

**EFFECT OF ORGANIZATIONAL LEADERSHIP ON ACADEMIC PERFORMANCE  
OF SECONDARY SCHOOLS IN KENYA**

**A Case of Baringo Central Sub County**

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Award of Master of Business Administration of Kabarak University**

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## **DECLARATION AND RECOMMENDATION**

### **Declaration**

This research project is my original work. It has not been previously submitted for the award of degree in this or any other university.

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## ABSTRACT

The purpose of this study was to determine the effect of organizational leadership on performance in academics in secondary schools of Baringo Central Sub County of Baringo County, Kenya. The specific objectives were: to establish the effect of leadership styles, skills and ethics on performance in secondary schools in Baringo Central Sub County of Baringo County of Kenya. The study made use of a survey study research design. The target population was secondary schools in the Baringo Central Sub County. The study targeted 28 schools with unit of enumeration consisting of 28 leaders who were the principal, the deputy principal, boarding master or director of studies per school. 120 teachers from the 28 schools, making a total target population of 148 respondents. The study sampled 26 of the 28 schools, 26 of the 28 school leaders and 91 teachers to form a total sample size of 117 respondents. Questionnaires were used as the main data collection tools. Stratified random sampling was used to select 26 schools from the targeted 28 schools to ensure schools of various categories including the county, national, private and sub county schools were selected to participate in the study, convenience sampling was used so as to have the school heads that is, either the principal or the deputy principal as respondents for this study based on who was readily available and finally simple random sampling of teachers was done to select teachers from the identified school. The data was analyzed using descriptive and inferential statistics. Descriptive statistics included measures such as percentages, means and SPSS software aided in the computation and in generation of descriptive statistics. Inferential statistics involved multiple regression analysis. Multiple linear regressions were used to establish the predictive power of the study model. The study findings indicated that there was no significant relationship between leadership styles and the academic performance (Accept,  $p = 0.507$ ), there was no significant relationship between leadership skills and the academic performance (Accept,  $p = 0.448$ ) and that there was a significant relationship between ethical practices and the school's performance. (Reject,  $p = 0.006$ ). The findings of this study provide policy recommendations that are useful in managing and improving academic performance of secondary schools in the study area. The findings indicate that Leaders in the school have relevant years of experience in leadership position and leaders are required to be ethical in practice of duty. It also recommends that ethical aspects of leaders should be considered before being given opportunity to head schools.

**Key Words: Academics, performance, Leadership, styles, skills and ethics.**

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>BC</b>	Baringo County
<b>BCSC</b>	Baringo Central Sub County
<b>BOD</b>	Board of Directors
<b>CEB</b>	County Education Board
<b>KCSE</b>	Kenya Certificate of Secondary Examination - exam sat by learners at the end of fourth year.
<b>KEMI</b>	Kenya Education Management Institute.
<b>MOE</b>	Ministry of Education
<b>QASO</b>	Quality Assurance and standard officers
<b>TSC</b>	Teachers Service Commission

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter presents the background of the study, statement of the problem, research objectives and hypotheses, significance of the study, as well as the scope of the research study.

##### **1.1.1 Background of the study**

Leaders in organizations mediate and reconcile the often-conflicting expectations of constituents, lack direct hierarchical and reward power and have resource dependence and shifting expectations. Organizational leaders derive power from the fact that they are in control of critical resources and are able to dispense them to internal stakeholders in their organizations. This means that they are able to direct internal stakeholders to act in accordance with organizational goals. The extent a leader is successful may depend on their ability to build trust between the parties and create opportunities for each party to fulfill both their individual and collective goals. This requires that such leaders are resourceful and tactful, relying on their personal qualities to assure effective performance in their leadership roles. Leadership processes define, establish, identify, or translate this direction for their followers and facilitate or enable the organizational processes with the aim of achieving the organizational purpose. Organizational purpose and direction can be defined in terms of mission, vision, strategy, goals, plans, and tasks. Leadership is tied to the continual development and attainment of organizational goal.

Lack of vision in the management of schools often leads to imbalance in the allocation and use of resources. In this Ayot and Briggs (1992) point out that; poor results in education are related to the resources allocated to it. They are also of the view that input-output studies should be done using learning achieved as seen from student's examination performance. The impact of school management is an essential element in such studies.

Many authors hold that the perspective of leadership is a functional one, meaning that leadership is at the service of collective effectiveness (Fleishman *et al.*, 1991; Hackman & Walton, 1986; Lord, 1977). Describing a similar approach to team leadership, Hackman and Walton (1986) argued that the leader's main job is to do, or get done, whatever is not being adequately handled for group needs (McGrath, 1962). If a leader managers, by whatever means, to ensure that all functions critical to both task accomplishment and group maintenance are adequately taken care of, then the leader has done his or her job well. These assertions can be made whether leaders are leading groups, multiple groups combined into a department or a division, the organization as a whole, or group of multiple schools. This defining element of organizational leadership also means that the success of the collective as a whole is a (if not the) major criterion for leader effectiveness.

People are significant barriers in the attempt to drive strategic change. According to Moran & Brightman (2001), change leaders must create an environment where people involved in the change process can open themselves up to new ideas and concepts, adopt new assumptions, and overcome their hostility and resistance to change. Black and Gregersen (2002) showed that lasting success in leading strategic change lies in the ability of leaders to alter the mental maps of the people within their organization. They argued that instead of an "organization in" approach, an "individual out" approach that seeks to realize the goal of strategically changing the

organization by first changing its individuals must be adopted. This approach to change requires strong and emotionally intelligent leaders who relate to the fears, anxieties and insecurity that people feel in change environments.

Effective change leaders share the following common characteristics: act as framers of the change environment for both the organization and the affected individuals; create and foster the climate necessary to nurture the change environment, to learn from mistakes, and to fashion new solutions that drive transformation; are the examples of change, providing a highly visible and credible role model for the organization; are determined and dedicated, inspiring and encouraging a passion for the success of the change initiative; and are interactive networks who persuade, influence, explain, critique and occasionally cajole in their commitment to sustain strategic change (Moran & Brightman, 2001).

### **1.1.2 An Overview of Baringo Central Sub County**

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

### **1.2 Statement of the problem**

Achievement of excellent academic performance to a large extent depends on organizations leadership. School leaders in BCSC play a key role in achieving exemplary performance as their

counter parts in other parts of the country. All organizations are currently undergoing some type of change. Many of these change programs arise from organized management strategies such as culture change, business process reengineering, empowerment and total quality management. Other change initiatives are driven by the need for organizations to reposition themselves in the face of changing competitive conditions. Academic performance in BCSC has been dismal for some years unlike the era of His Excellency Daniel Toroitich Arap Moi. The 2<sup>nd</sup> President of the Republic of Kenya. Who was also the Member of Parliament.

Strategic change often involves radical transitions within an organization and encompasses strategy, structure, systems, processes and culture (Drucker, 2004). The track record of success in bringing about strategic change within most organizations has been poor in most organizations since many fail to grasp that they are performing an implementation which actually means turning plans into reality rather than formulation (John and Scholes, 2003).

The various attempts to improve on academic performance in schools have resulted in various effects in the desired ends. Schools have designed unique approaches and strategies to achieve the desired high performance in academics. However, despite the efforts by schools to employ new approaches and strategies the efforts have not always led to the expected results in KCSE performance.

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 students' performance in examinations. The most outstanding factor has to do with the organizational management of schools. For instance (Rutter et al, 1979) and (Wekesa, 1993) note

that to improve students' performance leaders are required first to improve the management of schools.

This study, therefore, aimed at finding out the effect of leadership on academic performance and establishing the effects of leadership style, leadership skills and leadership ethics on academics performance of secondary schools in BCSC, Kenya.

### **1.3 Research Objectives**

#### **1.3.1 General objectives of the study**

The general objective of this study was to find out the effect of organizational leadership on performance in academics in secondary schools in Baringo Central Sub County, Baringo County of Kenya.

#### **1.3.2 Specific objectives of the study**

The following are objectives that guided the study:

- i. To determine the effect of leadership styles on performance in academics of secondary schools in Baringo central sub county.
- ii. To establish the effect of leadership skills on performance in academics of secondary schools in Baringo central sub county.
- iii. To analyze the effect of leadership ethics on performance in academics of secondary schools in Baringo central sub county.

## **1.4 Hypotheses**

The following null hypotheses guided the study:

H<sub>1</sub>: There is no statistically significant effect between leadership styles and performance in academics of secondary schools.

H<sub>2</sub>: There is no statistically significant effect between leadership skills and performance of academics in secondary schools.

H<sub>3</sub>: There is no statistically significant effect between leadership ethics and performance of academics in secondary schools.

## **1.5 Justification of the study**

This study is important in improving performance in academics of secondary schools as the effect of leadership on performance of schools was analyzed. Whenever schools fail to do well in national examinations, the main individuals blamed are usually school principals. Findings from this study are of use by principals and deputy principals of schools as they are able to identify better leadership styles, skills and ethics that enable them achieve excellence in the schools they head.

The findings were useful in making policy recommendations by Ministry of Education that will assist in improving academic performance in Kenyan secondary schools. The Teachers Service Commission in promotion and placement of teachers, ministry of Higher Education science and technology in the training of teachers. Knowledge on the effects of leadership styles, leadership skills and leadership ethics will also assist in the steering of schools towards achievement of vision 2030 goals in education sector.

A lot is known about leadership and performance but actual relationships had not been analyzed. This study formed a basis for future researches on the subject of academic performance and management of schools. The study will enlighten student teachers, teachers and other stakeholders on the effect of leadership on performance in schools. This ensures that leadership styles, skills and ethics that are associated with poor performance of schools are discouraged before they lead to undesired results. Heads of departments in schools benefited from the findings of this study; with the insights they are in a better position to manage the departments under their control more effectively.

### **1.6 Scope of the Study**

This study only covered secondary schools in Baringo central sub county of Baringo County, Kenya. It never considered what happens in primary schools. There are various measures of performance of schools. The current study only considered academics to determine performance of schools. It only considered academic performance of schools in national examinations that is as per the Kenya national examination council released results.

### **1.7 Limitations of the Study**

The study was constrained by the following; the research was carried out in some sampled schools in Baringo central sub county. This narrowed the degree of national representativeness of the findings. This limitation was minimized by using stratified random sampling procedure that ensured a fair representation of the study units in the area.

