE, and the achievement of the education related Millennium Development Goals (MDGs). World Bank Report (1995) Transition rates into the lower secondary level may fall unless access to lower secondary schooling is expanded.

Mass education at secondary education level, however, may require new leadership approaches in order to enhance efficiency and effectiveness.

Improved efficiency is needed and can be achieved through leadership reforms; raising the learner teacher ratio, increasing teachers' time on task, reducing repetition and improving accountability (Nsubuga, 2003). Through inefficiency, much learning time is lost in many Sub-Saharan African (SSA) education systems. (Lewin, 2001) Twenty five percent or more of school days may be lost each year in poorly managed schools. (Cole, 2002) Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context. Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, better conditions of service and morale building, coercion and remuneration (Balunywa, 2000).

For any institution to succeed in its mission and vision, the position of the leader is important. The leader must possess good leadership skills to influence performance. Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively.

Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision.

For secondary schools to perform well in national examinations, it all depends on the vision of the head teacher who is the leader of the institution. According to Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively. What is performance then and how is it measured in the context of schools? Brumbach (1988), as quoted in Armstrong (2004), contends that performance refers to both behaviors and results, and adjusting organizational behaviors and actions of work to achieve results or outcomes. Behaviors are outcomes in their own right and reactions to the product of mental and physical effort applied to tasks. In school environments therefore, performance should not only be defined in terms of test scores, examination results, students' ability to socially apply what is learnt, and the rate at which students move on to higher institutions of learning, but should consider the achievements of the school in other areas like equipping the learners with the requisite skills for survival.

In the Kenyan context, a number of researches have conducted research on head teachers' training needs and made various recommendations. For example, Okumbe (1999) recommended that for purposes of effectiveness of school teachers, school leaders, and curriculum implementers, an effective in-service training should be provided to them. This recommendation was made with the understanding that the appointment of head teachers has generally been done on the basis of teachers' experience in the work place, at the expense of considering whether they have undergone training to prepare them for their new roles, before assuming office. Mutai (2003) underscored the need for effective school leadership and reported that promotion of teachers to a position of responsibility should be pegged on having undergone a pre-service training on his/her new roles. However, the appointment of head teachers in Kenya is based on years of service, rather than on having undergone training on their roles before taking up the post.

For effective administration in secondary schools, headteachers should be considered for training before they take up leadership positions. It should not be assumed that the training they received during professional training is enough. According to Ogembo (2005) observed that appointments of principals is done on the assumption that the preservice professional training that they underwent to prepare them for teaching, coupled with the experience that they get as practicing teachers are enough to enable them discharge their roles effectively. It is assumed that when the newly appointed heads assume office they will learn on the job and that they will attend in-service training to equip them with emerging managerial challenges. However from the principals own experiences and in view of how they have been discharging their roles, it raises questions about their preparedness in this respect.

Eshiwani (1993) and Okumbe (1999) asserted that training improves workers' effectiveness in discharging their functions. It is therefore important that training needs for school heads are addressed when one is appointed. This would render them effective in discharging their managerial duties such as implementing educational policies.

In addition, the Ministry of education is frequently conducting workshops for head teachers and deputy head teachers on leadership, in order to help improve their leadership skills. However, despite the above, most schools' performance is still wanting. In some secondary schools there is increasing poor performance in mainly the science subjects. The poor performance in science subjects was attributed partly to poor leadership at the school level. Since teacher morale and welfare is so low at present many of them are forced to work at more than one school (Namirembe, 2005) .

Indiscipline in secondary schools is also on the increase, which affects the quality of education outcomes in schools. (Namirembe, 2005) argues that many

secondary schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but as a result of poor leadership. Mathiu (2008) argues as cited by Sang that, in Kenya, leadership related-problems for head teachers (principals) of secondary schools have been both turbulent and rapid. However, there have been few investigations into the changing nature of the role of head teachers, which focus on the management and leadership of secondary schools. Over the past decade, many secondary schools have suffered from strikes most of which place head teachers in the spot light.

### **Statement of the Problem**

Over the years, performance of students has been deteriorating in Keumbu Division, Mathiu(2008)Academic performance of secondary school students in particular decreases as you go by. In the year 2010 National Examinations of Secondary schools, No school in this division appeared among the top 100 best performing schools country wide. While there could be many reasons that points to the cause of this disturbing situation, no particular factor has been clearly pointed out as leading to this poor academic performance, thus this study sought to find out if the problem of Head teachers' leadership style could be linked to the academic performance of students in secondary schools.

### **Purposes of the study**

1. To test the hypothesis of no significant relationship between leadership style in schools and level of students' performance.
2. To validate the Great man theory upon which this study is underpinned.
3. To generate new information on the existing body of knowledge.
4. To bridge the gap in the reviewed literature.

## **General Objectives**

This study generally aimed at finding out the relationship between Head teachers' leadership style and Students' Academic Performance in Keumbu Division Secondary Schools.

## **Research Objectives**

The researcher was guided by the following specific objectives:

1. To determine the profile of the respondents in terms of gender, age and educational qualification.
2. To determine the types of head teachers' leadership styles in Keumbu division Secondary schools.
3. To identify the level of secondary schools students' academic performance.
4. To determine if there is a significant relationship between the leadership style and the level of secondary schools students' academic performance in Keumbu Division.

## **Research Questions**

The following research questions are posed:

1. What is the profile of the respondents in terms of gender, age and educational qualifications?
2. What are the leadership styles exhibited by head teachers in Keumbu Division Secondary Schools?
3. What is the level of secondary schools' students' academic performance in Keumbu Division?
4. Is there a significant relationship between the leadership styles exhibited by the head teachers and the level of students' academic performance?



## **Null Hypothesis**

Ho= There is no significant relationship between head teachers' leadership style and the level of students' academic performance.

## **Scope**

### **Geographical scope**

The research study was carried out in selected secondary schools in Keumbu Division which is found in Kisii County.

### **Content Scope**

The variables in the study include; leadership Styles as independent variable and secondary students' academic performance as dependent variable.

### **Theoretical Scope**

The study was underpinned by the Great Man Theory propounded by Sashkin and Sashkin (2003).

### **Time Scope**

The time limits of collecting data and data analysis was between August to December, 2011.

### **Significance of Study**

The findings of this study would be significant in various ways:

Theoretically, they would provide greater insight to **the administrators and managers of schools** into the challenges faced by heads teachers in running of schools in Keumbu Division, Kisii County, Kenya.

