

**PRINCIPALS' LEADERSHIP STYLES INFLUENCING STUDENTS'
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN
MWALA SUB-COUNTY, MACHAKOS COUNTY**

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**A Research Project submitted in Fulfillment of the Requirements for the Award of
Degree of Master of Education in Educational Administration of South Eastern
Kenya University**

2023

DECLARATION

I understand that plagiarism is an offence and I therefore declare that this project is my original work and has not been presented to any other institution for any other award.

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ACKNOWLEDGEMENT

I would like to thank my wife, Dorris, for encouraging me to persevere through the process of completing this study. When I was on the verge of giving up, she expressed her belief in my ability to finish this project. You are my best friend and greatest encouragement. To my supervisors, Prof Jonathan Mwanja and Dr Gideon Kasivu, I thank you for challenging me with your questions and comments and for guiding me through this process. To the 36 principals of the 36 schools who allowed me to conduct research in their schools, thank you for your hospitality and participation in my study amid your busy schedules. To the teachers who spared their time to willingly participate in this study, thank you for sharing your thoughts, opinions, and perceptions of your school leadership.

DEDICATION

To my mother and my late father, for giving me a solid foundation in something they strongly believed in - Education. With this, I continue to enjoy my life and my academic pursuits.

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ABBREVIATIONS AND ACRONYMS

ACE	:	Advance Certificate in Education
DEA	:	Diploma in Educational Administration
DoE	:	Department of Education
KCSE	:	Kenya Certificate of Secondary Education.
KEMI	:	Kenya Education Management Institute
KSSHA	:	Kenya Secondary School Heads Association
LEP	:	Leaders in Education
MDG	:	Millennium Development Goals
MLQ	:	Multifactor Leadership Questionnaire
NAEP	:	National Assessment of Education Progress
NCSL	:	National College for School Leadership
NIP	:	National Institute of Education
PISA	:	Programme for International Students Assessment
PQP	:	Principals' Qualification Programme
SD	:	Standard Deviation
SDG	:	Sustainable Development Goals
SPSS	:	Statistical Package for Social Sciences
UK	:	United Kingdom
UN	:	United Nations
UNESCO	:	United Nations Educational Scientific and Cultural Organization

OPERATIONAL DEFINITION OF TERMS

Academic performance:	Refers to student's performance in national examination as represented by KCSE examination results in public secondary school in Mwala sub-county.
Autocratic leadership:	Refers to dictatorship method of running public secondary schools in Mwala Sub-county.
Democratic leadership:	Refers to the leadership which takes into account the sentiments of other people before making a decision used by principals of public secondary schools in Mwala Sub-county.
Influencing:	Refers to a particular behavior of students and teachers of public secondary schools in Mwala Sub-county in response to principals' leadership styles.
Transactional leadership:	Refers to the leadership approach in which school principals in Mwala Sub-County public secondary schools promote compliance by teachers through both rewards and punishment.
Transformational leadership style:	Refers principals' leadership style that forms team work with teachers.

Principal:

Refers to officially designated head of a school with overall administrative responsibility of managing a secondary school and to whom members of the school are answerable in public secondary schools in Mwala Sub-county.

Leadership style:

Refers to the manner in which the principals govern/run public primary schools in Mwala Sub-county.

ABSTRACT

The purpose of this study was to examine the influence of principals' leadership styles on students' academic performance in public secondary schools in Mwala Sub-county, Machakos County. The objectives of the study were to establish the influence of the principals' transformational leadership style, transactional leadership style, democratic leadership style, and autocratic leadership style on students' academic performance in public secondary schools in the Mwala Sub-county. This study used a descriptive survey research design. Target population of the study was all 72 schools, all 72 principals, and all 471 teachers in Mwala Sub-county public secondary schools. Out of the population of 72 schools, 36 schools were chosen through stratified random sampling technique. All the 36 principals of the sampled schools were purposively included in the study. Yamene (2007) formula was used to give a sample of 216 teachers. Proportional allocation method was used to identify a weighted teachers' sample for each school. Simple random sampling technique was employed to select the participating teachers in each school. The instruments were validated through piloting and by research experts to ascertain content validity while reliability was achieved through piloting using the test-retest reliability technique. Data were coded and entered into Statistical Package for Social Sciences (SPSS) version 23.0 for analysis. Descriptive statistics which included frequencies, percentages, means, and standard deviations were utilized to analyze data. Inferential statistics which involved running correlation analysis at a 0.05 level of significance were employed to test the nature and strength of relationships between variables. The study used tables to present the analyzed results. The results revealed that there was a weak positive but statistically significant correlation between transformational leadership style and students' academic performance ($R=.374, p=.038$). The results established that there was a weak positive but statistically significant correlation between transactional leadership style and students' academic performance ($R=.428, p=.016$). The results also showed that there was a weak positive but statistically significant correlation between democratic leadership style and students' academic performance ($R=.365, p=.043$). Further, the results revealed that there was a weak negative correlation between autocratic leadership style and students' academic performance which was not statistically significant ($R = -.259, p=.160$). Based on the findings, the study recommends to the Kenya Institute of Educational Management (KEMI) and the Teachers' Service Commission (TSC) to regularly in-service teachers on leadership styles; principals to enhance practices associated with transformational leadership, transactional leadership, and democratic leadership practices since they improve academic performance; principals to only minimally and exceptionally use autocratic leadership style in extraordinary circumstances when this style may be extremely necessary.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Education is a powerful strategy identified by governments worldwide to eradicate poverty, spur economic growth, and develop human capital (United Nations Educational Scientific & Cultural Organization, [UNESCO] 2016a). In essence, a student who goes to school is expected to acquire quality education often measured through academic performance. On the other hand, research has shown that school leadership is an overriding factor influencing students' academic performance (Leithwood & Sun, 2012). According to Sun and Leithwood (2017), principals' leadership directly influences school conditions that enhance teachers' output such as school culture and climate. Increased teachers' output is reflected in improved students' academic performance. Hence, school leadership has an indirect influence on students' academic performance. Moreover, Handford and Leithwood (2013) assert that effective leadership inspires and guides teachers to enhance student's learning outcomes. From the foregoing, it can be seen that a school's academic performance is partly dependent on the quality of school leadership.

The quality of students' academic performance remains a top global priority for educators (Olayvar, 2020). It has been pointed out that the quality of education has suffered as many countries nearly achieved universal access to basic education under Education For All (EFA) and the Millennium Development Goals (MDGs) targets (Orodho, Waweru, Getange & Miriti, 2013). Thus, there is increased interest in reinforcing school leadership in line with the new global vision for education hinged on Sustainable Development Goal Four (SDG 4) anchored on equitable quality education (UNESCO, 2016b). The global discussion on leadership is motivated by research suggesting that successful principals can enhance students' academic outcomes through their support and influence on teachers' motivation, commitment and working conditions (Leithwood, Harris & Hopkins, 2008). In support of this argument, Ayiro (2014) citing Duke et al (2005) affirms that some low-performing schools have been successfully turned around under strong principal leadership.

Different scholars have defined leadership from different perspectives. Yet, there is no universally accepted definition of this concept. On this note, Ucar, Eren, and Erzen (2012) elaborate that some scholars have defined the concept on the dimensions of a leader's ability, personality, efficiency, cognitive, and emotional approaches. For instance, Silva (2016) citing Carlyle (1841) defined a leader as a hero who draws his/her power to influence others from his/her inherent personal characteristics of charisma, intelligence, and wisdom. This definition is based on the personal qualities of a leader. Dubrin (2010) cited in Kilonzo (2020) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals while Singh (2014) defines leadership as the behaviour pattern the leader exhibits in the process of influencing the activities of followers as perceived by the followers. These more recent definitions emphasize the contribution and roles of followers in the leadership process. This study defines school leadership as the process through which school principals influence teachers to achieve school goals.

The role of the 21st-century principal has become complex partly due to increasing accountability pressures and the need to produce good student outcomes (Bush, 2013). To fit this role, Agezo (2010) cited by Bush and Glover (2016a) states that principals must think strategically, handle multiple ambiguous tasks at once, stay clear and steadfast on fundamental vision and values, maintain integrity and interpersonal sensitivity, and handle stress effectively. Viewed from this angle, it can be seen that the role of the principal has evolved from that of a government administrator expected to fulfil a bureaucratic role in the school. However, effective school leadership is influenced by contextual factors such as the country's level of development, the education structure, political and social culture, and the leader's personal characteristics (UNESCO, 2016b). In this regard, Bush (2013) expounds that authoritarian, top-down, administrative and bureaucratic leadership is prevalent in countries that are non-democratic. The author further points out that those principals who do not receive specific training tend to be autocratic and bureaucratic, and generally operate on the basis of what they learned from their leaders when they were teachers.

Jamal (2014) advocates for principals to use effective leadership styles appropriate for today's complex and dynamic school environments. Oluremi (2013) cited by Kilonzo (2020) describes leadership style as providing direction, implementing plans, and motivating people. On this note, a range of leadership styles that include transformational, transactional, democratic, and autocratic leadership styles among others have been discerned by scholars (Avolio and Bass, 2002; Omolayo, 2009 cited in Paul & Toyin, 2017). Transformational leadership is a modern style being promoted that addresses change, and innovation, envisions the future, raises awareness, and helps followers achieve unusually high-performance outcomes (Rutledge, 2010; Sayadi, 2016; Mendez-Keegan, 2019). Transactional leadership involves an exchange between a leader and a follower, often a relationship to benefit both parties. According to Rasheed, Amin and Amin (2021), staff are included in democratic decision-making but excluded from authoritarian decision-making. Quin, Deris, Bischoff, and Johnson (2015) allude that successful school principal makes positive changes that result in increased student achievement by adopting effective leadership styles. This study sought to identify the most effective leadership styles that can improve students' academic performance.

According to UNESCO (2016b), principals in developed countries use effective leadership styles because they are professionally trained, and are also held accountable for deteriorating school performance. In this regard, Kowch (2009) noted that school leadership in the United States (US) evolved from autocratic systems to fluidal organizations due to leadership development. Moreover, the No Child Left Behind (NCLB) Act of 2002 which required school leaders to align academic programs to stipulated standards also exerted pressure on school leaders to adopt transformational leadership considered effective (Rutledge, 2010; Leithwood, Patten & Jantzi, 2010). This argument was ascertained by a study done in the US by Mendez-Keegan (2019) which investigated the influence of transformational leadership on student achievement. Results of the study showed that transformational leadership was positively and statistically related to academic achievement. Thus, the results demonstrated that transformational leadership was indeed effective in improving academic achievement. Hence, there was a need for this study to be carried out to ascertain whether the same findings would hold in Kenya.

Consistent with UNESCO (2016b), weak leadership styles are prevalent in developing countries. Along this line of argument, Farooq, Dilshad and Qadir (2022) in a study done in Pakistan to investigate the influence of leadership styles on teacher performance established that autocratic, democratic and laissez-faire were commonly employed by principals. The study noted that autocratic and democratic leadership styles had a significant positive impact on teacher performance. While literature presents autocratic leadership as an undesirable style that contributes to dissatisfaction among teachers, the results of this study demonstrate that the style is indeed effective (Jamal, 2014). The results confirm that the effectiveness of leadership is affected by contextual factors.

In Africa, Bush and Glover (2016a) lament that weak leadership styles are common in public schools due lack of school leadership development programs. In support of this claim, Bakare and Oredein (2022) designed a comparative study in Nigeria to study leadership styles in public and private schools. The study results indicated that principals in public schools moderately employed a democratic leadership style and to a small extent, a mix of transformational, autocratic, and transactional leadership styles among others in that order. Because Osagie and Momoh's (2016) study done in Nigeria revealed that academic performance in Nigerian secondary schools had remained low, the results of this study link poor performance to weak and ineffective leadership styles.

In South Africa, principals' leadership is considered a critical ingredient for school success. In recognition of this role, Kgwete (2014) reveals that it is only teachers who undertake Advanced Certificate in Education (ACE) are promoted to head schools. The ACE is a professional course that prepares teachers for school leadership. Although principals are prepared through this course, Bush and Glover (2016b) in their study done in South Africa established that schools were experiencing poor performance, principals were having conflicts with unions and there were leadership conflicts between principals and governing councils. However, Makgato and Mudzanani (2017) through a qualitative approach study conducted in South Africa showed that the democratic leadership style contributed to the high educational performance of learners. It can be inferred from the results of this study

that the training the principals receive could have nevertheless improved their leadership and thus highlighted the need to prepare school leaders.

In Tanzania, there is evidence suggesting that school principals use ineffective leadership styles leading to poor performance. In this regard, a study done in Dodoma Municipality, Tanzania by Akaro (2017) to investigate how leadership styles impacted students' academic performance established that principals often employed democratic, laissez-faire and autocratic leadership styles. This study noted that democratic leadership was a frequently used style. Furthermore, the study found that the democratic leadership style was highly regarded by teachers because it involved them in decision-making. According to Jamal (2014), the democratic leadership style is effective in increasing staff's feeling of satisfaction because it involves them in decision-making but is sometimes ineffective when there is an urgency to make decisions.

The transformational leadership style is said to be desirable for schools undergoing reforms. Principals practicing transformational leadership raise their teachers to high levels of motivation leading to increased outputs (Burns, 1978). Allen, Grigsby, and Peters (2015) emphasized that transformational leaders inspire their followers to be committed to achieving a common vision. Mendez-Keegan (2019) on the other hand advances that transformational leadership influences teachers' perceptions of school conditions, climate, job satisfaction, and commitment. Given that the effect of school leadership on students' outcomes is indirect, transformational leadership can be seen to influence the mediator variables that increase teacher output such as job satisfaction and commitment (Leithwood, Patten & Jantzi, 2010; Mendez-Keegan, 2019). Boampong, Denteh, Issaka, and Mensah (2016) added that transformational principals are focused on changing the school environment and they adapt to changing situations. From the discussion, it can be seen that a transformational principal is a successful principal who is needed to steer a school into success.

Principals practicing transactional leadership communicate specific targets which they expect to be achieved by employees, monitor for any deviance from what is expected, and

reward those who meet desired expectations (Anshu & Uradhyay, 2017). It is commonly viewed as an exchange relationship. This leadership style includes contingent reward and active-management-by-exception dimensions. According to Damanic (2014), contingent reward is based on active and positive transactions between leaders and employees. Conversely, management by exception involves the leader monitoring employees' performance and taking corrective action when problems arise (Lin & Chuang, 2014). The principal can establish a productive exchange relationship with staff to achieve agreed academic goals. This study sought to establish whether transactional leadership had any influence on academic performance.

A democratic leader will normalize two-way communication, teamwork, delegation, and group decision-making. This is expounded by Bakare and Oredein (2022) who assert that a democratic leader gives power to the people, makes room for change and adaptation, relies on input from staff, and also considers feedback. Bett, Wambugu, and Fedha (2016) stress that subordinates contribute freely during group decision-making processes; the leader listens and participates as part of the team. Thus, this leadership is participatory because decisions are collectively made by all members of the school. This can be achieved through holding open forums such as staff and student meetings. Ben-eli and Gal (2016) claim that this leadership leads to higher teachers' job satisfaction because teachers feel appreciated for their work; they are given the freedom to carry out their duties; are involved in decision-making, and are given administrative support. This study sought to establish whether principals in Mwala public secondary schools employ this style and how it is related to academic performance.

The autocratic leadership style can be defined as a type of leadership behaviour where the leader rules by issuing commands and directives on how tasks are to be performed by the subordinates who have no power to have their voice heard by the leader (Wangai, 2015). An autocratic leader is a control freak who reigns by giving orders and does not take any input from the subordinates (Maru, 2013). Moreover, Chikoyo (2023) alleges that this leadership style involves issuing detailed instructions and close supervision of subordinates in workstations. Furthermore, Mutuku (2014) alludes that communication is one-way and

top-down in an autocratically led institution. As a result, Kitavi (2014) opines that authoritarian principals create an environment that negatively affects teachers' commitment to their job and satisfaction thus leading to poor student outcomes. Thus, a principal who adopts this style may be resented by teachers and as a consequence, indirectly demotivate academic performance. This investigation aimed at establishing whether principals in Mwala public secondary schools employ this style and how it is correlated with academic performance.

In Kenya, Nyamboga, Gwiyo, Njuguna, Waweru, Nyamweya and Gongera (2014) stated that teachers were for many years promoted to leadership positions without formal training in school headship. Inadequate principals' preparation was partly blamed on poor results. However, this situation was expected to change when the government in-serviced all the principals and teachers in managerial positions to attain a Kenya Education Management Institute (KEMI) diploma in educational management (Ndiga, Mumiukha, Fedha, Ngugi & Mwalwa, 2014). However, a study done by Oyugi and Gogo (2019) in Awendo Sub-county, Kenya showed that autocratic, democratic and laissez-faire styles are commonly practiced leading to poor academic performance. The use of weak leadership styles could suggest that the principals are not adequately prepared for their roles.

In Kenya, the number of students attaining university entry qualification of C+ mean grade at Kenya Certificate of Secondary Education (KCSE) has been falling and thus raising questions on the quality of school leadership. In 2015, 169,492 (32.23%) out of 522,870 candidates, attained grade C+ further dropping in 2016 to 88,929 (15.41%) out of 574,125 candidates (Agutu, 2016). The mass failure trend continued in 2017 with only 70,073 out of 611,952 candidates – just 11.5% - qualifying for university (Atieno, 2018). Frustrated students due to the low academic performance of their schools have staged demonstrations demanding the transfer of their principals. Data obtained from the Machakos County Director of Education Office (2023) show similar trends. Table 1.1 presents analysed Kenya Certificate of Secondary Education (KCSE) data for the period 2020 – 2022.

Table 1.1: Machakos County KCSE Performance (2020 -2022)

Sub-county	2020	2021	2022	Average Mean Score (M/S)
Masinga	4.251	3.996	4.427	4.224667
Kathiani	4.33	3.932	4.33	4.197333
Matungulu	4.242	3.954	4.363	4.186333
Yatta	4.24	4.066	4.154	4.153333
Athiriver	4.196	3.94	4.052	4.062667
Machakos	3.699	3.389	4.371	3.819667
Mwala	3.866	3.537	3.821	3.741333
Kalama	3.482	3.195	3.419	3.365333
Kangundo	3.39	3.163	3.226	3.259667
County Average	3.966222	3.685778	4.018111	3.890037

Source: Machakos County Director of Education Office (2023)

From the analysis of the results posted for the last three years, it was clear that the majority of secondary schools in Machakos County performed poorly. Table 1.1 shows that the average KCSE mean score of the county for the three years reviewed was 3.890037. This is a mean grade of D+ suggesting that the majority of the students who had gone through Machakos County secondary schools had failed good grades. It can also be seen from the results that Mwala, Kalama, and Kangundo Sub-counties were consistently below the county average mean score and thus were bottom last. Therefore, this study was implemented in Mwala Sub-county because its performance was below the county average.

1.2 Statement of the Problem

Relative to other Sub-counties of Machakos (see Table 1.1), the performance of Mwala Sub-county at the Kenya Certificate of Secondary Education (KCSE) examination has always been below the county average. Table 1.1 gives appalling statistics that should continue to worry the government as well as other education stakeholders in Mwala Sub-county.

Table 1.2 Mwala Sub-county KCSE Performance (2016 – 2020)

YR	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	Total
2016	0	10	39	97	175	299	361	404	562	858	972	163	3,940
2017	0	1	13	53	102	185	285	467	588	897	1148	160	3,899
2018	0	4	24	90	169	285	358	499	666	911	899	100	4,005
2019	0	10	54	153	220	318	424	575	667	808	661	68	3,958
2020	0	6	57	144	266	370	483	535	612	738	399	35	3,645
TL	0	31	187	537	932	1457	1911	2480	3095	4212	4079	526	19,447
%	0	0.2	0.9	2.8	4.8	7.5	9.8	12.8	15.9	21.7	20.9	2.7	100.0

Source: Mwala Sub-county Education Office, 2021

Since 2016, a total of 19,447 have graduated from Mwala Sub-county secondary schools. There is no single student who has achieved a grade-A plain. Only 3,144 students representing 16.16% have transitioned to university. Surprisingly, as many as 11,912 students representing 61.15% scored poor grades ranging from D+ to E. To arrest the declining performance, several interventions have been implemented such as the Free Day Secondary Education program and the provision of education learning materials. Funds provided by the National Government Constituency Development Fund (NG-CDF) as well as the Ministry of Education Transitional grants have also been used to develop school infrastructure.

The government has sponsored all principals manning schools to attain KEMI Diploma in educational leadership. Moreover, the principals often attend training workshops organized by the government and the Kenya Secondary Schools Heads Association. Furthermore, prize-giving days have been held at school and sub-county levels to motivate students and teachers to improve their performance. Despite all these interventions, the problem of low performance persisted. Despite academic performance in Mwala Sub-county falling, little was known about the influence of principals' leadership styles on academic performance, a gap the present study sought to fill.

1.3 General Objective

The general objective of this study was to investigate principals' leadership styles influencing students' academic performance in public secondary schools in Mwala Sub-county, Machakos County.

1.3.1 Specific Objectives

The study was guided by the following specific objectives:

- i. To establish the extent to which principals' use of transformational leadership style influence students' academic performance in public secondary schools in Mwala sub-county, Machakos County.
- ii. To determine the extent to which principals' use of transactional leadership style influence students' academic performance in public secondary schools in Mwala sub-county, Machakos County.
- iii. To establish the extent to which principals' use of democratic leadership style influence students' academic performance in public secondary schools in Mwala sub-county, Machakos County.
- iv. To determine the extent to which principals' use of autocratic leadership style influence students' academic performance in public secondary schools in Mwala sub-county, Machakos County.

1.4 Research Hypotheses

The hypotheses of this study were stated in null form as follows:

H₀₁: There is no statistically significant relationship between transformational leadership style and students' academic performance in public secondary schools in Mwala sub-county, Machakos County.

H₀₂: There is no statistically significant relationship between transactional leadership style and students' academic performance in public secondary schools in Mwala sub-county, Machakos County.

H₀₃: There is no statistically significant relationship between democratic leadership style and students' academic performance in public secondary schools in Mwala sub-county, Machakos County.

H₀₄: There is no statistically significant relationship between autocratic leadership style and students' academic performance in public secondary schools in Mwala sub-county, Machakos County.

1.5 Significance of the Study

The results of this study may benefit the Ministry of Education through the Kenya Institute of Educational Management (KEMI) to understand the training needs of principals and probably develop appropriate teaching content for its Diploma in Educational Management. The results may benefit the Teachers' Service Commission (TSC) to understand the training needs of the principals. For instance, the results can inform TSC to implement principals' development programs where the agency can only promote teachers who have attended such programs. Still, the TSC can use the study findings to make decisions on the need for in-service serving principals.

The study findings may also be of benefit to the Boards of Management and National Government Constituency Development Fund in understanding their roles in the provision of facilities as well as teaching and learning resources in their schools. Further, the study findings may also be beneficial to principals as they may reveal the most effective leadership styles that may lead to improved academic performance. Finally, the study findings may be beneficial to academia in that they may fill existing research gaps or provide a basis for future research.

1.6 Limitations of the Study

The study encountered a lack of willingness by respondents to participate, a lack of sincerity among respondents, and respondent's lack of motivation. Teacher respondents were unwilling to participate in a study that sought to assess their principals' leadership because they were unconvinced that their principals would not go through their questionnaires. Cognizant of the fact that participants' right to privacy, dignity, and confidentiality overrode their need to participate in the study, the researcher undertook the following measures: respondents' consent was first sought and they were made aware that their participation or non-participation was not going to affect them in any way;

respondents were asked not to indicate their name or the name of their school to ensure that they participated anonymously; questionnaires were filled in the staffroom, departmental offices or in the open fields where teachers felt comfortable; filled up questionnaires were collected promptly from respondents and mixed with other questionnaires from other schools in the presence of participants; that no questionnaire was collected by members of the administration or any other teacher, and questionnaires were triangulated. Principals claimed that they were too busy, a fact confirmed by the long queues outside their offices and the constant interruptions by members of their staff. The researcher made repeat visits and ensured the questionnaires were only filled when respondents were free to fill.

1.7 Delimitations of the Study

The study was restricted to public secondary schools in Mwala Sub-county of Machakos County and therefore, private school establishments were not investigated. Although there are several leadership styles that can impact of school performance, the study investigated four variables which include transformational leadership, transactional leadership, democratic leadership and autocratic leadership. Finally, the study was delimited to responses from school heads and teachers.

1.8 Assumptions of the Study

This study was premised on the assumption that the principals' leadership styles indirectly influence students' academic performance and that respondents would answer the questions correctly and truthfully.

1.9 Organization of the Study

This study is presented in six chapters. Chapter one includes the background, the statement of the problem, the general objective of the study, objectives of the study, research hypotheses, significance of the study, limitations, delimitations of the study, operational definition of terms, assumptions of the study and organization of the study. Chapter two includes a detailed literature review presented in line with the four research objectives globally, regionally, and locally. A summary of the literature is given as well as theoretical and conceptual frameworks. Chapter three gives an overview of how the study was

implemented by elaborating on the research design adopted, the targeted population, included sample and how respondents were chosen to participate, instruments used to gather data, how validity and reliability were achieved, procedures used to collect data, how data was analysed and presented, and finally, ethical issues that the study did put into considerations. The analysed and tabulated results are presented in chapter four, and interpreted and discussed in chapter five. Finally, in chapter six, the study arrives at key conclusions, makes some recommendations and suggests areas that may be of interest to future researchers.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter reviews the literature on the influence of principals' leadership styles on academic performance. Sections presented in this chapter are academic performance; school leadership on academic performance; transformational leadership and academic performance; transactional leadership and academic performance; democratic leadership and academic performance; autocratic leadership and academic performance; summary of literature review; theoretical framework; and conceptual framework.

