

**RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP SKILLS  
AND SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN  
NAKURU NORTH SUB-COUNTY, KENYA**

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**A Thesis Submitted to Graduate School in Partial Fulfilment of the Requirements  
for the Award of Master of Education Degree in Education Management of Egerton  
University**

**EGERTON UNIVERSITY**

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## DECLARATION AND RECOMMENDATION

### Declaration

This thesis is my original work and has not been presented to this or any other University for the award of a degree

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## **DEDICATION**

This work is dedicated with a lot of love and appreciation to my husband John Kinyua who has stood and carried with me the burden of my study.

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## ABSTRACT

Principals' leadership in educational institutions plays a key role in academic performance. It is observed that effective principals' leadership in schools lead to academic performance and is characterized by skills and competences that build a collaborative school community whose effort enhances academic performance. Academic performance leads to students' development in the capacity of knowledge, life skills and attitudes. Principals' leadership is challenged following the variation between poor and well performing schools in KCSE the key indicator for academic performance. This study sought to find out the relationship between principals' leadership skills (technical, human and conceptual) and secondary schools academic performance in Nakuru North Sub-County. The study used ex post facto research design. The target and accessible population included the 27 principals and 393 teachers from public secondary schools. A sample of 27 principals was purposively selected and 194 teachers were proportionately selected to form a total sample of 221 respondents. Two sets of questionnaires; Principals' Leadership Skills (PLS) and Teachers' Leadership Skills Perceptions (TLSP) were used as main data collection tools. Content, construct, and face validity was checked by the supervisors and other experts in research field from the Department of Curriculum, Instruction and Educational Management and pilot tested in 5 secondary schools. Reliability co-efficient of the research tools (PLS) and (TLSP) were estimated at 0.69 and 0.72 using Cronbach co-efficient alpha. Data analysis used both descriptive and inferential statistics with the aid of Statistical Package for Social Science (SPSS). Descriptive statistics included measures such as percentages and means. Inferential statistics involved Pearson-Product Moment Correlation Coefficient and accepted at  $\alpha = 0.05$ . The study found that principals who have and utilize conceptual, human and technical skill in management of their school have a positive influence that result to students' academic performance. Consequently, teachers' who perceive their principals' having leadership skills in the three categories and utilizing them contributes to teaching instructions and academic performance. Lastly, there was a significant relationship between principals' leadership skills and student academic performance in areas of conceptual skills, human skills and technical skills. The study recommended teachers training institution to expose trainees into in-depth leadership and management skills. The study further recommended that, the ministry of education need to steer the opening of more leadership and management oriented institution to enhance leadership skills in areas of conceptual, human and technical skills. Lastly benchmarking should be done between poorly and best performing schools to bridge the gap between principals' leadership and students' academic performance.

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# CHAPTER ONE

## INTRODUCTION

### **1.1. Background of the Study**

The issue of leadership today is considered as a major and basic concern in all organizations and institutions globally. There is also increasing awareness on the importance of effective leadership that can enhance the achievement of the stated goals especially in educational institutions (UNESCO, 2013). Leadership in education is the epicentre around which all the school activities revolve (Harris, 2009). It is also the vital instrument in imparting knowledge, skills, and inculcating universal and ethical values. According to Sang (2010) leadership is regarded as the single most important factor in the success or failure of an institution such as a school. Sang further states that educational leadership determines a holistic academic performance. This indicates that, enabling leadership promotes organizational performance.

The central role played by principals in overseeing the progress of the schools has been focused with keen interest in developed countries. Findings on school leadership and training in some developed countries indicated that for the last three decades there have been efforts on developing programs to train prospective school principals (Kimenyi & Thuo, 2011). The development on principals' administrators is geared not only in school management and instructional leadership but making them "change agents" (Hale & Rollins, 2012). The importance of principal training cannot be underestimated. UNESCO (2012) established that effective principal leadership is one of the most powerful determinants of student achievement and school improvement. Grossman (2011) further stated that principals are key ingredient to improving school performance especially in low performing schools.

Principals facilitate the teachers, students, supporting staff and the parents to come into the realization of the school vision, mission and values. Effect of good leadership in education is the determinant factor for a prospective society in any nation (Leithwood & Jantzi, 2010). Therefore, principals' leadership that determine a prospective nation has to be endowed with skills and qualities that influence all aspects of lives in students. First, it influences the teachers' self-efficacy, students and other stakeholders in schools hence building a collaborative school community. Robbins and Coulter (2007) noted that leadership is a composite of different skills that enhance conducive environment for better organizational functions. The skills range from human, technical, and conceptual. Principals' leadership skills that revolve around the three categories of skills emerge to be very effective towards academic performance. These skills

enhance conducive environment in a working place and a home for free will and self-determination for the staff leading to improved performance. Integrative principals' leadership also help to create a positive perception in teaching staff that also leads to improved performance. Ross and Gray (2010) findings stated that, to create conducive environment in secondary school calls for dynamic and transformational leadership in nature today. This shows that leadership skills factor in, in binding the group together and motivates it towards the goals by transforming its potentials into reality.

To achieve vision 2030, educational leadership requires reawakening to the reality of effective and quality leadership. That is, leadership that is focused to achieve educational goals and also realises education is the social pillar towards achievement of Vision 2030. Corat Africa (2011), stated that leadership need skills necessary to bring the school stakeholders on board in order, to participatory realize the institutional goals as a school community. Organizational behaviour approaches to leadership stipulate that leadership becomes dynamics in an organization, if a leader has the necessary skills for leadership (Mullins, 2007). Educational institutions are social organizations that require leaders who are knowledgeable and skilled in administration, pedagogy and social- cultural affairs of the school. To achieve the goal of student learning, there are some universal principles that make school leadership effective and efficient (Crum & Sherman, 2008). First, an effective principal is both a manager and an instructional leader. As an effective manager, the principal must coordinate all the school resources and processes to promote student learning; manage the school resources to support and improve teaching; provide supervisory leadership; be able to link evaluation and supervision to teacher professional development; and empower teachers by including them in decision making. As an instructional leader, principals must set direction by articulating a clear vision that the school should take, and clearly communicate with all stakeholders. In addition, principals must also have the knowledge and ability to collect data, interpret and use it to make informed decisions for school improvement; thus, they should be equipped with interpersonal, technical and conceptual skills (Kimenyi & Thuo, 2011).

CORAT Africa *et al* indicated that the three basic skills in education supervision are technical, human and conceptual skills. The skills enable a leader to make informed decisions that improve educational process for an effective achievement of the predetermined objectives. Technical skills refer to the abilities in a principal to understand and perform effectively the specific processes, practices and techniques required for specific jobs in educational

organizations. Human skills refer to the abilities in a principal to understand the teachers and interact effectively with them. These skills enable the leader to act both officially and humanly. Finally, conceptual skills comprises of the ability in a leader to acquire, analyze and interpret information in a logical manner. The leaders' integrity is mainly focused in conceptual skills. Sang, (2010) alluded that teacher training is not sufficient in preparation for principals' roles as revealed by researches in Kenya. Mulkeen, Chapman, Deljaghère, and Leu, (2007) also pointed out that many principals or head teachers are ill prepared to meet the demands posed by the changing nature of their jobs. In response to the changing role of principals, UNESCO, (2012) believes that training and professional development of the principals are significant in contributing to the quality of schooling in developing countries.

The importance of having effective leadership in secondary schools is widely recommended by educationists. Crum and Sherman (2008); Leithwood (2007), and Leithwood and Jantzi (2008) asserted that principals provide valuable insights into their daily practice that fosters an environment which is supportive of high achievement. Principals' leadership is also entrusted with the school discipline. It ensures safety of staff and students and creates a conducive environment for teaching and learning. Skills are abilities in a leader that create an atmosphere of trust and confidence in the work place. Blanchard (2007) noted that skilled leadership enhance the subordinate satisfaction and high performance in an organization. This means that selection of secondary school principals by the Ministry of Education (MOE) in Kenya is a process that needs critical thinking and special consideration. Issues of poor performance in national examination, indiscipline cases, and poor financial management challenge principals' leadership skills (Sang, 2010). According to Early (2007), the appointment of a new head is a major event in the history of a school and is a crucial decision for the Board of Management (BOM) and the (MOE) that calls for consideration of leadership and managerial skills in an individual. Kyeyune (2008) stated that the selection of secondary school principals is based on seniority, good examination results and no attention is paid on leadership preparation in most of the principals in Kenya.

Students' performance in the KCSE is regarded as an important indicator revealing how principals' leadership and management vary in different schools. Secondary schools that consistently have had KCSE mean grade between 8.0 and 10.5 are associated with effective leadership that continuously supports the teaching and learning environment in their schools. It also encourages high level of discipline both to students and the teaching staff. Same schools

are recorded with no indiscipline cases, high profile in extra-curricular activities, esteemed principals leadership and producing leaders in Kenya that have contributed to development and economy, for example: Mangu High school, Starehe boys, Bahati Girls, Loreto's high and Alliance boys (Sang, 2010). The KCSE performance indicators in Nakuru North Sub-County show a trend between 2012- 2014 KCSE performance with great variation which is a point of reference in this study. The Sub-County has also a record of schools that persistently have gone on strike every year and others have never been on strike. In the same district there are extremes of schools that have academically performed poorly and others extremely well since their inception.

According to Bush (2008) academic performance is determined by a combination of many factors such as, high standards of discipline among teachers and students, the principals' ability to articulate the school vision, maximizing support from parents, reorganization of school community needs, proper utilization of available school resource, and team building among others. The national exam is considered as a key indicator of academic performance in high schools that stem from effective leadership (Leithwood & Jantzi, 2008). Observation made in KCSE result for the last three year in Nakuru North sub-county, shows that there schools that have attained a mean grade of B's and above for the last three consecutive years. This shows that there may be other influencing factors that enhance the academic performance to remain good other than class work. In additional, there are schools that have maintained a mean grade of C's and D's. It is on these grounds that this study aims to determine the relationship between leadership skills on secondary school academic in Nakuru North Sub-County.

Kimenyi and Thuo (2011) pointed out that KCSE performance shows that well performing secondary schools in Kenya are associated with good leadership that integrate human, technical and conceptual skills. The integrative aspects as stated in 'The Secrets of Top KCSE Secondary Schools in Kenya Interviews' (UNESCO, 2012) included: Team work, high levels of discipline, good teacher- student relationship, participatory decision making, and encouraging the spirit of hard working. Internationally, according to Leithwood (2007) leadership skills in schools are in much higher level of establishing direction, alignment, motivation and inspiration of the teaching staff.

Leaders who advance for change in schools involve stakeholders, such as the teachers and students in order to achieve the academic goals. It is the skills in a leader that are the force

behind valuation of professional contribution of the staff, and fostering collaborative relationship that contribute to performance. Educational institutions are social organizations needing to embrace a spirit of collaboration in order to realize their goals. Principals' leadership skills promote and encourage shared values among the group and create a healthy continuum culture and climate that yields academic performance in a holistic manner.

### **1.2. Statement of the Problem**

Principals' leadership in educational institutions play a key role towards a holistic academic performance. It is the leadership in the schools that coordinate all activities that enhances conducive environment for teaching and learning. Findings point out that effective principals' leadership in schools leads to improved discipline and academic performance. Effective principals' leadership is characterised with skills and competences that built a collaborative school community whose efforts enhances academic performance. The four year cycle in secondary school orient students towards their future aspiration. Thus, the noble task of preparing them requires focused, knowledgeable and above all skilled principals' leadership today. The variation between high and low performing schools in Kenya Certificate of Secondary Education examination in Nakuru North Sub-County over years poses questions on principals' leadership skills. There is no adequate research evidence on the relationship between principals' leadership skills and secondary school students' academic performance. Therefore, this study sought to find out the relationship between principals' leadership in the area of technical, human and conceptual skills and students' academic performance in Nakuru North Sub-County.

### **1.3. Purpose of the Study**

The purpose of the study was to find out the relationship between principals' leadership skills and secondary school students' academic performance in Nakuru North Sub-County.

### **1.4. Objectives of the Study**

The study was guided by the following objectives;

- (i) To identify leadership skills that principals use in management of secondary schools in areas of technical, human and conceptual skills in Nakuru North Sub-County.
- (ii) To establish teachers' perception on principals' leadership skills in secondary schools in Nakuru North Sub-County



- (iii) To establish the relationship between principals' leadership skills and academic performance in secondary schools in Nakuru North Sub-County.

### **1.5. Research Questions**

The research questions that guided the study are as follows;

- i. What leadership skills do Principals' use in management of secondary schools in areas of technical, human and conceptual skills in Nakuru North Sub-County?
- ii. What perceptions do teacher have on the leadership skills exhibited by their principals' in Nakuru North Sub-County?

### **1.6 Hypothesis**

H01 There is no statistically significant relationship between principals' leadership skills and the students' academic performance.

### **1.7 Significance of the Study**

The findings of this study may be significant to the existing knowledge of leadership skills and strategies in leading secondary schools. The findings may enlighten the society/stakeholders in secondary schools to identify effective leaders (principals) who can enhance academic performance. The findings of this study may provide information that can assist in selection of secondary school principals; by Teachers Service Commission (TSC). The study may also inform the ministry of education of the current effort in developing program focused on the three categories of leadership skills that is conceptual, human and technical.

### **1.8 Scope of the Study**

The study focused on registered public secondary schools in Nakuru North Sub-County that had sat for KCSE for the last three year. The study was limited to the principals and teachers in public secondary school registered for KCSE. The respondents were eligible due to their experiences in teaching, leadership and academic performance in their schools. The study focused on two variables, the principals' leadership skills in areas of technical, human and conceptual skills and the secondary students' academic performance in Nakuru North Sub-County.

### **1.8 Limitation of the Study**

There was laxity in filling out the questionnaire by the principals and teachers that prolonged duration for data collection. To mitigate this, the researcher administered the questionnaires personally. The other anticipated limitation in the study included generalization difficulties. To overcome this, purposive selection of all principals in order to include all KCSE registered public schools and proportionate stratified sampling procedure was used to ensure fair representation of all the teachers in the study area.