On the practical value, the findings would serve as reference points for **head teachers of schools** on leadership skills that would lead to improvement of students' performance in national examinations. This study will help some headteachers who for one reason or the other have not been effective in carrying out their responsibilities and therefore work with more effectiveness and efficiency using appropriate leadership styles to improve school environment for example; using democratic leadership styles whereby one gives opportunities to teachers to choose what they want to work with.

The findings of the study would also benefit **Kenya Education Staff Institute** (KESI) with regard to salient training needs for head teachers that need to be addressed in Kisii County by training teachers before they are appointed as administrators.

Other **researchers** too in a similar or related topic from within or outside the scope of the study would find this report very resourceful and interesting to consult from. The findings will be expected to assist headteachers to adjust their leadership styles in running secondary schools to incorporate solutions to any shortcoming that shall be highlighted in the study.

The report will further strengthen **the Ministry of Education** in playing its roles such as policymaking, resource mobilization, quality assurance, auditing how resources are used, field implementation, and capacity building.

The report is expected to enable **head teachers** lay emphasize on school-wide staff development programs with help of the Ministry of Education to improve the capacity of schools from the donors, KNEC and Policy developers.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **Concepts, Ideas, Opinions from Authors/ Experts.**

##### **Leadership Styles**

The Oxford Dictionary of English Language, leadership styles are defined as the traits, behavioural tendencies, and characteristic methods of a person in a leadership position. An important dimension of leadership style is the extent to which the leader is willing to delegate responsibility and encourage input from followers; some key styles here are those of the authoritarian leader, democratic leader, and laissez-faire leader. Another basic dimension is the extent to which a leader is task-motivated (concerned with defining goals and the means to achieve them) or relationship-motivated (concerned with supporting and encouraging subordinates). A distinction can also be drawn between the charismatic leader, who relies on his or her personal qualities to inspire followers, and the bureaucratic leader, who depends on his or her position in the hierarchy and an established set of rules and procedures.

The work of head teachers has received much attention. Torrington and Weightman (1989) state, 'The 'extraordinary centrality' and the 'almost universal focus on this job' is found not only in the work of academics such as, for example Rutter (1979) and Mortimore et al (1988. However, many studies of head teachers, whether they be of secondary or primary head teachers show similar pressures which exist in their roles. As Riley and Mahoney (1995), in their research for the 'Effective Leadership in a time of change' project; state 'size, the nature of the school, whether this is a first, second or third headship do not appear to influence the hours worked or the proportion of time spent on administration'.

The main problem with any of the literature on head teachers is that it is limited in that every school has its own individual needs and circumstances to

which it has to respond. For example Small (1984) in his study of individual head teachers in the different types of school, infant, first, middle, senior high and comprehensive, states that headship is a 'scandal of particularity' because of the fact that the five heads in his study were 'very dependent upon the circumstances of their school.

The characteristics of a school and the teachers therein will be a crucial factor in determining the levels of performance in the school in question. As South-work (1988) notes in his study of head teachers feels that the head's role and work is influenced greatly by the type of school that he/she works in i.e. rural, denominational, infant, junior primary plus the size of the school, its age, layout, curricular strengths and weaknesses of staff.

Mass education at secondary education level, however, may require new leadership approaches in order to enhance efficiency and effectiveness. Improved efficiency is needed and can be achieved through leadership reforms; raising the learner-teacher ratio, increasing teachers' time on task, reducing repetition and improving accountability (Nsubuga, 2003). Through inefficiency much learning time is lost in many Sub-Saharan African (SSA) education systems. Twenty five percent or more of school days may be lost each year in poorly managed schools (Lewin, 2006).

Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000).

Thus, leadership incorporates the accomplishment of the task, which is an organizational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 1998). Maicibi (2005) contends

that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively.

It is the leader of an organization who can provide the required direction for the achievement of organizational goals. According to Armstrong (2001), leadership is influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision. This is also described by Sashkin and Sashkin (2003) as visionary leadership.

However, according to them, the concept of leadership that matters is not being limited to those at the top of the organization such as the Chief Executive Officer or Principal/head teacher, but depends on certain characteristics of the leader. It involves much more than the leader's personality in which leadership is seen as more of motivating followers to achieve goals (Sashkin, and Sashkin 2003). This is supported by Lav Tzu (as reported in Sashkin and Sashkin, 2003) that good leadership commits to doing less and being more.

### **Students' Academic Performance**

Academic performance according to Lawrence (2000) can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, assertiveness, Arts, Culture, and the like. On the other hand, Conrath (1986) reiterates that academic performance refers to completing all of your academic goals for yourself. I know parents put a lot of pressure on kids to do well in school, but in my opinion, Academic Achievement should be what you want for yourself, instead of what others want for you. Your goals can be

anything you want, such as passing a class that is challenging for you. Another good goal is to push yourself to make it onto the honor roll. Make sure you don't let your parents stress you out too much, and achieve your goals for yourself. Those are my thoughts!

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. As career competition grows ever more fierce in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike.

Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school. State and federal departments of education are charged with improving schools, and so devise methods of measuring success in order to create plans for improvement.

In the past, academic performance was often measured more by ear than today. Teachers' observations made up the bulk of the assessment, and today's summation, or numerical, method of determining how well a student is performing is a fairly recent invention. Grading systems came into existence in America in the late Victorian period, and were initially criticized due to high subjectivity. Different teachers valued different aspects of learning more highly than others, and although some standardization was attempted in order to make the system more fair, the problem continued. Today, changes have been made

to incorporate differentiation for individual students' abilities, and exploration of alternate methods of measuring performance is ongoing.

The tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework for talking about how students fare in school, and a constant standard to which all students are held. Performance results also allow students to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade.

Performance in school is evaluated in a number of ways. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and side notes, to describe how well a student has done. At the state level, students are evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievements students in each age group are expected to meet.

The subjectivity of academic performance evaluation has lessened in recent years, but it has not been totally eliminated. It may not be possible to fully remove subjectivity from the current evaluation methods, since most are biased toward students that respond best to traditional teaching methods. Standardized testing is best responded to by students that excel in reading, mathematics and test-taking, a skill that is not in itself indicative of academic worth. The tests reward visual learners, and give no chance for kinesthetic or auditory learners to show their abilities. The standardized test fails to recognize students with learning and physical disabilities that do not allow them to complete the test in the same manner or amount of time as other students.