Another limitation arose due to time and accessibility of some schools in the interior parts of the sub county, the researcher hired a motorbike to access these areas to ease transport and to access such parts of the sub county.

## **1.8 Assumptions of The study**

The study was based on the following assumptions; that all respondents gave honest, detailed and accurate answers to the questions, they understood the leadership of their principals, deputy principals and theirs as leaders too, that they were conversant with their schools performance and effectiveness of leadership overtime, that the KCSE is a reliable and accurate instrument for measuring student achievement at the secondary school level, the leaders in schools are the central factors determining academic achievement in the schools and that the results of this research are accepted as insights into the effective management and leadership of schools.

## **1.9 Definition of Terms**

**Academics Performance** Refers to the schools performance in KCSE results overtime.

**Leadership** Act of influencing the actions of others by the school leaders towards achieving a group desired objective.

**Leadership Ethics** The core values of the school leaders and having courage to live them in all parts of their life in service of the common good.

**Leadership Skills** Manner in which the leaders in schools are dealing with the staff and learners in such as to motivating and decision making.

**Leadership Style** The manner in which the school leaders are providing direction, implementing school plans so as to achieve the desired goals

**Organization** Refers to a school set up in its totality.

**Organizational Leaders** All those in charge of responsibilities/ in leadership position in a school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of the past studies and findings related to this study. Definitions of concepts used in this study were also reviewed to highlight what was said by previous publishers on various issues related to the study. The conceptual framework and description of theories related this study is also presented in this chapter.

#### **2.2 Traditional Theories of Leadership**

Leadership is a subject that has been around for a long time. Due to the attention given to leadership, many theories have developed overtime in order to form a basis for predicting an individual's chances of successfully leading any organization. With new research, traditional theories have been replaced by "contemporary" theories. The traditional leadership theories highlights three major leadership traits, the first focusing on the characteristics of a great leader, the second on the behavior of the leader, and the third on the situation in which the leader was required (Horner 1997). These theories are discussed below.

##### **2.2.1 Traits Model of Leadership**

The earlier theory was that of Bernard (1926) in Hellriegel, Jackson & Slocum (2007) that was based on inherent physical, social and personal characteristics that was observed in leaders and believed to presage success in guiding the fortunes of the endeavor being undertaken. The theory

is useful in identifying the common – sense leadership attributes. The model however was based on a limited number of perceived characteristics. It furthermore failed to give appropriate recognition to the situation, environmental and organizational context in which the particular individual was considered to be an effective leader (Horner, 1997).

### **2.2.2 Behavioral Models of Leadership**

The obvious shortcomings of the traits theory of leadership led researchers to isolate the behaviors that are characteristic of leaders (Hellreigel, 2001). Behavioral leadership models placed more emphasis on a more outward looking approach to effective leadership. By studying what these individuals actually did, said, or thought, a number of models were developed in the expectations that effective leadership behaviors could be identified and learned. McGregor's theory X and Theory Y was based on certain key assumptions made by leaders about their subordinates, which outlook affected their leadership behavior. Effective leadership was found to be more likely in individuals who had positive views of the motives, abilities and attitudes of subordinates.

The Ohio University and University of Michigan models respectively identified considerate, as opposed to initiating structure, leadership styles and production centered versus employee centered approaches. These models recognized effective leaders as being those who developed supportive relationships with their subordinates. The managerial Grid model of Blake, Shepard and Mouton identified and plotted 5 leadership styles that combined different propositions of people – orientation, and found that this individual (compared with those who were considered more process – oriented) exhibited greater levels of effective leadership.

### **2.2.3 Contingency Models of Leadership**

This is the third set of traditional theories that focused on individual leader's response to various situational factors (Hellreigel 2001). Fielder's contingency model postulated that successful leaders matched their individual style to the demands of the situation. Hersey and Blalchard's situational leadership model expanded on this concept and emphasized that successful leaders had the flexibility to adapt to changing situations by being able to judge maturity levels of their subordinates.

House's Path – Goal Model postulated that successful leaders were able to assess the task and the employee characteristics inherent in the situation, and then utilize the appropriate style. Finally, Vroom and Jago's leader – participation model formulated eight contingency questions and assessed successful leadership as their ability to correctly answer these questions and adapt to the style required by the situation.

### **2.3 Contemporary Theories of Effective Leadership**

The old order business and government models mirrored a pre – information age leadership paradigm based on strategy, systems and structures. Government in its so-called “grant apartheid” policies placed obedience, order and ideology above people and their fundamental human rights much in the same way that the private sector created and nurtured employees that were beholden to the organization. As if to mirror the winds of change that blew through post – colonial Africa during the latter half of the past century, new theories were sweeping away many of the old ideas on what constituted effective leadership in an organization. It was now necessary, in the words of Bartlett and Ghosal (1995), for leaders “to unleash the human spirits”.

## **2.4 Types of Leadership**

### **2.4.1. Transformational Leadership**

According to Avolio and Davie (2004) transformational leadership is the ability to motivate and to encourage intellectual stimulation through inspiration. McColl-Kennedy and Anderson (2005) defined transformational leadership style as guidance through individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. They were referring to the reliable and valid measure of this leadership style often used by some researchers (Dvir and Shamir, 2003; Jung and Sosik, 2002), and the Multifactor Leadership Questionnaire adopted by MLQ and Avolio (1997).

Rafferty and Griffin (2004) viewed vision as the main characteristic of transformational leaders. Vision and inspiration activate a transformation process within the follower (Scandura & Williams, 2004) – that is, a relationship or sense of identification that the leader develops, which results in acceptance of the leader's vision and values, and goal achievement becomes the norm (Gillespie and Mann, 2004). Transformational leaders inspire followers to exert effort beyond self-interest in favor of collective group accomplishment (Berson & Avolio, 2004). Parolini (2009) concluded that transformational leaders are more likely than servant leaders to focus on the organization's goals and to use charismatic methods of influence such as vision and inspiration.

Transformational leader practices influence followers to achieve goals, and increase confidence, commitment, and job performance (Bono and Judge, 2003). A large body of research on transformational leadership has documented its positive association with commitment, satisfaction and intentions to stay (Epitropaki & Martin, 2005). According to Brown & Yoshioka (2003) leadership and job satisfaction are the most effective predictors of intentions to leave non-

profit organizations. Avolio (2004) argued that transformational leadership's relationship with commitment was mediated by empowerment. Other researchers (Dionne & David, 2002) showed that the transformational leadership is significantly related to team commitment and an empowered team environment.

#### **2.4. 2 Servant Leadership**

According to Greenleaf & Spears (2002), servant leadership is demonstrated in a leader's desire to motivate and guide followers, offer hope, and provide a more caring experience through established quality relationships. Whetstone (2002) added that the imperative servant leaders desire to serve the needs and desires of followers must supersede the leader's personal interests. Servant leaders demonstrate a sense of moral responsibility and respect for followers as they inspire followers to grow and to develop (Greenleaf, 1997).

Although the concept of servant leadership has developed a wide following since its inception, reliable means to measure it have been developed only recently (Ehrhart, 2004). The servant leader behaves ethically, and encourages and empowers subordinates to grow and succeed, both personally and professionally (Russell & Stone, 2002).

Ehrhart (2004) proposed that servant leadership and transformational leadership share many similar characteristics. However, there are marked differences in that the focus of servant leaders is not only to achieve organizational and personal goals, but also to accept a moral responsibility to serve all stakeholders, especially subordinates (Graham, 2003). Parolini (2009) recently concluded that servant leaders are more likely than transformational leaders to make service to

their followers their first priority. Although Turner (2002) did report a correlation between transformational leadership and moral reasoning, such underlying moral imperatives are largely absent from the transformational framework.

Spears (1998) theorized that servant leadership would be a more appropriate and effective style of leadership than transformational leadership for non-profit organizations. As the volunteer relationship does not involve the traditional exchange of performance for compensation, more effort is required to entice unpaid workers (Spears, 1998). Given that volunteer rewards are primarily intrinsic (feelings of altruism) and are deemed more important than extrinsic motivators (monetary compensation); Alatrasta & Arrow smith, 2004), volunteers need to feel that their skills and contributions are valued (Wisner, 2005). Spears (1998) concluded that servant leaders are more involved in the personal circumstances of volunteers; therefore, such leaders are more likely to attract the loyalty of volunteers.

### **2.4.3 Transactional Leadership**

Bernard (1994) It is based on the hypothesis that followers are motivated through a system of rewards and punishment and view of leader/follower relationship is one of quid proquo – or this for that, if the follower does something good, then they were rewarded, if the follower does something wrong then they were punished, people perform their best when the chain of command is definite and clear, obeying the instructions and commands of the leader is the primary goal of the followers, subordinates need to be carefully monitored to ensure that expectations are met. Weber (1980) states that it is also a managerial leadership, focuses on the role of supervision, organizing and group performance.

#### **2.4.4 Strategic Leadership**

Strategic leadership is a requirement for survival in a changing world. Boal and Hooijberg (2000) identified the essence of this leadership style as involving the capacity to learn, to change and the managerial wisdom. Strategic Leaders exhibited charisma, were value driven, visionary and had the required cognitive and behavioral complexity necessary to translate their social intelligence into effective business performance in an ever changing organizational landscape. Strategic leadership cannot be done without in the light of the pace at which the world is changing: the world has moved in quantum leaps from the industrial age, to the space age, and into the information age. Accordingly, this theory held that effective leaders needed the strategic skills to rapidly assimilate lessons, to devise proactive strategies and to implement them with speed and sensitivity.

#### **2.4.5 Global Leadership**

The information age, and its concomitant technological advancements have resulted in the growing interconnectedness of the world wide community of nations, in order for leaders to survive and prosper in this global market. According to Gregersen, Morrison and Black (1998) leaders must have the ability to connect emotionally, and must possess an inquisitive and open mind, integrity, and organizational savvy to manage uncertainty in a diverse world and environment. The move towards full range leadership (Bass and Avolio, 1994) embodies the development of strategic, transformational and global leadership characteristics amongst top management of organization. It also involves an analysis, not only of external organizational factors, but also of the psychology of effective leadership.