2.2 Academic Performance

Academic performance is a complex variable affected by many factors, some of which include teachers' job satisfaction and commitment. Leithwood and Sun (2012) emphasize that the main goal of an education system is students' performance. Academic performance is thus regarded as the yardstick for measuring the quality of education. According to Muia (2018), academic performance in secondary schools determines the student's career path which will have a profound influence on their future life. Although principals do not directly interact with students in the classroom to influence learning directly, their exercise of leadership impacts key school conditions that affect teachers' output Leithwood and Sun (2012). Principals' leadership styles are known to mediate important teacher variables such as job satisfaction and commitment, which directly affect teachers' output.

Ayral, Ozdemir, Findik, Ozarslan, and Unlu (2014) maintain that tests are employed to measure academic performance. Kellaghan, Greaney, and Murray (2009) add that these tests are used to evaluate the skills and abilities of students to determine whether learning goals are being achieved or not. Thus, desirable performance is a pointer to school effectiveness in managing knowledge acquisition and quality (Platisa, Reklitisb & Zimeras, 2015). Since the principals are central in steering the school into success, this study investigated how school leadership styles impacted learning outcomes.

2.3 Principals' Leadership Styles and Academic Performance

Bush (2008) posits that arguments such as leadership do not matter have been overtaken by empirical evidence. In support of this claim, Leithwood and Sun (2012) in their analysis of several quantitative studies showed that leadership has a statistical relationship with academic performance. Robison, Lloyd, and Rowe (2008) agree with these findings when they asserted that school principals can enhance student learning and other outcomes. The effects are indirect, and small but exert a powerful influence on students' learning outcomes. The authors contend that school leaders influence students' learning in indirect ways.

According to Kilonzo (2020) citing O'Driscoll and Beehr (2009), principals' leadership behaviours cause the problems that occur in the school which prevent schools from reaching their objectives. This proposition could be true. Perhaps, there are teacher mediating variables in which principals' leadership styles have a significant influence on them and research shows that they have a direct influence on students' academic outcomes. In this line of argument, Leithwood and Jantzi (2006) have explained that school leaders indirectly influence students' outcomes when they impact teachers' motivation, capacity, and work settings. On this note, Quin, Deris, Bischoff, and Johnson (2015) maintain that effective school leadership makes positive changes that result in increased job satisfaction and commitment. As a consequence, Leithwood, Pattern, and Jantzi (2010) asserted that increased job satisfaction and commitments result in extra effort and greater productivity in schools which is reflected in students' outcomes.

Greatbatch and Tate (2019) highlight that principals influence classroom outcomes when they select, support, and develop their teachers. The two authors add that principals can affect classroom outcomes when they create a positive school climate. The selection, support, and development of teachers and teaching processes are the instructional supervision roles the principal s/he plays. On the other hand, the principal leadership style will affect the organizational conditions which mediate teachers' job satisfaction and commitment. Further, Denton (2009) concluded that principals could enhance staff job satisfaction by building a climate of trust among teachers, students, and the administration,

developing teachers, respecting teachers as professionals, being accessible, attending to teachers' issues and supporting teachers to deliver. Research has shown that school climate is a predictor variable for teachers' stress levels and job satisfaction (Collie, Shapka, & Perry, 2012). Thus, principals can create a motivating or demotivating school environment for teachers.

To illustrate how leadership influences employee job satisfaction, a study done in China by Zhang (2018) showed that leadership styles were correlated with staff job satisfaction. Particularly this study found that transformational and democratic leadership styles were positively correlated with job satisfaction while autocratic leadership had a negative relationship. The findings confirm that some leadership styles enhance staff job satisfaction while others have a negative effect on it. This study involved a smaller sample of 22 respondents. However, this study was conducted within the hotel industry while the current study was conducted in a school context.

By randomly sampling 200 teachers of public secondary schools in the Lahore region in Pakistan, Abid, Saghir, Misbah, and Ayesha (2017) investigated how principals' leadership styles influenced teachers' job satisfaction. Results of the study revealed that most principals were democratic leaders who took staff input during decisions, cultivated teamwork spirit, and provided administrative support. Further, the study results showed that democratic leadership was a good predictor of teachers' job satisfaction. Hence, the study confirms that a democratic leadership style is effective in enhancing teacher job satisfaction. However, this study was done in a foreign context and it may not necessarily apply locally.

On teacher commitment, a study conducted in India by Anshu and Upadhyay (2017) on leadership styles and organizational commitment in India established that transactional and transformational leadership styles were good predictors of teachers' organizational commitment. However, the results of the study indicated that the transformational leadership style enhanced teachers' organizational commitment more than the transactional leadership style. The results thus confirm that transformational leadership is more effective

than transactional leadership style. This study employed a quantitative correlational research design and included a sample of 240 teachers. This study was foreign and utilized a quantitative research design while the present one was done in Kenya and used a descriptive survey research design.

Another study done by Raman, Mey, Don, Daud, and Khalid (2015) in Malaysia showed that principals' transformational leadership style was statistically correlated with teachers' commitment. This study suggested that transformational leadership style was effective in enhancing teachers' commitment. For teachers to enhance students' outcomes, they ought to feel comfortable being in the teaching profession. Thus, any school leadership that increases teachers' commitment motivates academic performance. This study included a random sample of 235 teachers who were given questionnaires to respond to. However, this study was carried out in a foreign context and thus, its findings may not be generalized in a Kenyan context.

Although the cited studies are not conclusive, it is clear that school leadership impacts positively on teacher commitment and job satisfaction. These reviewed studies suggest that leadership styles may influence teachers' job satisfaction positively or negatively which in turn may positively or negatively influence students' academic performance. Some studies have shown that these mediators have influence on students' outcomes. In this regard, a study done by Abyot, Menna, and Mesfin (2017) in Ethiopia showed that teacher commitment and students' academic achievement were positively associated. The findings of this study do confirm one of the assumptions of this study that job commitment has significant influence on teachers' motivation and hence output reflected in students' academic outcomes. Thus, principals can enhance school performance by increasing teacher commitment. Respondents were 76 teachers and 162 female students who were identified through a simple random sampling technique. This study was done in Ethiopia and consequently, the results may not be generalized in a Kenyan context.

In Kenya, a study done by Wangai (2015) in Nairobi County established that principals' leadership styles positively influence teacher job satisfaction in public secondary schools.

The study adopted a correlational research design and involved a sample of 45 school heads and 225 teachers. The survey used questionnaires to gather data. This study was done in Nairobi County and adopted a correlational research design while the current study was implemented in Machakos County and adopted a descriptive survey research design. On teacher commitment, another study done by Kamola (2016) in Kitui County showed that transformational leadership style had a strong positive relationship with teachers' job commitment. Thus, results reveal that transformational leadership is an effective leadership style that can enhance teachers' job commitment and hence increase their motivation. This study included a sample of 25 head teachers and 169 teachers and utilized questionnaires to collect data. This study was done in Kitui County while the present study was implemented in Mwala Sub-county, Machakos County.

Reviewed literature here confirms Leithwood et al (2008) proposition that success can improve teachers' motivation and hence improve teaching and learning by increasing their teachers' commitment, job satisfaction, and working conditions. This review was necessary to expose job commitment and job satisfaction as possible school leadership mediators that directly impact learning outcomes. Nevertheless, this study did not go ahead to investigate how the four leadership styles impacted these possible mediators. In the next section, the four leadership styles, that is, transformational leadership, transactional leadership, democratic leadership, and autocratic leadership, are discussed and empirical evidence is adduced.

2.4 Influence of Transformational Leadership Style on Academic Performance

Since its initial formulation in the 1970s, transformational leadership has gained traction among many sectors due to its general applicability. Transformational leadership was introduced by Burns (1978) to explain the process through which leaders change their followers' views and perceptions. Rutledge (2010) citing Bennis and Nanus (1985) asserts that transformational leaders foster higher levels of motivation and commitment by developing vision, commitment, and trust. As a consequence, transformational leaders motivate their followers to achieve higher levels of output than earlier intended (Hoque & Raya, 2023). Qiuyan (2022) points out that a transformational leader prioritizes meeting

followers' needs for empowerment, achievement, increased self-efficacy, and personal development. Bass's (1985) transformational model consists of four constructs: idealized influence; inspirational motivation; intellectual stimulation; and individual consideration.

A leader practicing idealized influence becomes a role model and instils pride and trust among followers (Allen et al., 2015; Mendez-Keegan, 2019; Kilonzo, 2020). Qiuyan (2022) avers that leaders practicing this behaviour exhibit charisma and thus instil confidence and trust in their followers to make self-sacrifices in pursuit of extraordinary goals. Inspirational motivation is concerned with a leader developing an inspiring vision that creates enthusiasm, optimism and commitment among followers (Muia, 2018). In intellectual stimulation, the leader gives followers the freedom to discharge their duties creatively without necessarily dictating to them how to perform their duties while encouraging them to solve issues as they arise (Dartey-Baah, 2015; Mendez-Keegan, 2019). Chen (2014) sees individualized consideration as a dimension that focuses more on maintaining beneficial bonds between the leader and followers. Sun and Leithwood (2017) state that leaders who practice individualized consideration develop their followers by supporting, mentoring and training them to reach and exploit their full potential. Transformational leadership was hence studied as a complex construct consisting of the four sub-constructs.

Transformational leadership is a widely researched concept in many fields including school settings. For instance, in the United States (US), transformational leadership has been studied. By employing a descriptive survey research design and sampling 12 principals drawn from middle schools in the South Carolina School District, Green (2016) investigated how principals' leadership styles impacted student achievement. The results of the study found that transformational leadership was practiced in the sampled schools. However, inferential results showed that intellectual stimulation and student achievement had no statistical relationship. It can be seen from the results that the transformational leadership style was not effective in enhancing students' academic achievement in South Carolina. However, this study sampled a smaller sample of 12 principals while the current study sampled a larger sample of 36 principals and 216 teachers. In addition, the reviewed

study was implemented in a foreign context while the present study was done in the Kenyan context.

In the Philippines, Olayvar (2020) adopted a descriptive survey research design and included a sample of 200 respondents to investigate the influence of the principal's transformational leadership and the quality of the school learning environment on students' academic achievement in the city of Malolos. This study utilized Multi-factor Leadership (MLQ) and Quality of School Learning questionnaires. In addition, the study employed a document analysis checklist to gather data on academic achievement. The results of this study showed that transformational leadership was a strong predictor of students' academic outcomes. This study, however, was conducted in a foreign context and employed the MLQ instrument. The present study was conducted in a Kenyan context and employed Multifactor Leadership Questionnaire (MLQ) Form 6S variant.

In the African continent, similar studies have been undertaken. By including a sample of 18 principals and 105 learners who were randomly selected and employed a descriptive survey design, Ogonnaya, Izuagba, and Chukwudebelu (2020) implemented a study in Nigeria to investigate how transformational leadership style was related to academic achievement. The study results showed that intellectual stimulation was positively associated with academic achievement. Hence, the study results confirmed that transformational leadership was effective in improving academic performance. However, the study employed Leithwood Transformational Leadership Instrument while the current study employed Multi-Linear Questionnaire (MLQ) to collect data on transformational leadership. Another gap noted is that this study included a smaller sample of 18 principals, and 105 pupils and excluded teacher respondents while the current study filled those gaps by sampling a larger sample of 36 principals and 216 teachers. Furthermore, this study was done in Nigeria while the current study was implemented in Kenya.

Paul and Toyin (2017) included a sample of 9 school heads and 81 teachers to probe the influence of leadership styles on academic performance in the Gazebo District of Rwanda. The study employed a descriptive survey research design. Data were gathered through

questionnaires. The results confirmed that the school heads were moderate transformational leaders. Additionally, correlational results showed that there was a positive but moderate relationship between head teachers' use of transformational leadership style and students' academic performance. Thus, the results suggest that transformational leadership was effective in enhancing students' academic performance. This study was done in Rwanda and included a smaller of 9 school heads and 81 teachers whereas the present study was implemented in Kenya and sampled a larger sample of 36 principals and 216 teachers.

By employing a descriptive survey research design and using questionnaires and document analysis checklists, Demozie (2018) designed and implemented a study in Enjibara town, Ethiopia to investigate the influence of principals' leadership styles on students' performance. Out of a population of 7 schools located in the town, 4 were randomly selected. The study included a random sample of 91 teachers. Results of the study revealed that transformational leadership was positively but weakly associated with students' academic performance. It can be seen from the results that transformational leadership was effective in addressing the problem of poor academic performance. This survey was done in Ethiopia, involved 4 schools and included a smaller sample of 91 teachers. On the contrary, the current study was conducted in Kenya, was implemented in 36 schools and included a larger sample of 36 school heads and 216 teachers. Furthermore, this study was implemented in a primary school setting while the current survey was done in a secondary school setting.

According to Aseka (2007), the practice of transformative leadership began to emerge in Kenya against the backdrop of poor results of other leadership styles that had been in place since independence. A review of empirical literature reveals that the practice of transformational leadership leads to inconsistent results. For instance, Musyoki, Okoth, Kalai, and Okumbe (2021) in their descriptive study done in Makueni County established a negative association between intellectual stimulation and academic performance. The results suggest that an increase in transformational leadership would result in a decrease in academic performance and thus, this style was of negative consequence to students'

academic performance. This study involved 111 school heads, 729 classroom teachers, and 12 Ministry of Education officials. Data were collected through the use of questionnaires and interview guides. While the reviewed study included a larger sample of 852 respondents, the current study included a smaller sample of 252 participants. Another notable gap is that the study included principals, teachers and MOE officials while the present study sampled only principals and teachers. Geographically, this study was done in Makueni County while the present study was implemented in Machakos County.

Kitur, Choge, and Tanui (2020) designed and implemented a survey in Bomet County to probe how transformational leadership was related to academic performance. Results of the study showed that idealized influence was positively associated with academic performance. Hence, the study results indicated that transformational leadership was effective in producing good academic results in the county. This survey adopted a descriptive survey research design and included a sample of 108 schools. Study participants included purposive samples of 108 principals, 108 directors of studies, and 5 Quality Assurance and Standards Officers all making a total sample of 221. The reviewed study was however wider in scope because it included a larger sample of schools and respondents as opposed to 36 schools, 36 school heads and 216 teachers who formed the study sample of the present study. Furthermore, this study was done in Bomet County which is contextually different from Machakos County where the current study was implemented.

Within Machakos County, Kilonzo, Kasivu, and Mulwa (2020) through randomly selecting 500 teachers and including 100 principals of randomly selected 100 secondary schools spread across Machakos County showed that principals' transformational practice of developing teachers was positively and moderately associated with academic performance. Consequently, the results indicated that transformational leadership was effective in addressing the problem of poor academic performance. However, their study studied the Leithwood Transformational Leadership model while the current study investigated the general transformational model advanced by Bass (1985). The difference between the two models is that the Leithwood model is customized for school settings and studies specific practices of direction setting, developing teachers, redesigning the school, and managing

the instructional program, some of them, which are completely absent in the Bass (1985) model. There was therefore urgent need for a study to be implemented in Mwala Sub-county public secondary schools to clarify these grey areas.

2.5 Influence of Transactional Leadership Style on Academic Performance

Bush (2008) views transactional leadership as an exchange process. Principals practicing transactional leadership communicate specific targets which they expect to be achieved by their subordinates, monitor for any deviance from what is expected, and reward those who meet their desired expectations (Anshu & Uradhyay, 2017). A transactional leader is more concerned about attaining set goals than the welfare of the staff (Dartey-Baah, 2015). This leadership style may include contingent reward and active-management-by-exception dimensions. Bush (2008) emphasizes that this type of leadership is necessary because the principal requires the support of the staff to be effective in school management.

According to Damanic (2014), the contingent reward is based on active and positive transactions between leaders. This, according to Mendez-Keegan (2019), may include emphasizing tasks to be accomplished for one to be rewarded while offering supervision. Dartey-Baah (2015) asserts that rewarding success may contribute to extrinsic motivation. Conversely, management by exception involves the leader monitoring employee performance and taking corrective action only when deviations from what is expected are noted (Lin & Chuang, 2014). Such undesirable deviations that may warrant a leader's attention and action can include mistakes and errors (Sayadi, 2016). This study investigated transactional leadership as a multi-construct consisting of two sub-variables, that is, contingent reward and management by exception active.

Several scholars have studied how transactional leadership is related to academic performance. For instance, Shortridge (2015) implemented a study to assess the influence of leadership styles on academic achievement in Maryland State, US. The study findings established that transactional leadership was weakly but positively associated with academic achievement. The results thus suggest that transformational leadership was effective in enhancing students' academic performance. This study utilized an ex post facto

research design and employed a non-probability sampling technique to include a smaller sample of 43 principals. However, the current study adopted a descriptive survey research design and probability sampling techniques to include random samples of 36 principals and 216 teachers. The reviewed study was conducted in the US while the present study was done in Kenya.

Lin and Chuang (2014) carried out a study to probe the effects of leadership styles on learning motivation in Taiwan. Their survey involved 165 teachers and 2,800 students who were selected through a simple random sampling technique. Their survey established that transaction leadership style was positively associated with learning motivation. The results could suggest that an increase in this type of leadership could increase learning motivation and hence, the academic performance of learners. Thus, transactional leadership was effective in fostering the academic performance of students. This study was however conducted in a foreign context while the present study was done in Kenya.

Rasheed, Amin and Amin (2021) utilized a descriptive survey research design to investigate how principals' leadership styles influenced students' academic performance in secondary schools in Pakistan. The study used a stratified random sampling technique to identify 32 principals who responded to a questionnaire. The results of this study established that transactional leadership style had a negative relationship with students' academic performance. Thus, the results imply that the transactional leadership style was not effective in improving students' academic performance. This study was done in Pakistan while the present study was implemented in a Kenyan context where contextual factors may be different. Again, the reviewed study only sampled 32 principals while the current study included 36 principals and went ahead to include 216 teachers.

Regionally, similar investigations have been undertaken. In this regard, Saidu (2021) employed a descriptive survey research design to conduct a study in Ilorin Metropolis, Kwara State, Nigeria to investigate the impact of principals' leadership styles on teaching and learning in secondary schools. The researcher used a simple random sampling technique to include a sample of 16 principals, 206 teachers and 32 MOE officials. The

study utilized questionnaires to elicit information from respondents. Results of the study showed that the transactional leadership style had a positive impact on teaching learning and hence, students' academic performance. Consequently, the results indicated that the transactional leadership style was effective in facilitating improved students' academic performance. This study was done in Nigeria and included a smaller sample of 16 schools while the present study was carried out in Kenya and it involved 36 schools. However, the reviewed study involved three classes of respondents while the current study involved principals and teachers only.

In Uganda, Akullo and Kamanyire (2023) employed a cross-sectional descriptive survey research design to investigate the influence of head teacher leadership styles on teacher performance in primary schools in the Kaabong District. The study included all 36 schools in the district. The study sample was 308 respondents including 36 school heads, 36 deputy head teachers, 36 Boards of Management (BOMs), 36 student leaders and 164 teachers. A census technique was used to include the school heads, deputy head teachers, BOMs and student leaders. On the other hand, a simple random sampling technique was employed to select the teachers. Data were collected mainly through administering questionnaires and conducting interviews. The study results indicated that transactional leadership had a weak positive relationship with teachers' performance which was not statistically significant. The results thus imply that transactional leadership was not very effective in enhancing teachers' output which could be reflected in improved student outcomes. This study employed a cross-sectional descriptive research design and was done in Uganda while the present study adopted a descriptive research survey design and was implemented in Kenya.

Locally, a study done in Samburu Central Sub-county by Njukunye and Waithaka (2020) to investigate how strategic leadership impacts academic performance established that transactional leadership had a positive relationship with academic performance. It can be inferred from the results that the practice of transactional leadership style was effective in fostering good academic results for students. The study employed a descriptive survey research design and used questionnaires and interview guides to collect data. A stratified random sampling technique was used to include 5 schools where 5 school heads were

purposively sampled and 50 teachers were selected using a simple random sampling technique. Compared to the current study, which included 36 schools and 216 teachers, the sample of 5 schools was small as well as that of 50 teachers. This study was done in Samburu County while the present study was conducted in Machakos County.

The study findings are furthered by another study done by Sika and Anyango (2020) in Migori County which adopted a correlational research design to probe how transactional leadership impacted learning motivation and academic achievement. The study used questionnaires to collect data. The survey results established a weak positive association between transactional leadership and academic performance. Thus, the results suggested that transactional leadership was effective in improving students' academic performance. This study employed a stratified random sampling technique to select 127 school heads, 350 teachers, and 400 students. Contrary to the current study which adopted a descriptive survey research design, the reviewed study employed a correlational research design. This study was done in Migori County while the present study was implemented in Machakos County.

The results are somehow conflicted by a study done in Nandi Central Sub-county of Nandi County by Chebonye; Okutu and Kiprop (2021) that investigated the influence of head teachers' transactional leadership style on teacher service delivery. On one hand, the results of this study established that contingent reward had a negative influence on teacher service delivery. On the other hand, results showed that passive management had a positive influence on teacher service delivery. The results indicate that school heads could be effective in enhancing their schools' academic performance by practicing more passive management behaviours and less contingent reward practices. The study employed a descriptive survey research design, used a stratified random sampling technique to select 58 school heads and a simple random sampling technique to include 174 teachers. Questionnaires were utilized to gather data from the teacher respondents while interview guides were used to administer interviews with the principal respondents. This study was done in Nandi County while the present study was implemented in Machakos County. It included a larger sample of 58 schools while the present study involved 36 schools.

Furthermore, this study was done in a primary school setting and used questionnaires and interview guides to gather data while the current study was implemented in secondary schools and utilized questionnaires only.

2.6 Influence of Democratic Leadership Style on Academic Performance

According to Ampairea and Namusonge (2015), a democratic leader believes in decision-making through consensus. Wangai (2015) elaborates that a democratic leader listens to ideas and suggestions but still makes the final decision. Kitavi (2014) posits that a democratic leader will allow participatory communication like open and negotiating communication strategies. The author elaborates that participatory communication strategies can be achieved through holding open forums such as staff and student meetings where the leader directly discusses issues with teachers and students and gets prompt feedback. It can be seen from the foregoing that this leadership style seeks to involve followers in leadership aspects and thus; it can motivate them to implement agreed activities leading to high output.

Although autocratic, transactional, and transformational leadership styles are minimally used in Pakistan schools, research shows that the democratic leadership style is highly practiced. In this regard, a study done in Pakistan by Alam (2017) to probe the effect of leadership styles on learning processes established that democratic leadership was commonly employed. Further, results showed that democratic leadership had a positive effect on learning processes. Essentially, the study results confirmed that democratic leadership style was effective in improving students' academic performance. However, this study is foreign, was conducted in one private school and employed a qualitative case study approach while the present study employed a descriptive survey research design, involved 36 schools, and included a sample of 252 participants.

Similar results were arrived at by a study conducted in Indonesia by Nellitawati (2020) which sought to determine how principals' use of democratic leadership style contributed to teacher performance. The results of this study established a positive significant relationship between democratic leadership style and teacher performance. The results thus

signify that use of this leadership style was effective in enhancing teacher output reflected in students' academic performance. The study utilized questionnaires to gather data. It adopted a quantitative research design and involved a sample of 86 elementary school teachers. The survey involved a smaller sample of 86 respondents relative to the 252 that were included in the present study. It used a quantitative design while the present study employed a descriptive survey research design. Further, the study was done in Indonesia while the present study was conducted in Kenya.

Using a sample of 384 respondents, Eric and Tobias (2020) employed a cross-sectional research design to assess the impact of school leadership on student's academic performance in Northern Ghana. The study used questionnaires and interview guides to solicit data from participants. The study results indicated that schools whose principals adopted a democratic leadership style performed better than schools whose heads were undemocratic. Thus, from the foregoing, it can be seen that the democratic leadership style was effective in improving students' academic outcomes. This study adopted a cross-sectional research design as opposed to the descriptive survey research design adopted in the current study. Moreover, this study was done in Ghana while the present study was implemented in Kenya.

In South Africa, Makgato and Mudzanani (2017) by adopting a qualitative research design undertook a study to determine the influence of leadership styles on academic performance. The results of the study established that the democratic leadership style contributed to high academic achievement. The results suggest that democratic leadership style was effective in improving students' academic performance. This study included a smaller sample of 10 schools where 50 teachers were interviewed in separate focus group discussions consisting of 5 teachers in each school. However, this study employed a qualitative research design and thus data analysis was qualitative. The current study cured this problem by employing a descriptive survey design that enabled it to use inferential statistics to test the nature and the strengths of the relationship of the study variables. Moreover, this study was done in South Africa while the current study was carried out in Kenya. The study was implemented

in a small sample of 10 schools. On the contrary, the present study was carried out in a larger sample of 36 schools.