Evaluations from classroom teachers, though they give the most detailed information, may still retain bias if individual differentiation and learning styles have not been taken into account. According to the study, Ogembo (2005) observes that for one to be a head teacher, he/she must be a qualified teacher, and must have been in an administrative post already such as a deputy head teacher for a period of time.

### **Theoretical Perspective**

The study was underpinned by the Great Man Theory propounded by Sashkin and Sashkin (2003) which is based on the idea that leaders are born with innate, unexplainable leadership skills, which cause other people to see them as heroes. It is based on the opinion that leaders are right and leadership is rooted in the authority of their righteousness. Leaders are elevated by their followers on the ground of their unique qualities that others do not have. As a result, followers do not doubt their leaders' judgment.

Trait theories are based on great man theories. Trait approach to the understanding of leadership perceives leadership as the core of organization effectiveness and performance. Like the great man theories, trait perspective assumes that great leaders are born with distinguished traits/characteristics that make them different from other people.

Sashkin and Sashkin (2003) state that researchers like Ralph Stogdill, in his quest for the secret of great leaders, review many research reports on leadership, based on the assumption that great leaders are born.

Ralph Stogdill, according to Sashkin and Sashkin (2003), found that leaders were a bit more intelligent, outgoing, creative, assertive, responsible, taller and heavier than average people. However, these differences in traits could not provide a solution to the search, as the list was found to be statistically insignificant. Thus, Ralph Stogdill (in Sashkin and Sashkin, 2003) concluded that



a person does not become a leader because of a combination of traits since the impact of traits differs according to situation. Therefore, the characteristics of the situation should be considered before ascribing greatness to an individual as a leader.

Hoy and Miskel (2001) report that emphasis on trait research was later focused on comparison between leader traits and leader effectiveness rather than comparison between leaders and non-leaders. According to Hoy and Miskel (2001), Ralph Stogdill and other researchers concluded that possession of some traits might contribute to leadership effectiveness. This is different from the original trait assumption that leaders are born not made. Even though there is no list of traits that guarantees leadership effectiveness, a number of traits have been recently identified to contribute to leadership success as it recognizes the influence of both traits and situation. Hoy and Miskel (2001) identify some traits that are currently associated with effective leadership: self-confidence, stress tolerance, emotional maturity and integrity'. Cooper's (2003) experience as a human resource practitioner underpins the fact that a leader's traits influence his/her leadership. He further asserts that the styles leaders employ affect their employee to the extent that trait theory should not be neglected. It may be argued that a head teacher who is not confident, tolerant, competent and trustworthy may not be able to lead successfully. In order to move the school forward, a head teacher should be able to set high goals for him/her and the staff.

## **Related Studies**

### **Leadership style and Academic Performance**

There are two types of research studies with reference to finding direct or indirect relationship of leadership style with student achievement. Haymon(1990) found a positive relationship between leadership style and school climate in the elementary schools. Valesky et al. (1992) found that a democratic style produced a better school climate than an authoritarian or laissez-faire leadership style did

in high schools in Memphis, Tennessee. Decker (1993) found no relationship between leadership style and school climate in elementary schools in Iowa. Furthermore, Catherine (1993) found no relationship between leadership style and school climate in New Jersey. At the same time, similar results are found by Henry (1973) in an urban school district. It was very possibility that better school climate produced higher student achievement he further concluded that the directive, supportive, participative and achievement-oriented leadership styles as independent variable had significant effect on dependent variables of acceptance of leader, job expectancies and six fac acceptance of leader and job satisfaction but positively related to job expectancies. The dependent variables wer directly connected with academic achievement of students. Richard (2000) described that the caliber of leadership in a school could have a dramatic effect on student achievement. Furthermore, there was a strong relationship between effective leadership style and student achievement. Likewise, leadership could have a reverse effect on student achievement.

Iqbal (2005) found that authoritative leadership style had a significant effect on school effectiveness (an indicator of student achievement) as compared to democratic style in public schools as a whole and for male head teachers. Furthermore, democratic style had a significant effect as compared to authoritative-style in case of female head teachers. The school effectiveness produced student academic achievement. It is still not agreed upon whether a particular leadership style results in the most effective form of organizational behaviour. Different leadership styles are needed for different situations and each leader should know when to use a particular leadership style. Likewise, no one leadership style is ideal for every situation. (Rad & Yarmuhammadian, 2006) There have always been debates on the issue which is the most effective leadership style in schools. Therefore, the study emphasizes the differential impact of leadership style on and its relationship with academic achievement of students at secondary stage in Keumbu Division

Ralph Stogdill, according to Sashkin and Sashkin (2003), found that leaders were a bit more intelligent, outgoing, creative, assertive, responsible, taller and heavier than average people. However, these differences in traits could not provide a solution to the search, as the list was found to be statistically insignificant. Thus, Ralph Stogdill (in Sashkin and Sashkin, 2003) concluded that a person does not become a leader because of a combination of traits since the impact of traits differs according to situation. Therefore, the characteristics of the situation should be considered before ascribing greatness to an individual as a leader.

Hoy and Miskel (2001) report that emphasis on trait research was later focused on comparison between leader traits and leader effectiveness rather than comparison between leaders and non-leaders. According to Hoy and Miskel (2001), Ralph Stogdill and other researchers concluded that possession of some traits might contribute to leadership effectiveness. This is different from the original trait assumption that leaders are born not made. Even though there is no list of traits that guarantees leadership effectiveness, a number of traits have been recently identified to contribute to leadership success as it recognizes the influence of both traits and situation. Hoy and Miskel (2001) identify some traits that are currently associated with effective leadership: self-confidence, stress tolerance, emotional maturity and integrity'.

Cooper's (2003) experience as a human resource practitioner underpins the fact that a leader's traits influence his/her leadership. He further asserts that the styles leaders employ affect their employee to the extent that trait theory should not be neglected. It may be argued that a head teacher who is not confident, tolerant, competent and trustworthy may not be able to lead successfully. In order to move the school forward, a head teacher should be able to set high goals for him/her and the staff

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Research Design**

This research study employed descriptive correlation survey research design. Descriptive studies are non-experimental researches that describe the characteristics of a particular individual, or of a group. It deals with the relationship between variables, testing of hypothesis and development of generalizations and use of theories that have universal validity. Further, descriptive surveys are used to discover causal relationships (descriptive correlation), to provide precise quantitative description and to observe behavior (Krejecie and Morgan (1970). The study also employed expos factor design to collect data on students' academic performance.