## **2.5 Significance of Leadership on performance**

### **2.5.1 Effect of Leadership Styles**

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

Transformational leadership is inspirational, providing scope for intellectual and creative development, which values the role of the individual in achieving a shared vision. Transactional leadership is more closely allied to traditional management techniques with the leader establishing organizational goals and entering into a contractual arrangement with subordinates based on reward and punishment. The servant leader, on the other hand, leads through service. The idea of the servant leader is not new, having been introduced by Robert Greenleaf in 1977. However, its precepts based on empathy, healing, listening and building community have enhanced meaning in today's business environment where more aggressive leadership or management styles are focusing on profit rather than people which have ultimately led to system failures such as the current global financial crisis. In today's troubled world there is a move toward the rediscovery of the type of values embodied by the servant leader. Discussion, debate and exploration of case studies can help today's business students learn about these styles of leadership, enabling them to begin creating their own individual visions of the leaders they hope to be during their current or future careers.

### **2.5.2 Effect of Leadership Skills**

Leadership is an important concept in the study of groups. Leaders play an active part in development and maintenance of role structure and goal direction and they influence the existence and efficiency of the group (Stogdill, 1974). Leaders must not only exercise influence, but they must also decide when, where, and how influence was exercised to bring the attainment of social goals (House & Howell, 1991). Over the years, many theories have been proposed describing the behaviors that make effective leadership possible theories of behavioral styles (Lindell & Rosenqvist, 1992), transformational or charismatic leadership (Bass & Avolio, 1994) and leader-member exchange (Graen & Uhl-Bien, 1995). These theories all have a focus on certain behavior patterns and the implications of these patterns for leader performance.

Knowledge refers to the output of learning process, just as plans are the outputs of the planning process. Gibbons (1994) contended that the terms of science and knowledge are frequently adopted interchangeably to form scientific knowledge. Networks have been extensively applied in engineering and science for managing complex systems (Price, 1965). In engineering and sciences, network commonly refers to a system or a web of inter-linked sub-systems or components, each optimally designed to perform a designated task effectively. Each sub-system is highly specialized and generally draws on high levels of accumulated knowledge and expertise within its expected domain of operations. Theoretically, the system as a whole may not be truly optimal, but it can be effective and flexible enough to perform the task at hand, well beyond the capabilities of its individual components. The two components of a network are the nodes and linkages whereby nodes point out the system resources for knowledge generation with their connections via linkages.

Knowledge is complex and invisible, making it very hard to obtain. An effective approach is visualization and representation of knowledge. Chandy & Williams (1994) argued that each localized knowledge network is a part or a sub-system of a broader and more general system. Since the development and diffusion of knowledge of one discipline can be formulated and changed by the nature and objective of relevant journals, one discipline's journals can be regarded as an “invisible hand” influencing the focus of development and diffusion of the knowledge network of a given field. The concept of invisible hand reflects our admiration for the elegant and smooth functioning of the market system as a coordinator of autonomous individual choices in an interdependent world.

An invisible knowledge network of any given field includes both the knowledge content of its nodes and the inter-linkages of those nodes within its domain and to other fields. The knowledge network of leadership can be considered as a branch of its interacting foundational domains, which are well-established sub-systems of leadership. A knowledge network in the leadership field is composed of sufficiently large number of published articles, active researchers (the intellectual architects) and citations appearing in various media relating to electronic commerce and other fields (Ngai & Wat, 2002) This knowledge network can depict the developmental and diffusion patterns and processes in the knowledge system of leadership. During the accumulation of cross-field knowledge, key nodes are the most important bridges to connect different or even separate domains. Key nodes gain the main status during the cross-fertilizing process, which facilitates the knowledge communication and transmission among relevant parts of the whole network.

Several studies have used the bibliometric techniques to study management research. For example, Pilkington and Teichert (2006) investigated the intellectual pillars of the management of technology literature and explored whether these are distinct from those commonly associated with its rival fields; Acedo and Casillas (2005) explored the research paradigms of international management research by applying factorial analysis techniques in an author co-citation study; Ramos-Rodriguez and Ruiz-Navarro (2004) examined the intellectual structure change of strategic management research by conducting a bibliometric study of the Strategic Management Journal; Ponzi (2002) explored the intellectual structure and interdisciplinary breadth of knowledge management in its early stage of development, using principle component analysis on an author co-citation frequency matrix.

### **2.5.3 Effect of Leadership Ethics**

Ethical concerns are an important area in business practices and research endeavors in the field of organizational chain management. In particular, ethical concerns become evident in situations of asymmetric relationships across organizations (for example, in terms of power and dependence). There is a need to establish ethical structures, processes and performance measures in organizations. In previous research restricted parts of this idea across organizations have been addressed from an ethical perspective but not the whole process (Moberg, 2003). Nevertheless, there have been a few recent research endeavors dedicated to the ethical concerns in organizational chain management as a whole. For example, Svensson (2008) introduced and described a conceptual framework of organizational chain management ethics based upon the automotive industry. Svensson (2009) focuses on the transparency of organizational chain management ethics based upon case illustrations across organizations in the fashion and telecom

industries. The dilemma is that these ethical frameworks in the field of organizational chain management are still on a general level, where specific details are not provided on how to manage, monitor and evaluate ethical concerns across organizations.

## **2.6 Summary Gaps in Literature**

The development of a transformational leadership theory owes much to the fact that many organizations have the past twenty five years had to face rapidly changing environments that required leaders to articulate new visions, foster new cultures, and breed new mindsets involving changes in basic values, beliefs and attitudes of subordinates.

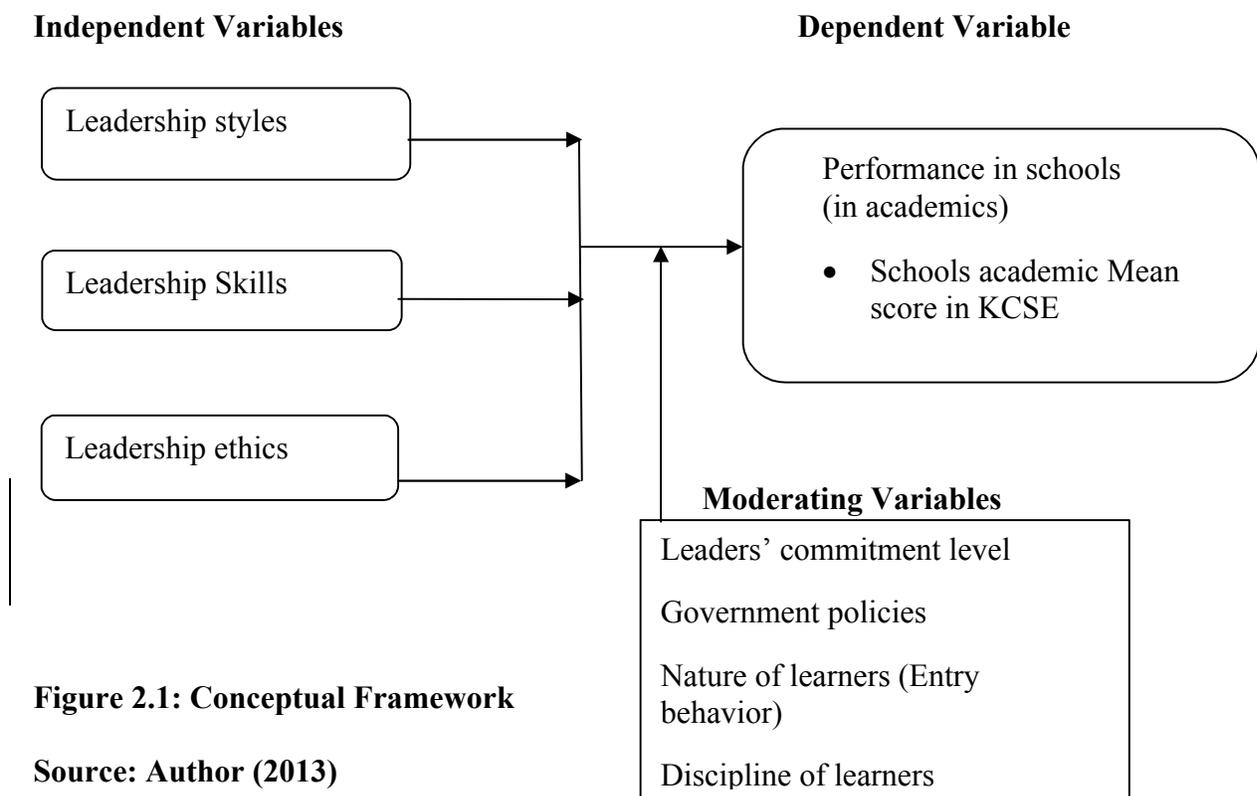
Shared leadership models, promoted in several studies of leadership within the sectors, provide a contrast with the assumption in much of the literature that leadership is linked to a role, and open up the possibility that several people within a centre/service may be involved in leadership. Louise Hard (2004) has proposed the concept of formal and informal leaders.

All past leadership theories have a focus on certain behaviour patterns and the implications of these patterns for leader performance. Researchers have yet to define the relationship between servant leadership and empowerment; empowerment is implied in the definition of the concept, as one of the primary objectives of servant leadership to develop the potential of followers. The precepts of servant leader idea is based on empathy, healing, listening and building community have enhanced meaning in today's business environment where more aggressive leadership or management styles focus on profit rather than people have ultimately led to system failures such

as the current global financial crisis. In the past studies there still exists research gap on the effect of organizational leadership on academic performance in secondary schools in Kenya.

## 2.7 Conceptual Frame work

A conceptual framework helps simplify the proposed relationships between the variables in the study and show the same graphically or diagrammatically (Mugenda, 2003). The conceptual framework of this study is based on three independent variables namely; Leadership styles, leadership skills as well as leadership ethics. The dependent variable of this study is the performance in schools. Figure 2.1 below shows how the various independent variables affect the dependent variable under study.



**Figure 2.1: Conceptual Framework**

**Source: Author (2013)**

## **2.8 Interpretations of Study Variables**

### **2.8.1 Performance in Schools**

Change management is defined as “the process of continually renewing an organization’s direction, structure and capabilities to serve the ever-changing needs of external and internal customers” (Moran & Brightman, 2001). The change in this study is performance in schools.