Ferdinandi and Kiwonde (2023) designed a study to determine the impact of school leadership on student's academic performance in secondary schools in the Itilima District of Tanzania: The researchers used a descriptive survey research design and employed a combination of purposive and stratified random sampling technique to draw a sample of 52 study participants from a target population of 109. This sample included school heads, secondary schools' academic masters, discipline masters, and ward educational officers. To collect data, the study used questionnaires and document analysis checklists. The study results indicated that there was a strong and positive relationship between democratic leadership style and students' academic performance which was statistically significant. Thus, the results confirm that the democratic leadership style was effective in fostering students' academic performance in the district. Compared with the current study, there are gaps noted. For instance, this study sampled a smaller sample of 52 respondents as opposed to the 252 respondents included in the present study. Again, this study was conducted in Tanzania while the current study was done in Kenya. The reviewed study was wider in scope in terms of respondents and research instruments compared to the current study which involved only principals and teachers and utilized only questionnaires to collect data.

In Kenya, the democratic leadership style is commonly practiced. For instance, a study done in Nyamira County by Nyambura (2019) which probed the influence of principals' leadership styles on academic performance established that democratic leadership style was commonly preferred. The survey noted that schools whose principals employed this leadership style had moderate academic performance. The results thus implied that the democratic leadership style was effective in facilitating good academic results. The study used a concurrent triangulation research design and randomly selected 56 principals, 56 deputy principals, and 56 senior teachers. This study employed a concurrent triangulation research design while the present study adopted a descriptive survey research design. This

study was carried out in Nyamira County while the current study was done in Machakos County.

Oyugi and Gogo's (2019) utilized a descriptive survey research design to understand how school heads' leadership styles impacted academic performance in Awendo Sub-county, Migori County. Saturated sampling was used to include 30 principals and a simple random sampling technique was utilised to select 186 teachers and 301 students. Data were collected by administering questionnaires, conducting interviews, focus group discussions and document analysis. The results of the study established that there was a positive and moderate significant relationship between democratic leadership style and students' academic performance. The results thus suggested that a democratic leadership style was effective in enhancing students' academic performance. This survey was conducted in Awendo Sub-county, Migori County while the current study was implemented in Mwala Sub-county. It was also wider in scope for it used various instruments to collect data and involved more classes of respondents as compared to the current study was limited to responses from principals and teachers only and used questionnaires only to gather data.

2.7 Influence of Autocratic Leadership Style on Academic Performance

Boampong, Denteh, Issaka and Mensah (2016) define the autocratic leadership style as a form of directive or coercive leadership where a leader tells the subordinate what to do and how to do it. Abid, Saghir, Misbah, and Ayesha (2017) maintain that an autocratic leader has the final say and implements what he/she thinks is necessary to have tasks accomplished. Boampong, Denteh, Issaka and Mensah (2016) elaborate that such a principal wields immense power over members of staff and sometimes uses threats and sanctions to instil fear. The authors further contend that an autocratic principal does not delegate duties nor does s/he consult anybody on any decisions. Consequently, teachers may develop a sense of being disrespected as competent professionals and bullied into submission. Nevertheless, Bakare and Oredein (2022) contend that this leadership style may be appropriate in situations where decisions have to be made urgently and where staff are new. This study aimed at establishing how autocratic leadership impacts students' academic performance.

Although the highlighted literature paints autocratic leadership as undesirable, some authors like Oyetunji (2011) have identified situations where it may be appropriate. For instance, the author has pointed out that this style may be effective for a leader dealing with new and inexperienced staff who may require to be strictly guided on how to perform their duties. This leadership is also said to marry with McGregor's theory X presumption that some staff lack the motivation to perform their duties and thus require strict monitoring. For instance, Bett et al (2016) state that this leadership is required in military settings where precision in discharging duties and royalty is required. Kitavi (2014) warns that principals who use this style may often lead to poor performance for the same reasons identified by the literature. Thus, and for those reasons, it was thus compelling to undertake this investigation.

Maryam, Ejaz and Tatlah (2022) in their study done in Pakistan investigated the relationship between leadership styles and students' academic achievement. The study results established a positive moderate correlation between autocratic leadership style and students' academic performance. Therefore, the results suggested that autocratic leadership was effective in fostering students' academic outcomes in the country. To implement this study, the study adopted a quantitative research design and included a sample of 30 principals and 1,428 students. Data were gathered through the use of questionnaires. This study adopted a quantitative research design, unlike the present study which employed a descriptive research design. Furthermore, it was implemented in Pakistan while the current study was done in Kenya.

Similarly, Igwe, Ndidiama, and Chidi (2017) in their study conducted in the Enugu Metropolis of Nigeria established that autocratic leadership had a strong positive association with academic performance. The results thus indicated that autocratic leadership was effective in improving students' academic performance. The study employed ex post facto research design and employed questionnaires and interview guides to collect data. This study sampled 285 participants including principals, teachers, and support staff. Participants were selected through a simple random sampling technique. Notable gaps are: the study adopted an ex-post-factor research design while the current

study employed a descriptive survey research design; the study was done in Nigeria while the present study was implemented in Kenya; and the reviewed study involved principals, teachers and support staff while the current study included only principals and teachers.

Tedla Redda and Gaikar (2021) utilized a descriptive survey research design to investigate how leadership styles impacted school performance in Eritrea. Through using non-probability sampling techniques which involved purposive sampling and convenience sampling techniques, the researchers drew a sample of 30 principals, 250 teachers, 50 students and 45 parents. Instruments used to collect data were interview guides, observation checklists, and questionnaires. The study results reported a strong negative and statistically significant relationship between autocratic leadership and school performance. The results implied that an increase in this leadership style would directly decrease school performance. Thus, the study results suggested that the autocratic leadership style was not effective in improving school performance. This study was conducted in Eritrea while the present study was done in Kenya. Whereas this study used a non-probability approach such as purposive sampling, the current study used probability techniques which included stratified random sampling and simple random sampling techniques to select participants. However, in terms of the scope of data collection and respondents, the reviewed study used more instruments to collect data and included various classes of respondents such as school heads, teachers, students and parents. On the contrary, the present study included only 36 principals and 216 teachers and used only questionnaires to collect data.

Using a correlational survey research design and through involving 262 participants drawn from 8 schools, Tilahun (2014) designed and implemented a study in Ethiopia to determine how autocratic leadership was related to academic performance. The study results determined that autocratic leadership had a negative influence on academic performance. Thus, the results suggest that the autocratic leadership style was ineffective in enhancing academic performance. Data were collected through administering questionnaires, conducting interviews and focus group discussions. This study was implemented in Ethiopia in a relatively smaller sample of 8 schools while the current study was done in

Kenya in 36 schools. Furthermore, this study adopted a correlational research design while the current study adopted a descriptive survey research design.

Bett, Wambugu and Flora (2016) conducted a study in Tinderet Sub-county to explore how school heads' styles of leadership influenced performances at the primary school level in Kenya. The study employed a descriptive survey research design and used a combination of stratified random sampling and simple random sampling techniques to select a sample of 40 head teachers and 280 teachers. The study utilized questionnaires to collect data. The results of the study reported a negative association between autocratic leadership style and academic performance. The results implied that an increase in the practice of this style would lead to a decrease in academic performance. Thus, the results suggest that autocratic leadership was ineffective in fostering students' academic performance. This study was implemented in a primary school setting and was done in Tinderet Sub-county while the present study was done at the secondary school level and was conducted in Mwala Sub-county.

Inconsistent with Bett, Wambugu and Flora's (2016) study, a study done in Narok South, Narok County by Kosgei, Tanui, and Rono (2018) revealed that autocratic leadership had a positive association with academic performance. This survey involved 13 principals and 130 teachers who were randomly selected. However, this study differs from the current study in that it employed a smaller sample of schools and respondents as compared to 36 schools and 252 respondents who were surveyed in the present study.

Another study done in Bungoma County North Sub-county by Okwaro, Kathambi, and Sitati (2020) which assessed the impact of principals' leadership styles on school academic performance reported a moderate association between autocratic leadership style and school performance which was not statistically significant. Hence, the results of the study indicated that autocratic leadership style was not effective in enhancing students' academic performance. The study employed a descriptive survey research design and involved a sample of 15 principals and 75 teachers. Primary data were collected through questionnaires while document analysis was used to gather secondary data. The survey was

done in Bungoma County while the current study was implemented in Mwala Sub-county. This study involved a smaller sample of 15 principals and 75 teachers while the current study involved a larger sample of 36 principals and 216 teachers.

2.8 Summary of the Literature Review

Globally, Green's (2016) study done in the US found that the transformational leadership style was ineffective in enhancing academic achievement but is contradicted by Olayvar's (2020) study which established that this style was effective. In addition to Green's (2016) study involving a smaller sample of 12 schools, both studies are foreign. Regionally, studies reviewed (Harerimana & Adegoke, 2017; Demozie, 2018; Ogbonnaya, Izuagba & Chukwudebelu, 2020) are consistent that transformational leadership is effective in enhancing academic performance. These studies include a smaller sample and are foreign. Moreover, Ogbonnaya, Izuagba, and Chukwudebelu (2020) study used LTLI while Demozie's (2018) study was done in a primary school setting. In contrast, the present study was done in Kenya, involved 36 schools, was implemented at the secondary school level and utilized an MLQ questionnaire. Locally, studies (Kitur, Choge & Tanui, 2020; Kilonzo, Kasivu & Mulwa, 2020) agree that transformational leadership is effective while Musyoki, Okoth, Kalai, and Okumbe (2021) report that the style is ineffective in enhancing academic performance. Compared with the current study, these studies are wider in scope for they include a larger sample and use various instruments. Kilonzo, Kasivu, and Mulwa's (2020) study utilizes the LTLI questionnaire while the present study used the MLQ questionnaire.

Globally, studies (Lin & Chuang, 2014; Shortridge, 2015) agree that transactional leadership is effective in fostering good academic results but disagree with Rasheed, Amin and Amin's (2021) study. Regionally, Saidu's (2021) study indicated that transformational leadership was effective in fostering good academic results but disagree with Akullo and Kamanyire's (2023) study. All these studies are foreign. Shortridge (2015) utilizes an ex post facto research design while Saidu (2021) study adopted a cross-sectional research design. Moreover, most of these studies reviewed included a smaller sample. Locally, studies (Njukuny & Waithaka, 2020; Sika & Anayngo, 2020) agree that this style is effective in enhancing academic performance. Chebonye; Okutu and Kiprop's (2021) study

finds that the passive management sub-construct is effective while the contingent reward sub-construct is ineffective in fostering academic outcomes. Njukuny and Waithaka (2020) study included a smaller sample, Sika and Anyango's (2020) study adopted a cross-sectional research design, and Chebonye, Okutu and Kiprop's (2021) study was done with a primary school level and utilized more instruments. These studies were done in other sub-counties/counties. On the contrary, the current study was done in Machakos County, adopted a descriptive survey research design, involved a relatively larger sample, and used questionnaires only to collect data.

Globally, Alam (2017) and Nellitawati (2020) agree that a democratic leadership style is effective in improving students' academic outcomes. All these studies are foreign. Alam (2017) study used a case study design and was conducted in a private school setting. Nellitawati (2020) adopted a quantitative research design. Both studies involved a smaller sample. Regionally, studies (Eric & Tobias, 2020; Makgato & Mudzanani, 2017; Ferdinandi & Kiwonde, 2023) also agree that this style is effective in improving academic performance. Again, all these studies are foreign. Eric and Tobias (2020) study employed a cross-sectional research design, Makgato and Mudzanani's (2017) study failed to test the relationship between variables, and Ferdinandi and Kiwonde's (2023) study included a smaller sample but was wider in scope. Locally, studies reviewed by Nyambura (2019) and Oyugi and Gogo (2019) studies agree that democratic leadership is effective while Nyambura (2019) disagree that the style is ineffective in enhancing students' academic outcomes. These studies are implemented in other Sub-counties/Counties. Nyambura's (2019) study utilizes a concurrent triangulation research design and is wider in scope. Oyugi and Gogo's (2019) study is also wider in scope. On the contrary, the present study is done in Machakos County, Kenya, employs a descriptive survey research design, includes a relatively larger sample, and was carried out in public schools but was somehow limited in scope.

Globally, Maryam, Ejaz and Tatlah's (2022) study finds that autocratic leadership is effective in improving academic performance. This study was foreign and adopted a quantitative design. Regionally, Igwe, Ndidiamaka, and Chidi's (2017) study similarly

reports that this leadership style is effective in enhancing academic performance. Tilahun (2014) and Tedla, Redda, and Gaikar (2021) studies agree that this style is ineffective in fostering good academic performance. Igwe, Ndidiamaka, and Chidi (2017) adopt an ex-post-facto research design, whereas Tedla Redda and Gaikar (2021) study adopted a non-probability approach in sampling and was wider in scope in terms of data collection instruments. Tilahun (2014) study employed a correlational research design and included a smaller sample of 8 schools. All these studies are done in foreign contexts. Local studies (Bett, Wambugu & Flora, 2016; Okwaro, Kathambi & Sitati, 2020) agree that the autocratic style is ineffective while Kosgei, Tanui, and Rono (2018) study disagree by indicating the style is indeed effective in enhancing academic performance. Bett, Wambugu and Flora's (2016) study was done in a primary school setting, Kosgei, Tanui, and Rono's (2018) study included a smaller sample of 13 schools, and Okwaro, Kathambi, and Sitati's (2020) study also included a smaller sample of 15 schools. Furthermore, these studies were done in other Sub-counties/Counties. On the other hand, the current study was done in Machakos County, Kenya, utilized a descriptive survey research design, involved a larger sample of 36 schools, used probability sampling techniques, and was implemented at the secondary school level.

2.9 Theoretical Framework

This study was based on Path-Goal Theory developed by Robert House and others (House, 1970; House & Mitchel, 1974; House, 1996). The theory postulates that a leader can influence their followers' motivation and performance. House believes that an effective leader develops a clear vision and implementation goals, and supports and guides the followers to achieve the goals. Specifically, House, in his initial formulation of the theory, highlighted that a leader can motivate followers by removing barriers that hold back the achievement of goals, providing guidance and support, and rewarding those who achieve success (House, 1970). This theory was expanded to include four leadership styles: directive; supportive; participative; and achievement-oriented leadership styles (House & Mitchel, 1974).

In a nutshell, this theory emphasizes that there is no single leadership style that is appropriate in all situations and goes ahead to assert that an effective leader should be able to employ a mix of styles in different situations to enhance subordinates' motivation and output (Cote, 1917). Particularly in a school setting where the influence of leadership is mediated by job satisfaction and commitment, principals may need to adopt those behaviours known to enhance these mediators to motivate the staff to increase their output. However, the principal will still need to employ a mix of leadership styles depending on the prevailing situation.

Identifying which leadership behaviour to employ can be problematic for a leader. First, this theory urges leaders to consider the work setting in terms of task, the presence of structured authority, and the primary work group (House, 1996). For instance, one will not be able to use directive behaviour in a leadership position where power is not structured. But in a military setting, where there are structures and an established chain of command, autocratic leadership may be desirable.

The second ingredient of the theory stipulates that a leader needs to ascertain when considering the best behaviour is the personal characteristics of the subordinates (House & Mitchel, 1974). This is possibly what Oyetunji (2011) calls the employee readiness level. These include subordinates' experience, motivation to work, and age among others. For instance, inexperienced staff needs to be given directives on how to perform a task while the leader may establish a transactional relationship with experienced staff. The principal can adopt a democratic style for teachers undertaking frustrating tasks, for example, teachers whose subjects are poorly performed. Therefore, this theory can help a leader to identify when to use the four leadership styles discussed in the literature to improve academic performance.

Cote (2017) has identified several strengths associated with Path-Goal Theory. For instance, the theory identifies, in a simplistic way, situations when a leader can choose a particular leadership behaviour. The theory also integrates Vroom's Expectancy Theory and thus clarifies how individuals can be motivated to enhance their output. The theory has

its share of weaknesses. For instance, the theory has evolved through three stages and is therefore complex. Cote (2017) claimed that the theory has not been completely validated by empirical evidence. Regardless of its limitation, this theory guided the study to investigate how various leadership styles influence academic performance.

2.10 Conceptual Framework

The conceptual framework of the study is as illustrated below.

Independent Variables

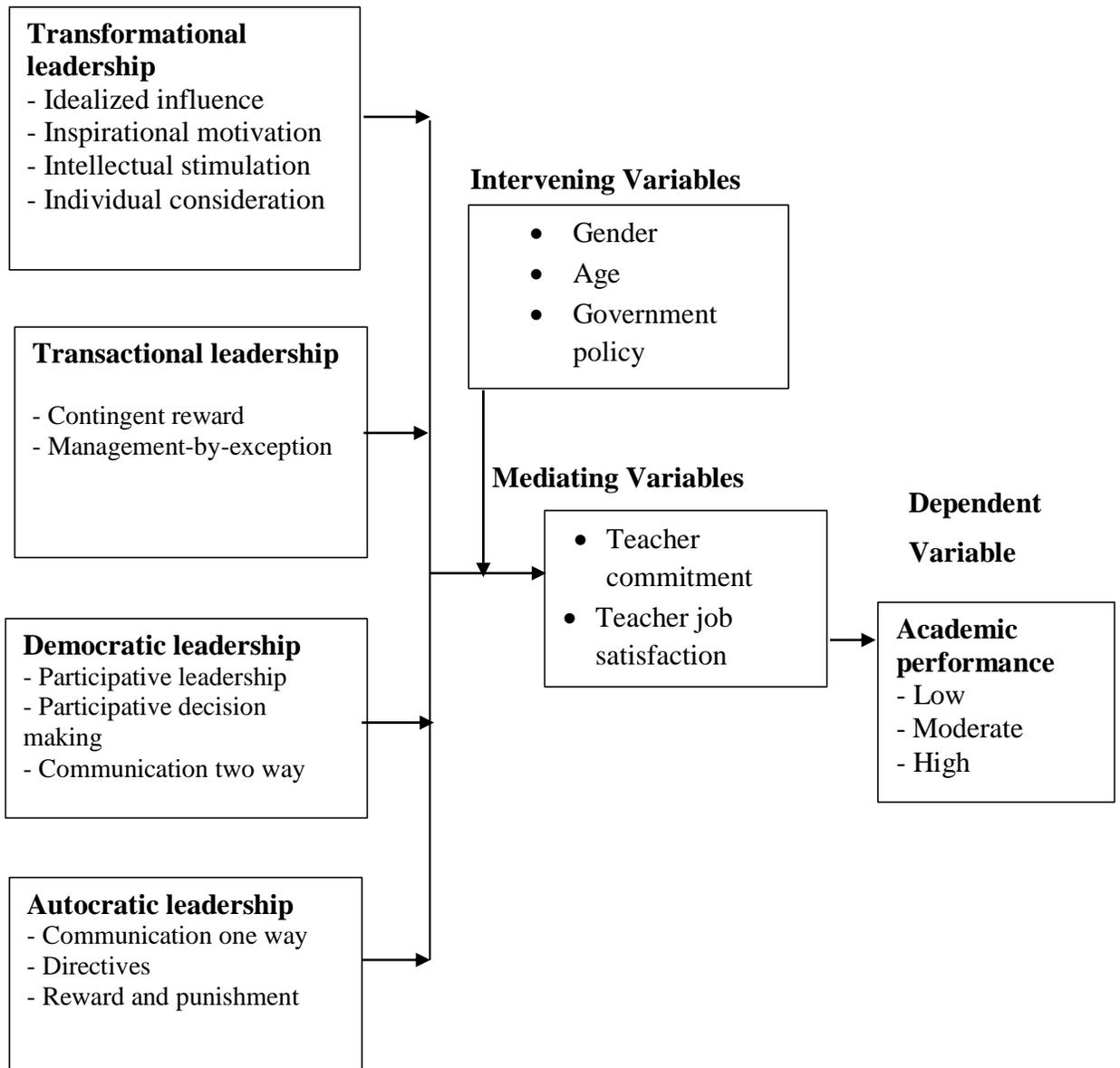


Figure: 2.1: Conceptual Framework showing the interrelationship between the study variables

A conceptual framework is a graphical and diagrammatic relationship between study variables in a study. Orodho (2005) contends that the purpose of a conceptual framework

is to help the reader quickly see the proposed relationship of concepts. The conceptual framework in this study was based on the influence of principals' leadership styles on students' academic performance. It was conceptualized in this study that independent variables of this study influence the dependent variable (academic performance).

The independent variables of this study focused on four leadership styles; transformational, transactional, democratic, and autocratic leadership styles. In line with the literature reviewed, the framework conceptualized that school leadership has an indirect influence on students' academic performance. In this regard, the framework assumes that each specific leadership style will independently have a direct influence on teacher mediating variables such as teacher commitment and teacher job satisfaction which in turn will lead to either high or low teacher motivation. High teacher motivation, for instance, will result in increased teacher output reflected in high students' academic performance. On the contrary, low teacher motivation and job satisfaction will limit teachers' potential and thus result in low student academic performance. The framework also includes a set of intervening variables.

In the transformational style, the framework identifies leadership practices such as idealized influence, inspirational motivation, intellectual stimulation, and individual consideration as key ingredients which when practiced to varying degrees will directly impact teacher mediating variables. In this sense, the high practice of transformational leadership style will directly influence the mediating variables and thus lead to increased teachers' output reflected in high students' academic performance. On the other hand, the low practice of transformational leadership style will influence the mediating variables moderately and thus lead to low teachers' motivation which will be reflected in low students' academic performance.

In line with the revealed literature, the framework conceptualizes that transactional leadership includes two sub-constructs – contingent reward and management-by-exception. The framework assumes that the practice of this leadership style will either positively or negatively influence teacher commitment and job satisfaction which will

impact positively or negatively on teachers' output and thus lead to high or low students' academic performance.

The framework conceptualizes democratic leadership as leadership that is participative in decision-making and where communication is two-way. In line with reviewed literature, it is assumed that when the subordinates are involved in leadership through delegation of duties and shared decision-making, subordinates are likely to show high levels of job commitment and satisfaction. As a consequence, subordinates will increase their output reflected in students' academic performance. The opposite is true; the low practice of this style will lead to decreased job commitment as well as job satisfaction and thus negatively impact subordinates' output which will then lead to low academic performance.

The framework shows that in an autocratic leadership style, communication is one way, the leader issues directives, s/he is coercive, initiates things to be done, and there are high expectations of compliance, rewards, and punishment. The framework posits that these leadership behaviours will affect teacher commitment and job satisfaction negatively or positively and thus lead to high or low student academic performance.

Further, the intervening variables can enhance, neutralize or depress the impact of different leadership styles on students' academic performance. For instance, some studies find that age (Alufohai & Ibhafidon, 2015; Iqbal, Javed & Muhammad, 2020) and gender (Akinmusire, 2012; Thien & Adams, 2021) have a significant influence on the practice of some leadership styles, and hence, the effectiveness of a leader. Similarly, government policy, for instance, of in-servicing teachers on leadership, can improve school leadership. Throughout this study, it is the position of the researcher that effective school leadership can be developed through training school leaders. For instance, an autocratic leader can be transformed into a transformational leader through training and thus neutralize the negative effect of autocratic leadership on students' performance. This conceptual framework guided the study.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives an overview of how the study was implemented. The chapter elaborates on the research design adopted, the targeted population, included sample and how respondents were chosen to participate, instruments used to gather data, how validity and reliability were achieved, procedures used to collect data, how data was analyzed and presented, and finally, ethical issues that the study did put into considerations.

3.2 Research Design

A research design is a systematic plan used to implement a study to answer research questions (Kothari & Gaurav, 2014). Descriptive research survey design involves gathering scientific data to describe the current situation of the participants of the study (Cooper & Schindler, 2013). This design allows a researcher to use both qualitative and quantitative methods of collecting and analyzing data. Thus, the choice of this design was informed by several considerations key among them being data analysis techniques.

This design was preferred because the study intended to collect primary data to describe the leadership styles employed by the principals in the study area. Through tabulating data in frequency distribution tables, with means and standard deviation, it was possible to rank the commonly used styles. This analysis technique enables data to explain itself. Further, this design was desirable in that the study intended to test hypotheses through undertaking inferential statistics. This design was expected to enable the study to make conclusions on whether certain leadership styles practiced could be responsible for low academic performance experienced in Mwala sub-county public secondary schools or not.

3.3 Target Population

The target population is the entire group of subjects that a study aims to generalize results from (Creswell, 2014). This group has common observable characteristics (Orodho, Khatete & Mugiraneza, 2016). When this data was collected, there were 72 schools, 72 principals, and 486 teachers. Therefore, the study targeted all the (72) schools, all the (72)

principals, and all the (471) teachers in the Sub-county. In total, there were 543 respondents.

3.4 Sample Size and Sampling Technique

A sample is a smaller group chosen in a scientific way to represent the larger group (Kothari & Gaurav, (2014). Conversely, a sampling technique is a scientific methodology of drawing a smaller representative sample from the target population (Orodho, Khatete & Mugiraneza, 2016). A stratified random sampling technique was used to stratify the schools into their respective zones. The stratified random sampling technique ensures a researcher keeps into consideration the uniqueness of population characteristics while drawing a representative sample (Mugenda & Mugenda, 2003). It is a probability sampling technique and therefore, all subjects of the population have a chance to be included in the sample.