#### **Research Population**

Keumbu division has 7 public secondary schools with 196 teachers, 7 deputy head teachers and 7 head teachers.

#### **Sample Size**

In this study, all the 7 public secondary schools were selected to participate. In view of the nature of the target population where the number of teachers is not that big, all of them were included in the study. Table 1 below shows the respondents of the study with the following categories: Category of respondents, target population and sample size. There was no need for sampling procedure given that all the teachers were used in this study.

**Table1**

**Respondents of the study**

<b>School s</b>	<b>Teachers' population</b>	<b>Sample</b>
Birongo Secondary school	29	29
Irondi Secondary School	31	31
Amasege Secondary School	42	42
Keoke Secondary School	34	34
Nyansira Secondary School	31	31
Moremani Secondary School	28	28
Kerera Secondary School	19	19
<b>Total sample size</b>	<b>210</b>	<b>210</b>

*Source; Schools*

**Research Instrument**

The study used Adopted questionnaire (Robins, S. & David, A. (2001)). The questionnaire had two sections. Section A dealt with profile of the respondents, section B, with leadership style. Data on students' academic performance was collected using a check list.

**Reliability**

The instrument was piloted on the teachers that were not included in the study sample and modified to improve their validity and reliability coefficients to at least 0.70. Items with validity and reliability coefficients of at least 0.70 are accepted as valid and reliable in research Amin, (2005). Reliability estimates the consistency of the

measurement. The reliability test involves a “test and retest” exercise. This means the instruments was subjected to a representative sample.

### **Validity**

To ensure that the instrument used was valid, face validity was done by the supervisors and other research consultants. Content validity index was also ascertained by the researcher and his supervisor. These authorities declared the instrument valid and suitable for use in the study.

### **Data Gathering Procedures**

#### **Before the administration of the questionnaires**

1. An introduction letter was obtained from the School of Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective heads of secondary schools.
2. When approved, the researcher secured a list of the qualified respondents from the school authorities in charge and selected through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained to about the study and were requested to sign the Informed Consent Form (Appendix 3).
4. Reproduced more than enough questionnaires for distribution.
5. Selected research assistants who assisted in the data collection; briefed and oriented them in order to be consistent in administering the questionnaires.

#### **During the administration of the questionnaires**

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered.

## **After the administration of the questionnaires**

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

### **Data analysis**

The study used quantitative data analysis; the researcher used tabulation (frequencies and percentages were used to analyze the profile of respondents. Similarly, mean was used to analyze the extent of students' academic performance. Mean was also used to analyze the level of leadership styles of head teachers. Correlation analysis using Pearson's product correlation coefficient was used to analyze the relationship between students' academic performance level and head teachers' leadership style. The statistical package for social science (SPSS version 13) was used in the analysis of data. The following mean range was used to analyze Level of students' performance.

<b>Mean Range</b>	<b>Interpretation</b>
9.51-13	Very Good
6.51-9.50	Good
3.26-6.50	Fair
1-3.25	Poor

### **Ethical Considerations**

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. Sought permission to adopt the standardized questionnaire on school effectiveness through a written communication to the author.
2. The respondents and schools were coded instead of reflecting the names.

3. Solicited permission through a written request to the concerned officials of the secondary schools included in the study.
4. Requested the respondents to sign in the *Informed Consent Form* (Appendix 3)
5. Acknowledged the authors quoted in this study and the author of the standardized instrument through citations and referencing.
6. Presented the findings in a generalized manner.

### **Limitations of the Study**

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. Extraneous variables which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.
2. The respondents might not have been very honest on certain items though the researcher explained most of the concepts to enable the respondents understand them better.
3. Some questionnaires might have been misplaced on transit so the researcher produced more questionnaires than the number of the respondents to help mitigate this crisis.



## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The analysis and presentation of data in this section was based on the objectives of the study.

**Table 2**  
**Respondents' Profile**  
**n=210**

<b>Gender</b>	<b>Frequency</b>	<b>Percent. %</b>
Male	157	79
Female	43	21
Total	210	100
<b>Age</b>		
20-30	50	25
31-40	67	34
41-above	83	41
Total	210	100
<b>Academic qualification</b>		
Certificate	16	8
Diploma	28	14
Degree	156	78
Masters	00	0
<b>Total</b>	210	100

Source; Field data

From Table 2 above, it can categorically be seen that the male respondents were 79% whereas the female respondents formed 21% of the sampled population. It is thus prudent to assert that the male respondents were more than the female respondents. In as far as age is concerned, the majority of the respondents were in the age group of 41 and above, this formed a total of 41% whereas those in the age bracket of between 31-40 followed at 34%, finally, those who were between 20-30 years old were the least at 25%. This clearly shows that most teachers in these schools are in their late adulthood period. As pertains academic qualification, those with Degrees were dominating at 78%, followed by those who had Diploma at 14% then certificate holders at 07% and finally masters at 0%. It can thus be concluded that the society under study is male chauvinistic, failing to promote the interest of the girl child since there are more men than women in the respondents contacted.

### **Head teachers' leadership Styles**

The independent variable in this study was head teachers' leadership styles. This was conceptualized into the head teachers' way of running the school as he/she relates with the staff. A 5 point likert scale, ranging from strongly disagree to strongly agree was used to collect data from the teaching staff. The items in the questionnaire were later grouped into four categories;

**Table 3 (a)****Mean Scores of Directing**

<b>Indicators of Leadership styles</b>	<b>interpretation</b>	<b>Rank</b>	<b>Mean</b>
Tries to assign work in small easily controlled units	Satisfactory	1	3.47
Check staff's work on regular basis to access their progress and learning	Satisfactory	2	3.28
Demonstrates each task involved in doing the jobs	Satisfactory	3	3.22
Has staff report back to him/her after completing each step of their work	Satisfactory	4	3.02
Makes sure staff are aware and understand all school policies/procedures	Satisfactory	5	2.76
Sets down performance standards for each aspect of your job	Satisfactory	6	2.56
<b>TOTAL</b>			<b>3.05</b>