We live in an increasingly complex, but interconnected, world where technology and telecommunications, globalization and deregulation, innovation and the knowledge economy, and shifting social, political and demographic patterns have irrevocably altered the environment in which all organizations must now operate. In the result, the study of leadership in order to achieve performance has enjoyed a growing interest as organizations seek to understand, adapt and flourish in a new and constantly evolving world.

### **2.8.2 Leadership Styles**

In theory, the ideal scenario is for a leader to have infinite flexibility. That means they are able to adapt leadership style according to the situation and/or the state of the team for example: to be an executive leader when a team is forming but to be a participative leader when a team is performing. The need to change one's leadership style according to the circumstances is one of the fundamental principles underlying popular models such as Situational Leadership (developed by Blanchard and Hersey in the late 1960s). However; modern leadership theory has begun to realize that the perfect, flexible leader does not exist. Everyone has strengths and weakness, and there is a need to strike a balance using the individual's preferred styles and meeting the needs of the situation. The modern goal is to develop 'good enough' leadership.

### **2.8.3 Leadership Skills**

Leadership can be defined as one's ability to get others to willingly follow. This is fine as far as it goes, but like most who think about leadership, leadership skills is all about influencing people who report to the leader. Hence leadership influence is really meant to be applied downward. Leadership can be shown upward and sideways as well whenever colleagues influence each other by showing a better way, which can be done either by example or by overtly promoting a new direction.

### **2.8.4 Leadership Ethics**

Leadership ethics means honesty and more. It refers to having strong internal guiding principles that one does not compromise. It means treating others as one would wish to be treated. Many experts believe that a solid sense of right and wrong and strong guiding principles is the most essential and basic of all leadership skills or characteristics. Leadership ethics promotes trust, and not much is accomplished without trust. Integrity is a skill to the extent that we see it in action. But it goes much deeper than surface actions. It is based on one's guiding beliefs and values, and is an important example of an essential leadership quality. Leadership ethics is reflected in thinking, attitudes, and actions.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter contains a write up of the details of the research design that was employed in this study. It provides information on the target population, sampling procedures, data collection methods, sources and types of data to be collected as well as data analysis techniques.

#### **3.2 Research Design**

A research design is a strategy for planning and conducting a study (Ogula, 2011). This study made use of survey study research designs. A survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. This design is probably the best method available to social scientist and other educators interested in collecting original data for the purposes of describing a population which is too large to observe directly. Surveys are also excellent vehicles for the measurement of characteristics of large populations (Mugenda and Mugenda, 2003).

The survey research design was used to assess how the leadership styles, skills and ethics affect the performance of secondary schools in the Baringo Central Sub County.

### 3.3 Target Population

Mugenda and Mugenda (2003) defines a population as an entire group of individuals, events or objects having a common observable characteristic. Target population in statistics is the specific population about which information is desired. The target populations for this study were secondary schools leaders that are either the Principals or Deputy Principals or boarding master and director of studies in there absentia and the teachers in the targeted schools. There are 28 secondary schools in the BCSC. The study targeted 28 schools with target populations consisting of 28 leaders who were either the principal or the deputy principal per school, and 120 teachers from the 28 schools, making a total of a target population of 148 respondents.

### 3.4 Sampling and Sampling Procedure

#### 3.4.1 Sample Size

According to Mugenda and Mugenda (2003), if the target population is less than 10,000 then the sample can be determined using the formula below.

The sample size employed for the identification of target population was scientifically computed as recommended by Mugenda and Mugenda as follows;

$$nf = \frac{n}{\left(1 + \frac{n}{N}\right)}$$

Where;

nf = Sample size (when the population is less than 10,000).

n = Sample size (when the population is more than 10,000); 384.

N = Estimate of the population size;

Therefore the sample size of the study for the schools was calculated as follows

Desired Sample Size for schools was therefore 26 schools as computed in Table 3.1

$$nf = \frac{384}{\left(1 + \frac{384}{28}\right)}$$

**Table 3.1: Sampling Matrix (Schools)**

<b>Strata</b>	<b>Population frequency</b>	<b>Sample ratio (%)</b>	<b>Sample size</b>
National Schools (proposed)	1	1/28 * 26	1
Private Schools	2	2/28 * 26	2
County Schools	18	18/28 * 26	16
Sub County Schools	7	7/28 * 26	7
<b>Total</b>	<b>28</b>		<b>26</b>

**Source: Author (2013)**

Number of teachers to participate in the Study therefore was computed as follows;

$$nf = \frac{384}{\left(1 + \frac{384}{120}\right)}$$

The desired number of teachers was therefore computed to be 91 teachers as computed in Table 3.2

**Table 3.2 Table on number of Teacher Respondents**

<b>Strata</b>	<b>Target Population (Teachers with roles in school)</b>	<b>Procedure</b>	<b>Sample Size of Teachers</b>
National School (proposed)	9	9/120 * 91	7
Private Schools	18	18/120 * 91	14
County Schools	65	65/120 * 91	49
Sub County Schools	28	28/120 * 91	21
<b>Total</b>	<b>120</b>		<b>91</b>

**Source: Author (2013)**

Number of head teachers to participate in the Study therefore was computed as follows;

$$nf = \frac{384}{\left(1 + \frac{384}{28}\right)}$$

The desired number of leader respondents was computed to 26 respondents as illustrated in Table 3.3

**Table 3.3 Table on number of Leaders Respondents**

<b>Strata</b>	<b>Target population of Head Teachers</b>	<b>Procedure</b>	<b>Sample Size of Head teachers</b>
National School (proposed)	1	1/28 * 26	1
Private Schools	2	2/28 * 26	2
County Schools	18	18/28 * 26	16
Sub County Schools	7	7/28 * 26	7
<b>Total</b>	<b>28</b>		<b>26</b>

**Source: Author (2013)**

Sampling is the process by which a relatively small number of individual, object or event is selected and analyzed in order to find out something about the entire population from which was selected. Stratified random sampling was used to select 26 schools from the targeted 28 schools to ensure schools of various categories including the county, national, private and sub county schools were selected to participate in the study, convenience sampling was used so as to have the school heads that is, either the principal or the deputy principal as respondents for this study based on who was readily available and finally simple random sampling of teachers with roles in the school was done to select teachers from the identified school. The technique was applied so as to obtain a representative sample that will yield the desired results since the population did not constitute a homogeneous group.

## **3.5 Data Collection**

### **3.5.1 Data Collection Instrument**

Structured and semi structured questionnaires were the main data collection tools in this study. The structured questionnaires had closed ended questions. Open ended questions were also incorporated into the questionnaire to get more insights into the study topic from the respondents. The questionnaire consisted of two sections that collected data on general information about schools and the respondents and that on the identification of the cause effect relationships postulated to exist in this study.

### **3.5.2 Pre-test of Data Collection Instrument**

According to Mugenda and Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials and validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. This study involved carrying out a preliminary study to pretest and validate the questionnaire. The preliminary study was carried out in the Koibatek Sub County in each of the four categories of schools (National, County, private and Sub County). The preliminary study was not conducted in the schools that were selected for the actual study. The aim of the preliminary study was solely to ensure that questionnaire was designed to elicit the required responses and measure what is intended. During the questionnaires pre-test study, items that require modification to correct inconsistencies arising from the instruments were identified and corrected with the guidance of my supervisors.

### 3.6 Data Analysis

The data collected using the questionnaires were edited for completeness and consistency. The questionnaire was coded to enable the responses to be grouped into various categories. The data was analyzed using descriptive and inferential statistics. Descriptive statistics included measures such as percentages, means and SPSS software aided in the computation and in generation of descriptive statistics. Inferential statistics involved multiple regression analysis which was used to establish the predictive power of the study model, specified by the following model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Whereby  $Y$  = Performance of secondary schools

$X_1$  = Leadership Styles

$X_2$  = Leadership Skills

$X_3$  = Leadership Ethics

$\varepsilon$  = Error term

$\beta_1, \beta_2 \& \beta_3$  = Regression co-efficients of  $X_1, X_2 \& X_3$

$\beta_0$  is the intercept.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.0 Introduction**

This chapter presents the descriptive statistics of the demographic characteristics, data analysis, representation and interpretation of the results.

##### **4.0.1 Response rate**

This study managed to collect data from 25 of the 26 schools which gave a response of 96% while 22 of the targeted 26 leaders participated in the study to imply that a response rate of 84.6% was achieved and finally 96.7% response rate for teachers with roles in the school was achieved to mean 88 of the 91 teachers participated in the study from those targeted. This response rates were considered suitable enough to give a true reflection of the issues under study.

#### **4.1 Background information**

The responses were as presented below.

##### **4.1.1 School status of the respondents**

This study sought to identify the school category of the respondents and the findings were as presented on Table 4.1

**Table 4.1 School status of the Respondents**

	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
National school	4	4.5	2	9.1
County school	57	64.8	12	54.5
Sub county	17	19.3	5	22.7
Private school	10	11.4	3	13.6
Total	88	100.0	22	100.0

The findings shows that 4(4.5%) were teachings at national school, 57(64.8%) were teaching at county schools, 17(19.3%) were teachers at sub county schools while 10(11.4%) were teachers at private schools. Majority of the respondents however were of County schools. This could be because most of the schools in the region are County schools.

#### **4.1.2 Leadership Positions**

This study further sought to establish the leadership positions of the head teacher respondents, the findings were as presented in Table 4.2

**Table 4.2 Leadership Positions**

	Frequency	Percent
Principal	8	36.4
deputy principal	5	22.7
boarding master/ mistress	4	18.2
director of studies	5	22.7
Total	22	100.0

The findings revealed that 8(36.4%) were principals, 5(22.7%) were deputy principals, 4(18.2%) were boarding masters while 5(22.7%) were director of studies. The findings revealed that majority of the respondents were principals. This is because they are the top leaders in the school

setup; they were therefore suitable enough to give out relevant information suitable for the studies.

#### 4.1.3 Gender of the Respondents

This study sought to establish the gender of respondents. The findings were as presented in Table 4.3

**Table 4.3 Gender of the Respondents**

	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
MALE	61	69.3	18	81.8
FEMALE	27	30.7	4	18.2
Total	88	100.0	22	100.0

The findings showed that 61(69.3%) were male while 27(30.7%) were female teachers and that 81.8% of school heads were male and 18.2% were female. Majority of the respondents were found to be of male gender. This could be because; they were most willing to participate in the study and they hold leadership positions as compared to female respondents.