### **1.9. Assumption of the Study**

The study was based on the following assumptions:

- (i) Effective use of leadership skills has integral relationship with students' academic performance in secondary school.
- (ii) Individual Principals have unique leadership abilities in secondary schools.

### **1.10 Definition of Terms**

The following were the operational definitions used in this study.

**Academic Performance:** Refers to measurement of how teaching instruction in secondary Schools impact learner's way of life with knowledge and skills that can contribute in improving grades in KCSE (Leithwood & Jantzi, 2008). In this study, it refers to how the four year cycle in secondary school enhances student's life in terms of new knowledge, skills and character development.

**Conceptual skills:** These entail knowledge of all the activities in an organization that enables a leader to be more effective in organizational planning, policy development, and system development (Yukl, 2010). In this study, it refers to principals having the knowledge of all the activities taking place in an education institution, ranging from teaching, teaching methodology, curriculum, discipline, planning, policy development and system development.

**Emotional Intelligence:** It is about the understanding of oneself and others, relating well to people, and adapting to and coping with the immediate surroundings demands (Ruderman, 2011). In this study, it refers to personal awareness and healthy relationship between a leader and the stakeholders which is a pivotal to organizational performance.

**Human skills:** It is about social perceptive, coordination, negotiation, and persuasion (Yukl, 2010). In this study, it refers to inter/ intrapersonal awareness and intelligence emotional in a leader that recognize, awakens and respect human dignity.

**Leadership Skills:** These are competencies in a leader that promote social and professional and influence in an organization with an aim of accomplishing educational goals (Ruderman, 2011). In this study, it refers to leader's competencies/abilities in technical, human, and conceptual skills that tap potentials of the entire school community leading them towards achieving the aimed goal.

**KCSE:** Kenya certificate of secondary education (MOE, 2012b). In this study, it refers to grading system to overall performance of candidate in National Examination.

**Perception(s):** This is the act of apprehending by means of the senses or of the mind, cognition and understanding (Dictionary Reference.com). It is used here to refer to teachers understanding of their principals' leadership skills competences.

**Principal:** The head administrator of a school appointed by education ministry in conjunction with the T.S.C. (MOE, 2012a). In this study, it refers to secondary school heads that are mandated to oversee the learning in the institutions that execute the school authorities and policies.

**Secondary School Education:** Refers to the transitional stage between primary school and tertiary level education in Kenyan education system (MOE, 2010). In this study, it refers to 4 years of study after primary school.

**Technical Skills:** It is the proficiency a leader ought to have based on specific knowledge in a particular area of work (Robbins & Coulter, 2007). In this study, it refers to the leaders' abilities to use processes, practices, technique, and tool in an organization.

**Transformational Leadership:** Multidimensional construct that involves three clusters: charisma (identifying and sustaining a vision), intellectual stimulation of members, and individual consideration (Mills, 2008). In this study, it refers to leadership that enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of the literature on leadership skills and secondary school academic performance. The review discusses concept of leadership skills, meaning of leadership, indicators of effective leadership skills. It also discusses the relationship between leadership skills and teachers' satisfaction, leadership skills and student academic performance and culture of performance. The chapter also outlines the theoretical and conceptual frameworks that guided the study.

#### **2.2 Conceptualizing and Meaning of Leadership**

Leadership is the ability to influence other people positively to achieve certain goals (Blanchard, 2006). A leader exhibits the leaders' skills by influencing the behaviour of others and leading them to a better place without violating their rights. According to Mullins (2007) leadership is an inherent or learned ability and it is best when the mission is strategic, the voice is persuasive and the result tangible. Leadership is not associated with command and control but with a vision which others can identify with (Kermally, 2011). Lussier and Achua (2007) also noted that leadership is the moral and intellectual ability to visualize and work for what is best for the society. The concept of leadership is a combination of two abilities, where a leader take the lead, persuasion and compulsion that results in making people do things they might not otherwise have done. Leadership involves leading people as a ruler, inspiring them as a motivator, and facilitating them as a mentor.

The training and development of heads, and other senior schools staff suggest that 'leadership' as a concept is currently very much in the ascendancy as compared to management and administration of school (Earley & Weindling, 2008). The emphasis before has been virtually dominated by developing and improving the "management" of schools (Earley, 2007). According to Robbins and Coulter (2007) management is involved in coordinating and overseeing the work activities of other so that their activities are completed effectively and efficiently. Further, management is characterized with planning, organizing, leading and controlling a group in an organization. Thus a manager works to see that stated vision and objectives are achieved. Leadership on other hand was often seen as a subset of management, there was no equivalent set of leadership skills and task. Lussier and Achua (2007) states that ascendancy to leadership skills has been accelerated by the organization behaviour analysis on

managerial skills that can be categorized in three main skills: human skills, conceptual skills, and technical skills.

### **2.3 Principals' Leadership Skills**

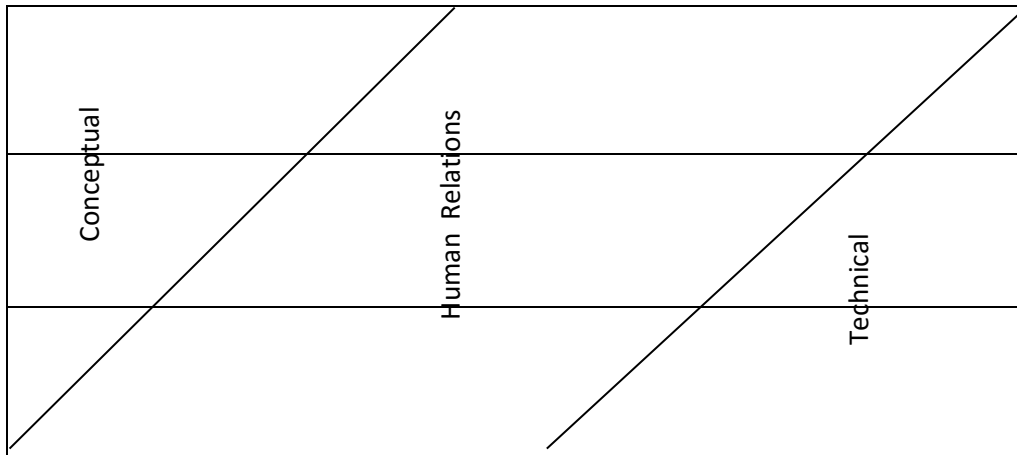
Leadership skills refer to competencies/abilities that tap potentials of the entire school stakeholder leading them towards achieving the aimed goal. Amabile and Mukiti (2008) noted that changes in Kenya with the launch of the new constitutional 2010 have impacted on the government sectors. The education sector has featured among the most affected due to its relevance in the achievement of the Vision 2030. The changes affect mostly the education policies, structures, and activities. These have training implication on all school leadership that is the pivot in which all the academic affairs revolve around. The changes pose need for transformational leadership skills that can oversee the implementation processes with new creativities.

The education sector is one of the changing systems due to its significance in the development of human capital and the economy of Kenya (Kimenyi & Thuo, 2011). In a changing environment skilled leadership is embraced for it is assumed to have integrative approaches that look to the organization as whole (Demir, 2008). Further, Demir adds that transformational leadership take administration as a classic example of tasks that includes: defining social responsibilities of education, developing democratic concepts of leadership, encouraging a democratic form of organization, and defining the role of the teacher. These tasks render the principals opportunity to collaborate with all the parties in a school. They create a room for efficiency and effectiveness in school operation where all are brought on board.

According to Nandi (2005) education institutions are social organization that requires outstanding leadership skills. They are social organizations that deal closely with persons needing guidance towards academic performance. Thus, regardless of the social organization levels, all principals need to have three basic categories of leadership managerial skills: technical skills, human /interpersonal skills, and conceptual skills that carry out other skills needed in running of the schools.

The three categories of skills are essential in all levels of an organization (school). The human skill carries the weight of three categories in that a leader needs self-awareness as well as the awareness of the other person's emotions. The emotional intelligence of the leader contributes

to success, work productivity and a spirit of team work. For example, in secondary schools, principals need these skills to bring the stakeholders on board in order to work as a team for a common purpose as shown in Figure 1



**Figure 1: Three Basic Categories of Leadership Managerial Skills**

**Source: Nandi (2005)**

### 2.3.1 Technical Skills

Technical skills involve the processes or techniques, knowledge and proficiency in a certain specialized fields, such as engineering, computers, accounting, or manufacturing (Kermally, 2011). These skills are more important at lower levels of management since the heads are dealing with employees doing the organization’s work. The technical skills involve the head’s understanding of the nature of the job that people under him or her have to perform. It refers to a personal knowledge and proficiency in any type of process or technique. These types of skills and competences seem to be more important at the lower levels of management, their relative importance as a part of the managerial role diminishes as the head moves to higher positions (Nandi, 2005).

In schools, principals need to be teachers who know all that entails in the teaching professional. The categories of skills in a school call for a leader to know which Curriculum is in use, text books recommended by the Ministry of Education, effective methodologies in teaching, use of computer programmes, computerized budgeting and operating a piece of machinery like computers.

### **2.3.1.1 Management Policies**

Policy management is an administrative approach that a leader uses to simplify the management of a given endeavour (Robison's & Coulter, 2007). Policies are operating rules that can be referred to maintain order, security, and consistency or further a goal or mission of the school. School Principals use educational policies to ensure all their activities are done as stipulated. Further, policy management is a tool that a leader uses to define, modify, grant and revoke any activities that can interfere with schools activities. A school is a complex social system which converts resources made available to it into such outcomes as students' development and achievement. Understanding of policies would help Secondary school principals to remain result-oriented and focused on outputs as stated in Kenya Institute for Public Policy Research and Analysis (KIPPRA, 2009).

### **2.3.1.2 Resource Management**

In an organization, resources refer to the material and human capital (Johnson, 2007). Whereby, materials are resources available for purposeful use while human capital entails personal attributes needed to enhance the achievement of the stated goals. However, resource management is concerned with techniques and process necessary to ensure the effective deployment of the scarce available resources for maximum output. In school, academic performance is an indicator of well-coordinated resources that are oriented and geared towards a given objective which needs leadership empowered resource management skills. Ukumbe (2007) suggested that financial control techniques and methods help a leader to assess how effectively and efficiently the school is moving towards its goals. It is a technique that provides performance related information that a leader can compare against set standards and determine the next move where necessary. Budgets are the most common means of financial control employed by leaders. Others tools used include financial statement, ratio analysis and financial audits. Mismanagement of school funds as mentioned in media and newspapers in public schools since the introduction of Free Primary Education (FPE) and Free Secondary Education (FSE) by the Government reveals the need for equipping schools heads with financial skills.

### **2.3.1.3 Technology Development and Computer Use**

Skilful information and computer management are essential components of organizational strategy, effectiveness, and control (Nandi, 2005). Leadership processes are today enhanced by close monitoring of what is happening in the organization and in the surrounding environment. Technology development and computer skills are essential tools in leadership



activities today where a leader can gather information that enhances inter-relation and team work. Leaders have the tasks of viewing information as a resource, understand the cost, know how to comprehend it and be familiar with the basic of information processing (Ukumbe, 2007). Technology development is known to enhance clerical information-provision, decision support and programmed decision-making function.

### **2.3.2 Human Skills**

According to Yukl (2010) interpersonal skills involves human relations, or the leaders' ability to interact effectively with the organizational members. A leader's who is proficiency in human skills work with people better based on a personal knowledge about people and how they behave, operate in groups, know how to communicate effectively with them and understand their motives, attitudes and feelings. These understandings help the leader to influence the stakeholder positively in the achievement of the organization goals. According to Mulkeen et al (2007), interpersonal skills enable a leader to influence team or group members to work together in accomplishing the stated organizational goals. These skills mean that leaders are cognizance on different issues and simultaneously can synchronize the thoughts of others.

Leaders with higher level of interpersonal skills are better position to adapt their own ideas to other people's ideas especially when it aids in achieving organizational goals more quickly and efficiently. In secondary schools, principals ought to be in touch with feelings, attitudes, and motives of the stakeholders and being available to their needs without compromising the personal needs. Communication is a critical part of interpersonal skills, and an inability to communicate effectively can prevent career progression for principals. A principal ought to intermingle with all the stakeholders and create confidence and trust with all. This will enhance the school culture and climate. Grant (2006) posits that human skills open avenues for collaboration and participatory approach to tasks. The sub-skill under human skills include: communication, conflict management, motivation, coordination, mentorship, control, delegation and emotional intelligence.

### **2.3.2.1 Emotional Intelligence (EI)**

Ruderman (2011) points out that emotional intelligence refers to a multifunctional array of interrelated emotional, personal and social abilities which influence one's overall ability to actively and effectively cope with demand and pressures at work. According to Goleman (2011), successful leadership today is about how well a leader manages himself and manages others. Leadership is not about intellectual ability or technical expertise rather it is about personal characteristic and human qualities that include empathy, compassion, flexibility and influence. EI is characterized by self-regulation, motivation, empathy and social skills. The skill is vital in secondary school where nurturing of young minds is at the peak. Secondary school leadership has much to do with emotions of students needing clear guidance and direction. Teachers as well need help when interacting with students who are fragile due to the hormonal changes and who are coming to the realization of their desires.

### **2.3.2.2 Communication Skills**

According to Amabile and Mukiti (2008), communication is defined as the transfer of information and understanding from one person to another person by means of meaningful symbols. It is way of exchanging ideas, attitudes, values, opinions and facts. The process of communication requires a sender and a receiver. Successful communication of information in a institution between employees, peers and a leader is an essential part of the supervisor's job. Achieving and maintaining effective communication is always a problem in institutions mainly because the topic on communication is underrated by personal perceptions.

Yu, Leithwood, and Jantzi (2009) noted that school principals have the major role of enhancing effective communication in order to have all stakeholders on board. It is effective communication that creates a healthy environment for teachers and students in a school. The principal as the top leader is expected to fully disclose all aspects pertaining to the school's welfare in time and with appropriate details that involves problem solving, decision making, reporting and school relation activities. According to Nandi (2005) communication in school is important in every activity from policy formulation at management level to developing an individual job description, and in building relationship.