**TABLE 3(b).**  
**Mean scores of delegating**

<b>Indicators of Leadership styles</b>	<b>interpretation</b>	<b>Rank</b>	<b>Mean</b>
Expects the staff to create own goals and objectives	Satisfactory	1	3.22
Discusses the school's strategic mission with staff	Satisfactory	2	3.21
Asks staff to think ahead and develop long term plans for their areas	Satisfactory	2	3.21
Emphasizes importance of quality and establish the controls and standards	Satisfactory	3	3.15
Provides staff with clear responsibilities and how to accomplish them	Satisfactory	4	2.89
Ensures that information systems are timely and accurate to the staff	Satisfactory	5	2.49
<b>TOTAL</b>			<b>2.49</b>

**TABLE 3(c).  
Mean scores of Coaching**

<b>Indicators of Leadership styles</b>	<b>interpretation</b>	<b>Rank</b>	<b>Mean</b>
Holds periodic meetings to show support for school policies and mission	Satisfactory	1	3.21
Meets with staff regularly to discuss their needs	Satisfactory	2	2.98
Recognizes staffs' achievement with encouragement and support	Satisfactory	3	2.97
Holds regular meetings to discuss work status	Satisfactory	4	2.92
Focuses on opportunities and not problems	Satisfactory	5	2.79
Explains the benefit of achieving their work goals to staff	Satisfactory	6	2.45
<b>TOTAL</b>			<b>2.88</b>

**TABLE 3(d).  
Mean scores of Facilitating**

<b>Indicators of Leadership styles</b>	<b>interpretation</b>	<b>Rank</b>	<b>Mean</b>
Avoids evaluating problems and concerns as they are discussed	Satisfactory	1	3.24
Rotates the role of team briefer among the staff	Satisfactory	2	3.24
Provides staff with time and resources to pursue developmental objectives	Satisfactory	3	3.01
Discusses any school policy or changes with staff prior to taking action	Satisfactory	4	2.78
Avoids making judgmental premature evaluation of ideas or suggestions	Satisfactory	5	2.75
Appoints staff into task groups to action policies affecting them	Poor	6	1.99
<b>TOTAL</b>			<b>2.83</b>
<b>OVERALL MEAN</b>			<b>2.81</b>

Based on table 3, above, it is evident that the head teachers' leadership style is basically delegative in style. This is because in the ranking, delegating style had the highest score of mean at 3.02, followed by coaching with a mean of 2.92. Directing then came third with a mean of 2.89 and finally, facilitating followed last with a mean of 2.83.

Within delegating style, the fact that the head teachers expect the staff to create their own goals and objectives and submit them to him/her had the highest score of 3.22. This was closely followed by the fact that the head teacher discusses the school's strategic mission with staff, and Asks staff to think ahead and develop long term plans for their areas, both with a mean of 3.21, each. The item with the lowest score was the fact that the head teacher ensures that information systems are timely and accurate and that information is fed directly to the staff with a mean of 2.49.

Within coaching, the item with the highest ranking was the fact that the head teacher holds periodic meetings to show support for school policies and mission with a mean of 3.21. This was followed by the fact that the head teacher Meets with staff regularly to discuss their needs with a mean of 2.98. The fact that the head teacher Focuses on opportunities and not problems and Recognizes staffs' achievement with encouragement and support both had the same mean of 2.97.

Under directing, the item with the highest score was the fact that the head teachers Checks staff's work on regular basis to assess their progress and learning with a mean of 3.28. This was followed by the notion of the head teacher Demonstrates each task involved in doing the jobs, with a mean of 3.22. this was closely followed by the fact that the head teachers Have staff report back to them, after completing each step of their work with a mean of 3.20

Finally, under the facilitating style, the item with the highest score was the fact that the head teachers Avoids evaluating problems and concerns as they are discussed with a mean of 3.24. This was followed by the fact that the head teacher rotates the

role of team briefer among the staff with a mean of 3.21. The fact that the head teachers Provides the staff with the time and resources to pursue their own developmental objectives then followed with a mean of 3.01.

**Level of Students Academic Performance**

Research question 3 was derived from the third objective of the study. The research question stated “What is the level of students’ academic performance in Keumbu Division secondary Schools’. The response was tabulated as follows;

<b>Mean Range</b>	<b>Interpretation</b>
9.51-13	Very Good
6.51-9.50	Good
3.26-6.50	Fair
1-3.25	Poor

**TABLE 4**  
**STUDENTS’ ACADEMIC PERFORMANCE**

School	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	Mean Score	RANK	INTERPRETATION
A	37	2	1	1	1	3	2	1	6	2	5	8	5	4.65	2	FAIR
B	31	0	0	0	2	1	2	1	0	1	5	10	9	3.03	4	FAIR
C	27	1	0	0	0	1	0	3	1	0	4	4	13	2.81	6	POOR
D	23	0	0	0	0	1	0	2	2	1	3	9	5	2.87	5	POOR
E	42	0	0	3	3	3	2	2	5	8	11	0	0	4.93	1	FAIR
F	47	1	0	1	3	0	2	2	6	7	4	14	7	3.83	3	FAIR
G	27	1	0	0	0	1	0	3	1	1	4	4	13	2.81	6	POOR
Overall mean														3.69		POOR

SOURCE; field data

From the table 4 above, it is evident that the overall mean for students’ academic performance in the division in the year 2010 is rated low with an overall mean of 3.69. a scrutiny of thee individual schools reveal that school E had the highest number of students who did well. The performance of this school was such that none scored in the

grades of A or A-, there was also no student who scored D- and below. School A was the second best, their performance was also evenly spread across the whole score board as the majority scored C+ and a above which is a pass mark. School F came third with only one student in grades A and B+, and no student in grades A- and B-, quite a number though scored D- which is a dismal grade. The fourth was school B with no grades scored in A, A-, B+ and C-. most of the students scored D- and E. school D was the fifth with 23 entries, no students with A, A-, B+, B and C+, most of the students in this school had D- and E. the school with the least performance was school C, with almost half the number of students scoring the last grade E. based on the data on table 5 above, it can be conclusively said that secondary schools in Keumbu Division perform poorly in examinations. Such dismal performance in academics has several severe consequences like failure to join higher institutions of learning among others. It is therefore prudent that the root causes of poor academic performance are dug out and addressed.

### **Relationship between Leadership Styles and Level of students' academic Performance**

Research question four was derived from the fourth objective of the study. The fourth objective of this study was to establish the relationship between the leadership styles and the level of academic performance of students . To achieve this objective, the overall mean for leadership style was correlated with the overall mean for level of students academic performance using parsons'' linear correlation coefficient. The correlation results are presented in the following table.