#### 4.1.4 Ages of the Respondents

The researcher sought to establish ages of the respondents. The findings were as presented in Table 4.4

**Table 4.4 Ages of the Respondents**

	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
Below 29 years	28	31.8	1	4.5
30-39 years	35	39.8	6	27.3
40-44 years	16	18.2	11	50.0
45-49 years	5	5.7	2	9.1
50 years & above	4	4.5	2	9.1
Total	88	100.0	22	100.0

The study indicated that 28(31.8%) were aged below 29 years, 35(39.8%) were aged between 30-39 years, 16(18.2%) were aged between 40-44 years, 5(5.7%) were aged between 45-49 years while 4(4.5%) were aged above 50 years. majority of the respondents were found to be aged between 30-39 years. This could be because they consist of mainly youthful people who had been recruited by the school recently or have transferred from other schools. For the school leaders it revealed that majority were aged between 40-44years which is in line to promotions based on experience.

#### 4.1.5 Level of Education of the Respondents

The researcher sought to establish the level of education of the respondents. The findings were as presented in Table 4.5

**Table 4.5 Level of Education of the Respondents**

	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
Diploma	14	15.9	1	4.5
Graduate	73	83.0	15	68.2
Masters	1	1.1	5	22.7
Total	88	100.0	1	4.5

The findings showed that 14(15.9%) were of diploma level of education, 73(83%) were of graduate level of education while 1(1.1%) was of masters level of education. Majority of the respondents were of graduate level of education. This could be because it is the minimum requirement for employment in most schools hence the majority of the respondents were of the graduate level of education.

#### 4.1.6 Work Experience of the Respondents

The researcher sought to establish the work experience of the respondents. The findings were as presented in Table 4.6

**Table 4.6 Work Experience of the Respondents**

	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
less than 5 years	42	47.7	5	22.7
5-10 years	31	35.2	9	40.9
11-15 years	5	5.7	2	9.1
16-20 years	8	9.1	5	22.7
20 years& above	2	2.3	1	4.5
Total	88	100.0	22	100.0

The study showed that 42(47.7%) had an experience of less than 5 years, 31(35.2%) had an experience of between 5-10 years, 5(5.7%) had an experience of 11-15 years 8(9.1%) had an experience of 16-20 years while 2(2.3%) had experience of over 20 years. majority of the respondents were found to have teaching experiences of less than 5 years. This could be because they consist of youthful teachers who had just been recently recruited by the school or had transferred from other schools and as a result, they have an experience of below 5 years. For the school leaders it showed that majority 40.9% have been in the school for between 5-10 years which clearly shows their promotion may have been from within the school.

#### 4.2 Specific Information

The researcher sought to find personal information of the people regarding the objectives created to find specific information the information was collected and tabulated as shown below.

#### 4.2.1 Leadership Styles Employed by Leaders in Schools

The study sought to establish the leadership styles employed by leaders in schools; the findings were as presented in Table 4.7 for teacher's response and Table 4.8 for head teacher's response.

**Table 4.7 Leadership styles employed by leaders in schools**

		SA	A	UD	D	SD	T	MEA
Every leader in school has the unique style they employ	F	53	31	2	2	0	88	4.5
	%	60.2	35.2	2.3	2.3	0	100	90.6%
Leaders in the school choose the style to employ based on the situation	F	26	45	8	8	1	88	3.8
	%	29.5	51.1	9.1	9.1	1.1	100	75.9%
Leaders should employ only the leadership styles they have found successful over time	F	18	39	10	19	2	88	3.6
	%	20.5	44.3	11.4	21.6	2.3	100	71.8%
Leadership training helps leaders to know the right styles they employ in the school	F	40	28	5	12	3	88	3.8
	%	45.5	31.8	5.7	13.6	3.4	100	76.1%
It is difficult to identify leadership styles employed by leaders because they are not given to exercise their leadership styles	F	9	14	9	33	23	88	2.1
	%	10.2	15.9	10.2	37.5	26.1	100	43%

**KEY; F- frequency %- percentage SA-strongly agree, A-agree, U-undecided, D-disagree, SD-strongly disagree**

The findings established that 90.6% of the teachers were of the opinion that every leader in school has the unique style they employ, 76.1% were of the statement that leadership training helps leaders to know the right styles they employ in the school, 75.9% were of the statement that leaders in the school choose the style to employ based on the situation, 71.8% said that leaders should employ only the leadership styles they have found successful over time while

43% said that it is difficult to identify leadership styles employed by leaders because they are not given to exercise their leadership styles.

It is evident from the study that every leader in school has the unique style they employ. This could be because different perspective of leadership by different individuals who would have his/her own unique style to handle such and as a result there is a unique style a leader has to employ. It could also be because of the different nature of the subjects personalities that ensure a leader has to come up with a style that will counter the varying personality of the subjects and thus there is a unique style the leaders employ as has been supported by the majority of the respondents.

Otton (2005) is in consistent that while proper leaders should employ a unique style in school set up, there are three other factors that also influence which leadership style to use. The head teacher's personal background, the personality, knowledge, values, ethics, and experiences the head teacher has what he thinks will work and the subjects being supervised. He further asserts that employees are individuals with different personalities and backgrounds. The leadership style head teachers use will vary depending upon the individual employee and what he or she will respond best to. The school, the traditions, values, philosophy, and concerns of the school will influence how a head teachers acts.

Roberts (2004) is also in consistent with the study that different leaders have different perspective of leadership hence has to employ a unique style to handle such. He further says that their different nature of the subject's personalities ensures that a leader has to come up with a style that will counter the varying personality of the subjects a style that is unique and the one

that renders a better leadership quality to the subject. Therefore every leader has a unique style to counter the nature of the subjects.

**Table 4.8 Leadership styles employed by leaders in schools**

		SA	A	UD	D	SD	T	Mean
I as leader in the school have unique style I employ	F	14	7	0	1	0	22	4.5
	%	63.6	31.8	0	4.5	0	100	90.9%
I choose the style to employ based on the situation	F	15	7	0	0	0	22	4.7
	%	68.2	31.8	0	0	0	100	93.6%
I only employ leadership styles I have found successful over time	F	7	10	4	0	1	22	4.0
	%	31.8	45.5	18.2	0	4.5	100	80%
Leadership training helps me know the right style to employ in the school	F	11	1	6	4	0	22	3.9
	%	50	4.5	27.3	18.2	0	100	77.3%
I am not given room to exercise my preferred leadership styles	F	6	9	1	5	1	22	3.65
	%	27.3	40.9	4.5	22.7	4.5	100	72.7%

**KEY; F- frequency %- percentage SA-strongly agree, A-agree, U-undecided, D-disagree, SD-strongly disagree**

The findings from the head teacher’s respondents also established that 93.6% supported the statement that they choose the style to employ based on the situation, 90.9% were of the statement that they as leaders in the school have unique style they employ, 80% agreed that they only employ leadership styles they have found successful over time, 77.3% were of the opinion that leadership training helps them know the right style to employ in the school while 72.7% agreed that they are not given room to exercise my preferred leadership styles.

The findings reveal that the leaders choose the style to employ based on the situation this could be because; different situations will require different ways of handling them. To be perfect in

leadership, a leader has to strategize and think of a way to conquer the situation by employing different styles. This ensures that the leader handles the situation in a manner that the subjects appreciate hence the leaders choose the styles they employ based on the situation as has been supported by the majority of the head teacher respondents. Consequently, leaders choose different styles according to the situation because they want to avoid bias in leadership hence they only employ a leadership style depending on the situation.

Allen (2009) is in consistent with the findings that leaders employ different leadership style to tap the different situation that arises from the school, which may change under various conditions. The situational leadership style allows a manager to direct the activities of workers at different skill levels under various situations. An effective leader has the ability to adapt his style to the changing needs of the company and workers.

Richy (2003) also is in consistent that the leaders choose the style to employ based on the situation because of different situational factors arising from the subjects. He furthers asserts that a good leader has to always strategize and think of a way to conquer the situation that arises by employing different styles. By doing so the leader is able to handle the situation in a manner that the subjects appreciate hence the leaders choose the styles they employ based on the situation as has been supported by the majority of the head teacher respondents. Consequently, leaders choose different styles according to the situation because they want to avoid bias in leadership hence they only employ a leadership style depending on the situation.

#### 4.2.2 Leadership Skills employed by Leaders in School

The researcher sought to establish the leadership skills employed by leaders in schools. The findings were as presented in Table 4.9 for teacher's response and Table 4.10 for head teacher's response.

**Table 4.9 Leadership Skills employed by Leaders in School**

		SA	A	UD	D	SD	T	MEA N
Leaders in the school have relevant years of experience in leadership position	F	42	26	6	11	3	88	4.1
	%	47.7	29.5	6.8	12.5	3.4	100	81.1%
Leaders are perceived skilled if they can influence the rest of the employees and the students.	F	22	46	9	9	2	88	3.9
	%	25	52.3	10.2	10.2	2.3	100	77.5%
Leaders skills are created in the school settings through in-service training programmes	F	15	36	8	23	6	88	3.4
	%	17	40.9	9.1	26.1	6.8	100	67%
Skills of most leaders in school depends on demographic factors such as gender	F	12	27	10	26	13	88	3.0
	%	13.6	30.7	11.4	29.5	14.8	100	59.8%
Skills of leaders in school are evaluated through success of leadership actions.	F	25	47	3	12	1	88	3.9
	%	28.5	53.4	3.4	13.6	1.1	100	78.9%

**KEY; F- frequency %- percentage SA-strongly agree, A-agree, U-undecided, D-disagree, SD-strongly disagree**

The findings established that 81.1% were of the statement that leaders in the school have relevant years of experience in leadership position, 78.9% said that skills of leaders in school are evaluated through success of leadership actions, 77.5% were of the statement that leaders are perceived skilled if they can influence the rest of the employees and the students, 67% were of the opinion that leaders skills are created in the school settings through in-service training

programmes while 59.8% were of the opinion that skills of most leaders in school depends on demographic factors such as gender.