Out of the 72 schools, the study intended to include a sample of 36 (50.0%) schools which according to Oso and Onen (2009) were appropriate. The 72 public secondary schools were stratified into their 5 educational zones in Mwala Sub-county. These zones include: Mwala (14); Masii (15); Muthetheni (16); Yathui (12); and Mbiuni (15). After stratification, the study employed a simple random sampling technique to select 50% of schools in each zone.

All 36 heads of the selected schools were included in the study. To determine the teachers' sample, Yamene's (2007) formula was employed as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the required sample, N is the entire population, and e is the sample error at 95% confidence level.

$$\begin{aligned} n &= \frac{471}{1 + 471(0.05)^2} \\ &= 216 \text{ teachers.} \end{aligned}$$

Further, proportionate sampling method was used to sample 45.85% of teachers in each school as shown below:

$$\begin{aligned} \text{Sample per school (s)} &= \frac{216}{471} \times 100 \\ &= 45.85\% \end{aligned}$$

At the school level, simple random sampling technique was employed to select the 45.85% participating teachers. In total, the study included 36 principals and 216 teachers making a total sample 252 respondents. Table 3.1 gives the information.

Table 3.1: Sample Size Table

Description	Population(N)	Sample Size (n)
Principals	72	36
Teachers	471	216
Total	543	252

3.5 Research Instruments

Questionnaires were the main instruments of collecting data used in this study. According to Creswell (2014), questionnaires gather data from a large and diverse sample. Two sets of questionnaires; a questionnaire for principals (see appendix II) and another one for teachers (see appendix III), were used to collect quantitative data.

Section A of the principal's questionnaire collected bio-data and school performance data. Section B collected data on transformational and was adapted from Multifactor Leadership Questionnaire (MLQ) Form 6S variant (see appendix iv) that is a self-rating tool for the respondents. The instruments had a 5-point Likert scale representing the frequency of each behavior, for instance, 0 = not at all, 1 = once in a while, 2 = sometimes, 3 = fairly often, 4 = frequently, if not always. The MLQ has 12 items which measure the four aspects of transformational leadership in four factors: Idealized influence (statements 1, 8 & 15), Factor 1; Inspirational motivation (statements 2, 9 & 16), Factor 2; Intellectual stimulation (statements 3, 10, & 17), Factor 3; and Individual consideration (statements 4, 11 & 18),

Factor 4.

Sections C collected data on transactional leadership style. Statements for this section were also adapted from the MLQ Form 6S Short Questionnaire (see appendix iv). This section gathered data on the two elements of transactional leadership which included contingent reward and management-by-exception. From the MLQ questionnaire, statements regarding to contingent reward are 5, 12, and 19 while statements concerning management-by-exception are 6, 13, and 20.

Section D collected data on democratic leadership style and was adapted from Bett et al (2016) study. The section included 10 statements that principals were required to rate using a 5 – item Likert scale calibrated as follows: 1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Often, 5 = Always. Section E of the questionnaire was also adapted from Bett et al (2016) study instrument and gathered data on autocratic leadership. It consisted of 10 statements which principals were supposed to rate using a 5 – item Likert scale calibrated as follows: 1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Often, 5 = Always. Section F collected data on how the four leadership styles affected academic performance. It had a 5-item Likert scale calibrated as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

On the other hand, section A of the teachers' questionnaire collected data personal data from teachers. There are concerns about using only MLQ, which is a self-rating tool, to assess leaders' transformational leadership practices without feedback ratings from other stakeholders in an organization. To address this concern, section B was adapted from the principal's questionnaire and collected data on transformational leadership style. Like the principal's questionnaire, the instrument had a 5-point Likert scale.

Section C was also adapted from the principal's questionnaire and triangulated the same questions given to the principals' respondents on transactional leadership style. It had a 5-item Likert scale similar to that of the principals' instrument. Section D of the teachers' questionnaire collected data on democratic leadership style and had a 5-item Likert scale.

The items were calibrated as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. Section E gathered data on autocratic leadership style. It had 5-item scale calibrated as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. Section F sought teachers' opinion on how the four leadership styles affected academic performance. It had a 5-item Likert scale where 1 was strongly disagree and 5 strongly agree.

3.6 Validity of Research Instrument

An instrument is said to be valid if it can sufficiently collect the required data (Kothari & Gaurav, 2014). It is the degree to which results are truthful. Content validity is the degree to which an instrument gathers adequate data on a subject of investigation (Creswell, 2014). Mohajan (2017) warns that there is no universally accepted approach to measuring this type of validity. The author however alludes that expert judgment is commonly employed where the experienced research is approached to objectively assess the survey items. Piloting is another method that is used to validate research instruments (Creswell, 2014). Through feedback from pilot samples, ambiguities were done away with.

In this study, content validity was ascertained in two ways; piloting, and research expert validation. The instruments were presented to the two supervisors who are long-standing educational researchers at South Eastern Kenya University and concurrently to another research expert. Their views were adopted to improve the instruments.

The instruments were then piloted after expert validation. Mugenda and Mugenda (2003) stipulate that researchers should draw at least 10% of the targeted sample in their pilot sample. A sample of 1 school from each of the 5 zones was selected. With a study sample of 36 principals and 216, the study sampled 5(13.8%) principals and 25(11.57%) teachers. The pilot schools were excluded from the main study. The pilot study helped in measuring the instrument's level of clarity, ease of understanding, and completeness and ensuring that they were appropriate. Through the pilot study, it was noted that sections B and C of the principal's questionnaire adapted from the MLQ questionnaire used ambiguous terminologies like "others", for instance, "others have complete faith in me", and "I tell

others what to do.” “I am satisfied when others meet agreed-upon goals.” Respondents claimed that they had difficulties in differentiating “others” because the wording was vague and could mean anybody. Therefore, it was consequently replaced with “teachers” to read, for instance, “teachers have complete faith in me.”

3.7 Reliability of Instruments

Instruments are said to be reliable only if they give consistent results when tested at different intervals of time (Mugenda & Mugenda, 2003). In research, the coefficient of reliability is usually calculated through the test re-test reliability technique where two results are compared (first and second test) using Pearson’s Correlation Formula. Instruments are said to be reliable when they achieve coefficients above 0.8 (Mugenda & Mugenda, 2003).

Reliability in this study was achieved through piloting the research instruments in 5 schools where 5(13.8%) principals and 25(11.57%) were included at a time interval of two weeks. The pilot schools were excluded from the main study. Data were coded and entered into Statistical Package for Social Sciences (SPSS) version 23.0. The two results were correlated using Pearson’s Product Moment’s Correlation:

$$r = \frac{\sum XY - (N\bar{X}\bar{Y})}{\sqrt{(\sum X^2 - N\bar{X}^2)(\sum Y^2 - N\bar{Y}^2)}}$$

Where X was the score of the first set of data for each participant, Y was the score of the second set of data for each participant, r was the correlation coefficient in the two sets of data and N was the total number of respondents engaged in pilot testing. Table 3.2 presents the results.

Table 3.2: Reliability Coefficients of Research Instruments

Type of Questionnaire	Correlation Coefficient
Principal Questionnaire	.867
Teacher Questionnaire	.844

As depicted in table 3.2, the principal's questionnaire achieved a correlation coefficient of .867 while the teacher's questionnaire on the other hand achieved .844. Reliability coefficients of above 0.8 are considered high and thus, the two instruments were considered to be reliable.

3.8 Data Collection Procedures

The researcher sought authority to collect data from the Board of Postgraduate Studies (BPS) at South Eastern Kenya University where a letter to that effect was issued (See appendix VIII). The letter was used to apply for a permit at the National Commission for Science, Technology, and Innovation (NACOSTI) online portal. The researcher was issued a research license number NACOSTI/P/21/10456 (See appendix V). The license from NACOSTI was presented to the Deputy County Commissioner's office, Mwala, and a research authorization letter was issued promptly.

The authority letter to conduct research from the Deputy County Commissioner's office (see appendix vi) and the license were then presented to the Mwala Sub-county Director of Education office. The researcher was issued with authorization letter (see appendix vii) to conduct research in Mwala Sub-county public secondary schools. Selected schools were visited for the introduction. Upon getting permission from the school heads to conduct research, the researcher proceeded to seek consent from participants and issue the questionnaires.

3.9 Data Analysis Techniques

This study was purely quantitative and thus collected quantitative data. Data were coded and entered into Statistical Package for Social Science (SPSS) computer program (version 23.0) for analysis. Analysis involved descriptive and inferential statistics. Demographic information data were analysed descriptively mainly through generation of frequencies and percentages. The academic performance data was entered into the SPSS version 23.0 and analyzed through tabulation of means and standard deviations. Data for first and second objective were analysed through factor analysis. It involved generation of means that were

used to assign factor scores. On the other hand, data for third and fourth objective were analysed through computation of frequencies, percentages, means, and standard deviations. The second stage involved inferential analysis. Raw data was first prepared for correlation analysis by transforming variables with an aid of SPSS version 23.0 software to create five new variables; A (academic performance), T (transformational leadership), TR (transactional leadership), D (democratic leadership), and A (Autocratic leadership). Further, the four sub-variables (4Is) of transformational leadership (individualized influence, inspirational motivation, inspirational stimulation, and individual consideration) and the two sub-variables of transactional leadership (contingent reward and management-by-exception) were also created. Each of the five transformed variables was tested for normality at a Shapiro-Wilk level of significance because were low 2000 (Pallant, 2011). This was necessary to enable the researcher to choose an appropriate correlation. Thus, a Spearman's rank-order correlation was preferred to Pearson's correlation because some variables were non-parametric. Thus, Spearman's rank-order correlations were run at a 0.05 level of significance. The four hypotheses of the study were accepted or rejected at a 0.05 level of significance. All data were presented in either frequency distribution tables or correlation tables.

3.10 Ethical Considerations

Kothari and Gaurav (2014) suggest that researchers should consider ethical issues during planning, conducting, and reporting research to protect the interests of the public, the subjects of research, and the researchers themselves. Ethical issues in this study were two-fold: the need to seek authority to conduct research which is a legal requirement in Kenya; and the need to recognize participants' right to privacy, dignity, and confidentiality. To address legal and ethical concerns, a research license was applied from the National Commission of Science, Technology, and Innovation (NACOSTI) website. The researcher was authorized to conduct research by NACOSTI vide license number NACOSTI/P/21/10456 (Appendix V).

In order to guarantee respondents' privacy, dignity, and confidentiality, the following measures were undertaken; respondents' consent was first sought and they were made

aware that their participation or non-participation was not going to affect them in any way; respondents were asked not to indicate their name or the name of their school to ensure they participated anonymously; questionnaires were filled in the staffroom, departmental offices or in the open fields where teachers felt comfortable; filled up questionnaires were collected promptly from respondents and mixed with other questionnaires from other schools in the presence of participants; and that no questionnaire was collected by members of the administration or any other teacher. Further, the researcher made repeat visits to schools where participants were busy to ensure that they only participated when they were free and available. To protect self and the study participants from contracting Covid-19, the researcher observed all the Ministry of Health Protocols and reminded participants to observe the same during their interactions.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1 Introduction

Chapter four presents the results of the study. The chapter gives results on questionnaire return rate, respondents' background information, the academic performance of the sampled schools, descriptive and inferential results in line with the four study objectives. The chapter closes with a summary of key findings.

4.2. Instruments' Return Rate

The questionnaire return rate from the respondents was computed and the findings are provided in Table 4.1.

Table 4.1: Questionnaires' Return Rate

Respondents	Number of Questionnaires Administered	Number of Questionnaires Returned	Return Rate
Principals	36	31	86.11
Teachers	216	187	86.57
Total	252	218	86.34

The study included 216 teachers and 36 principals drawn from 36 participating schools making a total sample of 252 participants. Out of 216 teachers' questionnaires, 187 questionnaires were adequately attended to. This gave a return rate for teachers of 86.57%. Out of 36 questionnaires for principals, 31 questionnaires were properly filled and were therefore analyzed giving a return rate for principals of 86.11%. In total, 218 questionnaires were analyzed which yielded a cumulative response rate of 86.34%. This response is adequate according to Mugenda and Mugenda (2003). This study achieved a high response rate because the researcher put up measures like repeatedly calling respondents to remind them to fill out the questionnaires and making repeat visits.

4.3 Demographic Information of Participants and Academic Performance of Sampled Schools

Information on participants' bio-data such as gender, age, headship, teaching experience, duration of service in the current station, and participants' highest level of education was sought. Further, the study obtained information on the academic performance of the sampled schools. The analysis of the data is presented in sections 4.3.1 through 4.3.8.

4.3.1 Distribution of Participants by Gender

Information on gender of participants was obtained. The results are analyzed and tabulated in Table 4.2.

Table 4.2: Distribution of Participants by Gender

	Principals		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	19	61.3	111	59.4
Female	12	38.7	76	40.6
Total	31	100.0	187	100.0

Results show that the majority of the principals represented by 61.3% were male while females were 38.7%. It is clear from the findings that there was high gender parity in favour of males in the study area. Thien and Adams (2021) in their study done in Malaysian established that gender had a significant influence on leadership support, leadership supervision, cohesive team leadership, and participative decision-making. Gender parity was also noted among teachers with results showing that 59.4% were male teachers. High gender parity in favour of male teachers is a matter of concern because a study done by Akinmusire (2012) noted that female teachers were more effective in teaching than their male counterparts.

4.3.2 Distribution of Participants by Age

Information on the age distribution of principals and teacher participants was gathered. The analysis of responses is given in Table 4.3.

Table 4.3: Distribution of Participants by Age

	Principals		Teachers	
	Frequency	Percentage	Frequency	Percentage
Below 25	0	0.0	31	16.6
26-34	0	0.0	124	66.3
35-44	4	12.9	17	9.1
45-54	20	64.5	14	7.5
55 and above	7	22.6	1	0.5
Total	31	100.0	187	100.0

The findings show that the majority of the principals represented by 64.5% were in the 45 - 54 age bracket. The findings suggest that it is only experienced teachers who are appointed to take up leadership positions. The age of the principals was of concern because Iqbal, Javed and Muhammad (2020) in their study done in Pakistan showed that school leader's age had a significant effect on the use of some leadership styles. Further, the findings show that the majority of teachers represented by 66.3% were in the 26 – 34 age bracket. Consequently, the results indicate that the majority of teachers in the study area were young. Alufohai and Ibhafidon (2015) in their study found that younger and middle-aged teachers were more effective in enhancing the academic performance of students than older teachers. Thus, the findings could suggest that with effective school leadership, teachers in the sub-county could enhance the academic performance of students because they were young and thus productive.

4.3.3 Headship Duration of Principals

The study sought to establish the headship experience of the principals. Information on headship experience was necessary because leadership behaviour can be influenced by a leader's work experience. Respondents were asked to indicate the number of years they had served as school heads. The analyzed results are presented in Table 4.4.

Table 4.4: Headship Duration of the Principals

Number of Years	Frequency	Percent
below 5	6	19.4
6-10	14	45.2
11-15	6	19.4
16 years and above	5	16.1
Total	31	100.0

Results presented in Table 4.4 show that only a few teachers (19.4%) had served as principals for less than 5 years. This implies that the majority of the participants, cumulatively 80.6%, had served for a period extending 6 years. It is thus evident from the findings that the majority of public schools in the Mwala Sub-county were headed by principals who had considerable experience. This was an important variable to investigate because a study done in South Africa by Khathutsheko (2021) established that work experience and leadership styles were statistically related variables.

4.3.4 Teaching Experience of Teachers

This study sought information on duration of service of the sampled teachers. The results are presented in Table 4.5.

Table 4.5: Teaching Experience of Teachers

Number of Years Taught	Frequency	Percent	Cumulative Percent
Below 5 years	114	61.0	61.0
6 - 10 years	51	27.3	88.2
11 - 15 years	8	4.3	92.5
16 years and above	14	7.5	100.0
Total	187	100.0	

Results show that the majority of teachers represented by 61.0% had taught for a period of fewer than 5 years. Given that about two-thirds (66.3%) of teachers in Table 4.3 indicated that they were in the 26 – 34 age bracket, the results suggest that teachers may be taking too long to be employed by the Teachers’ Service Commission although they graduate from colleges at a younger age.

A study done in Nigeria by Ewetan and Ewetan (2015) on teachers’ teaching experience and the academic performance of students showed that teaching experience has a significant influence on student’s academic achievement. The findings revealed that teachers who had 10 years of teaching were more effective in facilitating good student test scores than their peers who had less than 10 years of experience. Employing teachers when they are approaching middle age could deny them the opportunity to gain considerable experience when they are young and productive.

4.3.5 Duration of Service in the Current Station of the Principals

The study also sought to establish how long the principals had stayed in their current stations. Table 4.6 gives the analyzed results.

Table 4.6: Duration of Service in the Current Station of the Principals

Number of Years Spent in Current Station	Frequency	Percent
below 5	25	80.6
6-10	6	19.4
Total	31	100.0

Results depicted in Table 4.6 reveal that the majority of the principals represented by 80.6% had stayed in their current stations for a period of below 5 years while 19.4% had worked in their stations for a period of between 6 to 10 years. The duration of service in a station is important because principals who spent more years in the same school can understand the work environment attributes such as tasks, the formal authority system, and

the primary work group. This might help them to determine the required leadership style to adopt which is in line with the Path-Goal Theory.

4.3.6 Duration of Service in the Current Station of the Teachers

The study further sought to establish the duration of service of teachers in their current stations. Table 4.7 gives the analyzed results.

Table 4.7: Duration of Service in the Current Station of the Teachers

Age Bracket	Frequency	Percent
Below 5 years	145	77.5
6-10	37	19.8
11-15	3	1.6
16 and above	2	1.1
Total	187	100.0

Table 4.7 shows that the majority of the teachers represented by 77.5% had stayed in their current stations for a period of fewer than 5 years. From these results, it can be concluded that the majority of teachers were working in their first station after being enlisted by the TSC considering that the majority (61.0%) of them in Table 4.5 reported that they had been teachers for a period of fewer than 5 years.

4.3.7 Highest Level of Education of Principals and Teachers

The study further sought to find out the highest level of education attained by both the principals and teachers who formed the study sample. The results are shown in Table 4.8.

Table 4.8: Distribution of Principals and Teachers by Level of Education

	Principals		Teachers	
	Frequency	Percentage	Frequency	Percentage
Diploma	0	0.0	20	10.7
Degree	14	45.2	165	88.2
Masters	13	41.9	47	1.1
Doctorate	4	12.9	2	0.0
Total	31	100.0	187	100.0

Results show that 45.2% of the principals were first-degree holders, 41.9% had a master's degree and 12.9% were PhD holders. Cumulatively, it can be seen from the results that the majority of the principals had post-graduate degrees and thus, had high professional qualifications. This finding is desirable given that principals in schools perform complex functions that require a high level of professional competency. This is in line with a study done in Malaysia by Ling and Ibraim (2013) that established that professional qualification has a positive influence on principals' competency.

Conversely, the results indicate that all teachers had attained either a diploma or a degree. In Kenya, a teacher should have a diploma in education or an undergraduate degree in education to be registered and recruited by the Teachers' Service Commission as a secondary school teacher. Therefore, the results suggest that the surveyed teachers were professionally qualified to discharge their duties effectively.

4.3.8. Academic Performance of the Selected Sampled Public Secondary Schools

The dependent variable of this study was students' academic performance measured by the school's KCSE mean score. The study, therefore, undertook to find out the academic performance of the sampled public secondary schools located in the Mwala Sub-county. To achieve this, school principals were asked to indicate in their questionnaires the KCSE mean scores of their schools for the period 2016 – 2019. Table 4.9 gives the analyzed mean scores.

Table 4.9: KCSE Mean Score for the Period 2016 – 2019

Year	Mean	Std. Deviation
2016	4.2506161	1.30612300
2017	3.7765871	1.11478938
2018	3.700226	1.16132471
2019	3.9681903	1.26133375

Consistent with the overall Mwala Sub-county mean score reported in Table 1.1, results show that the KCSE mean score of public secondary schools that were sampled had been falling. The mean dropped from 4.2506161 in 2016 to 3.7765871 in 2017 then to 3.700226 in 2018 before slightly improving to 3.9681903. Because academic performance was the dependent variable of the study, this data was transformed to enable the researcher to carry on inferential analysis.

4.4 Transformational Leadership and Students' Academic Performance

The first objective of the study sought to establish the extent to which principals' use of transformational leadership style influenced students' academic performance. Data for this objective were collected using the MLQ Form 6S variant (see appendix iv) which had a 5-point Likert scale. For descriptive analysis, data were entered into SPSS version 23.0 and coded as follows: 1 = Once in a while; 2 = Sometimes; 3 = Fairly often; and 4 = Frequently if not always. A factor was arrived at by adding up the scores of each statement. To assign scores against each item, means were computed. To score the means, these ranges were used: below 1.4 was assigned score 1; 1.5 – 2.4 was assigned score 2; 2.5 – 3.4 was assigned score 3; 3.5 and above was assigned score 4. To obtain the factor, the three scores under each sub-construct were added up. The factors were interpreted using a score range of: High = 9 -12; Moderate = 5 – 8; and Low = 0 – 4.

To undertake inferential analysis, data were re-entered into the SPSS version 23.0 as follows: 1 - not at all; 2 - once in a while; 3 - sometimes; 4 - fairly often; and 5 - frequently,

if not always. Then the raw data were transformed to create new variables as follows: A (academic performance); T (transformational leadership); IA (individualized influence); IB (inspirational motivation); IC (inspirational stimulation); and ID (individual consideration). To determine whether variables were parametric or non-parametric, normality test tables were generated. Since the cases were less than 2,000, the Shapiro-Wilk level of significance was used (Pallant, 2011). A Spearman's rank order correlation was preferred since some variables were non-parametric. Data regarding this objective is analysed and presented in sections 4.4.1 through 4.4.8.

4.4.1 Responses of the Principals on their Use of Transformational Leadership Style

Principals' participants answered the questionnaire using a 5-point Likert. Statements 1, 2, and 3 obtained data on idealized influence, statement 4, 5, and 6 collected data on inspirational motivation, statement 7, 8, and 9 gathered data on inspirational stimulation while statements 10, 11, and 12 obtained data on individual consideration. Table 4.10 presents the analysed data.

Table 4.10: Principals' Views on their Use of Transformational Leadership

Description of Leadership Behaviors	Mean	Scoring	Rating
I make teachers feel good to be around me	3.32	3	
Teachers have complete faith in me	3.29	3	
Teachers are proud to be associated with me	3.22	3	
		9	High
I express with a few simple words what we could and should do	3.19	3	
I provide appealing images about what we can do	3.35	3	
I help teachers find meaning in their work	3.51	4	
		10	High
I enable teachers to think about old problems in new ways	3.25	3	
I provide teachers with new ways of looking at puzzling things	3.35	3	
I get teachers to rethink ideas that they had never questioned before	3.22	3	
		9	High
I help teachers develop themselves	3.61	4	
I let teachers know how I think they are doing	3.12	3	
I give personal attention to teachers who seem rejected	3.22	3	
		10	High

Score Range: High = 9-12, Moderate = 5-8, Low = 0-4

On idealized influence, principals affirmed that they were fairly often (M=3.22, score 3) making teachers feel good to be around them. The principals also revealed that teachers fairly often (M=3.29, score 3) had complete faith in them. Further, the principals indicated that teachers were fairly often (M=3.22, score 3) proud to be associated with them. A factor score of 9 suggests that idealized influence practices were high.

On how frequently the principals practiced inspirational motivation, principals indicated that they fairly often (M=3.19, score 3) expressed themselves with a few simple words about what the school community could do. The principals also revealed that they were fairly often (M=3.35 score 3) providing appealing images about what the school community could do. The principals further indicated that they were frequently if not always (M=3.51, score 4) helping teachers to find meaning in their work. Generally, the principals assessed their practice of inspirational motivation as high (factor 10).

On measures of inspirational motivation, the principals indicated that they fairly often (M=3.25, score 3) enabled teachers to think about old problems in new ways. The principals also affirmed that they fairly often (M=3.35, score 3) provided teachers with new ways of looking at puzzling things. The principals further revealed that they fairly often (M=3.22, score 3) got teachers to rethink ideas that they had never questioned before. A factor of 9 suggests that inspirational motivation practices were high (9).

On the parameter of individual consideration, the principals revealed that they frequently if not always (M=3.61, score 4) helped teachers to develop themselves. The principals also affirmed that they fairly often (M=3.22, score 3) let teachers know how they thought they were doing. The principals further indicated that they fairly often (M=3.22, score 3) gave personal attention to teachers who seemed rejected. With a factor of 10, the principals rated their practice of individual consideration as high.

4.4.2 Teachers' Assessment of Principals' Transformational leadership

The principals' questionnaire was also triangulated to teacher respondents. The responses and the subsequent analysis are reported in Table 4.11.