### **2.3.2.3 Motivation Skills**

Robbins and Coulter (2007) states that motivation is a process by which a person's (employees) efforts are energized, directed, and sustained towards attaining a stated goal. A motivated person puts forth effort and hard work in a directed manner, where direction in motivation entails vision. Maslow's hierarchy of needs in Mary (2015) indicates that individuals have different needs that need recognition by a leader in a working situation. Maslow also proposed that people are motivated through five levels of needs. At the level of basic needs, safety needs, social needs, egoistic needs, and self-actualization needs.

In an organization, motivation of employees is vital in enhancing the performance. Attending employees' needs at different level becomes a holistic approach to individuals' life that creates a fulfilled life. Needs such as achievement, recognition increased responsibility, growth and development are much needed in an educational institution. Also the involvement of teachers in the decision making process motivates them and impacts their morale at work. Crossman and Wayman (2006) posit that besides good remuneration, social status of teacher is a factor that impacts teacher professionalism.

### **2.3.2.4 Coordination Skills**

Coordination skill is the essence of leadership where a leader brings stakeholders together to facilitate activities in the organization. According to Mary Parker Follet in (Mullins, 2007) coordination is the "plus value of the group". Good coordination helps in combining the groups' effort towards the performance of an organization. Coordination in school makes the stakeholders pull all their energies towards the academic performance. Coordination skill in school encourages many aspects that improve the school environment that stakeholder enjoy to work in. Yukl (2010) associates coordination with encouraging team spirit, giving of proper directions, facilitating motivations, making optimum utilization of resources and leading to high efficiency.

### **2.3.2.5 Delegation Skills**

Delegation is a skill that broadly includes all instances where a leader assigns or entrusts a task or responsibility to the employees (Finch & Maddux, 2006). Delegation is a part of the five functions of management which a leader embraces in running an organization. Effective decision making is the essence of successful management, where decisions of whether or not to delegate and to who to delegate are among the many decisions a leader makes. In schools,

delegation empowers the delegates and gives them a sense of worth. Effective leaders use delegation as the tool towards success. They develop employees who can improve their job performance and become more valuable to the organization. Delegation is a leadership skill that involves a process that can be learned so as to involve all the employees in respect to their professions and desires to grow (Crossman & Harris, 2006). This skill not only improves the organizational performance but all the stakeholders' abilities. It enhances relationship, creativity and motivation. According to Micki (2016) delegation is a leadership skill that helps to maximize the employee's strengths and minimize their weakness. It also helps a leader to concentrate on goals, develop resiliency, and build interpersonal savvy making life better for the organization (school).

### **2.3.3 Conceptual Skills**

Conceptual skills entail, the leader's competences to see the organization as a whole, as a complete entity (Robbins & Coulter, 2013). It involves understanding how the organizational units work together and how it fits into its competitive environment. The skill allows the leader to think through and work with ideas. A leader with higher level of conceptual skills is good at thinking through the ideas that forms an organization and its vision for the future, expressing these ideas in verbal and written forms, and understanding and expressing the economic principles underlying the institution's effectiveness.

Johnson (2007) states that conceptual skills make a leader comfortable asking "what if" or the hypothetical questions and working with abstract ideas, meaning and making sense of abstract ideas to the stakeholders. Again, these skills are most important for the top leaders/managers such as secondary school principals and their deputies. According to Brown, Boyle, and Boyles (2011) conceptual skills are crucial for top leaders (principals), whose ability to see "the big picture" can have major repercussions on the success of the institution. However, conceptual skills are still necessary for the middle level (classroom, Heads of department) and supervisory managers (deputy principal, senior teachers), who must use this skill to envision how work units and teams are best organized. Yukl (2010) also stipulates that conceptual skills are essential for higher levels of leadership but it is of importance to all levels of management especially when there is promotion of individual to another level in organization. Salazar (2013) noted that conceptual skills can be learned and it is advisable that all leaders develop the skills due to the role they undertake in the organization. The education field is characterized by the advancement of knowledge and skills, where teachers are advancing their professions

through school based and part time studies. The sub- skills under conceptual skills include: strategic thinking, creative thinking, decision making, problem solving, negotiation skills, and change management.

#### **2.3.3.1. Decision Making**

According to Johnson (2007), decision making is a continuous mental process resulting into the selection of a course of action among several alternatives. The process of decision making includes recognizing and defining the nature of the decision, identifying the alternatives available, choosing the best alternative and implementing it. Decision making is an essential skill in a leader in all circumstances. Activities that constitute decision making are within human and social environment and the process is constantly modified in reference to the history and the present situation. Lussier and Achua (2007) state that the art of decision making is dynamic in nature in that it is affected by forces within both the individual decision maker and the environment. There two types of decision making process which include; programmed (repetitive and routine) and non-programmed which involves complex, important situations, and in unfamiliar circumstances. Decision making is a key skill in leadership for it determines the direction of the institution and the behaviour of the organization members.

#### **2.3.3.2 Problem Solving Skill**

Harris (2009) points out that problem solving is the process of making conscious steps to bring the actual situation closer to the desired one in an organization. The process involves four steps; identifying the problem objectively, generating alternative solution creatively, patience, and selection of a solution. A leader should screen for the most appealing balance of effectiveness and efficiency in view of the relevant constraints.

#### **2.3.3.3 Creativity and Innovation**

Creativity and innovation is a leader's ability to re-organize the experiences into new ways (Amabile & Mukiti, 2008). Nearly all managerial issues in leading an organization require a measure of leadership creativity. Taking things apart and rearranging them in new and appealing ways that have potential productive configuration. Creativity ranges from major and strategic approaches that are needed in the short term and long term planning. Creativity results in a dramatic advancement of knowledge in a leader and the followers. In secondary school creativity adds some new and useful elements that improve the academic performance. It makes the stakeholders move together as a team towards achieving the institution goals.

Principals in secondary schools should encourage creativity where all stakeholders can submit their new ideas and suggestions.

#### **2.3.3.4 Strategic Thinking**

According to Mckeown (2011) strategic thinking is a continuous process of finding and developing unique opportunities that allow individuals in an institution to marshal and leverage their energy to focus attention towards achieving the stated goals. It is a mind-set action that entails system thinking, reframing and reflection. It is a leadership skill that requires the ability to think through, synthesise and analysis nonlinearly and linearly, and implicitly as well as explicitly. Lussier and Achua (2007) state that achieving an organizational goal is not a chance occurrence. It is determined largely by the decisions strategic leaders make. In schools, principal's leadership need to have the abilities to anticipate, envision, maintain flexibility, think strategically, and work with others to initiate a change that can create a viable future. Strategic thinking in a leader encompasses critical aspects that determine the overall goal achievement in line with the available resource allocation in a school (Jeffrey, 2012).

#### **2.3.3.5 Mentorship /coaching skill**

Johnson (2007) posits that mentorship and coaching are processes that enable individual and corporate clients to have their full potential. It also facilitates the exploration of needs, motivations, desired skills and thought processes to assist the individual in making real lasting change. In a secondary school, the process encourages a commitment to action and the development of lasting personal growth and change. This skill takes a more experienced leader to help a less experienced protégé. Mentorship results in more career advancement and job satisfaction for the protégé. Motivational feedback to members maintains and improves performance.

#### **2.3.3.6 Negotiation Skill**

According to Mullin (2006) negotiation skill is a back and forth communication design to reach an agreement when a leader and followers side have some interests that are shared and others are opposed. The aim of negotiation is to resolve conflict by modifying demands in order to achieve a mutually acceptable compromise for both parties. The following are the steps by a leader in the negotiation process to yield a common ground;

- i. Begin the negotiation with a positive tone.
- ii. Address problems, not personalities and pay little attention to initial offers.

- iii. Emphasis- win-win solution and create an open and trusting climate.
- iv. Be open to deceptive third party assistance and not to forget cultural differences. (Finch & Maddux, 2006).

The principal should maintain a constructive relationship with his staff so that the achievement of educational goals is a team work approach

### **2.3.3.7 Conflict Management**

Robbins and Coulter (2013) contend that conflict management refers to the long term management of intractable conflicts. In an organization, conflict is an inevitable aspect of life. If the process of conflict resolution is viewed as an opportunity for growth and change in a work environment, the potential for a positive outcome is great. As is for an individual person, the overall ability of an organization to solve problem through collaborative efforts has a strong impact on the organization's bottom line and overall performance.

When conflict is unresolved, it takes on a life of its own and eventually produces damage that could have been prevented. Crawford and Bodine (2005) connote that conflict in secondary school takes many forms ranging from ineffective administration, adolescence stage in student versus their parents and teachers, and education policy. This therefore, calls for a leadership that is well versed with the techniques involved in conflict management. Clear direction must be given to students at this stage in order to direct them into productive ends. Principals and teachers have the role of mediating between parents and the students during this critical stage. Leadership has to play the central role in conflict management as the pivot in which all the activities of a school revolves.

### **2.4 Indicators of Effective Leadership Skills in Academic performance**

According to Earley and Weindling (2008) educational institutions are awakening to the reality of leadership skills in performing their roles. Educational institutions are social organizations. Thus, leadership skills in relation with leadership styles are essential in learning of schools. In this case a leader must demonstrate the qualities and skills such as intelligence, social maturity, achievement drives and human related attitudes that bring enthusiasm, cohesiveness, effectiveness and efficiencies in a working place. Whereas, the approach in this study is to bring on board the growing interest in leadership in running of education institutions that is characterized by:

- (i) The ability to work simultaneously in a variety of issues and problems, with clear, shared values and vision.
- (ii) Passion for students, teachers' development and achievement.
- (iii) Understanding the need for and practice well developed interpersonal skills.
- (iv) Setting high expectations and use of monitoring and evaluation for improvement,
- (v) Preparing to take tasks.
- (vi) High level of knowledge, understanding and professional confidence.
- (vii) Appropriate use of structures and systems.
- (viii) Political awareness and skills.
- (ix) Integrated approach to strategic and operational issue.
- (x) Whole school perspective and approach (Earley & Weindling, 2008).

The government of Kenya, development partners and private sector has made huge investment in education and need to see returns on the investment (Fiscal Year Budget, 2010). Therefore, that effective leadership and management is a pertinent issue in a developing country like Kenya where a new constitution is in the process of implementation. A leadership that stipulates resources available are utilized to the maximum with the help of the education policy in place. McCauley and Veslor (2010) states that in a growing and developing organization, leadership development is critical in order to articulate the change but also keeping with the organizational objectives.

Leadership skills allow room for understanding and evaluation of a leader, thus improving his/her human capital and the social capital. Today, due to changes arising from technology and policies governing schools, school leaders need also to enhance their skills to meet these changes (NASSP, 2013). The on-going training on principals' management by the ministry of education offers management skills to all school principals indicate this research as wanting in secondary schools in Kenya. In Kenya, the effort towards enhancing the head teachers with leadership and management skills by the Kenya Education Management Institute (KEMI) is an indication that school leadership need on-going training in areas pertaining to leadership skills. KEMI findings in Ministry of Education (MOE) report (2012a) indicates that there is a leadership skills gap, simply because principals were originally trained for teaching and not for administration. It further states headship is a deployment position on basis of seniority and qualification, but not as a result of training in leadership. However, given the increasingly decentralized nature of education systems, many school principals lack adequate preparation



for the responsibilities they now face. Concerted effort to improve school leadership is one of the more promising points of intervention to raise the quality and efficiency of secondary education across most parts of Africa (UNESCO, 2012).

## **2.5 Academic Performance**

Yu, Leithwood and Jantzi (2008) noted that academic performance refers to measurement of how teaching instruction in secondary school education impact learners way of life with knowledge and skills that can contribute in improving grades. Academic performance is a holistic approach of how the institution best perform and on how the four year cycle in secondary school enhances student's life in terms of new knowledge, skills and character development (Sang et al., 2010). Further, Armstrong (2010) contends that performance is to both behaviour and results because performance in school should not only be defined in terms of test scores, examination results, and student's abilities to transit in high institution. Consideration should be put on the requisite skills for survival as well. Leithwood (2007) is also of the views that performance of any school should not be based on academic outcome but should also focus on other education outcomes such as; affective and psychomotor domains. In Kenya, secondary school academic performance is perceived to be a key indicator of the school leadership. Over the years, ministry of education have been awarding best secondary schools' principals for the outstanding leadership that is reflected wholly by KCSE performance among other indicators.

## **2.6 Principals' Leadership Skills and Academic Performance**

Crossman and Harris (2006) assert that principals who possess leadership skills create environment that fosters interrelationship between teachers and students and among teachers themselves. Such an environment forms a strong supportive bond between teachers and their principals, and among teachers themselves. It requires transformational leader who can foster job satisfaction and commitment to duty, resulting to increased learning and student achievement. Crum and Sherman (2008) hypothesize that principal' who develop their leadership skills are in a position to transform their teachers, to a sense of self-esteem, and thus perceive teaching as a profession that provides high status and opportunities for individual development. Principal's, who pose intellectual challenge to their teachers, stimulate their efforts to improve professionally. The reciprocal of effective leadership in schools leads to teacher's positive perception, satisfaction and achievement of the institution's objectives. Leithwood (2007) findings shows that teachers have the most influence on student

performance, while principals are essential for setting the tone of the learning community and modelling good teaching practices.

Keith (2009) viewed principals' leadership skills as the ultimate way of creating way for people to contribute to making extraordinary happen in normal and changing environment. Whereas, Harris (2009) views effective principals' leadership skills as the ability to successfully integrate and maximizes available resources within the internal environment for the attainment educational goals. Sallis (2011) also states that school leadership is the process of enlisting and guiding the talents and energies of teachers, students, and parents towards achieving common education goals. These views reveal a need for principals who have the human, conceptual and technical skills.

## **2.7 Principals' Leadership Skills and School Culture of Performance**

A positive school culture has been associated with fewer behavioural and emotional problems for students (Earley et al., 2008). Additionally, specific research on school culture in high-risk urban environments indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students. Keith (2009) posits that dynamic and influential principals are instrumental in developing the right culture for the school. School principals have the mean responsibility for generating and sustaining culture and community, its values and beliefs. The sustaining and maintaining of the culture in school community translates into goal achievement.