**Table 5**

**Pearsons correlation of Relationship Between Leadership Styles and Students' Performance**

<b>Leadership styles</b>	<b>Mean of leadership styles</b>	<b>Mean score of students' performance</b>	<b>Computed r'</b>	<b>Critical Value</b>	<b>Decision on Hypotheses</b>
<b>Directing</b>	<b>3.05</b>	<b>3.69</b>	<b>0.264</b>	<b>0.125</b>	<b>Rejected</b>
<b>Delegating</b>	<b>2.49</b>		<b>0.127</b>	<b>0.125</b>	<b>Rejected</b>
<b>Coaching</b>	<b>2.88</b>		<b>0.193</b>	<b>0.125</b>	<b>Rejected</b>
<b>Facilitating</b>	<b>2.83</b>		<b>0.191</b>	<b>0.125</b>	<b>Rejected</b>
<b>Overall mean</b>	<b>2.81</b>		<b>0.187</b>	<b>0.125</b>	<b>Rejected</b>

*Source; Primary data 2011*

From the above table according to Pearson's coefficient the relationship between Students' academic performance and head teachers' leadership style in Keumbu Secondary schools is strong and has the value of 0.187 Computed R-value was generated from mean scores of students' academic performance and all the four management styles under study, in Keumbu district secondary school. The critical value was generated from books of statistics/R-values. In respect to leadership styles used in this area, directing had the strongest relationship with the computed value of .264, followed by Coaching with .193, then facilitating with .191 and finally Delegating with a value of ,127.

The table 5 gives the nature and type of relationship between students' academic performance and head teachers' leadership styles, the discrepancy between the computed value and the critical value reveals that there is a significant relationship between the level of students academic performance and head teachers' leadership style in Keumbu Division Secondary schools. Thus the hypothesis of no significant relationship between head-teachers' leadership style and students' academic Performance is rejected and its alternate accepted.



## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

Chapter four presented, analyzed and interpreted data obtained from the field. Based on the findings on the previous chapter, this chapter is then focused on the discussion of the findings of the study. Moreover, the conclusion and recommendations are drawn and given respectively.

#### Findings

Based on the objectives of the study, the study revealed that;

1. There are more male teachers than female teachers in Keumbu Division public secondary schools. There are many teachers with bachelor degree in teaching as their qualification, a few have certificates and diplomas, while there is no single teacher with master degree or post graduate diploma.
2. Some of head teachers and their deputies are new in position with less experience. The act is affecting their leadership style.
3. The dominant leadership style in the keumbu division secondary schools is directing. This is because in the ranking, directing style had the highest score of mean at 3.05 , followed by Coaching with a mean of 2.88. facilitating then came third with a mean of 2.83 and finally, delegating followed last with a mean of 2.49.
4. The level of students' academic performance in Keumbu division secondary schools is low. The study found that the general level of students' academic performance was rated at low levels with an overall mean of 3.69.
5. From table 5 according to Pearson's coefficient the relationship between level of academic performance of students and leadership styles in the Evangelical schools in Keumbu Division is strong and has the value of 0.187. Table 5 gives the nature and type of relationship between students' academic performance and

the leadership style, the discrepancy between the computed value and the critical value reveals that there is a significant relationship between students' academic performance and leadership style in the Keumbu division Secondary schools.

## **Conclusions**

Based on the purpose of the study, the following conclusions were made;

1. The null hypothesis between the study variables was rejected and its alternate accepted leading to a conclusion that there is a strong significant relationship between leadership style and students' academic performance.
2. The study was underpinned by the great man theory propounded by Sashkin and Sashkin (2003).
3. In view of this research, the study came up with new knowledge based on the study findings
4. As pertains to the reviewed literature in this study, most of the studies cited were carried out in different contexts with different respondents and at different times. This study in particular was unique in its timing, choice of respondents and conceptualization of the dependent and independent variables.

## **Recommendations**

From the findings discussed on the chapter above, the researcher would like to make the following recommendations.

1. The future of a nation depends up on the type of teachers it has. If the teachers are highly motivated, the nation will develop faster. However, if the teachers are demoralized, their nation will be doomed to failure. This is, because demoralized teachers will never produce competent outputs. Almost all teachers in the developing world complain that their salary is too little and ruminate that it is the major factor demoralizing them. Therefore the researcher strongly recommends that teachers' remuneration should be improved.

2. It is highly recommended that Head teachers' should be taken for refresher courses in management courses as frequently as possible. This will help them conform to acceptable management styles
3. People have needs and wills to be recognized. Besides high remuneration, recognizing one's contribution strongly motivates the bearer to exert high efforts on the labor market. Hence, schools should have means of recognizing the contributions of teachers and via which motivating the high performers and also encouraging the low performers to work hard and hold on the recognition. The researcher therefore recommends that the schools to have means of officially recognizing its teachers' contributions. This can be possibly done during the school open days and Parents Teachers Associations (PTA) meetings as well on school anniversaries.
4. Apart from the remuneration they receive, teachers need to be provided with a certain types of allowances. Teachers put in mind that they are getting the salary in return to their work done. So, they do not think that their schools are helping them and will not treat the schools as theirs. However, if they are entitled to certain types of allowances, e.g. night allowances for special duties, safaris allowances for official journeys for seminars, departmental headship allowances, e.t.c. they may tend to work hard and hold in mind that the schools are theirs. But, the allowances should be reasonable and only then will they encourage teachers to perform well. The researcher therefore highly recommends the schools to put up appropriately managed allowances system.
5. Leadership style plays a very important role in the education process. But there is worse situation in Keumbu district. Head teachers, usually, do not know how to manage personnel, how to manage funds and departmental records, and how to lead teachers and students effectively. Head teachers do not have the formal training of leadership and management as that of other management cadre in the country. It is strongly recommended that educational management should be a separate cadre in the education department. Likewise, separate policy matters should be formulated for the responsibilities and powers of educational management. It is also

- recommended that head teachers should be selected from the already teachers with 5 to 10 years teaching experience. These selected teachers should be trained as the educational managers in a separate department "Educational Leadership and Management" under the faculty of education of a university or in a training institute
6. Finally the researcher recommends that the schools should provide forums in which teachers can freely interact with their heads and share their opinions about their management styles. All in all the schools should establish good working conditions helping the teachers do their jobs effectively and efficiently.

### **Further Research**

The researcher recommends future researchers to emphasize on the following areas.