Table 4.11: Teachers' Views on Principals' Use of Transformational Leadership

Description of Leadership Behaviors	Mean	Scoring	Rating
Teachers feel comfortable when the principal is around	2.65	3	
Teachers have complete faith in the principal	2.84	3	
Teachers are proud to be associated with the principal	2.53	3	
		9	High
The principal expresses with a few simple words what we could and should do	2.61	3	
The principal provides appealing images	2.72	3	
The principal helps us to find meaning in their work	2.68	3	
		9	High
The principal enables teachers to think about old problems in new ways	2.33	2	
The principal provides teachers with new ways of looking at puzzling things	2.51	3	
The principal gets us to rethink new ideas that we had never questioned before	2.41	2	
		7	Moderate
The principal helps teachers develop themselves	2.59	3	
The principal lets us know how s/he thinks they are doing	2.43	2	
The principal gives personal attention to teachers who seem neglected.	2.35	2	
		7	Moderate

Score Range: High = 9-12, Moderate = 5-8, Low = 0-4

Table 4.11 gives the results of the analysis. On the first sub-variable of idealized influence, teachers indicated that they fairly often (M=2.65, score 3) felt comfortable when the principal was around. Although comparably at a lower mean than that of the principals reported in Table 4.10 (M=3.22 score 3), the principals' views were nevertheless corroborated by the teachers' views at score 3.

Teachers also affirmed that they fairly often (M=2.84, score 3) had complete faith in their principals. The mean, notwithstanding being lower than that of principals (M=3.29, score 3) as reported in Table 4.10, suggests that the principals' views were validated by the teachers' views. Further, teachers indicated that they were fairly often (M=2.53, score 3) proud to be associated with their principals. This viewpoint seems to confirm principals' views reported in Table 4.10 where they affirmed that teachers fairly often (M=3.22, score 3) had complete faith in them.

On the general ratings of their principals' idealized influence practices, a factor of 9 realized for teachers reveals that this practice was high among principals. There seems to be a consensus between the teachers (factor 9) and principals (factor 9) as depicted in Table 4.10 that principals in Mwala sub-county public secondary schools were transformational leaders who highly exhibited this behavior.

On the second parameter of inspirational motivation, teachers indicated that their principals fairly often (M=2.65, score 3) expressed themselves with few simple words on what the school community could do. The views validate principals' claims reported in Table 4.10 where they equally affirmed that they fairly often (M=3.19, score 3) expressed themselves with few simple words on what the school community could do. Teachers revealed that their principals fairly often (M=2.84, score 3) provided appealing images about what the school community could do. This viewpoint was equally shared with the principal respondents in Table 4.10 who indicated that they fairly often (M=3.35 score 3) provided appealing images about what the school community could do.

Teachers further affirmed that their principals fairly often (M=2.53 score 3) helped them to find meaning in their work. Comparably, principals in Table 4.10 expressed a higher level of agreement with this statement than teachers when they indicated that they frequently if not always (M=3.51, score 4) helped teachers to find meaning in their work. Overall, both teachers (factor 9) and principals (factor 10) as reported in Table 4.10 agreed that this practice was high in Mwala Sub-county public secondary schools.

On the third sub-parameter of transformational leadership of inspirational motivation, teachers indicated that their principals sometimes (M=2.33, score 2) enabled them to think about old problems in new ways. This viewpoint seems to invalidate principals' claims in Table 4.10 where they affirmed that they fairly often (M=3.25, score 3) enabled their teachers to think about old problems in new ways. Teachers were of the view that their principals fairly often (M=2.51, score 3) provided them with new ways of looking at puzzling things. The view is equally shared with the principals in Table 4.10 who also indicated that they fairly often (M=3.35, score 3) provided teachers with new ways of looking at puzzling things.

Teachers were of the view that their principals were sometimes (M=2.41, score 2) getting them to rethink ideas that they had never questioned before. This viewpoint contradicts principals' claims as reported in Table 4.10 where they indicated that they fairly often (M=3.22, score 3) got teachers to rethink ideas that they had never questioned before. When the three sub-items were summed together, they yielded a factor of 7 which is suggestive that principals in Mwala Sub-county public schools moderately practiced inspirational motivation. However, this cumulative score is lower than that similarly obtained in Table 4.10 which suggested that principals were highly practicing inspirational motivation.

On the fourth aspect of transformational leadership, teachers indicated that they fairly often (M=2.59, score 3) helped teachers to develop themselves. The mean is lower than that of principals (3.61, score 4) reported in Table 4.10. Teachers seem to disagree with their principals on whether their principals let them know how they thought they were doing. Particularly, teachers indicated that their principals sometimes (M=2.43, score 2) let them know how they thought they were doing while the principals in Table 4.10 affirmed that they fairly often (M=3.22, score 3) let teachers know how they thought they were doing.

There was also a disagreement as to whether principals gave personal attention to teachers who seemed neglected. Concerning this, teachers revealed that their principals sometimes (M=2.43, score 2) gave personal attention to colleagues who seemed neglected. On the contrary, principals in Table 4.10 indicated that they fairly often (M=3.22, score 3) gave

personal attention to teachers who seemed neglected. Overall, there was a disparity noted between teachers' and principals' levels of agreement about principals' practice of individual consideration. In this regard, teachers achieved a factor of 7 on this sub-category, indicative that they assessed their principals as moderately practicing individual consideration. On the other hand, principals in Table 4.10 factor score were 10 which suggested that they rated their individual consideration practices as high.

4.4.3 The Relationship between Idealized Influence Practices and Academic Performance
The effect sizes on academic performance of the four sub-variables of transformational leadership were ascertained through correlational analysis. Similarly, a new sub-variable of idealized influence was created from statements 1, 2 and 3; transformed, and correlated with the academic performance variable at a 0.05 level of significance. Table 4.12 gives the results.

Table 4.12: Correlation between Idealized Influence and Academic Performance.

			Idealized Influence	Academic Performance
Spearman's rho	Idealized Influence	Coefficient	1.000	.408*
		Sig. (2-tailed)	.	.023
		N	31	31
	Academic Performance	Coefficient	.408*	1.000
		Sig. (2-tailed)	.023	.
		N	31	31

*. Correlation is significant at the 0.05 level (2-tailed).

Results obtained in Table 4.12 indicate that there was a weak, positive association between idealized influence and students' academic performance which was statistically significant ($R=.408$, $p = .023$).

4.4.4 The Relationship between Inspirational Motivation Practices and Academic Performance

The relationship between inspirational motivation and students' academic performance was also investigated. The results are presented in Table 4.13.

Table 4.13: Correlation between Inspirational Motivation and Academic Performance.

			Inspirational Motivation	Academic Performance
Spearman's rho	Inspirational Motivation	Coefficient	1.000	.472*
		Sig. (2-tailed)	.	.007
	N	31	31	
Academic Performance	Academic Performance	Coefficient	.472*	1.000
		Sig. (2-tailed)	.007	.
	N	31	31	

*. Correlation is significant at the 0.05 level (2-tailed).

Results obtained in Table 4.13 indicates that the relationship between inspirational motivation and academic performance was weak, positive and statistically significant at ($R=.472, .p = 007$).

4.4.5 The Relationship between Inspirational Stimulation Practices and Academic Performance

The relationship between inspirational stimulation and students' academic performance was similarly investigated. The results are presented in Table 4.14.

Table 4.14: Correlation between Inspirational Stimulation and Academic Performance.

			Inspirational Stimulation	Academic Performance
Spearman's rho	Inspirational Stimulation	Coefficient	1.000	.387*
		Sig. (2-tailed)	.	.031
		N	31	31
	Academic Performance	Coefficient	.387*	1.000
		Sig. (2-tailed)	.031	.
		N	31	31

*. Correlation is significant at the 0.05 level (2-tailed).

Results in Table 4.14 indicate that the relationship between inspirational stimulation and academic performance was weak and positive but statistically significant at ($R=.387$, $p = 031$).

4.4.6 The Relationship between Individual Consideration Practices and Academic Performance

Further, the relationship between individual consideration and students' academic performance was similarly investigated. The results are presented in Table 4.15.

Table 4.15: Correlation between Individual Consideration and Academic Performance.

			Individual Consideration	Academic Performance
Spearman's rho	Individual Consideration	Coefficient	1.000	.354*
		Sig. (2-tailed)	.	.042
		N	31	31
	Academic Performance	Coefficient	.354*	1.000
		Sig. (2-tailed)	.042	.
		N	31	31

*. Correlation is significant at the 0.05 level (2-tailed).

Results obtained in Table 4.15 indicate that the relationship between individual consideration and academic performance was weak and positive but statistically significant at ($R=.354, .p = 042.$).

4.4.7 Sub-variables of Transformational Leadership Exerting more Weight on Academic Performance

This study sought to establish the sub-variables of transformational leadership that bore more weight on academic performance. Table 4.16 presents the results.

Table 4.16: Sub-variables of Transformational Leadership with More Weight

Variable	R	P-Value
Individualized Influence	.408	.023
Inspirational Motivation	.472	.007
Inspirational Stimulation	.387	.031
Individual Consideration	.354	0.042

Table 4.16 shows that inspirational motivation ($R=.472$) exerted more weight on academic performance followed by individualized influence ($R=.408$), then inspirational stimulation ($R=.387$), and finally, individual consideration ($R=.354$). The net effect of this analysis suggests that inspirational motivation and individualized influence constructs of transformational leadership were the strongest predictors of academic performance.

4.4.8 Hypotheses Testing

The first objective of the study sought to determine the extent to which principals' use of transformational leadership style influences students' academic performance in public secondary schools in the Mwala Sub-county. A null hypothesis was formulated as follows:

H₀₁: There is no statistically significant relationship between transformational leadership style and students' academic performance in public secondary schools in the Mwala sub-county.

To ascertain the veracity of this claim, a correlation analysis was run at a 0.05 level of confidence in the relationship between transformational leadership style and students' academic performance. A normality test was done which showed that one of the variables was non-parametric ($p < 0.05$). As a consequence, a Spearman's non-parametric rank-order correlation was run at a 0.05 level of significance. The results are presented in Table 4.17.

Table 4.17: Correlation between Transformational Leadership and Academic Performance.

			Transformational Leadership	Academic Performance
Spearman's rho	Transformational Leadership	Coefficient	1.000	.374*
		Sig. (2-tailed)	.	.038
		N	31	31
	Academic Performance	Coefficient	.374*	1.000
		Sig. (2-tailed)	.038	.
		N	31	31

*. Correlation is significant at the 0.05 level (2-tailed).

Results reported in Table 4.17 indicate that there was a weak positive correlation between transformational leadership style and students' academic performance, which was statistically significant ($r = .374$, $p = .038$). With a P value of $0.038 < 0.05$, the null hypothesis which stated that "H₀₁: there is no statistically significant relationship between principals' use of transformational leadership style and students' academic performance in public secondary schools in Mwala sub-county was rejected. An inference was made that there is a statistically significant relationship between transformational leadership style and students' academic performance.

4.5 Transactional Leadership Style and Students' Academic Performance

The second objective of the study sought to determine the extent to which principals' use of transactional leadership style influences students' academic performance in public secondary schools in the Mwala Sub-county. Descriptive statistics which involved

computation of means aided factor analysis. Data were captured through SPSS version 23.0 and coded as follows: 1 = Once in a while; 2 = Sometimes; 3 = Fairly often; and 4 = Frequently if not always. To assign scores against each statement, means were computed. To score the means, these ranges were used: below 1.4 was assigned score 1; 1.5 – 2.4 was assigned score 2; 2.5 – 3.4 was assigned score 3; 3.5 and above was assigned score 4. The three scores under each sub-variable were summed up to obtain a factor that was interpreted using the following key: High = 9 -12; Moderate = 5 – 8; and Low = 0 – 4.

Data was prepared to undertake inferential analysis. It was re-entered into the SPSS version 23.0 again as follows: 1 - not at all; 2 - once in a while; 3 - sometimes; 4 - fairly often; and 5 - frequently, if not always. Then, data was transformed to create new variables as follows: TR (transactional leadership); CR (contingent reward); and ME (Management-by-exception). The new transformed variables were tested for normality at Shapiro-Wilk level of significance.

4.5.1 Responses of the Principals on their Practice of Transactional Leadership

Principal participants were presented with 6 statements to rate their transactional leadership practices using a 5-point Likert scale. Statements 1, 2 and 3 captured data on the sub-variable of contingent reward whereas statements 4, 5 and 6 were attributed to management-by-exception sub-variable. Table 4.18 presents the analyzed data.

Table 4.18: Principals' Views on their Use of Transactional Leadership

Description of Leadership Behaviors	Mean	Scoring	Rating
I tell teachers what to do if they want to be rewarded for their work	3.09	3	
I provide recognition/rewards when teachers reach their goals	3.32	3	
I call attention to what teachers can get for what they accomplish	2.64	3	
		9	High
I am satisfied when teachers meet agreed-upon standards	3.67	4	
As long as things are working, I do not try to change anything	1.93	2	
I tell teachers the standards they have to know to carry out their work	3.03	3	
		9	High

Score Range: High = 9-12, Moderate = 5-8, Low = 0-4

On contingent reward, principals indicated that they fairly often (M=3.09, score 3) told teachers what to do if they wanted to be rewarded for their work. The principals also indicated that they fairly often (M=3.32, score 3) provided recognition or rewards when teachers reached agreed upon goals. Further, the principals also indicated that they fairly often (M=2.64, score 3) called to attention what teachers could get for what they accomplished. Overall, a factor of 9 suggests that contingent reward practices were high.

On management-by-exception, the principals indicated that they were frequently satisfied if not always (M=3.67, score 4) when teachers met agreed-upon standards. The principals also revealed that they sometimes (M=1.93, score 2) did not try to change anything as long as things were working. The principals further indicated that they frequently if not always (M=3.03, score 3) told teachers the standards they had to know to carry out their work. A factor of 9 suggests the practices were rated as high.

4.5.2 Teachers' Assessment of their Principals' Transactional Leadership Practices

The principal's questionnaire was triangulated to teacher respondents. Table 4.18 presents the analyzed data.

Table 4.19: Teachers' Views on Principals' Use of Transactional Leadership

Description of Leadership Behaviors	Mean	Scoring	Rating
The principal tells teachers what to do if they want to be rewarded for their work	3.01	3	
The principal provides recognition/rewards when others reach their goals	3.21	3	
The principal sets targets to what teachers can get for what they accomplish	2.73	3	
		9	High
The principal is satisfied when teachers meet agreed-upon standards	3.48	3	
The principal does not try to change anything as long as things are working	2.67	3	
The principal tells teachers the standards they have to know to carry out their work	3.33	3	
		9	High

Score Range: High = 9-12, Moderate = 5-8, Low = 0-4

Table 4.19 gives information on teachers' ratings of their principals' use of transactional leadership practices. On the first sub-variable of transactional leadership of contingent reward, teachers indicated that their principals fairly often (M=3.01, score 3) told them what to do if they wanted to be rewarded for their work. The findings validate principals' claims in Table 4.18 where they indicated that they fairly often (M=3.09, score 3) told teachers what to do if they wanted to be rewarded for their work.

Teachers also affirmed that their principals fairly often (M=3.21, score 3) provided recognition or rewards when they reached their goals. The finding agrees with results

obtained in Table 4.18 where the principals similarly claimed that they fairly often (M=3.32, score 3) provided recognition or rewards when teachers reached agreed-upon goals. Further, teachers indicated that their principals fairly often (M=2.73, score 3) set targets for what teachers could get for what they accomplished. These views seem to corroborate principals' views as captured in Table 4.18 where they reported that they fairly often (M=2.64, score 3) called to attention what teachers could get for what they accomplished. There was consensus between teachers (factor 9) and principals (see Table 4.18, factor 9) that the practice of contingent reward among principals in Mwala sub-county public secondary schools was high.

On the second parameter of management-by-exception, teachers indicated that their principals were fairly often (M=3.48, score 3) satisfied when they met agreed-upon standards. The views validate principals' claims reported in Table 4.18 where they equally affirmed that they were often (M=3.67, score 4) satisfied when teachers met agreed-upon standards. Teachers revealed that their principals fairly often (M=2.67, score 3) did not change anything as long as things were working. However, principals were particularly reserved in Table 4.18 where they indicated that they sometimes (M=1.93, score 2) did not change anything as long as things were working.

Teachers indicated that their principals fairly often (M=2.67, score 3) told them the standards they had to know to carry out their work. The findings approve principals' claims reported in Table 4.18 where they revealed that they fairly often (M=3.03, score 3) told teachers the standards they had to know to carry out their work. Overall, both teachers (factor 9) and principals (factor 9) as reported in Table 4.18 agreed that management-by-exception practices were high in the Sub-county.

4.5.3 The Correlation between Contingent Reward Practices and Academic Performance

Through correlational analysis, the study sought to establish the nature of the relationship between contingent reward and students' academic performance. Statements 1, 2, and 3 collected data on contingent reward sub-variable of transactional leadership. Using

Spearman's order correlation, contingent reward and academic performance were correlated. Correlation Table 4.20 gives the results.

Table 4.20: Correlation between Contingent Reward and Academic Performance.

			Contingent Reward	Academic Performance
Spearman's rho	Contingent Reward	Coefficient	1.000	.509*
		Sig. (2-tailed)	.	.003
		N	31	31
		<hr/>		
	Academic Performance	Coefficient	.509*	1.000
		Sig. (2-tailed)	.003	.
		N	31	31

*. Correlation is significant at the 0.05 level (2-tailed).

Results as depicted in Table 4.20 shows that there was a positive moderate relationship between contingent reward and students' academic performance which was statistically significant at (R=.509; p=.003). Coefficients below 0.5/-0.5 are considered weak while coefficients between 0.5/-0.5 and 0.7/-0.7 are said to be moderate.

4.5.4 The Correlation between Management-by-Exception Practices and Academic Performance

Similarly, the relationship between the management-by-exception sub-variable of transactional leadership and students' academic performance was equally explored. Statements relating to management-by-exception practices were 4, 5 and 6. These statements were used to create a new sub-construct that was correlated with academic performance variable using spearman's rank order correlation at a 0.05 level of significance. Correlation Table 4.21 gives the results.

Table 4.21: Correlation between Management-by-Exception and Academic Performance.

			Academic Performance	Management-by-Exception
Spearman's rho	Academic Performance	Coefficient	1.000	.287*
		Sig.	.	.000
		N	31	31
			Academic Performance	Management-by-Exception
	Management-by-Exception	Coefficient	.287*	1.000
		Sig.	.000	.
		N	31	31

Results, as reflected in Table 4.21, show that there was a positive weak and statistically significant relationship between contingent reward and students' academic performance at ($R=.287$; $p=.000$). Coefficients below 0.5/-0.5 are considered weak while coefficients between 0.5/-0.5 and 0.7/-0.7 are said to be moderate.

4.5.5 How Elements of Transactional Leadership Impact on Academic Performance

This study was concerned with identifying the most effective leadership styles that impact students' academic performance. It was specifically interested in identifying specific sub-construct of particular style that had more weight on the dependent variable. In this regard, transactional leadership was studied as a multi-construct variable consisting of two sub-variables – contingent reward and management-by-exception. Table 4.22 presents the results of the comparison.

Table 4.22: Sub-variables of Transactional Leadership with More Weight

Variable	R	P-Value
Contingent Reward	.509	.003
Management-by-Exception	.287	.000

Source: Table 4.20 and 4.21

Table 4.22 indicates that the contingent reward sub-variable of transactional leadership style ($R=.509$) had more weight on academic performance than the management-by-exception ($R=.287$) sub-variable. Coefficients below 0.5/-0.5 are considered weak while coefficients between 0.5/-0.5 and 0.7/-0.7 are said to be moderate.

4.5.6 Hypotheses Testing

The second objective of the study sought to determine the extent to which principals' use of transactional leadership style influences students' academic performance in public secondary schools in the Mwala Sub-county. A null hypothesis was formulated as follows: **H₀₂**: There is no statistically significant relationship between principals' use of transactional leadership style and students' academic performance in public secondary schools in the Mwala Sub-county.

A Spearman's rank-order correlation was run between transformed transactional leadership variable and academic performance variable at a 0.05 level of significance. Spearman's rank-order correlation was preferred to Pearson Correlation because one variable remained non-parametric and thus necessitated the use of non-parametric data analysis techniques such as Spearman's rank-order correlation as opposed to Pearson correlation for parametric data. The results are presented in Table 4.23.

Table 4.23: Correlation between Transactional Leadership and.

			Academic Performance	Transactional Leadership
Spearman's rho	Academic Performance	Coefficient	1.000	.428*
		Sig. (2-tailed)	.	.016
		N	31	31
	Transactional Leadership	Coefficient	.428*	1.000
		Sig. (2-tailed)	.016	.
		N	31	31

*. Correlation is significant at the 0.05 level (2-tailed).

Results reported in Table 4.23 indicate that there was a weak positive correlation between transactional leadership style and students' academic performance, which was statistically significant at ($R = 428$, $p = .016$). Correlation coefficient ranges are -1, 0, and +1 where coefficients equal or close to -1 imply a strong negative correlation, 0 implies there is no correlation while coefficients equal to +1 or close to +1 indicate a strong positive correlation. Coefficients below 0.5/-0.5 are considered weak while coefficients between 0.5/-0.5 and 0.7/-0.7 are said to be moderate.

With a P-value of 0.016, which was less than 0.05, the null hypothesis which stated that, "H₀₂: there is no statistically significant relationship between principals' use of transactional leadership style and students' academic performance in public secondary schools in Mwala sub-county" was rejected. The results thus suggest that principals' use of transactional leadership style is statistically related with students' academic performance in public secondary schools in Mwala Sub-county. The implication is that principals could positively enhance the academic performance of their schools by increasing transactional leadership practices.

4.6 Democratic Leadership Style and Students' Academic Performance

The third objective of the study sought to establish the extent to which principals' use of democratic leadership style influences students' academic performance in public secondary schools in the Mwala sub-county. Data was collected using principals' and teachers' questionnaires. The sections that follow present descriptive and inferential analysis.

4.6.1 Responses of the Principal on their Use of Democratic Leadership Style

The principals were given 10 statements to rate using a 5 – item Likert scale calibrated as follows: 1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Often, 5 = Always. Data were coded and entered into the SPSS version 23.0 where frequencies, percentages, means, and standard deviations were computed. The computed mean ranges were interpreted as: below 1.4 = Never; 1.5-2.4 = Rarely; 2.5-3.4 = Occasionally; 3.5-4.4 = Often; and above 4.5 = Always. Table 4.24 gives the results.

Table 4.24: Principals' Views on their Use of Democratic Leadership Style

Statement	1	2	3	4	5		Mean	Std Dev
I wait patiently for the results of a decision.	(F) 3 (%) 9.7	3 9.7	9 29.0	9 29.0	7 22.6	31 100	3.45	1.234
I let staff members know what is expected of them.	(F) 4 (%) 12.9	6 19.4	5 16.1	5 16.1	11 35.5	31 100	3.51	1.478
I am friendly and approachable.	(F) 4 (%) 12.9	7 22.6	5 16.1	5 16.1	10 32.3	31 100	3.32	1.469
I keep staff working together as a team.	(F) 3 (%) 9.7	4 12.9	10 32.3	2 6.5	12 38.7	31 100	3.52	1.387
I accept defeat in stride.	(F) 1 (%) 3.2	7 22.6	7 22.6	12 38.7	4 12.9	31 100	3.35	1.082
I try out my ideas in the staff	(F) 2 (%) 6.5	1 3.2	9 29.0	13 41.9	6 19.4	31 100	3.65	1.050
I give advance notices of any changes.	(F) 3 (%) 9.7	4 12.9	4 12.9	7 22.6	13 41.9	31 100	3.74	1.390
I am able to tolerate postponement and uncertainty.	(F) 1 (%) 3.2	8 25.8	9 29.0	6 19.4	7 22.6	31 100	3.32	1.194
I get my superiors to act for the welfare of the staff members.	(F) 1 (%) 3.2	1 3.2	7 22.6	12 38.7	10 32.3	31 100	3.94	0.998
I maintain cordial relationship with my superiors.	(F) 2 (%) 6.5	6 19.4	6 19.4	2 6.5	15 48.4	31 100	3.71	1.419

Table 4.24 gives the analysed responses of principals regarding their democratic leadership practices. Results show that majority of the principals represented by 29.0% and 22.6% often and always respectively waited patiently for the results of a decision. Those who indicated that they never and rarely waited patiently for the results of a decision were the same at 9.7%. Another 29.0% of the principals indicated that they occasionally waited patiently for the results of a decision. The mean confirms that the majority of the principals (mean = 3.45) often waited patiently for the results of a decision while the standard deviation (1.234) indicates that the views expressed were divergent.

The majority of the principals indicated that they let staff members know what was expected of them. This majority was represented by 16.1% and 35.5% who affirmed that they often and always respectively let staff members know what was expected of them. Another 12.9% and 19.4% indicated that they never and rarely respectively let staff members know what was expected of them while a further 19.4% affirmed that they occasionally let staff members know what was expected of them. The mean confirms that the majority of the principals indicated that they often (mean = 3.51) let staff members know what was expected of them while the standard deviation (1.478) suggests that the views expressed were divergent.

The majority, although slightly less than half, affirmed that they were friendly and approachable. This is according to 16.1% and 32.3% of the principals who indicated that they were often and always respectively friendly and approachable. Another 16.1% indicated that they were occasionally friendly and approachable. However, 12.9% and 22.6% affirmed that they were never and rarely respectively friendly and approachable. The mean of 3.32 suggests that the majority of the principals were occasionally friendly and approachable while the standard deviation of 1.469 confirms the views were divergent.