Sang (2010) observed of that positive school culture perceptions supply high-risk students with a supportive learning environment yielding healthy development, as well as preventing antisocial behaviour. Regarding the roles of teachers and administrators, Kemelly (2013) argue that a positive school culture is associated with increased job satisfaction for school personnel. Whereas, Robison, Lloyd, and Rowe (2008) adds that school culture yields a handful of admirable characteristics that enhances academic performance. This therefore, shows healthy school culture emanate with effective leadership skills that bind the school community with core value. The school turns into a people's organization due participatory decision making and it enhances staffs aggressiveness and competitive spirit rather comparative towards the academic performance.

## **2.8. Theoretical Framework**

The study was based on transformational leadership theory (TLT) developed by Bass (1970). Bass's looked at transformational leadership as a leaders and followers effort to advance to higher level of moral and motivation for a common goal. Transformational leadership theory is highly regarded in educational leadership by several educationists especially in a changing environment (Ross & Gray, 2010) further says, the vision and personality of transformational leader inspire followers to exchange expectation, perceptions and motivation to work towards a common goal by the following components.

- i.) Charisma or idealized influence- the degree to which the leader behaves in admirable ways and displays convictions and takes stands that cause followers to identify with the leader who has a clear set of values and acts as a role model for the followers.
- ii.) Inspirational motivation - the degree which the leader articulates a vision, that appeals to and inspires the followers with optimism about future goals, and offers meaning for the current tasks in hand.
- iii.) Intellectual stimulation - the degree to which the leader challenges assumptions, stimulates and encourages creativity in the followers - by providing a framework for followers to see how they connect [to the leader, the organization, each other, and the goal] and creatively overcome any obstacles in the way of the mission.
- iv.) Personal and individual attention - the degree to which the leader attends to each individual follower's needs and acts as a mentor or coach and gives respect to and appreciation of the individual's contribution to the team. This fulfills and enhances each individual team members' needs for self-fulfillment, and self-worth - and in so doing inspires followers to further achievement and growth.

Leithwood (2007) study demonstrates a number of meta-analyses that transformational leadership positively predicts a wide variety of performance outcomes to the individual, groups and organization (schools). As such, it is vital for successful strategies geared for holistic high performance in secondary school. According to MOE (2010) Kenya is a developing nation needing visionary and committed leaders in education sectors. TLT enrich principals' leadership to enhance teachers' outcomes, teacher beliefs about themselves, collective capacity and collaborative culture which translate into academic performance (Figure 2). Demir (2008) notes that TLT improves teachers' self-efficacy beliefs based on perceptions of individual

performance and collective teacher efficacy beliefs that leads to social perceptions based on an assessment of the capability of the school faculty as a whole. The perceptions translate into academic performance due to collaborative efficacy enhanced by effective principals' leadership skills.

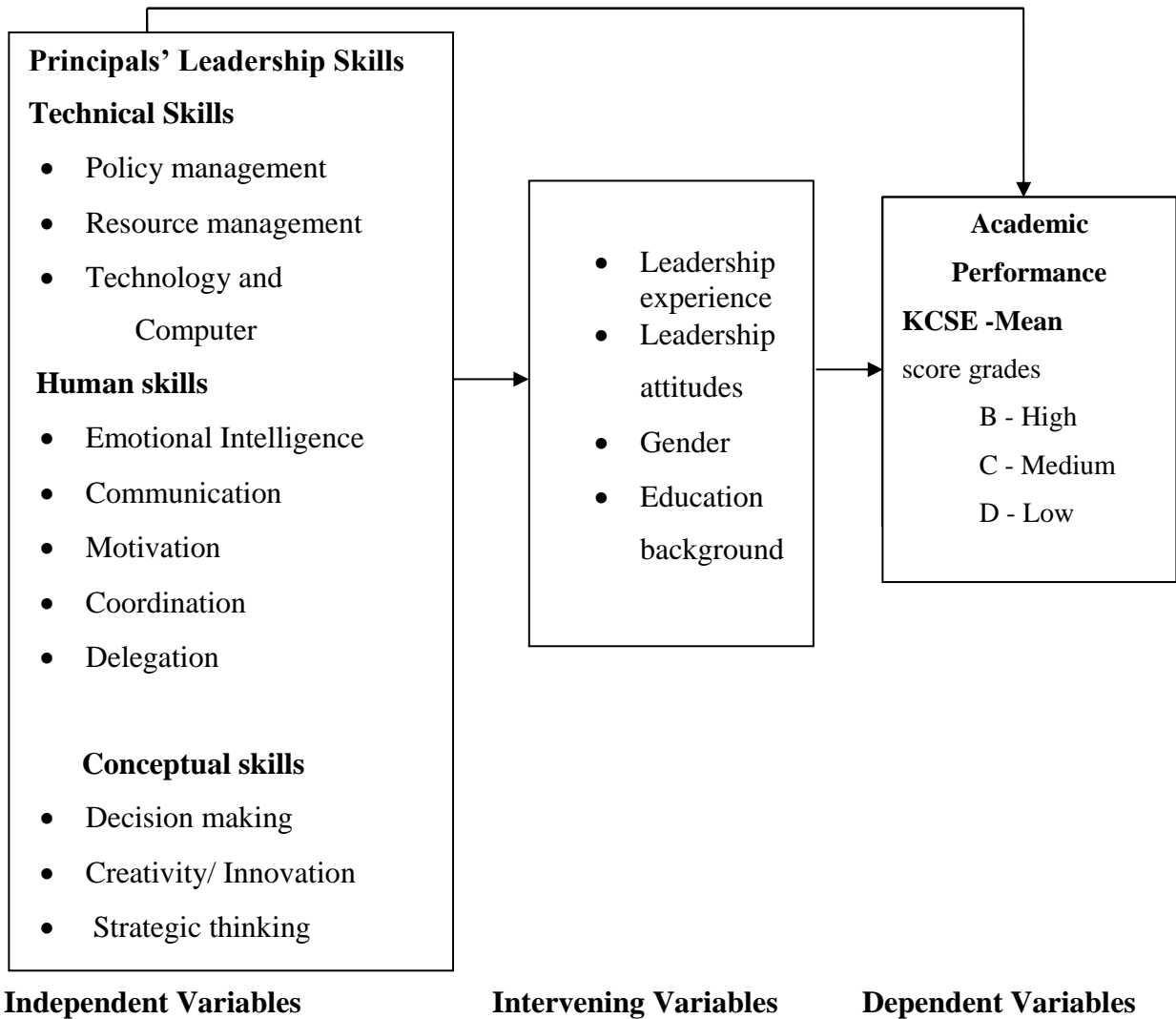
This study Adopted Transformational leadership theory and was measured in terms of principals' ability to integrate technical, human and conceptual skills in their leadership role. This was analyzed against principals' leadership skills integrations where principals judges there personal capabilities and were judged by their teachers on technical, human and conceptual skills in their leadership. Influence of TLT leaders builds individual and group self-esteem which further encourages team work spirit and attainment of the organizational goals as shown in Figure 2.



**Figure 2: Influence of Transformational Leadership and Students' Academic Performance.**

## 2.9 Conceptual Framework

The framework aimed at simplifying the relationship between the variables in the study. The study was based on two variables, Principals' leadership skills and students' academic performance. The Independent variables was Principals' leadership skills measured in terms of perceptions on technical skill, human skill, and conceptual skill. The dependent variables were academic performance of students where mean grade was computed. The intervening variables were leadership experience, attitudes, gender, education background, school culture/climate.



**Figure 3: The Conceptual Framework Showing the Relationship between Principals' Leadership Skills and Students' Academic Performance**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the methodological procedure used in data collection and analyses. The discussion includes the research design, location of the study, population of the study, sampling procedure and sample size, instrumentations, data collection and data analysis procedures.

#### **3.2. Research Design**

The study aimed at investigating the relationship between principals' leadership skills and secondary school students' academic performance. The study adopted an *ex post facto correlation* research design. This is a research design that brings out the possible antecedents (causes or reasons) of events that have already occurred and therefore cannot be manipulated. This means that the researcher investigated possible cause and effect relationship by observing an existing condition or state of affairs and searching back in time for plausible causal factors (Kerlinger, 1973). Therefore, this design was found appropriate in order to answer questions concerning the status of principals' leadership skills and its relationship to secondary school students' academic performance.

#### **3.3. Location of the Study**

The study was conducted in Nakuru North Sub-County. The Sub-County covers an area of 375.40 square kilometres. The district lies within The Great Rift Valley and borders four other Sub-counties namely, Nakuru to the south, Subukia to the North West and Gilgil to south East. Nakuru North Sub-County was selected because of the available evidence of varying report in KCSE results a key indicator in academic performance for the last three years among other indicators. The variations in KCSE performance indicated a huge difference from one school to another in the Sub-County. There are evidence of specific schools recording high grade of B's and above consecutively, medium grade of C's while other very low mean grade of D's in last three years.

#### **3.4 Population of the Study**

The study targeted principals and teachers from KCSE registered public secondary schools in Nakuru North Sub-County. The Sub-County is divided into three educational zones; Dundori, Solai and Bahati. The accessible population comprised 27 principals and 393 teachers in public

secondary school in Nakuru North Sub-County. Registered for KCSE public secondary schools' principals and teachers are professional trained and assigned to their job.

### 3.5 Sampling Procedures and Sample Size

To determine sample size of principals and teachers to be drawn from the accessible population, 27 principals were purposively included in the study from all 27 public KCSE registered secondary schools. The study also focused on teachers' in same public secondary schools, a sample of 194 out of 393 teachers were selected using proportionate random sampling technique, hence increasing the likelihood of representation of each educational zone (Kothari, 2003). The study target population was 221 for both principals and teacher. The study adopted a formula by Kathuri and Pals (1993) to estimate a sample size, n, from a known population size, N.

$$S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 (P (1-P))}$$

Where: S= required sample size

N=the given population size

P=Population proportion that for a table construction has been assumed to be 50, as this magnitude yields maximum possible sample size required

d<sup>2</sup>=the degree of accuracy as reflected by the amount of error that can be tolerated in the fluctuation of a sample proportionate p about the proportion

P= Whose value is .05 in calculations for entries in the table, a quantity equal to plus or minus 1.96.

X<sup>2</sup> = Table value of chi-square for one degree of freedom, which in 3.841

Kasomo (2001) recommends that for a research with a population of 393, a sample size of 194 was sufficient. Nakuru North Sub-County had three educational zones with total population of 393 teachers. List of all public secondary schools teachers was drawn and used as sampling frame. Teachers in each zone formed strata. Each stratum contributed to sample number that was proportional to its size of the population. Simple random sampling technique was used to select 7 or 8 teachers that participated in the study depending with the population of teachers in each school. The representative sample from each of the three zones is as shown in Table 1.

**Table 1****Distribution of Sample Size in Public School**

<b>Zones</b>	<b>Total No of Schools</b>	<b>Teachers</b>	<b>Proportionate of the Sample</b>	<b>Principals</b>	<b>Totals</b>
Dundori	9	130	64	9	73
Solai	4	38	19	4	23
Bahati	14	225	111	14	125
Totals	27	393	194	27	221

**Source: Nakuru North Sub-County Education Office (2015)**

### **3.6 Research Instrumentations**

The study used two set of questionnaires to collect the data on principals' leadership skills. These were Principals' Leadership Skills questionnaire (PLS) and Teachers' Perceptions on Principals' Leadership Skills questionnaire (TLSP). The two set of tools were adapted from the National Association of Secondary School Principals (NASSP) assessment on Leadership skills (NASSP, 2013). The tools were modified to suit the variables in this study.

The two sets of tools were divided into two sections. Section A solicited the bio-data and section B consisted of 14 items on principals' leadership skills which included 5 items associated with conceptual skills, 5 items associated with human skills and 4 items on technical skills. The items were concerned with principals' leadership skills used in management of school and their influence on performance of students. Both principals and teachers checked against the items using a tick (√). Response to each item in section B were scored on a three point Likert scale in which always (A) scores 3 points, often (O) scores 2 points and sometimes (S) scores 1 point. A score of three showed that the principal had the skills and was utilizing them, while a score of one indicated the vice versa. The items helped solicit in-depth information on principals' leadership skills.

#### **3.6.1 Validity of the Research Instruments**

Validity refers to the degree the tools assessed the specific concept that the researcher was attempting to measure. It was linked to what considered to be true, reliable and re-testable (Green, 2004). Content validity was established in order to make sure that it reflected the



concept (principals' leadership skills and students' academic performance) in question. Construct and face validity was ascertained by the researcher to ensure that the items contained all the information that addressed the objectives of the study. Second, the supervisors and other experts in research field from the Department of Curriculum, Instructions, and Educational Management scrutinized the relevance of the items against the set objectives.

### **3.6.2 Reliability of the Research Instrument**

After establishing the validity of the instruments, the study was piloted in five schools from the neighbouring sub-county. This assisted the researcher in estimating the reliability of the instrument. Cronbach's coefficient alpha was used to estimate instruments reliability. A reliability coefficient of 0.69 for (PLS) and 0.72 for (TLSP) was established and assumed to reflect the internal reliability of the instrument as it was approximately 0.7 threshold (Orotho, 2005).

### **3.7 Data collection Procedure**

Permission to collect data in the field was obtained from the National Commission for Science, Technology and Innovation through Egerton University Graduate School. Then, the researcher visited the Sub-County Education Office (SCEO) in Nakuru North Sub-County to ask for permission to collect data in the County. The researcher also visited the Area Education Officers in charge of the Sub-County to explain reasons why the researcher was in the Sub-County. The researcher visited the sample schools and informed the principals the purpose of the intended study and booked appointments with principals and the selected teachers for data collection. On the agreed dates, the researcher self-administered the questionnaires to the respondents. The completed instruments were collected at an agreed time.

