

Effect of Principals' Leadership Styles on Teachers' Job Performance in Public Secondary Schools in Kieni West Sub-County

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ABSTRACT: *The purpose of this study was to find out how principals' leadership styles affect teachers' job performance in public secondary schools in Kieni West Sub County. Descriptive survey research design was adopted. This study targeted all the 22 principals and 262 teachers serving in public secondary schools in Kieni West Sub County, Nyeri County. Stratified random sampling was employed to select 8 principals and 74 teachers to participate in the study. The researcher used principals and teachers' questionnaires to collect the needed data. Data was analyzed using both quantitative and qualitative procedures. Chi-square tests were conducted to establish the relationship between principals' leadership style and teachers' job performance while correlation tests were employed to establish the magnitude and direction of the relationship between principals' leadership styles and teachers' job performance. Data analysis was done using SPSS software. The study found there was a significant relationship ($\chi^2 = 35.611, p=0.00$) between leadership styles and teachers' job performance. The researcher concluded principals practice various leadership styles. The researcher also concluded that supportive leadership style affects teachers' performance. The researcher recommended that the government and local leaders should sensitize parents in cooperating with the school principal in improving academic performance.*

KEYWORDS - *Achievement-oriented, Directive leadership behavior, Participative leadership, Leadership styles, Teachers job performance*

I. INTRODUCTION

Education is the greatest resource that society can provide to a child. The prosperity of a child in education affects the success that the child may achieve in life significantly. Education helps eradicate poverty by improving health, nutrition and increasing the level of labor utilization (Institute of Policy Analysis and Research (IPAR), 2008). This discloses the importance of education in the advancement of a country. Fisher (2005), notes that all schools should be able to excel if the principal's leadership style is a positive influence. Normally, principals' leadership styles are seen in their behaviors and how they interrelate with teachers, students, parents, and other school staff. If the principal has an effective leadership style, he or she can engender a positive climate in the school. Teachers, students, staff, and parents will come to feel more comfortable and satisfied with their children's educational experience. However, if the principal is ineffective, then the opposite may equally be held true.

School leadership is the process of enlisting and guiding the talents and energies of teachers, students and parents towards achieving common educational aims. The term school leadership came into currency in the 20th century for several reasons (Aacha, 2010). Demands were made on schools for higher level of pupil's achievement, and schools were expected to improve and reform. These expectations were accompanied by calls for accountability at the school level. Maintenance and status quo was no longer considered acceptable. Administration and management are terms that connect stability through the exercise of control and supervision. Hoadley (2007) adds that the principal or school head is commonly thought to be the school leader, however school leadership may include other persons such as members of a formal leadership team and other persons who contribute towards the aims of the school

Teachers' job performance are the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). Principals can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfy or meeting them. How effective the principal is in performing these roles has been a matter of concern to many educationist (Aghenta, 2000; Ige, 2001). Research shows that many principals do not consider their leadership styles as crucial in the teachers' job performance. Hence some of them seem to find it difficult to effectively administer their schools (Adeyemi, 2004). It is argued that effective leadership has a positive influence on the teachers' performance (Charlton, 2000).

However, some principals are not effective in their leadership styles because they do not involve the teachers in major decision making. In highly performing schools, which have reversed the trend of poor performance and declining achievement, the head teacher sets the pace leading and motivating pupils and staff to perform to their highest potential (Bush & Oduro, 2006).

In the United States, school leadership or educational leadership has become popular as replacement for educational administration. In recent years, leadership arguably represents only partial picture of the work of school, division or district and ministerial or state education agency personnel (Goldman, 2002). Anglo-American schools are led by principals. In addition, school leadership includes level-specific principals (pre-primary, primary, lower and upper secondary classes), assistant or vice-principals dealing with various school-specific duties and head teachers in charge of subject departments. In South Africa, schools vary enormously, with some being extremely well resourced and in others there is a total breakdown in the culture of teaching and learning. In Uganda, Nsubuga (2008) found that the training the teachers and head teachers undergo does not prepare them adequately for leadership roles; the head teachers lacked management and leadership skills; there was no relationship between the head teachers number of years in service and school performance; there is a disjointed relationship between the training received by head teachers from the universities and teacher training colleges, and the performance requirements in the schools. Most of the schools did not have strategic plans with clearly articulated vision and mission statements. For the few schools which had visions, mission and strategic plans, the teachers and other key stakeholders were not involved in the process of developing them; the study established that there is a strong positive relationship between the leadership style and school performance.

In Kenya, the supervision of primary school teachers is the duty of the Head teacher. The ministry of Education instructs that head teachers have a role to supervise teachers by ensuring that: lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly (Kimeu, 2010). Education stakeholders in Kenya have very high expectations of public secondary schools principals because they believe that the success of a school is measured in terms of good performance in national examinations and the person responsible for this is the principal (Kingori, 2013). Mwangi (2013) states that school leadership has become more complex as curricular demands have grown, parental, government expectations and demand for greater school effectiveness have been raised. Appointment to school leadership in Kenya has undergone several phases. Initially principals were appointed on recommendation by the stakeholders. Later their appointment was based on seniority and currently it is based on merit where they have to be interviewed before appointment. Mwangi (2013) explains that after graduation from colleges with diplomas or degrees in education, teachers are posted to various public secondary schools in the country by the Teachers Service Commission. Their promotion to leadership depends on their seniority and performance.