The majority of the principals kept staff working together as a team. This view is supported by 6.5% and 38.7% who indicated that they often and always respectively kept staff working as a team. This number contrast with very few respondents who never and rarely kept their staff working as a team. This is according to 9.7% and 12.9% who revealed that

they never and rarely respectively kept staff working as a team. Almost a third (32.3%) affirmed that they occasionally kept staff working as a team. The mean ($m=3.52$) confirms that indeed a majority of the principals often kept their staff working as a team while the standard deviation ($std\ dev = 1.387$) is suggestive that the views expressed were divergent.

Slightly more than half of the respondents indicated that they accepted defeat in stride. This number is represented by 38.7% and 12.9% who revealed that they often and always respectively accepted defeat in stride. Only a few respondents suggested that they did not accept defeat in stride. They were represented by 3.2% and 22.6% who indicated that they never and rarely respectively accepted defeat in stride. Another 22.6% affirmed that they occasionally accepted defeat in stride. The mean of 3.35 is indicative that the majority of the principals occasionally accepted defeat in stride although the standard deviation of 1.082 is suggestive that the views were divergent. Accepting defeat is a pointer to how a leader is democratic because not accepting defeat is synonymous with an autocratic leadership style.

A significant majority affirmed that they tried their ideas with their staff. They are represented by 41.9% and 19.4% who indicated that they often and always respectively tried their ideas with their staff. Another 29.0% affirmed that they occasionally tried their ideas with their staff. However, 6.5% and 3.2% indicated that they never and rarely respectively tried their ideas with their staff. A higher mean of 3.65 confirms indeed the majority of the principals often tried their ideas with their staff while the standard deviation of 1.050 is indicative that the views were slightly divergent. Democratic leaders are not rigid and consider the input of followers before arriving at the final decision.

The majority of the principals were flexible leaders who gave advance notice of any changes. This is according to 22.6% and 41.9% of the principals who indicated that they often and always respectively gave advance notices of any changes. Another 12.9% of the principals revealed that they occasionally gave advance notices of any changes. On the contrary, a further 9.7% and 12.9% affirmed that they never and rarely respectively gave advance notices of any changes. Giving advance notice is a behavior reflective of a

democratic leader who does not dictate what happens without being concerned about inconveniencing his/her followers. A mean of 3.74 confirms that indeed the majority of the principals often gave advance notices of any changes while the standard deviation of 1.390 indicates that the views expressed about this statement were divergent.

The results show that 19.4% and 22.6% often and always respectively were able to tolerate postponement and uncertainty. Additionally, 29.0% revealed that they were occasionally able to tolerate postponement and uncertainty. Only 3.2% and 25.8% never and rarely respectively tolerated postponement and uncertainty. The mean ($m=3.32$) suggests that the majority of the principals were indeed occasionally able to tolerate postponement and uncertainty. The standard deviation of 1.194 indicates that the views expressed on this statement were divergent.

Results show that majority of the principals got their superiors to act for the welfare of their staff members. This is according to 38.7% and 32.3% who indicated that they often and always respectively got their superiors to act for the welfare of their staff members while another 22.6% affirmed that they occasionally did. On the contrary, those who indicated that they never and rarely got their superiors to act for the welfare of their staff members were the same at 3.2%. The high mean of 3.94 suggests that indeed the principals often got their superiors to act for the welfare of their staff members. The standard deviation of 0.998 is indicative that respondents were converging in their views.

Similarly, the majority of the principals indicated that they maintained cordial relationships with their superiors. This majority is represented by 6.5% and 48.4% who indicated that they often and always respectively maintained cordial relationships with their superiors. Another 19.4% affirmed that they occasionally maintained cordial relationships with their superiors. However, 6.5% and 19.4% said that they never and rarely respectively maintained cordial relationships with their superiors. The mean of 3.71 is indicative that the majority of the principals often maintained cordial relationships with their superiors while the standard deviation of 1.419 points out that the views expressed concerning this statement were divergent.

4.6.2 Teachers' Assessment of their Principals' Democratic leadership Practices

Teachers were presented with six statements that describe a democratic leader to rate using a 5-point Likert scale calibrated as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. Data were captured using SPSS software version 23.0. Analysis involved computation of frequencies, percentages, means and standard deviations. The means were interpreted as: below 1.4 = Strongly Disagree; 1.5-2.4 = Disagree; 2.5-3.4 = Neutral; 3.5-4.4 = Agree; and above 4.5 = Strongly Agree. The analysis of the responses is provided in Table 4.25.

Table 4.25: Teachers' Views on Principals' Use of Democratic Leadership Style

Statement	1	2	3	4	5		Mean	Std Dev
I have enough time to teach and do other responsibilities assigned.	(F) 9 (%) 4.8	25 13.4	4 2.1	83 44.4	66 35.3	187 100	3.92	1.159
Performance is a result of teamwork.	(F) 8 (%) 4.3	10 5.3	6 3.2	61 32.6	102 54.5	187 100	4.28	1.051
We discuss before implementing school academic plans.	(F) 17 (%) 9.1	16 8.6	19 10.2	78 41.7	57 30.5	187 100	3.76	1.232
The principal is a good listener.	(F) 10 (%) 5.3	21 11.2	22 11.8	69 36.9	65 34.8	187 100	3.84	1.174
We discuss with staff who to attend seminar/workshop.	(F) 29 (%) 15.5	47 25.1	18 9.6	55 29.4	38 20.3	187 100	3.14	1.403

It can be observed from the results that the majority of teachers, as represented 44.4% who agreed and 45.3% who strongly agreed, affirmed that they had enough time to teach and do other responsibilities assigned. Conversely, 4.8% and 13.4% of the teachers strongly disagreed and disagreed respectively with the statement while a further 2.1% were undecided. The mean confirms that the majority of the teachers agreed (mean = 3.92) that

they had enough time to teach and do other responsibilities assigned while the standard deviation (1.159) indicates that the views were divergent.

The majority of the teachers represented by 32.6% who agreed and 54.5% who strongly agreed affirmed that performance in their schools was a result of teamwork. On the contrary, 4.3% and 5.3% strongly disagreed and disagreed respectively that performance in their schools was a result of teamwork while 3.2% were undecided. The mean reveals that the majority of the teachers agreed (mean = 4.28) that performance in their schools was a result of teamwork while the standard deviation (1.051) indicates that the views expressed regarding this statement were divergent. The results approve principals' claims captured in Table 4.24 that reports that majority of them often (m = 3.52) kept staff working as a team.

The results show that decisions were arrived through consensus which is an important ingredient of democratic leadership. This is according to 41.7% of teachers who agreed and 30.5% who strongly agreed that they discussed before implementing school academic plans. This practice was absent in just very few schools. For instance, it is only 9.1% of and 8.6% of teachers who strongly disagreed and disagreed respectively that they discussed before implementing school academic plans. A further 10.2% of the teachers were undecided. The mean confirms that indeed majority of the teachers agreed (mean = 3.76) that they discussed before implementing school academic plans while the standard deviation (1.232) indicates that the views expressed concerning this statement were divergent. The findings validate principals' views captured in Table 4.24 where a majority of them said they often (m = 3.65) tried out their ideas with their staff.

The study established that majority of the principals were good listeners. This evidence was adduced by 36.9% who agreed and 34.8% who strongly agreed that their principals were good listeners. Only few teachers indicated that their principals were not good listeners. This is according to 5.3% and a further 11.2% who strongly disagreed and disagreed respectively when asked whether their principals were good listeners. About 11.8% were undecided. The mean confirms that the majority of the teachers agreed (mean

= 3.84) that their principal was a good listener while the standard deviation (1.174) indicates that opinion was divergent. These results are consistent with principals' claims reported in Table 4.24 where majority of them indicated that they wait patiently for the results of a decision.

The study sought to establish whether group decision making was institutionalised. With 29.4% agreeing and 20.3% strongly agreeing that they discussed who to attend seminars and workshops, this study finds that decisions were arrived through team work in majority of schools. Results show that 25.1% disagreed and 15.5% strongly disagreed that they discussed whom to attend seminars and workshops while 9.6% were undecided. A mean of 3.14 reveals that this practice was moderate while the standard deviation (1.403) indicates that the views were divergent.

4.6.3 Hypotheses Testing

The third objective of the study sought to establish the extent to which principals' use of democratic leadership style influences students' academic performance in public secondary schools in the Mwala sub-county. A null hypothesis was formulated which stated as follows: H₀₃: There is no statistically significant relationship between principals' use of democratic leadership style and students' academic performance in public secondary schools in the Mwala sub-county.

The principals' data relating to democratic leadership practices were transformed using the SPSS version 23.0 software to create a new variable. The software was used to generate a normality test table and normality of the new variable was tested at Shapiro-Wilk level of significance. A Spearman's rank-order correlation was performed at a 0.05 level of significance to test the null hypothesis. The results are presented in Table 4.26.

Table 4.26: Correlation between Democratic Leadership and Academic Performance.

			Democratic Leadership	Academic Performance
Spearman's rho	Democratic Leadership	Coefficient	1.000	.365*
		Sig.	.	.043
		N	31	31
	Academic Performance	Coefficient	.365*	1.000
		Sig.	.043	.
		N	31	31

*. Correlation is significant at the 0.05 level (2-tailed).

Results reported in Table 4.26 show that there was a weak positive correlation between democratic leadership style and students' academic performance, which was statistically significant at ($R = .365, p = .043$). With a $P = 0.043 < 0.05$, the null hypothesis which stated that "H₀₃: there is no statistically significant relationship between principals' use of democratic leadership style and students' academic performance in public secondary schools in Mwala sub-county" was rejected. It can be seen from the results that democratic leadership styles is statistically related to academic performance.

4.7 Autocratic Leadership Style and Students' Academic Performance

The fourth objective of the study sought to determine the extent to which principals' use of autocratic leadership style influences students' academic performance in public secondary schools in the Mwala sub-county. Analyzed data for this objective is presented in sections 4.9.1 through section 4.9.3.

4.7.1 Principals' Views on their Practice of Autocratic Leadership Style

The principals were presented with 13 statements to rate their autocratic leadership practices using a 5 – item Likert scale described in calibrated as follows: 1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Often, 5 = Always . Data were entered into the SPSS version 23.0. The analysis involved computation of frequencies, percentages and standard

deviations. The means were interpreted as follows: below 1.4 = Never; 1.5-2.4 = Rarely; 2.5-3.4 = Occasionally; 3.5-4.4 = Often; and above 4.5 = Always. The results are presented in Tables 4.27.

Table 4.27: Principals' on their Use of Autocratic Leadership Style

Statement	1	2	3	4	5		M	S.D
I keep the staff working up to capacity.	(F) 3 (%) 9.7	4 12.9	10 32.3	8 25.8	6 19.4	31 100	3.32	1.222
I make accurate decisions.	(F) 1 (%) 3.2	5 16.1	10 32.3	9 29.0	6 19.4	31 100	3.44	1.091
I overcome attempts made to challenge my leadership.	(F) 3 (%) 9.7	4 12.9	8 25.8	9 29.0	7 22.6	31 100	3.42	1.259
I take full charge when emergencies arise.	(F) 1 (%) 3.2	5 16.1	10 32.3	9 29.0	6 19.4	31 100	3.43	1.091
I become anxious when I cannot find out what is coming next.	(F) 5 (%) 16.1	7 22.6	7 22.6	3 9.7	9 29.0	31 100	3.13	1.477
I encourage the use of uniform procedures.	(F) 4 (%) 12.9	3 9.7	10 32.3	9 29.0	5 16.1	31 100	3.26	1.237
I push for increased production.	(F) 1 (%) 3.2	5 16.1	8 25.8	9 29.0	8 25.8	31 100	3.58	1.148
Things usually turn out as I predict.	(F) 6 (%) 19.4	8 25.8	10 32.3	4 12.9	3 9.7	31 100	2.68	1.222
I encourage overtime work.	(F) 1 (%) 3.2	5 16.1	10 32.3	9 29.0	6 19.4	31 100	3.45	1.091
I worry about the outcome of any new procedure.	(F) 3 (%) 9.7	4 12.9	11 35.5	7 22.6	6 19.4	31 100	3.29	1.216

Table 4.27 gives information on the responses of the principals regarding their use of autocratic leadership practices. Going by 25.8% and 19.4% who indicated that they often and always respectively kept their staff working up to capacity, it can be seen that a significant number of principals frequently exhibited this autocratic practice. Nearly a third of the principals moderately practiced this autocratic practice. This is according to about 32.3% who revealed that they occasionally kept their staff working up to capacity. Slightly more than an eighth of the principals represented by 12.9% affirmed that they rarely kept their staff working up to capacity. Indeed, it was only 1 (9.7%) out of every 10 principals who revealed that they never kept their staff working up to capacity. A mean of 3.32 shows that majority of the principals occasionally kept their staff working up to capacity while the standard deviation of 1.222 suggests that the views were divergent. Thus, the analysis of the mean confirm that the principals were moderate autocratic leaders.

Autocratic leaders often think that they make accurate decisions and that is why they rarely take input from other stakeholders. This study asked the principals to assess how frequent they made accurate decisions. A significant majority represented by 29.0% and 19.4% indicated that they often and always respectively made accurate decisions. About a third (32.3%) indicated that they occasionally made accurate decisions. Only very few principals represented by 16.1% affirmed that they rarely made accurate decisions. On the other hand, a negligible number represented by 3.2% said that they never made accurate decisions. The mean shows that the majority of the principals indicated that they occasionally (mean = 3.44) made accurate decisions while the standard deviation (1.091) indicates that opinion was diverse. These results confirm that majority of the principals were moderate autocratic leaders.

Leaders exhibiting autocratic leadership behaviour are firm and use their power vanquish subordinates who challenge their authority. This study sought to establish how frequent the principals were dealing with those who challenged their leadership. About a half of the principals indicated that they frequently overcame attempts made to challenge their leadership. This is according to 29.0% and 22.6% of the principals who indicated that they often and always respectively overcame attempts made to challenge their leadership.

Slightly a quarter (25.8%) of the respondents affirmed that they occasionally overcame attempts made to challenge their leadership. It was only an eighth (12.9%) of the principal respondents who revealed that they rarely overcame such attempts. On the contrary, 9.7% revealed that they never overcame attempts made to challenge their leadership. It can be seen from the responses that principals' at a moderately higher frequency protected their authority. The mean reveals that the majority of the principals (mean = 3.42) occasionally overcame attempts made to challenge their leadership while the standard deviation (1.259) suggests that the views expressed concerning this statement were divergent. Thus, the mean indicates that the principals were moderate autocratic leaders.

Autocratic leaders often do not delegate duties. The principals were asked to indicate the frequency with which they took full charge when emergencies arose. From the results, 29.0% and 19.4% indicated that they often and always respectively took full charge when emergencies arose. About 32.3% and 16.1% affirmed that they occasionally and rarely respectively took full charge when emergencies arose. On the contrary, only a negligible number (3.2%) of the principals revealed that they never took full charge when emergencies arose. The mean shows that the majority of the principals were moderate autocratic leaders who occasionally (mean = 3.43) took full charge when emergencies arose. The mean thus confirm that the principals were moderate autocratic leaders. The standard deviation (1.091) on the other hand clarify that the views expressed regarding this statement were divergent in nature.

The study sought to establish how frequent principals got anxious when they could not find out what was coming next. From the results regarding this statement, 29.0% of the principals indicated that they always, 9.7% said they often, 22.6% affirmed that they occasionally and another 22.6% revealed that they rarely became anxious when they could not find out what was coming next. On the other hand, 16.1% of the principals indicated that they never got anxious. The mean reveals that the majority of the principals were moderate autocratic leaders who occasionally (mean = 3.13) became anxious when they could not find out what was coming next while the standard deviation (1.237) indicates that the views expressed regarding this statement were diverse.

The study set out to establish how frequent the principals encouraged use of uniform procedures. Responses show that 29.0% and 16.1% revealed that they often and always respectively encouraged the use of uniform procedures. Nearly a third (32.3%) of the participants indicated that they occasionally did. A smaller number represented by 9.7% affirmed that they rarely while just about an eighth (12.9%) of the respondents on their part said that they never encouraged the use of uniform procedures. The mean reveals that the majority of the principals (mean = 3.26) occasionally encouraged the use of uniform procedures while the standard deviation (1.237) indicates that the views expressed were divergent. From the results, it can be seen that the principals moderately practiced this autocratic behaviour.

This study sought to establish whether principals were autocratic leaders who frequently pushed teachers to achieve higher output. Results show that 29.0% and 25.8% often and always respectively pushed for increased production. These results confirm that this practice was high. About a quarter (25.8%) of the principals indicated that they occasionally pushed for increased production. Only 16.1% and 3.2% revealed that they rarely and never pushed for increased production. The mean confirms that the majority of the principals (mean = 3.58) often pushed for increased production while the standard deviation (1.148) indicates that opinion was diverse across the scale. From the results, it can be seen that the majority of the principals were autocratic leaders who frequently pushed teachers to achieve a higher output.

Autocratic leaders more often than not tend to think that things will eventually turn out as they predict and for this reason, they rarely consult. This study therefore sought to ascertain whether the principals exhibited this kind of behavior. Thus, the principals were asked to indicate how frequent things turned out as they predicted. Results show 19.4% indicated never, 25.8% said rarely, 32.3% affirmed occasionally, 12.9% indicated often while 9.7% said always. A low mean (mean = 2.68) confirms that the majority of the principals were moderate autocratic leaders while the standard deviation (1.148) indicates that the views expressed concerning this statement were divergent.

Leaders who employ autocratic leadership style often force employees to work overtime because they are job output. This study undertook to investigate this claim by asking respondents to indicate how frequent they encouraged overtime work. The results show that 29.0% and 19.4% affirmed that they often and always respectively encouraged overtime work. Nearly a third of the principals represented by 32.3% indicated that they occasionally while 16.1% affirmed that they rarely encouraged overtime work. Indeed, it was only a negligible number, represented by 3.2%, that revealed that it never encouraged overtime work. The mean shows that indeed the majority of the principals (mean = 3.23) moderately encouraged this practice while the standard deviation (1.091) indicates that the opinion was divided.

The study investigated how frequent principals got worried about the outcome of any new procedure. From the analysis of the responses, 12.9% affirmed that they rarely, slightly more than a third (35.5%) indicated that they occasionally, 22.6% said they often and 19.4% revealed that they always got worried about the outcome of any new procedure. On the contrary, 9.7% affirmed that they never got worried about the outcome of any new procedure. The mean shows that the majority of the principals (mean = 3.29) occasionally got worried about the outcome of any new procedure while the standard deviation (1.216) suggests that views expressed concerning this statement were diverse.

4.7.2 Principals' Use of Autocratic Leadership Style as Rated by Teachers

Teachers were given 6 statements that related to principals' use of autocratic leadership practices to rate using a 5-point Likert scale calibrated as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. Data were coded and entered into SPSS version 23.0 for analysis that mainly involved computation of frequencies, percentages, means and standard deviations. The means were interpreted as: below 1.4 = Strongly Disagree; 1.5-2.4 = Disagree; 2.5-3.4 = Neutral; 3.5-4.4 = Agree; and above 4.5 = Strongly Agree. The analysis of the responses is presented in Table 4.28.

Table 4.28: Teachers' Views on Principals' Use of Democratic Leadership Style

Statement	1	2	3	4	5		Mean	Std Dev
The principal directs teachers to teach	(F) 27 (%) 14.4	33 17.6	24 12.8	69 36.9	34 18.2	187 100	3.27	1.337
The principal takes precaution when dealing with teachers	(F) 15 (%) 8.0	10 5.3	26 13.9	103 55.1	33 17.6	187 100	3.69	1.078
The principal checks record of work covered by teachers	(F) 11 (%) 5.9	24 12.8	13 7.0	91 48.7	48 27.7	187 100	3.75	1.147
The principal insist teachers follow stipulated policies	(F) 4 (%) 2.1	5 2.7	21 11.2	85 45.5	72 38.5	187 100	4.16	0.881
The principal reprimands teachers who fail to teach	(F) 15 (%) 8.0	18 9.6	24 12.8	83 44.4	47 25.1	187 100	3.69	1.182
Decisions regarding the progress of the school are solely made by the principal	(F) 39 (%) 20.9	37 19.8	23 12.3	56 29.9	32 17.1	187 100	3.03	1.425

Leaders who practice autocratic leadership reign by giving directions while expecting strict compliance. In this regard, slightly more than a half of the teachers, as indicated by 36.9% and 18.2% who agreed and strongly agreed respectively, agreed that their principals' direct teachers to teach. Conversely, 17.6% and 14.4% of the teachers disagreed and strongly

disagreed respectively that their principals' direct teachers to teach. About 12.8% indicated that they were undecided. A moderate mean ($m = 3.27$) indicates that teachers assessed their principals as moderate autocratic leaders who directed them to teach while the standard deviation (1.337) suggests that the views expressed concerning this statement were diverse. The findings approve principals' claims reported in Table 4.27 where they indicated that they moderately (mean = 3.32) kept their staff working up to capacity. Thus, there is corroborating evidence to the effect that the majority of the principals are autocratic leaders who occasionally dictate what has to be done, how, and when.

Autocratic leaders do not have complete faith and trust in their subordinates. On this note, this study sought to investigate whether principals took precaution when dealing with their teachers. From the results, majority of the teachers agreed, as affirmed by 55.1% who agreed and 17.6% who strongly agreed, that their principals took precautions when dealing with teachers. Only a few teachers disagreed, as indicated by 5.3% who disagreed and 8.0% who strongly disagreed. About 13.9% indicated that they were undecided. The mean shows that indeed the majority of the teachers agreed (mean = 3.69) that their principals took precautions when dealing with teachers while the standard deviation (1.078) indicates that the views expressed about this statement were divergent. The results corroborate principals' views as reported in Table 4.27 where majority of them claimed that they occasionally ($m = 3.13$) became anxious when they could not find out what was coming next. Autocratic leaders more often than not are insecure when dealing with their subordinates and are more likely to become anxious in situations they have no control.

Autocratic leaders are workaholics. This study sought to confirm whether the principals exhibited this behaviour by asking teachers to indicate whether they checked their records of work covered. The majority of the teachers, as affirmed by 48.7% who agreed and 27.7% who strongly agreed, agreed that their principals indeed checked their records of work covered. Those who disagreed were few as indicated by 12.8% and 5.9% who disagreed and strongly disagreed respectively. About 7.0% indicated that they were undecided. The mean shows that the majority of the teachers indeed agreed (mean = 3.75) that their principals checked their records of work covered while the standard deviation (1.147)

suggests that the views expressed concerning this statement were divergent. The results validate principals' claims in Table 4.27 where the majority of them indicated that they often (mean=3.58) pushed for increased production. This seems to have been achieved through checking records of work covered.

Autocratic leaders are rigid and insist subordinates should follow standard procedures, a practice known to limit the creativity of the employees. The majority of the teachers agreed, as indicated by 45.5% who agreed and 38.5% who strongly agreed, that their principals insist teachers should follow stipulated policies. Teachers who disagreed with this statement were negligible as indicated by 2.7% who disagreed and a further 2.1% who strongly disagreed. About 11.2% were undecided. This practice seems to be high in all school because a higher mean of 4.16 suggests that the majority of the teachers agreed that their principals insisted they follow stipulated policies. On the other hand, the standard deviation of 0.881 indicates that the respondents converged in their opinion while giving their views concerning this statement. These are the same results obtained in Table 4.27 where a mean of 3.26 indicates that the majority of the principals were autocratic leaders who moderately encouraged use of uniform procedures.

In autocratic institutions, leaders use their power to sanction employees who fail to meet job expectations. The study asked teachers to indicate their level of agreement on whether principals reprimanded teachers who failed to teach. Indeed, the results established that the majority of teachers confirmed, as indicated by 44.4% who agreed and 25.1% who strongly agreed, this practice was prevalent. The proportion of teachers who denied that teachers were reprimanded was small as indicated by 9.6% who disagreed and a further 8.0% who strongly disagreed. About 12.8% were undecided. The mean of 3.69 revealed that majority of the teachers indicated they agreed that their principals reprimanded teachers. Moreover, the standard deviation (1.182) indicates that the views expressed regarding this statement were divergent. In Table 4.27, principals indicated then they often (m=3.58) pushed for increased production. Still in the same table, the principals revealed that they occasionally (m=3.42) overcame attempts made to challenge their leadership. These practices are dictatorial and involve use of force and sanctions.

Finally, the study sought teachers' views to establish whether decisions were unilaterally made by the principals. A significant number of the teachers confirmed, as affirmed by 29.9% who agreed and 17.1% who strongly agreed, that decisions regarding the progress of the school were solely made by the principal. On the other hand, a sizeable majority represented by 20.9% who disagreed and a further 19.8% who strongly disagreed denied that decisions were solely made by the principals. About 12.3% indicated that they were undecided. A moderate mean of 3.03 confirms that this practice was moderate while the standard deviation (1.425) indicates that the opinion expressed about this statement was highly divided. The results validate principals views in Table 4.27 where they revealed that they assessed themselves as moderately making accurate decisions.