1. The findings examined the effects of Management styles on the academic performance of students in Keumbu division secondary schools, Other researchers then could fruitfully look in to "the impact of teachers' qualification on the academic performance of students"
2. Future researchers could also look at "the effect classroom discipline on the performance of teachers".
3. Researchers can also study' Socio-economic status of parents and pupils' Academic performance'

## REFERENCES

- Ahimbisibwe, F, (2008) Makerere opens August 16: lecturers insist they will not Teach until grievances are addressed. *The New Vision*, 23 (158), 3.
- Amin, E, M, (2005). *Social Science research: conception, methodology, and analysis* Kampala: Makerere University Printery.
- Andrew, J, D (1997) *Essentials of management* 4<sup>th</sup> Ed. Ohio: South Western Publishing Co.
- Basal, R. (2007). *Performance management and appraisal*, Retrieved on [April 14, 2008] from the World Wide Web: <http://www.performance-appraosals.org/appraisal>.
- Bateman, and Snell, S. (2002) *Management: competing in the new era*. 5<sup>th</sup>ed. New York: McGraw Hill Companies, Inc.
- Catherin Jendia. *The Kenyaese Civil Conflict 1969-1983*, 2002. Peter Lang Publishing, Inc, New York.
- Chuck Williams (2003) *management* 2<sup>nd</sup> ed. Ohio: south western publishing co.
- Dau, Isaiah Majok. *Free at last. "South Kenya independence and the role of the church"* 2011. Kijabe, Kenya.
- Decker, J, D, (1993) *Management Practice*, 2<sup>nd</sup> ed. Ohio; southwestern Co.
- Fantini, Jeo. *History of the Old Nubian Christian Kingdoms and Modern Kenya* 1979.

Hellriegel, D. Slocum, W., and Woodman W. (2001) organizational behavior 9<sup>th</sup> ed. Ohio: South Western College Publishing.

Henry, L.S (1973) management and organization, 2<sup>nd</sup>ed, Ohio: south western publishing Co.

Hr management (2008) Compensation planning solutions align rewards with performance. Retrieved on [April 21, 2008] from the World Wide.

Web

<http://www.hrmreport.com/pastissue/article.asp?art=26467&issue=160>.

In brief (2008) Manafwa teachers few. The New Vision, 23 (130), 9.

Leslie, W& Lloyd, L, (2000). Management: skill and applications, 9<sup>th</sup> ed. Boston: The McGraw-Hill companies.

Luis R, David B, & Robert, L (1995) management Human Resource. Boston: The McGraw-Hill companies.

Luis R, David B, & Robert, L (2002) management Boston: The McGraw-Hill companies.

David B, & Robert, L (2002) management Human Resource. New York: Macmillan publishing Co., Inc.

Maicibi, N. (2003). Pertinent issue in employees' management. Kampala: M.P.K.

Maicibi, N. (2005) pertinent issues in management: Human resource and educational management, 1<sup>st</sup> Ed, Kampala: Net Media Publishers Ltd.

- Maicibi, N, (2007) Human resource management success: the tips for HRM theorists and practitioners, 1<sup>st</sup> Ed, Kampala: Makerere University Printery.
- Krejcie and Morgan (1970) *Determining Sample Size for Research activities, Educational and Psychological Measurement*, 30, 608, Sage Publications
- Pricewaterhouse coppers (2007). Reward and compensation, Retrieved on [April 23, 2008] from the World Wide Web:  
<http://www.pwc.com/extweb/service.nsf/docid>
- Richard L. (2000). Management, 5<sup>th</sup> Ed Boston: The McGraw Hill Companies.
- Robert, L. M. & John, H. J (1997) Human resource management 8<sup>th</sup>ed. New York: West Publishing co.
- Robins, S. & David, A. (2001) Fundamentals of management, 3<sup>rd</sup> Ed. New Jersey: Pearson Education, Inc.
- Stern and Association (2006), 21<sup>st</sup> century pay surveys: Surveying the labor market in the information age. Retrieved on [May 17 2008] from the World Wide Web:  
[http://www.hrconsultant.com/aw/aw\\_ter\\_21stcentury.html](http://www.hrconsultant.com/aw/aw_ter_21stcentury.html)
- White, D. & Bednar, A. (1986). Organizational behavior: understanding and managing people at work, Massachusetts: Allyn and Bacon, Inc.
- William, G. & Michael, D. (1998). Effective marketing: Creating and keeping

customers, 2<sup>nd</sup> ed. Ohio: Cincinnati.

Valesky, T. C., & Hirth, M. A. (1992). Survey of the states: Special education knowledge requirements for school administrators. *Exceptional children*, 58(5), 399-406.



## APPENDICES

### APPENDIX I: TRANSMITTAL LETTER



Ggaba Road - Kansanga  
P.O. Box 20000, Kampala, Uganda  
Tel: +256- 41- 266813 / +256- 41-267634  
Fax: +256- 41- 501974  
E- mail: admin@kiu.ac.ug,  
Website: www.kiu.ac.ug

**OFFICE OF THE COORDINATOR OF EDUCATION  
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

August 5, 2011

Dear Sir/Madam,

**RE: REQUEST FOR JACOB GEKONGE KWABA MED/25911/102/DF  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of educational Management and Administration. He is currently conducting a field research of which the title is **"Head Teacher's Leadership Styles and Academic Performance in Selected Secondary Schools in Keumbu Division, Kisii County, Kenya."**

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,



Ms. Kyolaba Sarah  
Coordinator Education, (SPGSR)

**APPENDIX II**

**INFORMED CONSENT**

I am giving my consent to be part of the research study of Mr. Jacob Kwaba that will focus on headteachers leadership styles and performance in selected secondary schools in Keumbu Division, Kisii County, Kenya

A shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials :.....

Date :.....

### APPENDIX III

#### CLEARANCE FROM ETHICS COMMITTEE

Date.....

#### Candidates' Data

Name .....

Reg.#.....

Course.....

Title of study.....

#### Ethical Review Checklist

#### The study reviewed considered the following.

- Identify the challenges faced by heads teachers in running of schools in Keumbu Division, Kisii District, Kenya.
- To elicit the perceptions of head teachers and teachers on the preferred leadership styles to be proposed in the literature to guide the head teachers in running schools.
- To make recommendations for the improvement of schools on the basis of an analysis of leadership styles.

#### Results of Ethical Review

- Approved
- Conditional (to provide the Ethics Committee with corrections)
- Disapproved/Resubmit Proposal

#### Ethics Committee (Name and Signature)

Chairperson.....