Majority of the respondents supported the statement that leaders in the school have relevant years of experience in leadership position this could be as a result of them being chosen for leadership positions due to their experience in leadership position in the school. It could also be because of them being subjected to different leadership styles training in school due to their leadership position in school as a result the leaders in the school have relevant years of experience in leadership position.

Witchat (2006) is consistent with the findings that leadership in schools requires vast experiences regarding the operations and general functioning of the schools. He further suggests that most schools choose leaders due to their experience in leadership position in the school as many cases the heads of schools are usually those who have served the school for a longer period of time. This is because of the experience they have on the nature and the running of the school hence it is important for them to take leadership roles.

Borden (2003) says that being a school leader, one is always subjected to different leadership training programs to equip with knowledge in leadership styles in school due to their leadership position as a result the leaders in the school have relevant years of experience in leadership position.

**Table 4.10 Leadership Skills employed by Leaders in School**

		SA	A	UD	D	SD	T	Mean
I have relevant years of experience in leadership positions	F	10	10	2	0	0	22	4.2
	%	45.5	45.5	9.1	0	0	100	83.6%
I am perceived skilled if I can influence the rest of the employees and students	F	6	14	0	2	0	22	4.1
	%	27.3	63.6	0	9.1	0	100	81.8%
I got my leadership skills through in service training programs	F	18	2	0	2	0	22	4.6
	%	81.8	9.1	0	9.1	0	100	92.7%
I am skillful because of my personal characteristics such as gender	F	10	11	0	1	0	22	4.4
	%	45.5	50	0	1.5	0	100	87.3%
My skills are evaluated through success of my leadership actions	F	9	9	3	0	1	22	4.1
	%	40.9	40.9	13.6	0	1.5	100	82.7%

**KEY; F- frequency %- percentage SA-strongly agree, A-agree, U-undecided, D-disagree, SD-strongly disagree**

According to the findings, 92.7% said that they got their leadership skills through in service training programs, 87.3% agreed that they are skillful because of my personal characteristics such as gender, 83.6% were of the statement that they have relevant years of experience in leadership positions, 82.7% were of the statement that their skills are evaluated through success of my leadership actions while 81.8% agreed that they are perceived skilled if they can influence the rest of the employees and students .

Majority of the head teacher respondents supported the statement that they got their leadership skills through in service training programs. this could be because the recent Teachers Service Commission and Kenya Education Management Institute requirements is that every school leader is supposed to undergo different leadership training programs in order to be equipped with

additional leadership skills essential for leading a school. The requirement has ensured that every head teacher has undergone through the training programs thus the reason why the statement has been supported by the majority. The findings could also be because some leaders were chosen to be leaders through their level of education or the favors from their employers despite them having no leadership skills. However after undergoing the leadership training programs, they have acquired the skills necessary for good leadership hence the statement has been supported by the majority.

Mark (2001) is in consistent with the findings that it is important for school leaders to undergo training programs since most of the school leaders have been chosen yet they absolutely lack leadership skills. Further research has been conducted by the ministry of education on the importance of the training programmes has revealed that most school leaders have become perfect in leadership after undergoing leadership programmes. It further suggested that a few who have not undergone leadership programmes have proved to have been abusing leadership powers in one way or the other hence there has been a continuous campaign by the ministry of education to ensure that every school leader must undergo leadership training programmes in order to be fit to run an office.

(Ocholla, 2009) has noted that the recent Teachers Service Commission requirements is that every school leader is supposed to undergo different leadership training programs in order to be equipped with additional leadership skills essential for leading a school. The requirement has ensured that every head teacher has undergone through the training programs thus the reason why the statement has been supported by the majority. He further assert that the importance of the leadership skills is because not all leaders were chosen because of their leadership skills had been identified hence they were chosen for different reasons pointing out that most of them

absolutely lack leadership skills, for that reasons therefore it has been a responsibility of the education sector to introduce leadership training programmes for school leaders hence most have acquired their skills as such.

### 4.2.3 Leadership Ethics Employed by Leaders in the School

The researcher sought to establish the leadership ethics employed by leaders in schools. The findings were as presented in Table 4.11 for teacher’s response and Table 4.12 for head teachers responses.

**Table 4.11 Leadership ethics employed by leaders in the school**

		SA	A	UD	D	SD	T	Mean
Leaders are required to be ethical in practice of duty.	F	65	20	0	1	2	88	4.6
	%	73.9	22.7	0	1.1	2.3	100	93%
Ethics in leadership in the school is part of school’s culture	F	30	47	2	8	1	88	4.2
	%	34.1	53.4	2.3	9.1	1.1	100	83.4%
Students and teachers care a lot whether the leaders are ethical or not.	F	23	37	10	11	7	88	3.7
	%	26.1	42	11.4	12.5	8	100	73.1%
Unethical leaders do not have much influence in the school	F	25	23	8	24	8	88	3.4
	%	28.4	26.1	9.1	27.3	9.1	100	67.5%
Ethics in leadership are properly defined for leaders in school	F	27	25	9	18	9	88	3.5
	%	30.7	28.4	10.2	20.5	10.2	100	67.8%

**KEY; F- frequency %- percentage SA-strongly agree, A-agree, U-undecided, D-disagree, SD-strongly disagree**

According to the findings, 93% were of the opinion that leaders are required to be ethical in practice of duty, 83.4% supported the opinion that ethics in leadership in the school is part of school's culture, 73.1% stated that students and teachers care a lot whether the leaders are ethical or not, 67.8% agreed that ethics in leadership are properly defined for leaders in school while 67.5% were of the opinion that unethical leaders do not have much influence in the school.

It is evident from the findings that leaders are required to be ethical in practice of duty. This could be in line with the fact that ethics and leadership goes hand in hand as a leader cannot be a leader with lack of ethics as a leader will lack influence to the subjects due to unethical practices. Consequently ethics ensures that leaders always employ right leadership procedures to the subjects as they are guided by leadership ethics. This ensures that there is always a positive performance and achievement in the leadership as well as appreciation from the subjects of a better leadership exercised by the leader thus the reason why leaders are required to be ethical in practice of duty.

Monroe (2009) is in consistent with the findings that ethical practices in leadership are essential in creating influence over the subjects. He further states that ethics and leadership goes hand in hand and that it is the responsibility of every leader to exercise ethics in their leadership over the subjects.

Butros (2004) is also in consistent that right leadership procedures are not only achieved by total influence over the subjects is also achieved by incorporating ethical practices in leadership. He also states that there is always a positive performance and achievement in every set up that has incorporated ethical practices in the leadership as there is always well coordinated cooperation

between the subjects and the leaders and also adherence to the orders by the subjects from the leaders in achieved and well take in most instances.

**Table 4.12 Leadership Ethics employed by Leaders in the School**

		SA	A	UD	D	SD	T	Mean
I am ethical in practice of duty	F	0	7	13	1	1	22	3.2
	%	0	31.8	59.1	4.5	4.5	100	63.6%
I consider ethics in leadership as part of school culture	F	10	12	0	0	0	22	4.5
	%	45.5	54.5	0	0	0	100	89.1%
Students and teachers care a lot whether I am ethical or not	F	11	7	0	3	1	22	4.1
	%	50	31.8	0	13.6	1.5	100	81.8%
Unethical leaders do not have much influence in the school	F	8	12	0	0	2	22	4.3
	%	36.4	54.5	0	0	9.1	100	86.4%
Ethics in leadership is properly defined for leaders in the school	F	1	2	3	7	9	22	2.0
	%	1.5	9.1	13.6	31.1	40.9	100	40.9%

**KEY; F- frequency %- percentage SA-strongly agree, A-agree, U-undecided, D-disagree, SD-strongly disagree**

The findings found from the head teachers indicated that 89.1% were of the opinion that ethics in leadership is part of school culture, 86.4% were of the statement that Unethical leaders do not have much influence in the school, 81.8% were of the statement that students and teachers care a lot whether they are ethical or not, 63.6% stated that they are ethical in practice of duty while 40.9% were of the statement that ethics in leadership is properly defined for leaders in the school.

Majority of the head teacher respondents supported the statement that they consider ethics in leadership as part of school culture, this could be because, as a result of ethics, the school is able to perform and be managed well hence ethics is considered part of school culture. Consequently,

ethical practices have been considered essential in daily routine of a social structure hence it is supposed to be exercised by the leaders before the subjects follow suit. Considering that it is in the school set up, it is therefore a culture to incorporate the ethics in leadership to ensure that the students follow suit in ethical practices exercised by the school leaders thus the reasons why majority of the respondents have supported the statement that they consider ethics in leadership as part of school culture.

Benson (2009) is in consistent with the findings that incorporating ethics as part of school culture is a personal journey towards integrity and a public commitment to a common good. This begins with claiming one's core values, finding a personal voice, developing a vision, and consciously aligning one's attitudes and beliefs with one's actions and behaviors. In the process, ethical leaders create spaces where people can listen to others and have their ideas and insights valued and heard. The leadership that results encourages people to work together to envision and construct a common good.

Thomas (2001) is also in consistent that a school wide culture of ethical leadership enables people to work together for a common good. Ethical leadership involves the entire school, community and can be facilitated with the help of some free tools and resources.

#### 4.2.4 Suitable indicators of Academic Performance employed by the School

The study sought to establish the suitable indicators of academic performance employed schools.

The findings were as presented in Table 4.13 for teacher's response and Table 4.14 for head teacher's responses.

**Table 4.13 Suitable indicators of academic performance employed by the school**

				SA	A	UD	D	SD	T	Mean
National examinations results target	F			44	40	1	2	1	88	3.5
	%			50	45.5	1.1	2.3	1.1	100	88%
Internal schools examination results	F			24	46	5	9	4	88	3.8
	%			27.3	52.3	5.7	10.2	4.5	100	77.5%
Number of students able to join university for regular programs	F			37	35	7	8	1	88	4.1
	%			42	39.8	8	9.1	1.1	100	82.5%
Reported cases of exemplary alumni excellence in various disciplines in the country.	F			22	38	9	14	5	88	3.7
	%			25	43.2	10.2	15.9	5.7	100	73.2%
Based on school expectations from previous results	F			20	48	7	11	2	88	3.8
	%			22.7	54.5	8.0	12.5	2.3	100	76.6%

**KEY; F- frequency %- percentage SA-strongly agree, A-agree, U-undecided, D-disagree, SD-strongly disagree**

According to the findings, 88% were of the statement that national examinations results target is part of an academic indicator employed by the school, 82.5% said that number of students able to join university for regular programs is part of suitable academic indicators employed by the school, 77.5% were of the statement that internal schools examination results is an indicator of performance, 76.6% were of the statement that performance indicators of the school is based on school expectations from previous results while 73.2% were of the statement that reported cases

of exemplary alumni excellence in various disciplines in the country is part of the school's academic indicators.