### **3.8 Data Analysis Procedure**

The researcher systematically organized collected data and analyzed data based on the objective and hypotheses of the study. Data was analyzed using descriptive statistics that is means, percentages and frequencies. Inferential statistics mainly Pearson Product Moment Correlation was used to measure the relationship of the variables. Analysis was carried out with the assistance of Statistical Packages for Social Sciences version 22. Further data analyses was categorised as in three groups on bases of schools' high performing schools B's and above, medium C's and low performing schools D's and below. The level whether the

principals' had utilized leadership skills and their impacts on students' academic performance was interpreted using the NASSP scale as follows:

- (i) Less than and equal to 50% - low level
- (ii) Greater than 50 % and equal to 70 % - average level
- (iii) Greater than 75 % - high level

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the results and discussion of the research findings on the relationship between principals' leadership skills and secondary schools students' academic performance in Nakuru North Sub-County. The chapter focused on demographic characteristic of the respondents, principals' leadership skills, teachers' perception on principals' leadership skills and student's academic performance.

#### 4.2 Questionnaire Return Rate

Respondents were given questionnaires which they filled and returned to the researcher. The questionnaire return rate is as presented on Table 2

**Table 2**  
**Questionnaire Return Rate**

<b>Category of Respondents</b>	<b>Sample</b>	<b>Questionnaire Returned</b>	<b>Percentage Return Rate</b>
Principals	27	27	100
Teachers	194	190	97%

Table 2 indicates that the response rate achieved for the two sets of questionnaires was 98.5% for both principals and teachers questionnaires. The return rate was considered adequate in providing valid and reliable presentation of the targeted population. This was attributed to the fact that the researcher administered the questionnaires personally.

#### 4.3 Demographic Characteristics of the Respondents

This section briefly describes the demographic characteristics of the respondents involved in this study. These included gender, age, professional qualifications, teaching experience, exposure to leadership and management skills in teaching training, in-service training in leadership and management skills. Respondents were further asked to indicate their gender. The results were summarized in Table 3.

**Table 3****Table 3 Distribution of the Respondents by Gender**

	Teachers		Principals	
	f	%	f	%
Male	107	55.1	16	56.6
Female	57	44.9	12	44.4
Totals	194	100	27	100

The finding shows that 56.6 % were male while 44.4% were female principals and 55.1 % were male and 44.9% female respondent teachers. The disparities indicate the male dominance in leadership as well as in teaching professional. This may be attributed to the fewer number of women educated in the society and prepared for leadership role. The findings support Republic of Kenya (2005) that proposes education should promote quality education and training to all Kenyans regardless of gender. The finding on gender in balance among teachers responds to report cited by (Arain, 2004) that shows the gender imbalance is a common phenomenon in developing countries. Age has been shown to influence how leaders behave and to some extent how they govern. This may in the long run affect their leadership. This study therefore found this variable important and sought to establish whether it has any effect on the leadership skills of the principals. Respondents were therefore asked to indicate their ages. The responses were as summarized in Table 4.

**Table 4****Distribution of the Respondents by Age**

Age	Teachers		Principals	
	f	%	f	%
20-29	59	30.4	-	-
30-39	106	54.6	12	52.2
40-49	20	10.4	10	34.8
50- above	9	4.6	5	13.0
Totals	194	100	27	100

Table 4 indicates that the age bracket of 20-29 comprised of teachers alone and there is no principal in this age bracket. It also shows majority of teachers 54.6 % and 52.2% of principals'

fall in age bracket of 30-39. Few teachers 10.4% and 34.8% of the principals are in the age bracket of 40 and above. This indicates the fact that years of service or experience are required before a person is selected to leadership position. Further, this can be attributed to the fact that one is only appointed as a principal after attaining appropriate management skills and experience in the teaching profession (Teacher service Commission 2010). Further, respondents were asked to indicate their professional qualification. The results were reported in Table 5.

**Table 5**  
**Professional Qualification of Respondents**

Qualification	Teachers		Principals	
	f	%	f	%
Untrained graduate	9	4.6	-	-
B.Ed	136	70.1	17	65.3
PGDE	26	13.4	4	17.4
M.Ed	12	6.2	4	17.4
Others	11	5.7	2	8.7
Totals	194	100	27	100

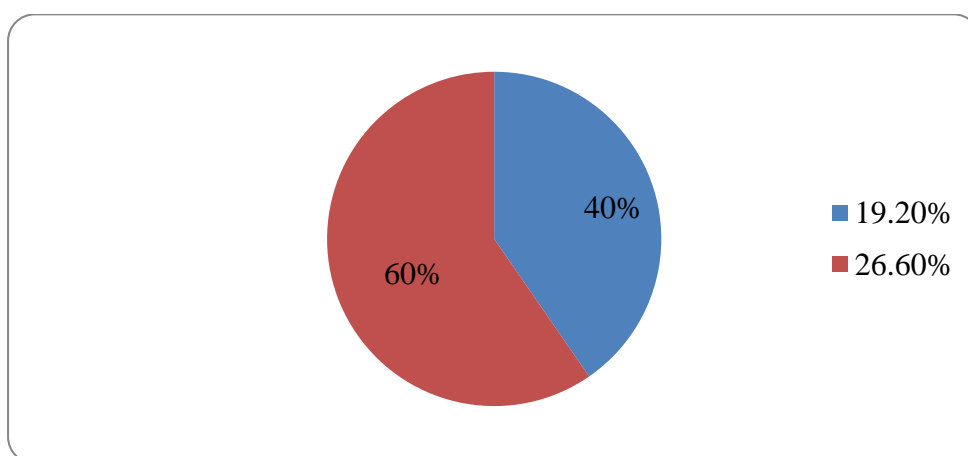
Table 5 shows that majority of teachers(70.1 % and principals 65.3% are trained to the bachelor education level while 13.4% of teachers have PGDE level and 17.4% of principals have master’s level. The result also indicates 4.6% of teachers are untrained graduate. The professional profile indicates that majority of the respondents are trained and have furthered their education. This implies that the principals are trained and certified. Research shows that fully trained and certified principals are generally better-rated and more successful in their leadership than those without preparation (Mills, 2011). The finding is also in support of UNSECO report (2012), which recommended for enhancement of principals leadership and management skills in education sector. Respondents were asked to indicate the duration that they had served as teachers. The responses were summarized in Table 6.

**Table 6**

**Work Experience of the Respondents**

Years	Teachers		Principals	
	f	%	f	%
>1	28	14.4	5	18.5
1-3	78	40.3	6	22.3
4-9	67	34.5	10	37.0
10- Above	21	10.8	6	22.2
Total	194	100	27	100

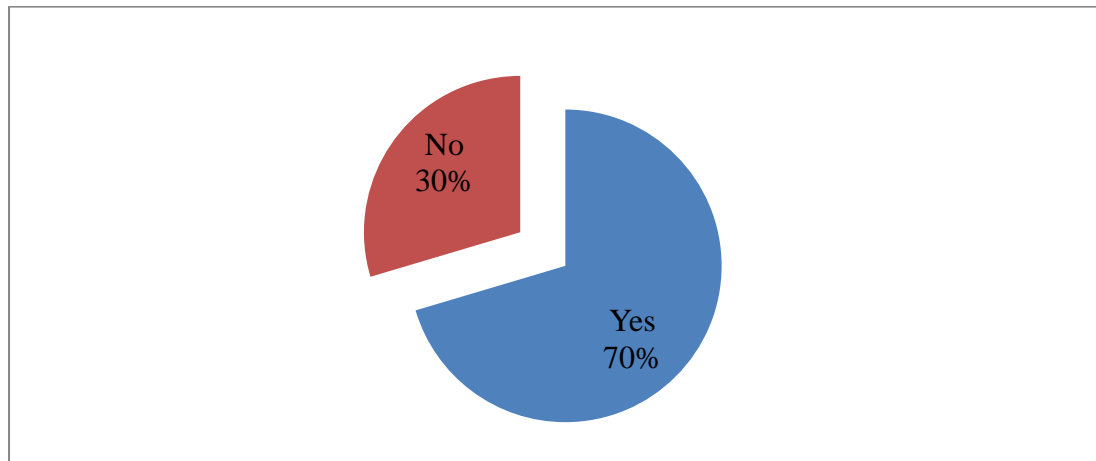
Table 6 shows that large number of teachers 40.3% had taught for at least 3 years and above. Such a period suggest a wide experience that could have enabled them to highlight the leadership skills present in their principals. 37.0 % of principals had been in leadership for at least 4 years and 21.7% had been for at least 10 years and above. Studies indicate that leadership skills are gained and improved with training and experience. The principals were asked to indicate whether they were exposed to leadership and management skills during their teacher’s training. The results were as shown in Figure 4.



**Figure 4 : Exposure to Leadership and Management Skills Courses during Teacher Training by Principals**

Figure 4 indicates that 79% of the principals agree that they had no exposure to leadership and management skills courses during their teacher training, while 21% indicated they were exposed. This suggest that majority of principals were not exposed to leadership and management courses. This was likely to affect them in leadership and management skills of

schools and even contributing to poor academic performance. Apart from the teacher's training period, principals can also be exposed to leadership and management courses through in-service training courses. The respondents were therefore asked whether they had ever participated in any such in-service training course after the introduction of the head teacher and principal's leadership courses by the Kenya Institute of Management or any other. The principal views on their participation in in-service leadership and management course is as indicated in Figure 5



**Figure 5: Principals' Participation in In-Service Training Courses**

Figure 5 shows that 70% of the respondents had participated in in-service training courses while 30 % said no. The result shows that a great majority of principals participated in in-service training courses offered by the ministry of education recently through Kenya Institute of Management. Minority of the respondents indicated to have not participated in on-going in-service training course. The findings supports Scott and Asuga (2014) that state, leadership in educational institution in an on-going requirement due to changes in the education sector. Further, principals together with their teachers were asked to suggest skills that needed enhancement in leadership and management of school. The data was analysed and summarized as in Table 7

**Table 7****Suggested Skills to Enhance Principals' Leadership**

Skills	Teachers		Principals	
	F	%	F	%
Stress management	97	56.1	22	91.6
Public relation	80	46.2	15	62.5
Communication	157	90.7	19	79.1
I.T	142	82.0	23	95.8
Resource management	162	93.6	17	70.8
Conflict management	151	87.2	21	87.5
Motivation	171	98.8	13	54.1
Delegation	80	40.2	-	-
Strategic planning	141	81.3	23	95.8

N=221

Table 7 illustrate principals and teachers suggestion on skills the principals need to enhance their leadership and management. Teachers highly indicate that their principal needs to enhance motivation skills (98.8 %), resource Management (93.6), communication (90.7%), conflict management (87.2 %) Information technology (82.0 %), and strategic planning (81.3%). The suggested skills indicate that principals' leadership enhancement training for secondary school is wanting. According to Scott and Asuga (2014), without significant attention to the preparation and development of school leaders government initiative aimed at building world class education system are unlikely to succeed. The principals' responses shows stress management (91.6 %), Information Technology (95.5 %), conflict management (87.5 %) and strategic planning (95.5) as areas that most principals require development. Information technology is a global challenge which requires digitalization of any information and carrying out strategic planning. Stress and conflict management are also challenge facing the society at large. Igharo (2014) assert that situational leadership model is recommended for secondary schools Leaders, since successful leaders adjust their styles depending on the maturity of followers, indicated by their readiness to perform in a given situation; how able and willing or confident followers are to perform required tasks. Therefore, the leader could apply a combination of the following styles: Delegation, Participation (sharing ideas), selling



(explaining decision) and Telling (giving instructions). At the end leaders cope well and reduce stress.

#### **4.4 Leadership Skills Used by Principals' to Manage Secondary Schools**

The first objective of the study sought to establish leadership skills that principals uses in management of secondary school in Nakuru North Sub- County. The skills were categorised as conceptual, human and technical making cohort of 14 statements that examined the leadership skills used by principals to manage schools. The difference in academic performance in public schools heightened the need to identify skills that facilitate the attainment of high (B's grade and above), medium (C's) and lower (D plus and below). Therefore, in order to improve the level of performance in medium and lower performing schools, it is important to first identify the skills principals have and use in their management. This may assist in understanding where the difference in students' academic performance in Nakuru North Sub-county comes in. The responses to these statement were measured on a three-point likert scale ranging from 1 to 3, (always (A) scores 3 points, often (O) scores 2 points, and sometimes (S) scores 1. A score of three showed that the principal had the skill and utilizing it, while a score of one indicated the vice versa. Tables 8, 9, 10 shows the identified skills that principal have in high (B's), medium (C's) and low (D's) performing schools.