4.7.3 Hypotheses Testing

The fourth objective of the study sought to determine the extent to which principals' use of autocratic leadership style influences students' academic performance in public secondary schools in the Mwala sub-county. A null hypothesis was formulated which stated:

H₀₄: There is no statistically significant relationship between principals' use of autocratic leadership style and students' academic performance.

In order to test this hypothesis, data was first prepared for inferential analysis. The principals' data relating to autocratic leadership practices was transformed using the SPSS version 23.0 software to create a new variable. The software was used to test whether the variable was parametric or non-parametric by generating a normality test table. Shapiro-Wilk level of significance was used to test normality. A spearman's rank-order correlation between transformed autocratic leadership variable and transformed academic performance variable was run at a 0.05 level of significance to test the hypothesis. The results are presented in Table 4.29.

Table 4.29: Correlation between Autocratic Leadership and Academic Performance.

			Autocratic Leadership	Academic Performance
Spearman's rho	Autocratic Leadership	Coefficient	1.000	-.259*
		Sig. (2-tailed)	.	.160
		N	31	31
	Academic Performance	Coefficient	-.259*	1.000
		Sig. (2-tailed)	.160	.
		N	31	31

Results reported in Table 4.29 indicate that there was weak negative correlation between autocratic leadership style and students' academic performance ($r = -.259$). The results further reveal that the relationship between autocratic leadership style and students' academic performance was not statistically significant ($p = .160 > 0.05$). Based on the findings, the null hypothesis which stated that "there is no statistically significant relationship between principals' use of autocratic leadership style and students' academic performance" was upheld. Thus, it can be inferred from the results that autocratic leadership style is a poor predictor of students' academic performance.

4.8 Leadership Styles and their Influence on Academic Performance

This section asked the principals and teachers to rate how the four leadership styles impacted students' academic performance. The principals and teachers who formed the study sample were given the four studied leadership styles to rate using a 5-point Likert scale calibrated as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. Data were coded and entered into SPSS version 23.0 for analysis that mainly involved computation of means. The analysis of the responses is presented in Table 4.30.

Table 30: Views on How Leadership Styles Impacts Academic Performance

Leadership Style	Principals	Teachers
	Mean	Mean
Transformational leadership	4.07	4.13
Transactional leadership	3.87	3.76
Democratic leadership	2.73	3.61
Autocratic leadership	2.96	2.86

Results in Table 30 show that the principals agreed (M=4.07) that transformational leadership has positive influence on students' academic outcomes. This was the same view held by the teachers who also agreed (M=4.13) that transformational leadership leads to improved academic performance. The results show that the principals agreed (M=3.87) that transactional leadership impacts academic performance positively. This view was corroborated by the teachers who agreed (M=3.76) that transactional leadership positively impacts academic performance. However, the principals were undecided (M= 2.73) on whether democratic leadership has positive benefit to academic performance. On the other hand, teachers contradicted the principals when they agreed (M=3.61) that democratic leadership leads to improved academic performance. Further, the principals were undecided (M= 2.96) on whether autocratic leadership positively impacts students' academic performance. Teachers were similarly undecided (M= 2.86) on whether autocratic leadership leads to high academic performance.

4.9 Summary of Key Findings

One key finding of this study is that all four investigated leadership styles were employed in varying degrees ranging from moderate to high. This could be in line with the study's theoretical framework which presents a case for leaders to employ a variety of leadership styles in different situations.

4.9.1 Transformational Leadership and Students' Academic Performance

The first objective of this study was to establish the extent to which principals' use of transformational leadership style influences students' academic performance in public

secondary schools in the Mwala sub-county. Results in Table 4.17 revealed that there was a weak positive but statistically significant correlation between transformational leadership style and students' academic performance ($R=.374, p=.038$). In line with the conceptual framework derived from the literature review, transformational leadership was studied as a complex variable consisting of four distinct sub-variables that were studied independently.

Results obtained in Table 4.12 demonstrate that idealized influence was weakly and positively correlated with academic performance ($R=.408, .p = 023$). There was concurring evidence from the principals and teachers that suggests that idealized influence practices such as making teachers feel comfortable to be around them, making teachers have complete faith in them, and making teachers proud to be associated with them were high.

Results in Table 4.13 indicate that the relationship between inspirational motivation and academic performance was weak, positive but statistically significant ($R=.472, .p = 007$). It was established in Table 4.10 and confirmed in Table 4.11 that the majority of the principals were highly practicing inspirational motivation behaviours such as: expressing themselves with few simple words on what the school community could and should do; providing appealing images about what the school community could do; and helping teachers to find meaning in their work.

Results in Table 4.14 also indicate that the relationship between inspirational stimulation and academic performance was weak and positive but statistically significant ($R=.387, .p = 031$). Practices associated with this sub-construct were moderately practiced such as: enabling teachers to think about old problems in new ways; providing teachers with new ways of looking at puzzling things, and getting teachers to rethink ideas that they had never questioned before.

On the fourth aspect of individual consideration, results depicted in Table 4.15 established that individual consideration exerted a weak but positive influence on students' academic performance individual ($R=.354, .p = 042$). Practices associated with this construct were

moderate such as helping teachers to develop themselves; letting teachers know how they thought they were doing, and giving personal attention to teachers who seemed rejected.

4.9.2 Transactional Leadership Style and Students' Academic Performance

The second objective of the study sought to determine the extent to which principals' use of transactional leadership style influences students' academic performance in public secondary schools in the Mwala Sub-county. Correlation results in Table 4.23 revealed that there was a weak positive correlation between transactional leadership style and students' academic performance, which was statistically significant ($R = .428, p = .016$). In line with the conceptual framework, transactional leadership was studied as a multi-construct consisting of two sub-variables.

Correlation results reflected in Table 4.20 show that there was a positive and moderate association between contingent reward and students' academic performance which was significant ($R = .509; p = .003$). Descriptive results in Tables 4.18 and 4.19 established that transactional leadership behaviours associated with contingent reward practices were high such as: telling teachers what they could do if they wanted to be rewarded for their work; providing rewards when teachers reached agreed-upon goals; and calling to attention what teachers were to get for what they accomplished.

On the second parameter of management-by-exception, results in Table 4.21 show that there was a weak positive relationship between contingent reward and students' academic performance which was statistically significant ($R = .287; p = .000$). The study found out in Tables 4.18 and 4.19 that practices associated with this sub-construct were high such as principals were satisfied when teachers met agreed-upon standards; principals were not changing anything as long as things were working; and principals were telling teachers the standards they had to know to carry out their work.

4.9.3 Democratic Leadership Style and Students' Academic Performance

The third objective of the study sought to establish the extent to which principals' use of democratic leadership style influences students' academic performance in public secondary schools in the Mwala Sub-county. Correlation results presented in Table 4.26 indicate that there was a weak positive correlation between democratic leadership style and students' academic performance, which was statistically significant ($R = .365$, $p = .043$). In line with the conceptual framework, this study investigated whether principals were exhibiting behaviours associated with a democratic leader such as participative leadership, participative decision-making, and open communication.

Analysis of the principals' responses in Table 4.24 achieved moderate to high means thus confirming that the principals were democratic leaders who: waited patiently for the results of a decision; let staff members know what was expected of them; were friendly and approachable; kept staff working together as a team; accepted defeat in stride; tried their ideas with their staff; gave advance notices of any changes; we're able to tolerate postponement and uncertainty; got their superiors to act for the welfare of their staff members, and maintained cordial relationship with their superiors.

Similarly, the analysis of teachers' responses in Table 4.25 yielded moderate to high means. Therefore, teachers essentially confirmed that indeed their principals adopted democratic leadership styles. In this regard, teachers agreed that: they had enough time to teach and do other responsibilities assigned; performance in their schools was a result of teamwork; they discussed before implementing school academic plans; their principal was a good listener; and discussed whom to attend seminars and workshops.

4.9.4 Autocratic Leadership Style and Students' Academic Performance

The fourth objective of the study sought to determine the extent to which principals' use of autocratic leadership style influences students' academic performance in public secondary schools in the Mwala sub-county. Correlation results in Table 4.29 indicate that there was a weak negative correlation ($R = -.259$) between autocratic leadership style and students' academic performance which was statistically not significant ($p = .160$). Guided

by the conceptual framework, this study investigated whether features of autocratic leaders such as one-way communication, giving directives on what should be done and how, and giving rewards and punishment were either present or absent in school leadership in public secondary schools in the Mwala Sub-county.

Descriptive results presented in Table 4.27 show that the majority of the principals moderately to highly: kept their staff working up to capacity; believed they made accurate decisions; overcame attempts made to challenge their leadership; took full charge when emergencies arose; encouraged the use of uniform procedures; publicized the activities of the staff; pushed for increased production; things usually turned out as they predicted; encouraged overtime work; and got worried about the outcome of any new procedure. On their part, the majority of the teachers in Table 4.28 affirmed that their principals: directed them to teach; took precautions when dealing with teachers; checked records of work covered by teachers; insisted that teachers should follow stipulated policies; and reprimanded teachers who failed to teach. It can be seen from the foregoing that the principals employed autocratic leadership in the management of their schools.

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

This chapter discusses and interprets the study findings. This study aimed at achieving four objectives namely: to establish the extent to which principals' use of transformational leadership style, transactional leadership style, democratic leadership, and autocratic leadership style influence students' academic performance in public secondary schools in the Mwala sub-county. The chapter aimed to ground the study's key findings on the existing literature.

5.2 Transformational Leadership Style and Students' Academic Performance

Transformational leadership was studied as a multi-construct variable consisting of four sub-constructs in line with Bass's (1985) transformational leadership model. Through descriptive analysis, the study sought to establish the extent to which principals practiced transformational leadership, and more specifically, the four constructs of this style. Going by principals' and teachers' responses reflected in Tables 4.10 and 4.11 respectively, the study established that idealised influence and inspirational motivation dimensions were highly practiced. However, while principals in Table 4.10 assessed their inspirational stimulation and idealised consideration practices as high, teachers in Table 4.11 confirmed that these practices were indeed moderate. It is the view of this study that teachers honestly assessed their principals because they were not affected by their personal biases. It is also possible that the principals had limited knowledge of what constitutes high practices apparently due to their lack of adequate orientation to transformational leadership style. Based on this, the study holds that inspirational stimulation and idealised consideration practices were moderately practiced.

This study also undertook correlational analysis to examine how each sub-construct of transformational leadership was related to academic performance. Correlational results depicted in Table 4.16 revealed that not all sub-constructs of transformational leadership style exerted similar weight on academic performance. On this note, the table shows that inspirational motivation with a coefficient of 0.472 bore the most weight followed by

individualized influence ($R = .408$), then inspirational stimulation ($R = .387$) and finally, individualized consideration ($R = .354$). Although this study found that individualised influence and inspirational motivation practices were high, it is important to note that the latter has a near moderate influence on academic performance. Therefore, the principals seem to have developed inspiring visions which might have created enthusiasm, optimism and commitment among teachers (Muia, 2018). Inspirational motivation and individual consideration realised relatively lower coefficients. Given that the practices were found to be moderately practiced, it is difficult to make a conclusive inference.

Further, this study performed a Spearman's rank-order correlation at a 0.05 level of significance to test the study's hypothesis formulated as follows, "H₀₁ there is no statistically significant relationship between transformational leadership style and students' academic performance in public secondary schools in Mwala Sub-county." Results reflected in Table 4.17 established a weak positive correlation between transformational leadership style and students' academic performance which was statistically significant ($r = 0.374$, $p = 0.038$). Consequently, the null hypothesis was unsupported. The results suggested that an increase in transformational leadership practices would increase students' academic performance. Thus, the results implied that transformational leadership was effective in fostering students' academic performance.

Globally, the study findings are unsupported by a study done in South Carolina, US by Green (2016) which established that there was no statistically significant relationship between intellectual stimulation and student achievement. The results thus implied that intellectual stimulation practices could not predict students' academic achievement. Thus, the study suggested that transformational leadership practice was indeed ineffective in enhancing academic performance. There were gaps noted between the two studies. On one hand, the current study sampled a larger sample of 36 schools while Green's (2016) study involved a smaller sample of 12 schools. Results from a study with a larger sample are more valid than results from a study that includes a smaller sample. On the other hand, Green's (2016) study was implemented in the US which is a developed country while the present study was implemented in Kenya which is a resource-strained country. The

literature reviewed in this study indicated that the influence of school leadership on students' outcomes is mediated by other factors. Therefore, a country with more resources will probably control those other factors like salary, teaching and learning resources just to name but a few. The results of the study are supported by Olayvar's (2020) study done in the Philippines which showed that transformational leadership was a strong predictor of students' academic performance. Thus, the established transformational leadership style was indeed effective in fostering academic performance just like the current study.

Regionally, the results are supported by a study done in Nigeria by Ogbonnaya, Izuagba and Chukwudebelu (2020) which showed that intellectual stimulation was positively correlated with academic achievement. Hence, like the present study, it was established that transformational leadership was effective in enhancing the academic performance of students. The results are also supported by Harerimana and Adegoke's (2017) study done in Rwanda which indicated that there was a positive but moderate relationship between head teachers' use of transformational leadership style and students' academic performance. Similar to the present study, the results of the study thus demonstrated that transformational leadership was effective in improving students' academic performance. The results are further supported by a study done in Ethiopia by Demozie (2018) which showed that transformational leadership was positively and moderately correlated with academic performance. Hence, the results revealed that transformational leadership was effective in enhancing academic performance.

Locally, the results are supported by Kitur, Choge and Tanui's (2020) study done in Bomet County which showed that idealized influence was positively associated with academic performance. Like the present study, the results indicated that transformational leadership was effective in facilitating good academic results. The results are further supported by Kilonzo, Kasivu and Mulwa's (2020) study done in Machakos County which established that principals' transformational practice of developing teachers was positively and moderately associated with academic performance. Therefore, the results suggested that the transformational leadership style was effective in enhancing academic performance.

The results of the present study are unsupported by Musyoki, Okoth, Kalai, and Okumbe's (2021) study done in Makueni County which reported a negative correlation between intellectual stimulation and academic performance. The results suggested that an increase in transformational leadership practices of intellectual stimulation would result in a decrease in academic performance and thus, this style was of negative consequence to students' academic performance. Musyoki et al (2021) study was wider in scope because it included a larger sample and involved three types of respondents. Furthermore, it was done in Makueni County while the current study was carried out in Machakos County. Contextual factors could have accounted for the variability of the results between the two studies.

5.3 Transactional Leadership Style on Students' Academic Performance

This study sought to assess the extent to which principals' use of transactional leadership style influences students' academic performance. Through descriptive statistics, the study determined how frequently the principals practiced transactional leadership. Corroborating evidence as adduced by Table 4.18 and Table 4.18 confirmed that the principals were highly transactional in all the dimensions of contingent reward and management by exception. Correlational results in Table 4.22 indicate that contingent reward ($R = .509$, $p = 0.03$) had a moderate positive influence on academic performance. Conversely, the table still shows that the management-by-exception dimension ($R = .287$; $p = 0.000$) had a weak positive relationship with academic performance. Given that the two dimensions were highly practiced, the results thus suggest that contingent reward was more effective in enhancing academic performance than management by exception dimension.

This study performed a Spearman's rank-order correlation at a 0.05 level of significance to test the hypothesis formulated as, "There is no statistically significant relationship between principals' use of transactional leadership style and students' academic performance in public secondary schools in Mwala Sub-county." Correlational results in Table 4.23 confirmed that, indeed, there was a weak positive and statistically significant relationship ($R = .428$, $p = 0.016$) between transactional leadership style and students' academic performance. Hence, the null hypothesis was unsupported and therefore rejected.

The results implied that an increase in transactional leadership style would potentially increase students' academic performance. Based on the results, the study confirmed that the transactional leadership style was effective in enhancing students' academic performance.

Globally, the findings are supported by Shortridge's (2015) study done in Maryland State which established that transactional leadership had a positive and weak relationship with academic achievement suggesting that an increase in the practice of this style would equally increase academic achievement. Hence, the study established that transactional leadership was effective in fostering good academic performance. The study findings are consistent with Lin and Chuang's (2014) study done in Taiwan which indicated that transactional leadership style was positively associated with learning motivation. Thus, the study found that the transactional leadership style was effective in improving academic performance.

However, the findings of the present study are inconsistent with Rasheed, Amin and Amin's (2021) study done in Pakistan which showed that transactional leadership style had a negative relationship with students' academic performance. These findings implied that an increase in the practice of this leadership style would decrease the academic performance of students. Thus, the study revealed that the transactional leadership style was ineffective in facilitating enhanced school performance. However, Rasheed, Amin and Amin's (2021) study was done in Pakistan, a predominantly Muslim country where a huge population grows up in a strict Sharia law environment. On the contrary, the current study was done in Kenya where a huge population is Christian. Muslims grow up in a strict autocratic environment dictated by Sharia laws. Transactional leadership could be ineffective in this country because it has elements of *laissez-faire* such as management-by-exception and passive management. Given a free hand to do their things, these teachers who are often used to autocratic practices seem to relax and lose focus on accomplishing tasks.

Regionally, the findings are supported by Saidu's (2021) study done in Nigeria which showed that transactional leadership style had a positive impact on teaching and learning.

Teaching and learning being a predictor of academic performance, the results implied that the transactional leadership style was effective in fostering good academic results. However, the study findings are inconsistent with Akullo and Kamanyire's (2023) study done in Uganda which showed that transactional leadership style had a weak relationship with teachers' performance which was not statistically significant. Hence, the results implied that transactional leadership style could not predict students' academic performance and thus, it was not that effective in facilitating good academic performance. The difference in results can be explained by the fact that Akullo and Kamanyire's (2023) study utilized a cross-sectional research design and was done at a primary school setting in Uganda while the current study adopted a descriptive research design and was done in a secondary school level in Kenya. The inconsistencies in research design and the two studies being done in two different geographical contexts could be the reason why there was variability in results.

Locally, the results are consistent with Njukuny and Waithaka's (2020) study done in Samburu County which established that transactional leadership had a positive relationship with academic performance. Based on the results, transactional leadership was effective in enhancing students' academic outcomes. Moreover, the study is supported by Sika and Anayngo's (2020) study done in Migori County which established that there was a weak positive association between transactional leadership and academic performance and hence, confirmed that the style was effective in facilitating good academic results.

However, the results of the present study are partially supported by Chebonye; Okutu and Kiprop's (2021) study which found that contingent reward had a negative influence on teacher service delivery while passive management had a positive influence. Thus, the contradicting results indicated that the passive management sub-construct was effective while the contingent reward sub-construct was ineffective in fostering academic outcomes. It is imperative to note that Chebonye Okutu and Kiprop's (2021) study was done in Nandi County and a primary school setting while the current study was done in Machakos County and at the secondary school level. The contextual factors between the two settings might have thus been different. By finding that passive management sub-construct was effective

in enhancing service delivery; essentially, the study suggested that primary school teachers want freedom to execute their duties as opposed to close supervision associated with contingent reward.

5.4 Democratic Leadership Style on Students' Academic Performance

The study sought to establish the extent to which principals' use of democratic leadership style influenced students' academic performance. Descriptive results depicted in Table 4.24 and Table 4.25 confirms that principals' democratic practices were moderate to high in public secondary schools in Mwala Sub-county. This study performed a Spearman's rank-order correlation at a 0.05 level of significance to test the hypothesis which stated, "H₀₃: there is no statistically significant relationship between principals' use of democratic leadership style and students' academic performance in public secondary schools in Mwala Sub-county." Inferential results in Table 4.26 indicate that there was indeed a weak positive correlation between democratic leadership style and academic performance and hence, the hypothesis of the study was unsupported. Arising from the results, it can be seen that an increase in democratic leadership style could increase the academic performance of the students. Therefore, it is inferred that the democratic leadership style was effective in facilitating good academic performance.

Globally, the findings agree with Alam's (2017) study done in Pakistan which showed that democratic leadership had a positive influence on learning processes. The results confirmed that the democratic leadership style was thus effective in improving students' academic performance. The findings are further supported by Nellitawati's (2020) study done in Indonesia which established that there was a positive significant relationship between democratic leadership style and teacher performance. Given that academic performance is determined by teacher performance, the results thus suggested that the use of a democratic leadership style was effective in enhancing students' academic performance.

Regionally, the findings are consistent with Eric and Tobias' (2020) study done in Ghana which established that schools whose principals adopted a democratic leadership style

performed better than schools whose heads were undemocratic. Like the present study, the results suggested that a democratic leadership style was effective in facilitating good academic performance. The study results also agree with Makgato and Mudzanani's (2017) study done in South Africa which determined democratic leadership style contributed to high academic achievement. Thus, the results of this study implied that principals' democratic leadership practices were effective in improving students' academic performance. The results are further supported by Ferdinandi and Kiwonde (2023) study done in Tanzania which indicated that there was a strong and positive relationship between democratic leadership style and students' academic performance which was statistically significant. Hence, the results suggested that a democratic leadership style was effective in fostering students' academic performance.

In Kenya, the results of the study agree with a study done in Nyamira County by Nyambura (2019) which found that schools whose principals employed a democratic leadership style had moderate academic performance. Thus, the results confirmed that the democratic leadership style was effective in enhancing students' academic performance. The results further agree with Oyugi and Gogo's (2019) done in Awendo Sub-county of Migori County which reported a statistically positive and moderate relationship between democratic leadership style and students' academic performance. Essentially, like the present study, this study indicated that a democratic leadership style was effective in enhancing students' academic performance.

5.5 Autocratic Leadership Style on Students' Academic Performance

The study sought to determine the extent to which principals' use of autocratic leadership style influenced students' academic performance. Through descriptive statistics, the study investigated the extent to which principals practised autocratic leadership. Principals in Table 4.27 indicated that they were moderate autocratic leaders. This position was however disapproved by teacher respondents in Table 4.28. With high means, teachers agreed that their principals were indeed autocratic leaders who took precautions when dealing with teachers, checked records of work covered, demanded teachers follow stipulated policies, and reprimanded teachers who failed to teach. Given that teachers had nothing to hide and

that they were more knowledgeable about their principals' leadership behaviours, this study agrees with teachers that the principals were sometimes highly autocratic. This is in line with Path-Goal theory which emphasizes that there is no single leadership style that is appropriate in all situations. The theory asserts that an effective leader should be able to employ a mix of styles in different situations to enhance subordinates' motivation and output.

A Spearman's rank-order correlation was run at a 0.05 level of significance to test the hypothesis of the study formulated as follows, "H₀₄: There is no statistically significant relationship between autocratic leadership style and students' academic performance in public secondary schools in Mwala Sub-county, Machakos." Correlational results in Table 4.29 established that autocratic leadership had a weak negative relationship with an academic performance which was not statistically significant ($R = -0.259$, $P = 0.160$). The null hypothesis was therefore supported. The results implied that an increase in autocratic leadership practices would lead to a decrease in academic performance. Because the relationship was not statistically significant, the results further implied that the autocratic leadership style could not predict academic performance. Thus, the study results demonstrate that autocratic leadership was not effective in fostering good academic performance.

The results of the study are inconsistent with Maryam, Ejaz and Tatlah's (2022) study done in Pakistan which established a positive moderate correlation between autocratic leadership style and students' academic performance and thus suggested that the style was effective in fostering students' academic outcomes in the country. Contrary to the current study which employed a descriptive survey research design, this study adopted a quantitative research design. Moreover, it was implemented in Pakistan which is mainly a Muslim nation while the current study was done in Kenya, a predominantly Christian country.

Regionally, the study disagrees with Igwe, Ndidiamaka, and Chidi's (2017) study conducted in Nigeria which established that autocratic leadership had a positive association with academic performance. Unlike the present study, the results suggested that autocratic

leadership was effective in improving students' academic performance. The results resonate well with Tedla Redda and Gaikar's (2021) study done in Eritrea which showed that autocratic leadership style had a strong negative and statistically significant relationship with school performance. Similar to the present study, this study indicated that the autocratic leadership style was not effective in improving school performance. The study results are further supported by Tilahun's (2014) study done in Ethiopia which indicated that autocratic leadership had a negative influence on academic performance. In line with the present study, the results thus suggested that the autocratic leadership style was ineffective in enhancing academic performance.

Locally, the study findings are consistent with Bett, Wambugu and Flora (2016) conducted in Tinderet Sub-county which reported a negative association between autocratic leadership style and academic performance and thus suggested that autocratic leadership was ineffective in fostering students' academic performance. The study is also supported by Okwaro, Kathambi, and Sitati's (2020) study done in Bungoma County which established that the relationship between autocratic leadership style and academic performance was not statistically significant. Like the present study, this study suggested that the autocratic leadership style was not effective in predicting students' academic performance.

The results are however inconsistent with Kosgei, Tanui, and Rono's (2018) study done in Narok County which revealed that autocratic leadership had a positive association with academic performance. Thus, the results indicated that the autocratic style was indeed effective in facilitating good academic performance. The results therefore contradict the present study which determined that autocratic leadership was ineffective in improving academic performance. On why the two studies give contradicting results, this study was done in Narok County where contextual factors might have been different from Mwala Sub-county, Machakos County. Furthermore, the study involved a smaller sample of 13 schools, 13 principals, and 130 teachers while the present study involved 36 schools, 36 principals, and 216 teachers. Hence, the validity of the results could have been affected by the smaller sample.