It is evident that the national examinations results target is part of an academic indicator employed by the school, this could be because achieving the target in the national examinations depicts a picture of a school that is determined to perform and has put up necessary measures to ensure they perform hence it is an academic indicator. Achievement of national examination target could also be due to coordinated cooperation between the teachers and the students under a good leadership. Thus national examinations results target is part of an academic indicator employed by the school,

**Table 4.14 Suitable indicators of Academic Performance employed by the School**

		<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>	<b>T</b>	<b>Mean</b>
National examination results targets	F	12	7	2	0	1	22	4.3
	%	54.5	31.8	9.1	0	4.5	100	86.4%
Internal school examination results	F	8	11	3	0	0	22	4.2
	%	36.4	50	13.6	0	0	100	83.6%
Number of students able to join university for regular programs	F	2	11	4	4	1	22	3.4
	%	9.1	50	18.2	18.2	4.5	100	68.2%
Reported cases of exemplary alumni excellence in various disciplines in the country	F	1	5	13	9	4	22	3.9
	%	4.5	22.7	13.6	40.9	18.2	100	78.2%
Based on school expectations from previous results	F	7	14	0	1	0	22	4.2
	%	31.8	63.6	0	4.5	0	100	84.5%

**KEY; F- frequency %- percentage SA-strongly agree, A-agree, U-undecided, D-disagree, SD-strongly disagree**

According to the findings, 86.4% were of the idea that national examinations results target is part of an academic indicator employed by the school, 84.5% said that based on school expectations from previous results is part of suitable academic indicators employed by the school, 83.6% were of the statement that internal schools examination results is an indicator of performance, 78.2% were of the statement that performance indicators of the school is based on reported cases of exemplary alumni excellence in various disciplines in the country 68.2% were of the statement that number of students able to join university for regular programs is part of the school's academic indicators.

It is evident that the national examinations results target is part of an academic indicator employed by the school, this could be because achieving the target in the national examinations depicts a picture of a school that is determined to perform and has put up necessary measures to ensure they perform hence it is an academic indicator. Achievement of national examination target could also be due to coordinated cooperation between the teachers and the students under a good leadership. Thus national examinations results target is part of an academic indicator employed by the school.

Michael (2004) states that every other responsible school sets its target in an examination as a test for its improvement in performance. He further asserts that most schools set their target on national examinations and work hard in order to achieve the target. This suggests being a better academic indicator and shows the determination in both the teachers and students to perform.

Maina(2011) is also in consistent with the findings that achieving the target in the national examinations depicts a picture of a school that is determined to perform and has put up necessary measures to ensure they perform hence it is an academic indicator. Achievement of national

examination target also show a well-coordinated cooperation between the teachers and the students under an umbrella of good leadership.

Martin (2001) is also in consistent that national examinations target provides a common measure of students' achievement for the entire examinations done before. The achieved results of these help to confirm the school's academic standards, which are reflected in the national achievement examinations.

### 4.3 Contribution of Leadership on Academic Performance

The study conducted regression analysis to examine the effect of leadership styles, leadership skills, and leadership ethics on academic performance in Baringo Central Sub County. The results were as presented in Table 4.15, Table4.16 and Table 4.17 below.

**Table 4.15 Contribution of leadership on academic performance as per regression model**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.378 <sup>a</sup>	.143	.113	.56559
a. Predictors: (Constant), leadership ethics, leadership styles, leadership skills				

The model summary indicated that 11.3% of the data variation of the dependent variable is explained by the independent variables in the model (R Square= 0.113) while the regression model indicated that the regression model was significant to mean that the model had not been computed by chance.

**Table 4.16 Contribution of Leadership on Academic Performance as per the Regression****Model**

		ANOVA <sup>b</sup>				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.493	3	1.498	4.682	.005 <sup>a</sup>
	Residual	26.870	84	.320		
	Total	31.363	87			

a. Predictors: (Constant), leadership ethics, leadership styles, leadership skills

b. Dependent Variable: academic performance

**Table 4.17 Contribution of Leadership on Academic Performance as per the Regression****Model**

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.318	.509		4.552	.000
	Leadership styles	.029	.120	.027	.245	.807
	Leadership skills	.079	.104	.087	.762	.448
	Leadership ethics	.328	.116	.323	2.834	.006

a. Dependent Variable: academic performance

The results indicated that there was no significant relationship between the leadership styles ( $p = 0.807$ ) and the academic performance. The findings also indicated no significant relationship ( $p = 0.448$ ) between the leadership skills and the schools performance. The results however

indicated that there was significant relationship (0.006) between the leadership ethics and academic performance.

In assessing the regression model for the academic performance as per the indicators in the study, the study evaluated the standardized coefficients of the study and illustrated the results as indicated in the table multiple regression model below.

$$\text{Academic Performance} = 2.318 + 0.323 (\text{leadership ethics}) + 0.087 (\text{leadership skills}) + 0.027(\text{leadership styles})$$

$$\text{Standard error} = 0.509$$

These results indicated that the leadership ethics was very important on the overall academic performance of a school. This was interpreted to mean that despite the leadership style and skills applied by a leader of a school, general ethics in leadership is the most vital factor as ethics assists in creating a total influence over the students' performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary of the objectives of the study, conclusions and the policy recommendations based on the findings of the study.

#### 5.1 Summary

The study sought to test the following hypothesis of the study by using the regression model;

The study identified that there was no significant relationship between leadership styles and the academic performance. (Accept,  $p = 0.507$ ).

These findings are consistent with those of Oden, (2011) who stated that the performance of the school largely depends on the cooperation of the teachers and the students as well as the determination of the teachers to teach as well as the determination of the students to learn hence leadership styles does not apply so much in academic performance.

The study identified that there was no significant relationship between leadership skills and the academic performance. (Accept,  $p = 0.448$ ).

These findings concur with Dennto (2010) who noted that skills are an important part of the leadership programs. However it is not easy to identify an individual's skill yet at the end of the day the school raises its performance hence the leadership skills does not in one way or the other affect the academic performance of the school

The study identified that there was a significant relationship between ethical practices and the school's performance. (Reject,  $p = 0.006$ ).

Benson (2009) is consistent with the findings that leadership ethics is a personal journey towards integrity and a public commitment to a common good. This begins with claiming one's core values, finding a personal voice, developing a vision, and consciously aligning one's attitudes and beliefs with one's actions and behaviors. In the process, ethical leaders create spaces where people can listen to others and have their ideas and insights valued and heard. The leadership that results encourages people to work together to envision and construct a common good.

#### **5.1.1 Effect of Leadership Styles on Performance in Academic.**

The findings established that 90.6% of the teachers were of the opinion that every leader in school has the unique style they employ, 76.1% were of the statement that leadership training helps leaders to know the right styles they employ in the school, 75.9% were of the opinion that leaders in the school choose the style to employ based on the situation, 71.8% said that leaders should employ only the leadership styles they have found successful over time while 43% said that it is difficult to identify leadership styles employed by leaders because they are not given to exercise their leadership styles.

The findings from the head teacher's respondents also established that 93.6% supported the statement that they choose the style to employ based on the situation, 90.9% were of the statement that they as leaders in the school have unique style they employ, 80% agreed that they only employ leadership styles they have found successful over time, 77.3% were of the opinion

that leadership training helps them know the right style to employ in the school while 72.7% agreed that they are not given room to exercise their preferred leadership styles.

### **5.1.2 Effect of Leadership Skills on Performance in Academics.**

The findings from teachers established that 81.1% were of the statement that leaders in the school have relevant years of experience in leadership position, 78.9% said that skills of leaders in school are evaluated through success of leadership actions, 77.5% were of the statement that leaders are perceived skilled if they can influence the rest of the employees and the students, 67% were of the opinion that leaders skills are created in the school settings through in-service training programmes while 59.8% were of the opinion that skills of most leaders in school depends on demographic factors such as gender.

According to the findings, 92.7% said that they got their leadership skills through in service training programs, 87.3% agreed that they are skillful because of my personal characteristics such as gender, 83.6% were of the statement that they have relevant years of experience in leadership positions, 82.7% were of the statement that their skills are evaluated through success of my leadership actions while 81.8% agreed that they are perceived skilled if I can influence the rest of the employees and students .

### **5.1.3 Effect of Leadership Ethics on Performance in Academics.**

According to the findings, 93% were of the opinion that leaders are required to be ethical in practice of duty, 83.4% supported the opinion that ethics in leadership in the school is part of school's culture, 73.1%stated that students and teachers care a lot whether the leaders are ethical

or not, 67.8% agreed that ethics in leadership are properly defined for leaders in school while 67.5% were of the opinion that unethical leaders do not have much influence in the school.

The findings from the head teacher respondents established that 89.1% were of the statement that they consider ethics in leadership as part of school culture, 86.4% were of the statement that Unethical leaders do not have much influence in the school, 81.8% were of the statement that students and teachers care a lot whether they ethical or not, 63.6% stated that they are ethical in practice of duty while 40.9% were of the statement that ethics in leadership is properly defined for leaders in the school.

According to the teachers findings, 88% were of the statement that national examinations results target is part of an academic indicator employed by the school, 82.5% said that number of students able to join university for regular programs is part of suitable academic indicators employed by the school, 77.5% were of the statement that internal schools examination results is an indicator of performance, 76.6% were of the statement that performance indicators of the school is based on school expectations from previous results while 73.2% were of the statement that reported cases of exemplary alumni excellence in various disciplines in the country is part of the school's academic indicators.

According to the school heads findings, 86.4% were of the statement that national examinations results target is part of an academic indicator employed by the school, 84.5% said that based on school expectations from previous results is part of suitable academic indicators employed by the school, 83.6% were of the statement that internal schools examination results is an indicator of performance, 78.2% were of the statement that performance indicators of the school is based on

reported cases of exemplary alumni excellence in various disciplines in the country 68.2% were of the statement that number of students able to join university for regular programs is part of the school's academic indicators.