##### **4.4. 1 Leadership Skills Used in High Performing Schools**

Respondents from best performing schools were asked to indicate the skills they use in management of their schools. The responses were recorded in Table 8

**Table 8****Leadership Skills used in Management in High, B's and above grades Performing Schools**

Statements	Response						Total score	% score
	Always		Often		Sometimes			
	F	%	f	%	f	%		
Good at identifying and solving Conflicts	2	66.6	1	33.3	0	0	7	77.8
Involves stakeholders in decision making	1	33.3	2	66.6	0	0	7	77.8
Encourage and support creativity and innovation	2	66.6	1	33.3	2	0	8	88.9
Build a shared vision, goals and an actionable school improvement plan	2	66.6	1	33.3	0	0	8	88.9
Give right support to teachers and students to meet their needs	0	70.3	2	66.6	1	33.3	5	55.6
Handle others feelings and emotions with sensitivity	2	66.6	1	33.3	0	0	8	88.9
Communicate openly and directly to school community	1	33.3	2	66.6	0	0	7	77.8
Recognise and reward individual success	2	66.6	1	33.3	0	0	8	88.9
Coordinate all school activities	0	0	2	66.6	1	33.3	5	55.6
Use delegation as means of developing others skills	2	66.6	0	0	1	33.3	7	77.8
Emphasis accountability and transparency in school	2	66.7	1	33.3	0	0	8	88.9
Operate within the school policies when issues arise	1	33.3	2	66.7	0	0	7	77.8
Manage and avail school resources as needed	2	66.7	1	33.3	0	0	8	88.9
Promote use of technology in school	1	33.3	2	66.6	0	0	7	77.8
N=3								79.38%

Table 8 shows that majority of the principals 77.8% in best performing schools supported that they are good at identifying and solving conflicts in their schools and do encourage creativity and innovation, 70.3 % agreed that they give right support to teachers and students to meet their needs and do manage and avail school resources as needed, 88.9% reported that they recognise and reward individual teachers and students success, 77.8 % reported that they always operate within the school policies when issues arises. Majority, 77.8% reported that they often use delegation as a means of developing others skills, 88.9% emphasis the aspect of accountability and transparency in their school while 88.9% reported that they handles others feeling and emotions with sensitivity. These findings concurs with Johnson (2007) claim that mentorship facilitates the exploration of needs, motivations, desired skills and thought processes that assist persons in making real lasting changes. This also concur with Bodeni (2011) findings that conflict in secondary schools takes many forms ranging from in effective administration, adolescence stage in students versus their parents and teachers, education policy and perverting conflicts on an individual and collaborative effort has a strong impact on the organization's bottom line and overall performance. Principals in high performing schools have self-efficacy that helps them to report their weak and strong area in leadership. Ruderman (2011) contend leadership efficacy plays a key role in promoting social and professional influences organization with the aim of accomplishing educational goals. Yukl (2010) agreed that good personal attributes and confidents in ones abilities is experienced openly by others and have positive influence. These explain the possible reasons why high performing schools do better than other schools. The total percentage score for overall aspects in best performing schools was averaged at 79.38% which implies that principal rated themselves at high level of having and utilizing the skills thus leading and managing their schools to achieving best performance.

#### **4.4.2 Leadership Skills used in Average Performing Schools**

Respondents from average performing schools were asked to indicate the skills they use in management of their schools. The responses were recorded in Table 9

**Table 9****Leadership Skills Used in Management in C Grade Performing Schools**

Statements	Response						Total score	% score
	Always		Often		Sometimes			
	F	%	F	%	F	%		
Good at identifying and solving conflicts	3	27.3	3	27.3	5	45.4	20	60.6
Involves stakeholders in decision making	2	18.2	5	45.4	4	36.4	20	60.6
Encourage and support creativity and innovation	3	27.3	4	36.4	4	36.4	21	63.6
Build a shared vision, goals and an actionable school improvement plan	0	0	5	45.4	6	54.6	28	48.4
Give right support to teachers and students to meet their needs	3	27.3	6	54.6	2	18.2	23	69.6
Handle others feelings and emotions with sensitivity	2	22.2	4	36.4	5	45.4	19	57.5
Communicate openly and directly to school community	4	44.4	6	54.6	1	9.0	25	75.7
Recognise and reward individual success	4	36.4	5	45.4	2	18.2	24	72.7
Coordinate all school activities	3	27.3	5	45.4	3	27.3	23	69.6
Use delegation as means of developing others skills	2	18.2	5	45.4	4	36.4	20	60.6
Emphasis accountability and transparency in school	2	18.2	4	36.4	5	45.4	19	57.5
Operate within the school policies when issues arise	3	27.3	4	36.4	4	36.4	21	63.6
Manage and avail school resources as needed	6	54.6	2	18.2	3	27.2	25	75.7
Promote use of technology in school	4	36.4	4	36.4	3	27.3	23	69.6
N=11								64.64%

Table 9 shows that 60.6% of the principals from medium performing schools use decision making skill by involving stakeholders and identify and solve conflicts in their schools, 63.6% encourages and supports creativity/ innovation, 75.7% reported to use communicate openly and directly to school community, 72.7% reported to use motivational skill by recognition and

rewarding individual success, 57.5% agreed to employ emotional intelligence skill by often handling others feelings and emotions with sensitivity. In additional, some respondents reported that they emphasis accountability and transparency 57.5% and others reported to often use delegation skill as means of developing other skills 60.6%. The finding also indicated that 63.6% of the respondents employ policy management skills sometimes. Averagely skilled persons are less motivated hence does little to motivate others (Mary, 2015). Principals who are motivated in their roles take charge to evaluate the situations and involve the stakeholders in reshaping the institution in achieving the best. Further, Robbins and Coulter (2007) agreed that state of comfort zone is taken mostly by average performance and poses danger in education institution. In additional, motivated leaders energize, direct and sustain staff focus in attaining the stated goals in an organization. On the overall, this suggests that principals from medium performing schools employ different skills on average basis which may indicates where the difference arises in students' academic performance as compared to high performing schools. The overall total score for the aspects of skills utilization in medium performing schools was 64.64 % which was average.

#### **4.4.3 Leadership Skills used in Low Performing Schools**

Respondents from low performing schools were asked to indicate the skills they use in management of their schools. The responses were recorded in Table 10

**Table 10****Leadership Skills used in Management in Low, D's and Below Grades Performing Schools**

Statements	Response						Total score	% score
	Always		Often		Sometimes			
	f	%	f	%	f	%		
Good at identifying and solving conflicts	3	23.1	4	30.7	6	46.2	22	47.4
Involves stakeholders in decision making	1	7.6	5	38.5	7	53.9	20	51.3
Encourage and support creativity and innovation	2	15.3	0	15.3	11	84	17	43.6
Build a shared vision, goals and an actionable school improvement plan	2	15.3	3	23.1	8	61.5	20	43.3
Give right support to teachers and students to meet their needs	2	15.3	5	38.5	6	46.2	22	56.4
Handle others feelings and emotions with sensitivity	3	23.1	6	46.2	3	23.1	18	42.2
Communicate openly and directly to school community	2	15.3	6	46.2	5	38.5	23	53.9
Recognise and reward individual success	1	7.6	3	23.1	10	84.6	19	48.7
Coordinate all school activities	1	7.6	1	7.6	11	84.6	16	41.0
Use delegation as means of developing others skills	4	30.7	4	30.7	5	38.5	25	54.1
Emphasis accountability and transparency in school	2	15.3	2	15.3	9	69.2	19	48.7
Operate within the school policies when issues arise	1	7.6	1	7.6	11	84.6	16	41.0
Manage and avail school resources as needed	2	15.13	8	61.5	3	23.1	21	53.8
Promote use of technology in school	2	15.3	5	38.5	6	46.2	22	56.4
N=13								48.7%

Table 10 shows that respondents from low performing schools 43.3% indicated that they build a shared vision, goals and actionable school improvement plan (strategic planning skill), 53.8% reported to often manage and avail school resources as needed, an average, 56.4% reported that they give right support to teachers and students to meet their need, recognise and rewards individual success and promote use of technology in schools. In additional, 54.1 % agreed to use delegation as a means of developing others skills, 48.7% reported to emphasis accountability and transparency in their schools. On the contrary, principals from low performing schools reported to have and use management skills below average. The findings are in consistent with KIPPRA (2009) which indicates that secondary school principals understanding of policies help them remain result-oriented and focused on the outputs. Seashore (2010) profoundly stated that principals are key ingredient towards students' performance especially in low performing school. The findings support Seuss (2015) who suggested that school leadership must be able to set direction, develop the teachers and redesign the organization, fail to; students' performance is affected greatly. Principals must take their role with great weight, accept it and utilise it for the betterment of the teachers and students. The findings overall indicates that the possession and utilization of skills in low performing schools scored an average of 48.7% which below average.

#### **4.4.4 Overall Principals' Leadership Skills Used in Management**

The overall level of principals' leadership skills varied among the high, medium and low performing schools. The findings show that principals in high performing schools have and utilize the three categories of skills (conceptual, human and technical). Among the skills that were rated high in high performing schools under conceptual skills includes; identification and solving of conflicts (77.8%), Decision making (77.8%) creativity and innovation (88.9%) build a shared vision, goals and actionable plan (88.9%). Under human skill the skills that were rated high included; handle others feelings and emotions with sensitivity (88.9%), recognize and rewards success, use delegation as means of developing others skills (77.8%). Lastly, under the technical skills, principals high in performing school emphasized accountability and transparency (88.9%) and managed and availed school resources as needed (88.9%). The above highlighted skill indicates to have a positive impact on performance of students. The skills were rated averagely or below average among the medium and low performing schools.

The overall level of principals' leadership skills used in management of schools was computed by summing up the three dimensional index scores as illustrated in Table 8, 9 and 10. The leadership skills used in management in high performing B's grade and above, medium performing C's grade and low performing D's grade reliability coefficient was at  $\alpha = 0.693$ ). This was done so as to reflect and capture the concept of principals' leadership skills. The overall principals' leadership skills index score was 65.14 %. This implies that the principals rated themselves as average on their leadership skills in management of schools. This may be attributed to the fact that majority of the respondents rated their leadership skills on the three categories of skills; human, conceptual and technical as in adequate especially principals from medium and low performing school. This in effect may mean that they were not trained in and had not participated in on in-service course. This findings are in consistent with those from Asuga and Scot's study (2014) who found that preparedness and continuous development of school leadership in 21<sup>st</sup> century had positive feedback in education achievement and the vice versa affect the schools overall performance. Denny'O (2010) findings indicate that principals determine the active managerial climate and culture, and the amount of teacher and parent input, in academic social spheres in a school setting. Crossman and Harris (2006) asserted that principals who possess leadership skills create environment that fosters interrelationship between teachers and students and among teachers themselves.

#### **4.5 Teachers' Perception on Principals Leadership Skills**

The second objective of this study sought the teacher's perception of leadership skills possessed by their principals to manage secondary school in Nakuru North Sub-County. Leadership is the epicentre in any organisation's (school) running and it is the determinant factor for achievement of the stated goals. Therefore, effective leadership in secondary school is of paramount importance for the ever changing education system hence needs for principals to re-appraise their capacities to handle the changes. In order, to improve principals' leadership in school, it is important to first identify their skilfulness. This assisted in understanding the principals' perceptions of their self-efficacy and ability to effectively lead. The responses to these statement were measured on a three-point likert scale ranging from 1 to 3, (always (A) scores 3 points, often (O) scores 2 points, and sometimes (S) scores 1. A score of three showed that the principal had the skill and was utilizing it, while a score of one indicated the vice versa. Table 11, 12, and 13 shows the rating of statement on teachers' perception of leadership skills possessed by their principals in high (B's), medium (C's) and low (D's) grades performing schools.



#### 4.5.1 Teachers' Perception on Principal Leadership Skills in High Performing Schools

Respondents from high performing schools were asked to indicate their perception on leadership skills used in management of their schools. The responses were recorded in Table 11.

**Table 11**  
**Teachers' Perception Leadership Skills in High B's and above Grades Performing Schools**

Statements	Response						Total score	% score
	Always		Often		Sometimes			
	f	%	f	%	f	%		
Good at identifying and solving conflicts	9	37.6	11	45.8	4	16.6	53	73.6
Involves stakeholders in decision making	14	58.3	5	20.8	4	16.6	56	77.8
Encourage and support creativity and innovation	12	50.0	7	29.2	5	20.8	55	76.4
Build a shared vision, goals and an actionable school improvement plan	6	25.0	13	54.1	5	20.8	49	68.1
Give right support to teachers and students to meet their needs	15	62.5	6	25.0	3	12.5	60	83.3
Handle others feelings and emotions with sensitivity	17	70.8	5	20.8	2	8.3	63	87.5
Communicate openly and directly to school community	16	66.7	5	20.8	3	12.5	61	84.7
Recognise and reward individual success	18	75.0	4	16.6	2	8.3	64	88.8
Coordinate all school activities	9	47.0	8	33.3	7	29.2	50	69.4
Use delegation as means of developing others skills	10	41.7	9	37.6	5	20.8	53	73.6
Emphasis accountability and transparency in school affairs	17	70.8	4	16.6	3	12.5	62	86.1
Operate within the school policies when issues arise	13	54.1	6	25.0	5	20.8	56	77.8
Manage and avail school resources as needed	11	45.8	7	29.2	6	25.0	53	73.6
Promote use of technology in school	11	45.8	10	41.7	3	12.5	56	77.8
N= 24								78.5%

Table 11 shows that majority of the respondents from high performing schools 88.8% perceived their principals good at recognising and rewarding individual success, 77.8% supported the fact that they involve stakeholders in decision making, 83.3% agree that they give right support to teachers and students to meet their needs, 86.1% perceived their principal as accountable and transparent in school affairs, 77.8% agree that they operate within school policies when issues arises, while a majority of 84.7% reported that their principals communicate openly and directly to school community. However, 73.6% reported that their principals often identify and solve conflicts, 68.1% agreed that they build a shared vision, goals and an actionable school improvement plan and 73.2% reported that their principals use delegation as means of developing others skills. These findings are in consistent with Robbins and Coulter (2013) argument that states motivation is a process by which a persons' (employees) efforts are re-energized, directed, and sustained towards attaining a stated goal; thus facilitating consistent in performance. The finding showed that teachers' who perceive their principals as skilled and utilizing the skills do better in their teaching career and it is reflected in the students' performance. Research shows that effective leaders have skills that strength the school's culture, modify organizational structures and build collaborative processes (Seuss, 2015). The overall total scores for teacher's perception on their principals' leadership skills was 78.5% which was high.