CHAPTER SIX

6.0 CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.1 Introduction

This chapter presents the study's conclusions, recommendations, and suggestions for further research.

6.2 Conclusions

In line with the four study objectives, the study results whose interpretation was anchored on the reviewed literature and theoretical framework, the study makes several conclusions.

6.2.1 Transformational Leadership and Students' Academic Performance

The first objective of the study sought to establish the extent to which principals' use of transformational leadership style influences students' academic performance in public secondary schools in the Mwala sub-county. The study established that the principals' transformational leadership practices on dimensions of individualized influence and inspirational motivation were high. Although the principals felt that their inspirational stimulation and individual consideration practices were high, teachers confirmed that the practices associated with these two dimensions were indeed moderate. This could be an indication that the principals lacked adequate orientation on inspirational stimulation and individual consideration practices. Therefore, there is a need for the principals to be trained in transformational leadership style, with a particular focus on these two dimensions.

The study reported a weak positive and statistically significant relationship between transformational leadership style and students' academic performance leading to rejection of the null hypothesis formulated as, " H_{01} : there is no statistically significant relationship between transformational leadership style and students' academic performance in public secondary schools in Mwala Sub-county." Arising from the results, it can be seen that transformational leadership had a positive influence on academic performance. The results imply that an increase in this leadership could potentially increase the academic performance of students. Thus, the study concludes that transformational leadership is

effective in fostering the academic performance of students. As a consequence, principals in poorly performing schools can turn around the performance of their schools by adopting and enhancing practices associated with this leadership style. The study reported a weak correlation coefficient. Academic performance may have been affected by other factors beyond the scope of this study.

This study established that not all of the sub-variables of Bass's (1985) model exerted similar weight on academic performance. It was found that inspirational motivation bore the most weight followed by individualized influence, then inspirational stimulation, and finally, individualized consideration. These findings highlight specific areas of transformational leadership that principals need to enhance if they have to achieve good results. Because the results have shown that transformational leadership is effective in improving academic performance, the study provides support for the continued application of transformational leadership in school settings. Consistent with existing literature, transformational leadership leads to high job satisfaction as well as high teacher commitment. These two are intermediate variables that have a direct influence on academic performance. Throughout this study, it has been argued that when teachers' extrinsic and intrinsic needs are satisfied, they lead to high teacher motivation. A teacher with high motivation will put extra effort into his/her work and thus leading to high output. Thus, the results of this study confirm that transformational leadership is a desirable style that creates the right organizational conditions where teachers feel committed and satisfied in their jobs. Therefore, the study concludes that there is statistically significant relationship between transformational leadership style and students' academic performance in public secondary schools in Mwala Sub-county.

6.2.2 Transactional Leadership Style and Students' Academic Performance

The second objective of the study sought to determine the extent to which principals' use of transactional leadership style influences students' academic performance in public secondary schools in the Mwala sub-county. This study adduced sufficient evidence which demonstrated that principals in Mwala Sub-county public secondary schools highly practiced transactional behaviours in all the two dimensions of contingent reward and

management-by-exception. It was shown that contingent reward and management-by-exception were all statistically and positively correlated with academic performance.

The study reported a weak positive correlation between transactional leadership style and students' academic performance which was statistically significant. This led to the rejection of the null hypothesis formulated as follows, "H₀₂: There is no statistically significant relationship between transactional leadership and students' academic performance in public secondary schools in Mwala Sub-county." The results implied that an increase in transactional leadership practices could increase the academic performance of students. Based on the results, the study concludes that transactional leadership was effective in enhancing students' academic performance. Therefore, this leadership style is promising to improve students' outcomes in poorly performing schools. Hence, principals in such schools can adopt this style.

Despite the study finding that all dimensions of this leadership style were highly practiced, results indicated that each sub-construct exerted a varying influence on students' academic performance. In this regard, it was noted that the contingent reward dimension enhanced academic performance more than the management-by-exception dimension. Principals need to create productive exchange relationships with teachers where they can communicate specific academic targets that teachers must achieve for them to be rewarded while monitoring those whose performance could be worsening. Principals also need to be transactional leaders who practice management by exception and thus ensure they monitor actively teachers' performance on various tasks. The study concludes that there is statistically significant relationship between transactional leadership style and students' academic performance in public secondary schools in Mwala Sub-county.

6.2.3 Democratic Leadership Style and Students' Academic Performance

The third objective of the study sought to establish the extent to which principals' use of democratic leadership style influences students' academic performance in public secondary schools in the Mwala sub-county. The study established that the principals practiced democratic leadership practices in the range of moderate to high. The study

reported a weak and positive relationship between democratic leadership style and students' academic performance. This led to the rejection of the null hypothesis formulated as, "H₀₃: there is no statistically significant relationship between democratic leadership style and students' academic performance in public secondary schools in Mwala Sub-county." The results indicate that an increase in this leadership style could increase the academic performance of students. The results thus demonstrate that the democratic leadership style is an effective style that can result in the improvement of schools when applied in schools.

Consistent with the literature review, this study has shown that democratic leadership has the promise of producing good results. This is because it creates good conditions where the teacher feels involved in school management decisions. A democratic principal should obtain ideas and opinions from teachers by giving them a chance to be involved in decision-making processes but still make the final decision. Such a principal can hold open forums such as staff and students meetings where the leader can directly discuss issues with teachers and students and get prompt feedback. These practices can create an environment where teachers feel intrinsically committed and satisfied in their jobs and thus motivate them into implementing agreed-upon activities. The study concludes that there is statistically significant relationship between democratic leadership style and students' academic performance in public secondary schools in Mwala Sub-county.

6.2.4 Autocratic Leadership Style and Students' Academic Performance

The fourth objective of the study sought to determine the extent to which principals' use of autocratic leadership style influences students' academic performance in public secondary schools in the Mwala sub-county. The study established that the majority of the principals highly exhibited autocratic leadership behaviours. The study reported a weak negative correlation between autocratic leadership style and students' academic performance which was not statistically significant in enabling predictions. As a consequence, the null hypothesis which stated that "H₀₄: There is no statistically significant relationship between autocratic leadership style and students' academic performance in public secondary schools in Mwala Sub-county, Machakos" was supported. Emerging

from this finding, the study concludes that there is no statistically significant relationship between autocratic leadership style and students' academic performance. Therefore, the study concludes that autocratic leadership may lead to poor results.

On why this leadership contributes to poor performance, this study concludes with a literature review section where it was argued that this style contributes to low teacher commitment and job satisfaction. Particularly, it was shown that autocratic leadership had negative correlations with teacher commitment and job satisfaction. The indirect nature of leadership on students' outcomes was discussed where it was asserted that it is only a highly satisfied teacher in his/her job and a committed teacher who will go out of his/her way to invest more in teaching and thus improve students' academic performance. Therefore, those leadership practices that tend to affect negatively teacher commitment and job satisfaction will similarly negatively influence academic performance.

Specifically, autocratic leadership is synonymous with directive or coercive practices where a leader tells the subordinate what to do and how to do it and expects compliance. The leader centralizes power, takes all decisions alone, communication exclusively moves from top to bottom and thus creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. This leadership style intimidates and demoralizes staff. It creates a school environment that lowers teachers' commitment. This study adduced evidence that shows the principals were employing these practices. Teachers ought to be committed to their profession and their schools (organizational commitment).

Principals should never create school environments where teachers feel coerced, disrespected, and not valued because this will make them hate the reason they are in that profession and in that school. This coercive environment will not provide intrinsic motivation for the teachers to be satisfied in their jobs. However, it has also been argued that autocratic leadership could be desirable in some situations. This view was supported by a small body of research. This study further concludes that principals need to be trained on when to use this leadership and when not to use it to improve students' academic

performance. Therefore, the study concludes that there is no statistically significant relationship between autocratic leadership style and students' academic performance in public secondary schools in Mwala Sub-county, Machakos.

6.3 Recommendations

This study established that there were low correlations between variables that were attributed to other factors which may be overwhelming such as the poor working environment and limited teaching tools. As a general recommendation, this study recommends that the government and the Boards of School Management should improve teachers' working environment in public secondary schools by providing basic facilities and tools of the trade. This is because school leadership will only have a substantive impact on performance in an environment where basic and minimum facilities are provided.

On the influence of transformational leadership on students' academic performance, the study recommends that the Ministry of Education through the Kenya Institute of Educational Management (KEMI) should improve the KEMI diploma training content and more particularly on transformational leadership. The study also recommends to the Ministry of Education and TSC conduct frequent in-service training programs where the training workshops should be used to apprentice teachers with new approaches to transformational leadership such as Leithwood Transformational Leadership Model which provides more school-specific transformational leadership practices. Because transformational leadership was found to be a good predictor of academic performance, the study recommends principals enhance/continue practicing this style since it improves academic performance.

On the influence of transactional leadership on students' academic performance, the study recommends that the Kenya Education Management Institute (KEMI) and TSC to in-service principals on the best transactional leadership practices, particularly, management-by-exception and contingent reward. The study further recommends to principals enhance the practice of transactional leadership style since it enhances students' academic performance.

On the influence of democratic leadership style on students' academic performance, the study recommends that the Kenya Education Management Institute (KEMI) and TSC regularly in-service principals on how they can best use this leadership to enhance students' academic performance in conjunction with other leadership styles. The recommended principals enhance the practice of democratic leadership style since it enhances students' academic performance.

Finally, on the influence of autocratic leadership style on students' academic performance, the study recommends that the Kenya Education Management Institute (KEMI) and TSC regularly in-service principals on exceptional circumstances on when they can use this leadership style to enhance students' academic performance in conjunction with other leadership styles. The study further recommends to principals to minimally and exceptionally use this leadership style in extraordinary circumstances when this style may be extremely necessary.

6.4 Suggestions for Further Research

It is suggested that further studies be carried out in the following areas:

- i. Similar studies should be replicated in other counties to find out whether principals' leadership styles still influence students' academic performance.
- ii. Since the study focused on the influence of leadership styles on academic performance, a study should be conducted to establish how leadership practices influence variables such as teacher commitment and teachers' job satisfaction.
- iii. It is suggested that the influence of other variables which influence academic performance such as students' socio-economic status, teaching and learning resources, physical facilities, students' attitudes, and staffing among others should be investigated in future.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Peter Ndunda Mwove
South Eastern Kenya University
P.O. BOX 170-90100
Kitui, Kenya.

The Principal,

Dear Sir/Madam,

RE: CONSENT TO COLLECT RESEARCH DATA

Your attention is drawn to the above subject.

I am a Master of Education student at South Eastern Kenya University doing an academic research on “**Influence of principals’ leadership styles on students’ academic performance in public secondary schools in Mwala Sub-county, Machakos County.**”

The study results will mainly be used for academic purposes.

I have been cleared by the university to undertake research work. I have also obtained a research license herein attached as well as an authority letter from the sub-county director of education. The purpose of this letter, therefore, is to seek your permission to implement this study in your school. The study involves you (principal) and a few teachers.

I am looking forward to a productive engagement.

Yours faithfully,

Peter Ndunda Mwove

APPENDIX II: PRINCIPAL'S QUESTIONNAIRE

Good morning/evening

My name is Peter Ndunda Mwove. I am a postgraduate student at South Eastern Kenya University conducting academic research that seeks to investigate how principals' leadership styles impact academic performance. I first seek your voluntary participation consent. You can choose to participate or not participate in the study. Your participation or your non-participation will not affect you in any way. I undertake to preserve your confidentiality and anonymity. Kindly, do not indicate anything that can identify you or your school.

Section A: Bio Data

Instructions: Tick (✓) where appropriate

1. Indicate your gender?

a.) Male

b.) Female

2. What is your age range?

a.) Below 25 years

b.) 26 – 34

c.) 35 – 44

d.) 45 – 54

e.) 55 and above

3. You have been a principal for how long?

a.) Below 5 years

b.) 6 - 10 years

c.) 11 - 15 years

d.) Over 16 years

4. You have served in this school for a period of:

a.) Below 5 years

b.) 6 - 10 years

c.) 11 - 15 years

d.) Above 16 years

5. Indicate your highest level of educational attainment:

- a.) Diploma ()
- b.) Degree ()
- c.) Masters ()
- d.) PhD ()

6. Fill in the table to indicate the performance of your school at KCSE.

Year	Mean score	Grade
2016		
2017		
2018		
2019		

Section B: Principals Perception on their Use of Transformational Leadership Style

7. Through ticking (✓), respond to each statement provided.

KEY: 0 = Not at all; 1 = Once in a while; 2 = Sometimes; 3 = Fairly often; 4 = Frequently, if not always

Statement	0	1	2	3	4
I make teachers feel good to be around me					
Teachers have complete faith in me					
Teachers are proud to be associated with me					
I express with a few simple words what we could and should do					
I provide appealing images about what we can do					
I help teachers find meaning in their work					
I enable teachers to think about old problems in new ways					
I provide teachers with new ways of looking at puzzling things					
I get teachers to rethink ideas that they had never questioned before					
I help teachers develop themselves					
I let teachers know how I think they are doing					
I give personal attention to teachers who seem rejected					

Section C: Principals Perception on their Use of Transactional leadership Style

8. Through ticking (✓), respond to each statement provided.

KEY: 0 = Not at all; 1 = Once in a while; 2 = Sometimes; 3 = Fairly often; 4 = Frequently, if not always

Statement	0	1	2	3	4
I tell teachers what to do if they want to be rewarded for their work					
I provide recognition/rewards when teachers reach their goals					
I call attention to what teachers can get for what they accomplish					
I am satisfied when teachers meet agreed-upon standards					
As long as things are working, I do not try to change anything					
I tell teachers the standards they have to know to carry out their work					

Section D: Principals Perception on their Use of Democratic Leadership Styles

9. Using the scale provided, respond to the statements below appropriately.

	Never	Rarely	Occasionally	Often	Always
I wait patiently for the results of a decision					
I let staff members know what is expected of them					
I am friendly and approachable					
I keep staff working together as a team					
I accept defeat in stride					
I try out my ideas in the staff					
I give advance notices of any changes					
I am able to tolerate postponement and uncertainty					
I get my superiors to act for the welfare of the staff members					
I maintain cordial relationship with my superiors					

Section E: Principals Perception on their Use of Autocratic Leadership Styles

10. How do you often practice the following?

	Never	Rarely	Occasionally	Often	Always
I keep the staff working up to capacity					
I make accurate decisions					
I overcome attempts made to challenge my leadership					
I take full charge when emergencies arise					
I become anxious when I cannot find out what is coming next					
I encourage the use of uniform procedures					
I push for increased production					
Things usually turn out as I predict					
I encourage overtime work					
I worry about the outcome of any new procedure					

Section F: Academic Performance and Leadership Styles

11. Sections B through E have identified practices associated with transformational, transactional, democratic, and autocratic leadership styles. Please rate the extent to which the mentioned leadership practices affect academic performance.

KEY: SD = Strongly Disagree; D = Disagree; U = Undecided; A = Agree; SA = Strongly Agree

Leadership Style	SD	D	U	A	SA
Academic performance is high in schools whose principals are autocratic in nature					
Academic performance is high if principals adopt a democratic approach to leadership					
Academic performance improves when principals adopt a transformational style of leadership					
Academic performance is high when principals adopt transactional style of leadership style					

APPENDIX III: TEACHERS' QUESTIONNAIRE

Good morning/evening

My name is Peter Ndunda Mwove. I am a postgraduate student at South Eastern Kenya University conducting academic research that seeks to investigate how principals' leadership styles impact academic performance. I first seek your voluntary participation consent. You can choose to participate or not participate in the study. Your participation or your non-participation will not affect you in any way. I undertake to preserve your confidentiality and anonymity. Kindly, do not indicate anything that can identify you or your school.

Section A: Bio Data

Instructions: Tick (✓) where appropriate

1. Indicate your gender?

a.) Male

b.) Female

2. What is your age range?

a.) Below 25 years

b.) 26 – 34

c.) 35 – 44

d.) 45 – 54

e.) 55 and above

3. You have been a teacher for how long?

a.) Below 5 years

b.) 6 - 10 years

c.) 11 - 15 years

d.) Over 16 years

4. You have served in this school for a period of:

a.) Below 5 years

b.) 6 - 10 years

c.) 11 - 15 years

d.) Above 16 years

5. What is your highest level of educational attainment?

- a.) Diploma ()
- b.) Degree ()
- c.) Masters ()
- d.) PhD ()

Section B: Transformational Leadership Style and Students academic Performance

6. Through ticking (✓), respond to each statement provided.

KEY: 0 = Not at all; 1 = Once in a while; 2 = Sometimes; 3 = Fairly often; 4 = Frequently, if not always

Statement	0	1	2	3	4
Teachers feel comfortable when the principal is around					
Teachers have complete faith in the principal					
Teachers are proud to be associated with the principal					
The principal expresses with few simple words what we could and should do					
The principal provides appealing images about what we can do					
The principal helps teachers to find meaning in their work					
The principal enables teachers to think about old problems in new ways					
The principal provides teachers with new ways of looking at puzzling things					
The principal gets teachers to rethink ideas that they had never questioned					
The principal helps teachers develop themselves					
The principal lets teachers know how s/he thinks they are doing					
The principal gives personal attention to teachers who seem rejected					

Section C: Transactional leadership Style and Students’ Academic Performance

7. Through ticking (✓), respond to each statement provided.

KEY: 0 = Not at all; 1 = Once in a while; 2 = Sometimes; 3 = Fairly often; 4 = Frequently, if not always

Statement	0	1	2	3	4
The principal tells teachers what to do if they want to be rewarded					
The principal provides recognition/rewards when others reach their goals					
The principal sets targets to what teachers can get for what they accomplish					
The principal is satisfied when teachers meet agreed-upon standards					
The principal does not try to change anything as long as things are working					
The principal tells teachers the standards they have to know to carry out their work					

Section D: Teachers Perceptions on the Use of Democratic Leadership by Principal in School

8. What is your opinion on the statements provided below? Please tick (✓) your answer in the appropriate box using the following scale provided. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).

Statement	SA	A	N	D	SD
I have enough time to teach and do other responsibilities assigned					
Performance is a result of teamwork					
We discuss before implementing school academic plans					
The principal is a good listener					
We discuss with staff who to attend seminar/workshop					

Section E: Teachers Perceptions on the Use of Autocratic Leadership Style by the Principal in School

9. Please tick (√) your answer in the appropriate box using the following scale provided. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).

Statement	SD	D	N	A	SA
The principal directs teachers to teach					
The principal takes precaution when dealing with teachers					
The principal checks record of work covered by teachers					
The principal insist teachers follow stipulated policies					
The principal reprimands teachers who fail to teach					
Decisions regarding the progress of the school are solely made by the principal					

Section F: Academic Performance and Leadership Styles

11. Sections B through E have identified practices associated with transformational, transactional, democratic, and autocratic leadership styles. Please rate the extent to which the mentioned leadership practices affect academic performance.

KEY: SD = Strongly Disagree; D = Disagree; U = Undecided; A = Agree; SA = Strongly Agree

Leadership Style	SD	D	U	A	SA
Academic performance is high in schools whose principals are autocratic in nature					
Academic performance is high if principals adopt a democratic approach to leadership					
Academic performance improves when principals adopt a transformational style of leadership					
Academic performance is high when principals adopt transactional style of leadership style					

Thank you for taking your time to fill this questionnaire

APPENDIX IV: MULTIFACTOR LEADERSHIP QUESTIONNAIRE (MLQ)

FORM 6S

KEY

0 - Not at all 1 - Once in a while 2 = Sometimes 3 = Fairly often

4 = Frequently, if not always

1. I make others feel good to be around me..... 0 1 2 3 4
2. I express with a few simple words what we could and should do..... 0 1 2 3 4
3. I enable others to think about old problems in new ways..... 0 1 2 3 4
4. I help others develop themselves..... 0 1 2 3 4
5. I tell others what to do if they want to be rewarded for their work..... 0 1 2 3 4
6. I am satisfied when others meet agreed-upon standards..... 0 1 2 3 4
7. I am content to let others continue working in the same ways always..... 0 1 2 3 4
8. Others have complete faith in me..... 0 1 2 3 4
9. I provide appealing images about what we can do..... 0 1 2 3 4
10. I provide others with new ways of looking at puzzling things..... 0 1 2 3 4
11. I let others know how I think they are doing. 0 1 2 3 4
12. I provide recognition/rewards when others reach their goals..... 0 1 2 3 4
13. As long as things are working, I do not try to change anything. 0 1 2 3 4
14. Whatever others want to do is OK with me 0 1 2 3 4
15. Others are proud to be associated with me. 0 1 2 3 4
16. I help others find meaning in their work. 0 1 2 3 4
17. I get others to rethink ideas that they had never questioned before..... 0 1 2 3 4
18. I give personal attention to others who seem rejected..... 0 1 2 3 4
19. I call attention to what others can get for what they accomplish..... 0 1 2 3 4
20. I tell others the standards they have to know to carry out their work 0 1 2 3 4
21. I ask no more of others than what is absolutely essential..... 0 1 2 3 4

APPENDIX V: LICENSE



 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref No: 482747

RESEARCH LICENSE



This is to Certify that Mr. Peter Ndunda Mwove of South Eastern Kenya University, has been licensed to conduct research in Machakos on the topic: Principals' Leadership Styles influencing Students' Academic Performance in Public Secondary Schools in Mwala Sub-County, Machakos County for the period ending : 11/May/2022.

License No: NACOSTI/P/21/10456

482747

Applicant Identification Number



Director General

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

**APPENDIX VI: DEPUTY COUNTY COMMISSIONER AUTHORIZATION
LETTER**

**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT**

Telegrams: "DISTRICTER" Mwala
Telefax: Mwala 020-2195662
Email address: dcmwala@yahoo.com
When replying please quote



**DEPUTY COUNTY COMMISSIONER
MWALA SUB COUNTY
P.O. BOX 3 - 90102
MWALA**

Ref. No. DC/I/12 VOL.I/104

Date: 12TH May, 2021

Peter Ndunda Mwove
South Eastern Kenya University
P.o.box 170-90100
Kitui, kenya

RE: RESEARCH AUTHORIZATION

Subsequent to your request to conduct research on **"Influence of Principals' leadership styles on students' Academic performance in public secondary schools in Mwala Sub County"**, You have been authorised to carry on the research.

The Research will take place within Mwala Sub County.

By a copy of this letter all Chiefs are permitted to grant you access to their locations.

A handwritten signature in blue ink that reads 'Minayo'.

**DEPUTY COUNTY COMMISSIONER
MWALA SUB COUNTY**

**PASCILISA MINAYO
FOR DEPUTY COUNTY COMMISSIONER
MWALA SUB COUNTY**

CC All Assistant County Commissioners
Mwala Sub County

APPENDIX VII: SUB-COUNTY DIRECTOR OF EDUCATION
AUTHORIZATION LETTER

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "ELIMU"
Telephone: Mwala
Fax: Mwala
Email - deomwaladistrict@gmail.com
When replying please quote
REF. MWAL/ED/AD/039/VOL1/015



SUB COUNTY EDUCATION OFFICE
MWALA SUB COUNTY

P.O. BOX 413-90101,
MASII
Date: 12/05/ 2021

To all principal in Mwala Sub-county

RE: RESEACH AUTHORITY: PETER NDUNDA MWOVE

The bearer of this letter is a student of South Eastern Kenya University. He is authorized to carry out research on **'Influence of Principals' Leadership styles on students' academic performance in public secondary schools in Mwala Sub-county, Machakos County'**.

I'm pleased to inform you that you have been authorized to undertake research in Mwala Sub-County in Machakos County

Thank you


AHMED M. ABDI
SUB-COUNTY DIRECTOR OF EDUCATION
MWALA

The stamp is circular with a double border. The outer border contains the text "SUB-COUNTY DIRECTOR OF EDUCATION" at the top and "MWALA" at the bottom. The inner border contains "P.O. Box 413 - 90101, MASII" and "MINISTRY OF EDUCATION (MOE)". In the center, there is a handwritten signature and the date "12 MAY 2021".

APPENDIX VIII: SEKU RESEARCH PERMISSION LETTER



SOUTH EASTERN KENYA UNIVERSITY OFFICE OF THE DIRECTOR BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200
KITUI, KENYA
Email: info@seku.ac.ke

TEL: 020-4213859 (KITUI)
Email: directorbps@seku.ac.k

Our Ref: E55/TAL/20168/2015

DATE: 27th April 2021

Peter Ndunda Mwove
Re g. No. E55/TAL/20168/2015
Masters of Education in Educational Administration and Planning
C/O Dean School of Education, Humanities and Social Sciences

Dear Mwove,

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document titled: *"Principals Leadership Styles Influencing Students' Academic Performance in Public Secondary Schools in Mwala Sub-county, Machakos"*.

Following a successful presentation of your Masters Proposal, the School of Education, Humanities and Social Sciences in conjunction with the Directorate, Board of Postgraduate Studies (BPS) have approved that you proceed on and carry out research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Prof. Jonathan Mwanja and Dr. Gideon Kasivu. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report (*SEKU/ARSA/BPS/F-02*) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection exercise as a critical stage in your Master of Education in Educational Administration and Planning.

Prof. David M. Malonza
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs (Note on File)
Dean, School of Education, Humanities and Social Sciences
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