### **5.3 Conclusions of the Findings**

Leaders in the school have relevant years of experience in leadership position this could be as a result of them being chosen for leadership positions due to their experience in leadership position in the school. It could also be because of them being subjected to different leadership styles training in school due to the their leadership position in school as a result the leaders in the school have relevant years of experience in leadership position

Head teachers have got their leadership skills through in service training programs. this could be because the recent Teachers Service Commission and KEMI requirements is that every school leader is supposed to undergo different leadership training programs in order to be equipped with additional leadership skills essential for leading a school. The requirement has ensured that every head teacher has undergone through the training programs thus the reason why the statement has been supported by the majority. The findings could also be because some leaders were chosen to be leaders through their level of education or the favors from their employers despite them having no leadership skills. However after undergoing the leadership training programs, they have acquired the skills necessary for good leadership hence the statement has been supported by the majority.

Leaders are required to be ethical in practice of duty. This could be in line with the fact that ethics and leadership goes hand in hand as a leader cannot be a leader with lack of ethics as a leader will lack influence to the subjects due to unethical practices. Consequently ethics ensures

that leaders always employ right leadership procedures to the subjects as they are guided by leadership ethics. This ensures that there is always a positive performance and achievement in the leadership as well as appreciation from the subjects of a better leadership exercised by the leader thus the reason why leaders are required to be ethical in practice of duty.

Head teachers consider ethics in leadership as part of school culture, this could be because, as a result of ethics, the school is able to perform and be managed well hence ethics is considered part of school culture. Consequently, ethical practices have been considered essential in daily routine of a social structure hence it is supposed to be exercised by the leaders before the subjects follow suit. Considering that it is in the school set up, it is therefore a culture to incorporate the ethics in leadership to ensure that the students follow suit in ethical practices exercised by the school leaders, thus the reasons why majority of the respondents have supported the statement that they consider ethics in leadership as part of school culture.

The national examinations results target is part of an academic indicator employed by the school, this could be because achieving the target in the national examinations depicts a picture of a school that is determined to perform and has put up necessary measures to ensure they perform hence it is an academic indicator. Achievement of national examination target could also be due to coordinated cooperation between the teachers and the students under a good leadership. Thus national examinations results target is part of an academic indicator employed by the schools.

## **5.4 Recommendations**

### **5.4.1 Policy Recommendations**

The findings from this study have policy implications on performance in the education sector.

Therefore based on the findings this study suggests the following policy recommendations:

- i. A school leadership policy document should be developed by the ministry of education that will define the required ethics that the school leaders should portray in the administration of their duties,
- ii. A rotation policy of school heads and leaders should be based not only on the academic performance of the schools but also on the ethics of these leaders as they are identified to be most important factors to consider in determining the performance of the schools,
- iii. School should develop their own policy documents detailing how various leaders in the school are expected to perform their duties in an ethical manner. This is important as it will ensure that all those with responsibilities in the school can influence academic performance by being ethical.

### **5.4.2 Recommendations for further Research**

Since research is the search of new knowledge, what has been dealt with is not exhaustive due to dynamic change in school leadership in relation to the present day ever changing unstable generation. In view of this therefore the following suggestions are made for further research.

- i. More comprehensive studies should be undertaken to include a larger population in order to ascertain or not whether the effects of organizational leadership transcends to other counties and sub counties.

- ii. The impact of decentralization of schools management on schools academic performance.

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## APPENDICES

### Appendix I: Research Questionnaires

#### QUESTIONNAIRE FOR SCHOOL HEADS

**Dear Sir/Madam,**

The questionnaire is meant to aid data collection of information required to undertake a Masters of Business Administration study titled, “**The effect of Organizational leadership on academic performance in secondary schools in Kenya.**” The Baringo Central Sub County has been selected as a case study area. The information you will give will be treated with the confidentiality it deserves. Since this research is an academic exercise, findings from this study will purely be for academic purposes and at no instance will your name or your institution feature anywhere as source of any specific data unless your permission is sought and granted. Please kindly answer the questions below by either ticking and/or writing a brief statement in the boxes/ spaces provided as will be applicable.

Yours Sincerely,

Kiptoo Patrick

**Section A: General Information**

- i) Questionnaire number-----
- ii) Name of School (optional)-----
- iii) Leadership position; Tick (√) one      Principal [ ]      D/Principal [ ]  
Boarding Master/Mistress [ ]      Director of studies [ ]
- iv) School Status? Tick (√) one      National School [ ]      County School [ ]  
Sub County [ ]      Private [ ]

1. Indicate your gender. Tick (√) one      a) Male [ ]      b) Female [ ]

2. In which age bracket are you? (Pease tick where applicable)

- a) 29 Yrs and below      [ ]      b) 30-39      [ ]
- c) 40-44      [ ]      d) 45-49      [ ]
- e) 50 Yrs and above      [ ]

3. Kindly indicate your highest educational qualification (tick (√) where appropriate).

(a) Diploma [ ] (b) Graduate [ ] (c) Masters [ ] Other: \_\_\_\_\_

4. How many years have you worked in this School? (Tick (√) where appropriate).

- a) Less than 5 Years [ ]      b) 5-10 Years [ ]      c) 11-15 Years [ ]
- d) 16-20 Years [ ]      (e) More than 20 Years [ ]

**SECTION B: Specific Information**

**Leadership Styles**

1. Kindly rate the following statements as to the extent to which you agree with them on the leadership styles you as a leader employ in the school

Key 5: Strongly agree, 4: Agree, 3: undecided, 2: disagree, 1: Strongly disagree

	5	4	3	2	1
I as a leader in the school have a unique style i employ					
I choose the style to employ based on the situation					
I only employ leadership styles I have found successful over time					
Leadership training helps me know the right style to employ in the school					
I am not given room to exercise my preferred leadership styles					

**Leadership Skills**

2. Kindly rate the following statements as to the extent to which you agree with them on the leadership skills you as a leader employ in the school

Key 5: Strongly agree, 4: Agree, 3: undecided, 2: disagree, 1: Strongly disagree

<b>Leadership Skills</b>	5	4	3	2	1
I have relevant years of experience in leadership positions					
I am perceived skilled if i can influence the rest of the employees and students					
I got my Leadership skills through in-service training programs					
I am skillful because of my personal characteristics such as gender					
My Skills are evaluated through success of my leadership actions					

**LEADERSHIP ETHICS**

3. Kindly rate the following statements as to the extent to which you agree with them on the leadership ethics you as a leader employ in the school

Key 5: Strongly agree, 4: Agree, 3: undecided, 2: disagree, 1: Strongly disagree

<b>Leadership Ethics</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I am ethical in practice of duty					
I consider Ethics in leadership as part of schools culture					
Students and teachers care a lot whether the I am ethical or not					
Unethical leaders do not have much influence in the school					
Ethics in leadership is properly defined for leaders in the school.					

**PERFORMANCE**

4. Kindly rate the following statements as to the extent to which the following are suitable indicators of academic performance you as a leader employ in the school

Key 5: Strongly agree, 4: Agree, 3: undecided, 2: disagree, 1: Strongly disagree

<b>Performance</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
National Examination Results targets					
Internal School Examination Results					
Number of students able to join University for Regular Programs					
Reported cases of exemplary Alumni excellence in various disciplines in the country					
Based on school expectations from previous results					

## QUESTIONNAIRE FOR TEACHERS

**Dear Sir/Madam,**

The questionnaire is meant to aid data collection of information required to undertake a Masters of Business Administration study titled, “**The effect of Organizational leadership on academic performance in secondary schools in Kenya.**” The Baringo Central Sub County has been selected as a case study area. The information you will give will be treated with the confidentiality it deserves. Since this research is an academic exercise, findings from this study will purely be for academic purposes and at no instance will your name or your institution feature anywhere as source of any specific data unless your permission is sought and granted. Please kindly answer the questions below by either ticking and/or writing a brief statement in the boxes/ spaces provided as will be applicable.

Yours Sincerely,

Kiptoo Patrick



**SECTION B: Specific Information**

**Leadership Styles**

5. Kindly rate the following statements as to the extent to which you agree with them on the leadership styles employed by leaders in the school

Key 5: Strongly agree, 4: Agree, 3: undecided, 2: disagree, 1: Strongly disagree

	5	4	3	2	1
Every leader in the school has a unique style they employ					
Leaders in the school choose the style to employ based on the situation					
Leaders employ only the leadership styles they have found successful over time					
Leadership training helps leaders know the right style to employ in the school					
It is difficult to identify leadership styles employed by leaders because they are not given room to exercise their leadership styles					

**Leadership Skills**

6. Kindly rate the following statements as to the extent to which you agree with them on the leadership skills employed by leaders in the school

Key 5: Strongly agree, 4: Agree, 3: undecided, 2: disagree, 1: Strongly disagree

<b>Leadership Skills</b>	5	4	3	2	1
Leaders in the school have relevant years of experience in leadership positions					
Leaders are perceived skilled if they can influence the rest of the employees and students					
Leaders skills are created in the school setting through in-service training programs					
Skills of most leaders in school depend on their demographic characteristics such as gender.					
Skills of leaders in school are evaluated through success of leadership actions					

## LEADERSHIP ETHICS

7. Kindly rate the following statements as to the extent to which you agree with them on the leadership ethics employed by leaders in the school

Key 5: Strongly agree, 4: Agree, 3: undecided, 2: disagree, 1: Strongly disagree

<b>Leadership Ethics</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Leaders are required to be ethical in practice of duty					
Ethics in leadership in the school is part of the schools culture					
Students and teachers care a lot whether the leaders are ethical or not					
Unethical leaders do not have much influence in the school					
Ethics in leadership are properly defined for leaders in the school.					

## PERFORMANCE

8. Kindly rate the following statements as to the extent to which the following are suitable indicators of academic performance employed by the school

Key 5: Strongly agree, 4: Agree, 3: undecided, 2: disagree, 1: Strongly disagree

<b>Performance</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
National Examination Results targets					
Internal School Examination Results					
Number of students able to join University for Regular Programs					
Reported cases of exemplary Alumni excellence in various disciplines in the country					
Based on school expectations from previous results					

Thanks a lot and God bless you for taking time to participate in this research.