#### **4.5.2 Teachers' Perception Principals' Leadership Skills in Average Performing Schools**

Respondents from Average performing schools were asked to indicate their perception on leadership skills used in management of their schools. The responses were recorded in Table

12

**Table 12****Teachers' Perception on Principals' Leadership Skills in Medium C's Grades****Performing Schools**

Statements	Response						Total score	% Score
	Always		Often		Sometimes			
	F	%	f	%	f	%		
Good at identifying and solving conflicts	27	35.1	42	54.5	8	10.4	173	74.8
Involves stakeholders in decision making	21	27.2	45	60.3	11	14.3	164	70.9
Encourage and support creativity and innovation	19	24.7	39	50.6	19	24.7	154	66.6
Build a shared vision, goals and an actionable school improvement plan	26	33.7	51	66.2	0	0	180	77.9
Give right support to teachers and students to meet their needs	20	25.9	35	44.5	22	28.5	152	65.8
Handle others feelings and emotions with sensitivity	20	25.9	32	41.5	25	32.5	155	67.1
Communicate openly and directly to school community	20	25.9	39	50.6	18	23.4	156	67.5
Recognise and reward individual success	21	27.2	32	41.5	24	31.1	151	65.3
Coordinate all school activities	15	19.5	29	37.6	33	42.8	136	58.8
Use delegation as means of developing others skills	22	28.5	26	33.7	29	37.6	147	63.0
Emphasis accountability and transparency in school	37	48.0	20	25.9	20	25.9	171	74.0
Operate within the school policies when issues arise	23	29.8	34	44.1	20	25.9	157	67.9
Manage and avail school resources as needed	22	28.5	29	37.6	26	33.7	150	64.9
Promote use of technology in school	18	23.4	20	25.9	39	50.6	133	57.5
N=77								67.3%

Table 12 shows that most of the teachers in medium performing schools 74.8% indicated that their principals identify and solve conflicts, an average of 70.9% reported that their principals involves stakeholders in decision making and 77.9% indicated that they build a shared vision, goals and an actionable school improvement plan, 65.8% reported that they give right support to teacher and students to meet their needs, 65.7% were for the opinion that their principals communicate openly and directly to school community, 67.9% supported that their principals operate within the school policies when issue arise. On the contrary, 63.0% indicated that their principals uses delegation as means of developing others skills, 58.8% coordinate all school activities and 57.5% reported that their promote technology. On the overall, this suggests that although teachers rated majority of the aspects above average, they were averagely satisfied with their principals' skilfulness in some areas such as in giving right support to teachers and students to meet their needs and in solving of conflicts. The overall total scores for teacher's perception on their principals' leadership skills was 67.3% which was average. Wallace (2012) findings indicated that average performing leadership fails to steer the motives of their teacher and students especially in performance. Further, Seashore (2010) contend that there are hidden potential which the average performing students that can be exhaustively discovered with leadership that is committal to task. The foundation for being an effective principal is establishing a school-wide vision and commitment to high standards and success of all students.

#### **4.5.3 Teachers' Perception on Principals' Leadership Skills in Low Performing Schools**

Respondents from low performing schools were asked to indicate their perception on leadership skills used in management of their schools. The responses were recorded in Table 13.

**Table 13**  
**Teachers' Perception on Principals' Leadership Skill Low D's Grades Performing**  
**Schools**

Statements	Response						Total Score	% Score
	Always		Often		Sometime			
	f	%	f	%	f	%		
Good at identifying and solving conflict	18	19.7	21	23.0	52	57.1	123	45.0
Involves stakeholders in decision making	29	31.8	28	30.7	34	37.3	177	64.8
Encourage and support creativity and innovation	0	0	32	35.2	59	64.8	123	45.0
Build a shared vision, goals and an actionable school improvement plan	11	12.1	18	19.7	62	68.1	131	47.9
Give right support to teachers and students to meet their needs	15	16.4	20	21.9	56	61.5	141	51.6
Handle others feelings and emotions with sensitivity	10	10.9	20	21.9	69	75.8	139	50.9
Communicate openly and directly to school community	14	15.3	15	16.4	62	68.1	134	49.0
Recognise and reward individual success	14	15.3	13	14.3	64	70.3	132	48.3
Coordinate all school activities	16	17.5	14	15.3	60	65.9	136	49.8
Use delegation as means of developing others skills	7	7.6	12	13.1	72	79.1	107	39.1
Emphasis accountability and transparency in school	20	40.7	20	31.8	51	27.5	151	55.3
Operate within the school policies when issues arise	15	16.4	19	20.8	57	62.6	135	49.4
Manage and avail school resources as needed	15	16.4	18	19.7	58	63.7	139	50.9
Promote use of technology	7	7.6	10	10.9	74	81.3	115	42.1
N=91								49.2%

Table 13 reported the perception of teachers in low performing schools where 51.6% respondents indicated that their principals give right supports to teachers and students to meet

their needs. 45% agreed that their leader was good at identifying and solving conflicts. Again, 45% of the respondents were of the opinion that their principals encourages and support creativity and innovation. 48.3% reported that their principals recognise and rewards individuals success, 47.9% reported that their principals build a shared vision, goals and an actionable school improvement plan. However, 53.3% recognised that their principals' emphasis accountability and transparency in school and 64.8% also indicated that their principals involve stakeholders in decision making. Use of delegation as way of developing other skills by principal was way rated low at 39.1%. The overall reporting of teacher's in low performing schools shows that principals may have the skills but the utilization was rated very low. Whereby, teacher's response skewed on the negative side. In addition, the overall total score for teacher's perception on their principals' leadership skills in low performing schools was averaged at 49.2% which was below average.

Robison (2008) stated that leadership in relation to students' performance results from teachers' satisfaction and commitment and further stated that the role of a principal was to create that satisfaction in teachers by motivating and recognising their role. Conversely, the least effective principals lose a greater share of their most effective teachers. In fact, ineffective principals not only drive effective teachers out of their school; they lower their motivation and focuses in their teaching professional and engage in their personal activities other than teaching (Branch, Hanushek & Rivkin, 2012).

#### **4.5.4 Overall Teacher's Perception on Principals' Leadership Skills Used in Management**

The overall level of Teacher's Perception on Principals' Leadership Skills varied among the high, medium and low performing schools. The findings show that teachers in high performing school perceived their principals having and utilizing the three categories of skills (conceptual, human and technical). Among the skills that were rated high in high performing schools under conceptual skills includes; identification and solving of conflicts (73.6%), Decision making (77.8%) creativity and innovation (76.4%) build a shared vision, goals and

Actionable plan (88.9%). Under human skill the skills that were rated high included; handle others feelings and emotions with sensitivity (87.5%), recognize and rewards success (88.8%), use delegation as means of developing others skills (77.8%), communicate openly and directly to school community. Lastly, under the technical skills, principals high in performing school emphasized accountability and transparency (86.1%) and managed and availed school resources as needed (73.6%). The above highlighted skill shows to have a positive impact on performance of students. The skills were rated averagely or below average among the medium and low performing schools.

The overall level of teachers' perceptions on principals' leadership skills used in management of schools was computed by summing up the dimensional index scores as illustrated on Table 11, 12 and 13. The leadership skills used in management in high performing B's grade and above, medium performing C's grade and low performing D's grade had reliability coefficient,  $\alpha = 0.693$ ). This was done so as to reflect and capture the concept of teacher perceptions on principals' leadership skills. The overall teachers' perception on principals' leadership skills index score was 65.0 %. This implies that the teachers perceived their principals as average on their leadership skills in management of schools. This in effect may mean that they were not trained in and had not participated in on in-service course. This findings are in consistent with those from Asuga and Scot's study (2014) who found that preparedness and continuous development of school leadership in 21<sup>st</sup> century had positive feedback in education achievement and the vice versa affect the schools overall performance. Denny'O (2010) findings indicate that principals determine the active managerial climate and culture, and the amount of teacher and parent input, in academic social spheres in a school setting.

#### **4.6 Relationship between Principals' Leadership Skills Used in Management and Students' Academic Performance**

The study sought to determine the relationship between principals' leadership skills used in management and the students' academic performance. This was guided by a null hypothesis which stated that there is no significant relationship between principals' leadership skills and secondary school students' academic performance. Pearson's Correlation Coefficient was employed to determine the strength and the direction of the relationship between the two variables (Principals' leadership skills and academic performance. Principals' leadership skills index score was treated as the independent variable while the students' academic performance grand means index score was treated as the dependent variable in Table 14, 15 and 16.

**Table 14****High Performing Schools Mean Grades 2011-2014**

School	Mean Scores				
	2011	2012	2013	2014	Grand Ms
S 1	10.141	9.668	9.522	9.708	9.759
S 2	9.076	9.295	9.263	9.029	9.165
S 3	7.58	8.280	8.252	8.316	8.107
<b>Average Grand Ms</b>					<b>9.010</b>

Table 14 shows three schools that have maintained KCSE mean grade of B and above over years in Nakuru north sub-county.

**Table 15****Medium Performing Schools Mean Grades 2011-2014**

School	Mean Scores				
	2011	2012	2013	2014	Grand Ms
S 1	7.53	6.75	7.45	7.354	7.271
S 2	5.424	6.238	5.649	6.422	5.933
S 3	6.38	6.62	6.59	6.307	6.474
S 4	5.841	5.797	5.257	6.217	5.778
S 5	6.486	6.063	6.26	6.088	6.224
S 6	5.468	5.98	6.082	6.036	5.891
S 7	5.468	5.9	5.312	5.687	5.591
S 8	5.637	5.567	5.019	5.472	5.423
S 9	4.851	4.411	4.789	5.248	4.824
S 10	4.523	5.409	5.203	4.734	4.967
S 11	5.956	5.409	5.203	5.623	5.547
<b>Average Grand Ms</b>					<b>5.811</b>

Table 15 shows the KCSE performance of 11 secondary schools in Nakuru North Sub-County. The schools consecutively recorded mean grade of C's for the last four years. The schools were categorised as medium performing in the study. The deviation from one year to another was small showing stagnation.



**Table 16****Low Performing Secondary Schools Mean Grades 2011-2014**

School	Mean Scores				
	2011	2012	2013	2014	Grand Ms
S 1	4.404	4.175	4.735	4.388	4.425
S 2	-	4.154	4.257	4.291	4.234
S 3	4.674	4.074	3.857	4.150	4.188
S 4	-	4.07	4.093	3.745	3.969
S 5	-	3.4	2.769	3.693	3.287
S 6	3.022	3.736	3.788	3.661	3.551
S 7	-	3.539	3.451	3.8	3.596
S 8	-	3.324	3.196	4.15	3.556
S 9	4.055	3.4	4.618	3.654	3.931
S 10	-	2.915	3.827	3.576	3.439
S 11	3.54	3.38	3.586	3.052	3.389
S 12	-	2.625	2.857	2.913	2.79
<b>Average Grand Ms</b>					<b>3.409</b>

Table 16 shows the performance of 12 secondary school in Nakuru North Sub-County that have recorded an aggregate mean of D's grade for the last three and four years. The inception of these schools varies where some have been on the operation more than ten years and others five years. The mean grades of these schools have remained low.

In view of the schools performance there was need to find out relationship between principals' leadership skills and students' academic performance. This was carried out using Pearson's Correlation. The results are as shown in Table, 17, 18 and 19.

**Table 17****Correlation of Conceptual Leadership Skills and Students' Academic Performance****Paired Samples Test**

Paired Differences								
95% Confidence								
Interval of the								
Difference								
	Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 skill - score	6.4490E1	12.201	7.044	34.182	94.798	9.155	2	.012

## Hypothesis testing

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

$\alpha = 0.05 = 5\%$  significance level (confidence limit = 95%) since  $p$  (value) = 0.012 < significance level = 0.05, we reject the null hypothesis.

Table 17 shows there was a significant correlation between principals' conceptual leadership skills and students' academic performance ( $p=0.012$ ). Conceptual skills are more on the integrity of a leader that needs to be high in order to oversee the institution as a whole. In the school, the skill involves understanding how the school departments work together for the best performance.

**Table 18****Correlation of Leader Human Skills and Students' Academic Performance****Paired Samples Test**

Paired Differences								
95% Confidence								
Interval of the								
Difference								
	Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 skill -score	6.4260E1	10.313	5.954	38.638	89.881	10.791	2	.008

Hypothesis testing

$H_0: \mu_1 = \mu_2$

$H_1: \mu_1 \neq \mu_2$

$\alpha = 0.05 = 5\%$  significance level (confidence limit = 95%) since  $p(\text{value}) = .008 < \text{significance level} = 0.05$ , we reject the null hypothesis.

Table 18 indicated there was also significant correlation between principals’ human skills and students’ academic performance ( $p=0.008$ ). Human skills in school setup allow the principals’ to interact with school community members openly. The leader also influences the stakeholders positively in the achievement of the organization goals.

**Table 19**  
**Correlation of Leader Technical Skills and Students’ Academic Performance**  
**Paired Samples Test**

		Paired Differences								
		Std.		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)		
Mean	Deviation	Mean	Error	Lower	Upper					
Pair 1	Skill-score	6.5290E1	9.655	5.575	5.575	41.305	89.275	11.712	2	.007

Hypothesis testing

$H_0: \mu_1 = \mu_2$

$H_1: \mu_1 \neq \mu_2$

$\alpha = 0.05 = 5\%$  significance level (confidence limit = 95%) since  $p(\text{value}) = 0.007 < \text{significance level} = 0.05$ , we reject the null hypothesis.

Table 19 shows a strong correlation between principals’ technical leadership skill and students’ academic performance. Technical skills have relationship as with the instructional ability of teachers. The strong correlation finds strength from the teachers training where all the teachers are trained on instructional skills.

Overall the results in Table 17, 18 and 19 indicates that there was positive relationship between principals' leadership skills and students' academic performance as computed. The (P= values) as per the three categories of skills: conceptual (p= 0.012, human (p=0.008) and technical (p=0.007) shows that possession and utilization of skills have impact on students' academic performance. The variation in scores on various skills as indicated on table 7, 8 and 9 shows that principals in high performing schools scores high percentages as compared with low performing schools.

This may suggest that the more the principals are experienced and skilled in conceptual, human and technical skills the higher the academic performance and vice versa. Therefore, highly skilled principals, the higher they determine and maintain good academic performance in their schools. These finding are in consistence with Kochamba and Murray's (2010) studies that indicated principals need a multitude of skills to enhance academic performance. Similarly, Supovitz, Sirides and May (2010) study found that principals possession of leadership skills, technical, human and conceptual has a positive correlations on school performance, led to promotion of healthy school climate, fostered collaboration and communication around institution. Further, the findings support Fullan' (2013) finding that stated that skilled principals with wide range of preparations, experiences in academia and integrate both and led their institution with a vision that glare to higher academic performance. Hence, poorly performing school may be attributed to the fact that principals who had fewer years of experiences, less skilled in leadership or their integration of the three categories of skills, conceptual, human and technical was poor. This findings were in consistent with Asuga and Scott (2014) claims that preparedness and continuous development of school leadership in 21<sup>st</sup> century had positive feedback in education achievement and the vice versa affect the schools overall performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the research findings, conclusions and recommendations based on the study. The study sought to establish the relationship between principals' leadership skills and secondary school students' academic performance in Nakuru North Sub-County. The study was guided by the following objectives.