Members.....

**FACE SHEET**

Code # \_\_\_\_\_

Date Received by Respondent \_\_\_\_\_

Gender;

Male a)

Female b)

Age

20-30

31-40

41-above

**Academic qualification (Please Tick):**

\_\_\_\_(1) certificate

\_\_\_\_(2) diploma

\_\_\_\_(3) degree

\_\_\_\_(4) masters

## Section B

### QUESTIONNAIRE TO DETERMINE LEADERSHIP STYLES

(For teachers)

**Direction 1:** Please write your rating on the space before each option which corresponds to your best choice in terms of **your Head teachers' Leadership styles** in your school. Kindly use the scoring system below:

Response Mode	Rating	Description	Legend
Strongly disagree	(5)	Almost no extent	SD
Disagree	(4)	To a slight extent	D
Neither Agree nor Disagree	(3)	To a moderate extent	NAD
Agree	(2)	To a great extent	A
Strongly Agree	(1)	To a very great extent	SA

---

### Management Styles

Your head teacher does the following;

- \_\_\_\_ 1. Checks staff's work on regular basis to assess their progress and learning
- \_\_\_\_ 2. Holds periodic meetings to show support for school policies and mission
- \_\_\_\_ 3. Appoints staff into task groups to action policies affecting them
- \_\_\_\_ 4. Provides staff with clear responsibilities and allow them to decide how to accomplish them
- \_\_\_\_ 5. Makes sure staff are aware of and understand all school policies and procedures

6. Recognizes staffs' achievement with encouragement and support
- \_\_\_7. Discusses any school policy or changes with staff prior to taking action
- \_\_\_8. Discusses the school's strategic mission with staff
- \_\_\_9. Demonstrates each task involved in doing the jobs
- \_\_\_10. Meets with staff regularly to discuss their needs
- \_\_\_11. Avoids making judgmental premature evaluation of ideas or suggestions
- \_\_\_12. Asks staff to think ahead and develop long term plans for their areas
- \_\_\_13. Sets down performance standards for each aspect of your job
- \_\_\_14. Explains the benefit of achieving their work goals to staff
- \_\_\_15. Rotates the role of team briefer among the staff
- \_\_\_16. Emphasizes the importance of quality but allow the staff to establish the controls standards.
- \_\_\_17. Has staff report back to him/her after completing each step of their work\_
- \_\_\_18. Holds regular meetings to discuss work status.
- \_\_\_19. Provides the staff with the time and resources to pursue their own developmental objectives
- \_\_\_20. Expects the staff to create their own goals and objectives and submit them to him/her when done.
- \_\_\_21. Tries to assign work in small easily controlled units.
- \_\_\_22. Focuses on opportunities and not problems.

\_\_23. Avoids evaluating problems and concerns as they are discussed.

\_\_24. Ensures that information systems are timely and accurate and that information is fed directly to the staff.

## APPENDIX IV

### Leadership styles score sheet

In order to score the questionnaire, you have to group your responses into four categories in the grid below.

#### Step one

Look at the grid below, it is divided into four sections. Each section lists the statement numbers from the questionnaire.

#### Step two

For each statement number, transfer the number you circled into the box.

For example, if you circled 4 for statement 11, you would put 4 in the top left-hand box (next statement number).

#### Step three

To calculate the total score for each section, add all the individual statement scores for each section together.



<b>Facilitating</b> 3,7,11,15,19,23	<b>Coaching</b> 2,6,10,14,18,22
<b>Delegating</b> 4,8,12,16,20,24	<b>Directing</b> 1,5,9,13,17,21,

### **Leadership Styles Descriptions**

#### **Directing**

- Provide detailed instructions
- Give staff specific goals and objectives
- Check frequently with staff to keep them on track
- Demonstrate the steps involved in doing the job

#### **Coaching**

- Represents management's position in a convincing manner
- Try to motivate with monetary and non-monetary rewards
- Sell staff in their own ability to do the job
- Praises staff for their good work
- Provide staff with a lot of feedback on how they are doing

## **Facilitating**

- Involves staff in making the decisions which will affect their work
- Makes staff feel free to ask questions and discuss important concerns
- Hold frequent staff meetings
- Help staff locate and support their own developmental activities
- Listens to staff problems and concerns without criticizing or judging

## **Delegating**

- Delegate broad responsibilities to staff and expects them to handle the details.
- Expects staff to find and correct their own errors.

## APPENDIX V

### CURRICULUM VITAE

#### PERSONAL DATA

Name	Jacob Gekonge Kwaba
Nationality	Kenyan
Date of Birth	31 <sup>ST</sup> /DEC/1962
Home Address	1114 KISII
Telephone	+254 710 220 474 / + 254 733 332 167
Profession	Teacher

#### EDUCATIONAL BACKGROUND

Period	Institution	Qualification
2010 to date	Kampala International University MED Student	Masters degree in Educational Management and Administration
	University	BED
ST. PAUL TTC	College	P1
ST ANDREW'S SSS	High School	DIV III
IRONDI'DOK	Primary School	C.P.E

#### WORKING EXPERIENCE

Period	Position	Responsibilities
2001 TO DATE	Kianate D.O.K	Headteacher
1998-2000	Nyangeni D.O.K	Deputy Headteacher
1995-1997	Irondi D.O.K	Senior Teacher
1990-1994	Kirwa S.D.A Primary	Class Teacher/Librarian
<b>OTHER SKILLS</b>		
	Team player, Negotiator and Result Oriented.	

## **SEMINARS AND WORKSHOPS**

Primary School Management Course (PRISM)

Key Resource Teachers (KRT)- Maths

Kenya Music Festival Foundation

Guidance and Counselling

## **HOBBIES**

Listening to music                  Singing

Reading                                  Playing football

## **REFEREES**

1. Dr. Owouye  
Director of Admission  
Kampala International University  
Tel: +256 414-563 813  
P.O. BOX 20000  
Kampala
2. Fr. Dennis Omwabo  
Nyansiongo Parish  
Tel: 0734 882 415  
P.O. BOX
3. Dr. Derrick Ssekajug  
Lecturer  
Kampala International University  
+256 712 727 353  
P.O. BOX 20000  
Kampala

Dr. (Mrs) Ijeoma Anumaka  
Lecturer Kampala International  
University of High Education and  
Research  
Tel: +256751267231  
P.O. BOX 20000  
Kampala