- (i) To identify leadership skills that principals use in management of secondary schools in areas of technical, human and conceptual skills in Nakuru North Sub-County.
- (ii) To establish teachers' perception on principals' leadership skills in secondary schools in Nakuru North Sub-County.
- (iii) To establish the relationship between principals' leadership skills and academic performance in secondary schools in Nakuru North Sub-County.

A sample of 27 principals and 194 teachers participated in the study. Data was collected using two sets of questionnaires (principals' leadership skills questionnaire (PLSQ) and teachers' perceptions on principals' leadership skills questionnaire (TPLSQ) and analyzed data with the help of SPSS.

#### 5.2 Summary of the Findings

The following are the findings of the study:

- i. The study revealed that leadership skills that principals use in management of secondary schools which influence positive academic performance include; solving of conflicts, decision making, creativity/innovation, strategic planning under conceptual skills. Secondly, intelligence emotions, motivation, delegation and communication under human skills. Lastly, management of school resources and use of technology under technical skills.
- ii. The finding established that teachers' who have positive perception on their principals' leadership skills do better in their teaching career and it is reflected in the students' performance.
- iii. The study established that there was a positive relationship between principals' leadership skills and students' academic performance; the  $p$  (values) as per the three

categories of skills indicated a strong relationship. (Conceptual skills  $p= 0.012$ , human skills  $p= 0.008$  and  $0.007$  at significant level of  $0.05$ ).

### **3 Conclusion of the Study**

The main conclusions of the study are as follows:

- i. Principals who have and utilize conceptual, human and technical skill in management of their school have a positive influence that leads to students' academic performance.
- ii. Teachers who perceive their principals having leadership skills in the three categories and utilizing them contribute to teaching instructions and academic performance of their students.
- iii. There was a positive correlation between principals' leadership skills (conceptual  $P=0.012$ , Human  $p=0.008$  and technical  $p=0.007$ ) and students' academic performance.

### **5.4 Recommendations**

Every research bears some implications. The present study revealed that there was a relationship between principals' leadership skills and secondary school students' academic performance. The conclusions drawn from this study imply the following:

- i. Teachers' training institution should expose trainees to in-depth leadership and management preparations in conceptual, human and technical skills.
- ii. Mechanisms should be put into place to uplift principals' leadership skills through in-service programmes designed to enhance the three categories of skills; conceptual, human and technical.
- iii. The Ministry of Education should steer the opening of more leadership and management oriented institutions to enhance leadership in education sector.
- iv. Benchmarking should be done between poorly and best performing schools to bridge the gap between principals' leadership and students' academic performance.

### **5.5 Suggestions for Further Research**

When research reaches a stage of its completion, it provides sufficient insights to the researcher to visualize further research areas related to the problem. Some suggestions are given below that may help to explore related areas.

- i. More comprehensive studies should be undertaken to include a larger population in order to ascertain or not whether the effects of organizational leadership transcends to other Counties and sub-Counties.
- ii. The level of the adequacy of the skills for the achievement of school academic performance
- iii. Motivational dimension of school culture and its contribution to school performance

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## APPENDICES

### APPENDIX I: PRINCIPALS' LEADERSHIP SKILLS QUESTIONNAIRE (PLS)

I'm a student at Egerton University taking a Masters of Education Degree. The purpose of this study is to find out The Relationship between Principals' Leadership Skills and Secondary School Students' Academic Performance in Nakuru North Sub-County, Kenya. Please answer all the items given in this questionnaire as honestly and accurately as possible. Put a tick mark (✓) in the column which you think is appropriate for you response the information you give will be treated confidentially. Thank you for your cooperation.

#### GENERAL INSTRUCTIONS

1. Please respond to the items given in this scale as honestly and accurately as possible.
2. All your responses will be treated confidential and will be used for the purpose of this study only.
3. Kindly complete the preliminary information in section A before responding to the questions in section B by putting a tick (✓) against the given alternative appropriate for you on the scale

#### SECTION A: PRELIMINARY INFORMATION

4. Name of your school \_\_\_\_\_
5. Gender (kindly tick one) Male  Female
6. Age bracket in years 30-49  40-49  Above 50
7. Which one of the following grades indicates your highest professional qualifications?
  - a) Untrained graduate
  - b) Trained graduate with B.Ed.
  - c) Post-Graduate Diploma in Education
  - d) Master of Education
  - e) Other (specify) \_\_\_\_\_
8. Please indicate the number of years for which you have served as a secondary school principal Less than one year  1-3yrs  4-9yrs  above10yrs
9. During your teaching training, were you exposed to extensive leadership and management skills that you now need in your leadership Yes  No
10. Over the last five years, have you participated in any in-service training course on the leadership and management?

a) If Yes, kindly outline the area (s) that were covered

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b) If not, state whether you would like to participate in such program

Yes  No

c) If Yes, kindly outline areas of concentration you would prefer

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## SECTION B: PRINCIPALS' LEADERSHIP SKILLS

The following statements are concerned with your principals' leadership competences in areas of conceptual, human and technical skills to lead secondary school into academic performance. Please indicate the degree of agreement you attach to each of the following statements. Put a tick mark (√) in appropriate space which you think best express your views

Key

A=Always                      O=Often                      S=Sometimes

**Conceptual skills:** - refers to leadership knowledge of all the activities taking place in an education institution, ranging from teaching, decision making, creativity/ Innovation, strategic thinking, mentorship/Coaching conflict management

**Human skills:** refers to inter/ intrapersonal awareness and intelligence emotional in a leader that recognize, awakens and respect human dignity

**Technical skills:** Refers to the leaders' abilities to use processes, practices, technique, and tool in an organization.

		Always	Often	Sometimes
1	I am good at identifying and solving conflicts			
2	I provide opportunity for input during decision making			
3	Encourage and support creativity and innovation			
4	Build a shared vision, goals and an actionable school improvement plan			
5	Give the right support to teachers and students to meet their needs			

6	Handle others feelings and emotions with sensitivity			
7	Communicate openly and directly to school community			
8	Recognize and reward individual success			
9	Coordinate all school activities			
10	Use delegation as means of developing others skills			
11	Emphasis accountability and transparency in school affairs			
12	Operate within the school policies when issues arise			
13	Manage and avail school resources as needed			
14	Promote use of technology in school			

## APPENDIX II: TEACHERS' LEADERSHIP SKILLS PERCEPTION (TLSP )

I'm a student at Egerton University taking a Masters of Education Degree. The purpose of this study is to find out The Relationship between Principals' Leadership Skills and Secondary School Students' Academic Performance in Nakuru North Sub-County, Kenya. Please answer all the items given in this questionnaire as honestly and accurately as possible. Put a tick mark (✓) in the column which you think is appropriate for you response the information you give will be treated confidentially. Thank you for your cooperation.

### GENERAL INSTRUCTIONS

1. Please respond to the items given in this scale as honestly and accurately as possible.
2. All your responses will be treated as confidential and will be used for the purposes of this study only.
3. Kindly complete the preliminary information in section A before responding to the questions given in section B by putting a tick (✓) against the given alternative appropriate for you on the scale.

### SECTION A: PREMINARY INFORMATION

4. Name of your school \_\_\_\_\_
5. Gender (kindly tick one)      Male            Female
6. Age bracket in years 20-29       30-39       40- 49       above 50
7. Which one of the following grades indicates your highest professional qualifications?
  - a) Untrained graduate
  - b) Trained graduate with B. Ed
  - c) Post-Graduate Diploma in Education
  - d) Master of Education
  - e) Other (specify) \_\_\_\_\_
8. Please indicate the number of years for which you have served as a Secondary school Teacher. (Kindly tick one)      Less than one year            1-3 yrs.            4-9yrs        
Above 10yrs
9. During your teaching training, were you exposed to extensive school Leadership and management skills which you expect to be demonstrated by your principal?  
Yes            No



a) If yes, which types of skills?

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b) If not, which would you like to be imparted to you

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10. Over the last five years, has your principal participated in any in-service training course on the leadership and management skills      Yes            No     

If yes, kindly outline the area (s) that he/she participated in

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a) if not, state whether you would like him/her to participate in such a programmes

Yes            No     

b) If yes, kindly outline areas of concentration you would prefer him/her to attend

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## SECTION B: TEACHERS' LEADERSHIP SKILLS PERCEPTION

The following statements are concerned with your experience of your principals' leadership competences in areas of conceptual, human and technical skills to lead secondary school into academic performance. Please indicate the degree of agreement you attach to each of the following statements. Put a tick mark (✓) in appropriate space which you think best express your views

Key

A=Always (score=3)

O=Often (score= 2)

S=Sometimes (score=1)

**Conceptual skills:** - refers to leadership knowledge of all the activities taking place in an education institution, ranging from teaching, teaching methodology, curriculum, discipline, planning, policy development and system development.

**Human skills:** refers to emotional intelligence, communication, motivation and coordination.  
Delegation in a leader that recognize, awakens and respect human dignity

**Technical skills:** Refers to the leaders' abilities to use processes, practices, technique, and tool in an organization. The technical skills involves; financial control, policy management, resource management, technology and computer.

		Always	Often	Sometimes
1	I find the principal good at identifying and solving problems			
2	My principal provide opportunity for input during decision making			
3	Encourage and support creativity and innovation			
4	Build a shared vision, goals and an actionable school improvement plan			
5	Give the right type of support to teachers and students to meet their needs			
6	My principal handle others feelings and emotions with sensitivity			
7	My principal communicate openly and directly to the school community			
8	Recognise and reward individual accomplishments			
9	Coordination of school activities have helped him to achieve his best			
10	Use delegation as means of developing others skills			
11	Emphasis accountability and transparency in school			
12	Operate within the school policies when issues arise			
13	Manage and avail school resources as needed			
14	Promote use of technology in school			

**APPENDIX III: LETTER OF AUTHORIZATION FROM SUB-COUNTY**

**DIRECTOR OF EDUCATION**

**MINISTRY OF EDUCATION  
SCIENCE AND TECHNOLOGY  
State Department of Education**

Telegrams: "LEARNING"  
Telephone: 020-2103613  
When replying please quote



COUNTY DIRECTOR EDUCATION  
NAKURU COUNTY  
P.O. BOX 50,  
**NAKURU**

**NKU/N/ED/SS/59/1**

**16<sup>TH</sup> MARCH 2015**

**TO ALL PRINCIPALS  
PUBLIC SECONDARY SCHOOLS  
NAKURU/NORTH SUB-COUNTY**

**RE: MARY GATHONI KARIUKI PERMIT NO. NACOSTI/P/15/1047/4680**

The above named person has been granted authority to carry out a research on “**Relationship between principals’ leadership skills and secondary school students’ academic performance in Nakuru North Sub-County, Kenya**” up to December 31<sup>st</sup> 2016

Kindly give her the necessary assistance to enable her compete the said exercise successfully.

FOR: DISTRICT EDUCATION OFFICER  
NAKURU NORTH DISTRICT  
P. O. Box 50 - 20113  
BAHATI  
TEL: 0202100010

**EVANGELINE MAGAKI  
FOR: SUB-COUNTY DIRECTOR OF EDUCATION  
NAKURU/NORTH**

**APPENDIX IV: LETTER OF AUTHORIZATION FROM COUNTY DIRECTOR OF  
EDUCATION**

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
State Department of Education**

Telegrams: "EDUCATION",  
Telephone: 051-2216917  
Fax: 051-2217308  
Email: [cdenakurucounty@yahoo.com](mailto:cdenakurucounty@yahoo.com)  
When replying please quote  
Ref. NO. CDE/NKU/GEN/4/1/21 VOL.II/114



**COUNTY DIRECTOR OF EDUCATION  
NAKURU COUNTY  
P. O. BOX 259,  
NAKURU.**

4<sup>th</sup> March, 2015

Sub-County Director of Education  
**NAKURU NORTH**

**RE: RESEARCH AUTHORIZATION – MARY GATHONI KARIUKI  
PERMIT NO: NACOSTI/P/15/1947/4680**

Authority is hereby given to the above named to carry out research on ***“Relationship between principals’ leadership skills and secondary school students’ academic performance in Nakuru North Sub-County, Kenya.”*** for a period ending 31<sup>st</sup> December, 2016.

Kindly accord her the necessary assistance.

A handwritten signature in black ink, appearing to read 'D.M. Wangoru'.

**D.M. WANGORU  
FOR: COUNTY DIRECTOR OF EDUCATION  
NAKURU COUNTY**

**For COUNTY DIRECTOR OF EDUCATION  
NAKURU COUNTY**

Copy:

✓ Egerton University  
P.O Box 536-20115  
**EGERTON**

## APPENDIX V: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MS. MARY GATHONI KARIUKI**  
**of EGERTON UNIVERSITY, 0-100**  
**NAIROBI, has been permitted to conduct**  
**research in Nakuru County**


**on the topic: RELATIONSHIP BETWEEN**  
**PRINCIPALS LEADERSHIP SKILLS AND**  
**SECONDARY SCHOOL STUDENTS**  
**ACADEMIC PERFORMANCE IN NAKURU**  
**NORTH DISTRICT, KENYA**

**for the period ending:**  
**31st December, 2016**

  
**Applicant's**  
**Signature**

**Permit No. : NACOSTI/P/15/9547/4680**  
**Date Of Issue : 30th January, 2015**  
**Fee Received : Ksh 1,000**



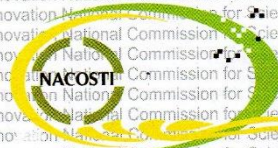
  
**Secretary**  
**National Commission for Science,**  
**Technology & Innovation**

### **CONDITIONS**

- 1. You must report to the County Commissioner, and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



**REPUBLIC OF KENYA**



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No. A 4146**

**CONDITIONS: see back page**