Kieni West District is located in Nyeri County. The district has 22 public secondary schools which had students seating for KCSE as at 2012. In the 3 academic years preceding the study, Kieni West District had been performing dismally in KCSE as compared to neighboring districts. In 2010, Kieni West had a mean of 3.6667 while Nyeri had 4.935 and Mukurweini had 4.734. In 2012, Kieni West had a mean of 3.889 in KCSE while Nyeri had 4.056 and Mukurweini had 4.758. The current study therefore sought to investigate the poor performance by looking at the influence of principals' leadership styles on teachers' job performance.

1.2 Statement of the Problem

Despite measures taken by the government to enhance teacher performance, teacher performance in Kieni West Sub-County is low. Students are still performing poorly in KCSE and a host of disciplinary cases have been reported by principals involving teachers' incompetence. The relationship between principals' leadership style and teachers' job performance has been a subject of controversy by many researchers (Adeyemi, 2006). The study sought to establish whether Teachers' Job Performance can be influenced by Principals' Leadership Style using the Directive Leadership, Participative Leadership, Supportive Leadership and Achievement Oriented Leadership Styles. The study also aimed to determine the common leadership styles employed by the principals in public secondary schools in Kieni West Sub-County. Bell and Bush (2003) emphasize that head teachers are directly involved in influencing the activities of the school towards goal setting and goal attainment. It is against this background that the researcher sought to carry out a study on the influence of principals' leadership styles on teachers' job performance in public secondary schools in Kieni West Sub County.

1.3 Objectives of the Study

- i. To establish leadership styles practiced by principals and teachers job performance in public secondary schools in Kieni West Sub-County.

- ii. To find out the relationship between principals' leadership style and teachers' job performance in public secondary schools in Kieni West Sub-County.

1.4 Hypothesis

There is no significant relationship between principals' leadership style and teachers' job performance in public secondary schools in Kieni West Sub-County.

II. LITERATURE REVIEW

2.1 Theoretical Framework

Theoretical framework guides researchers in the selection of appropriate variables. Without such guidance, researchers cannot be confident that the set of variables they have chosen is complete or relevant, and as such the result of the statistical analysis may be flawed (Baker, 1994). The effect of principals' leadership styles on teachers' job performance can be explained by Path-Goal Theory.

Path-Goal Theory, originally developed by Evans (1970) and later modified by House (1971), was designed to identify a leader's most practiced style as a motivation to get subordinates to accomplish goals. It is a contingency theory rooted in the expectancy theory of motivation developed by Victor Vroom, Daniel, Villa, Howell, and Dorfman, (2003). The main assumption of Path-Goal Theory is based on that effective leaders influence employee satisfaction and job performance. It also assumes that effective leaders strengthen the effort of performance expectancy by providing information, support, and resources to help workers complete their tasks. Path-Goal Theory considers four leadership styles and several contingency factors leading to various indicators of leader effectiveness (Evans, 2002).

The Path-Goal Theory suggests that leaders motivate and satisfy employees in a particular situation by adapting the following leadership styles. Directive Style where the leader clarifies performance goals, means of reaching the goals, specifies standards against which the goals are measured and uses rewards to motivate the employees. Supportive Style where the leader provides psychological support to the staff, the leader is friendly and approachable treats staff with respect, shows concern for the well being of staff members and goes out of his way to make work pleasant. Participative Style of leadership is where the leader encourages and facilitates staff involvement in decision making beyond their normal work activities. The leader consults with staff, seeks their suggestion before making any decision (Daniel et al., 2003).

The Path-Goal Theory is relevant to this study because it recognizes the impact of a leader on the achievement of goals by the organization. According to the theory, leaders need to be cognizant of the necessary steps to clarify goals, paths, and enhance satisfaction through extrinsic motivation. The purpose of this study was to relate principal's leadership styles with teachers' job performance. The Contingency Leadership theory argues that there is no single way of leading and that every leadership style should be based on certain situations, which signifies that there are certain people who perform at the maximum level in certain places; but at minimal performance when taken out of their element (Morgan, 2007).

2.2 Empirical Review

Directive Leadership and Teachers' Job performance

According to Bunmi (2007) directive Leadership involves a leader who gives subordinates task instructions including what is expected of them, how the task is to be done, time for task completion and that the leader sets clear standards of performance, makes rules and regulations clear to subordinates. Lunenburg and Ornstein (2000) agree with Yukl (2002) in their definition of autocratic leadership. They suggest that in autocratic leadership leaders alone determine policy and make plan, tell subordinates what to do and how to do, power is centralized only to the leader, workers under the leader have little freedom, and show greater concern for work than for his/her worker. In fostering this, the authors pointed out that autocratic leaders were very directive and not to allow participation in decision makings. They structured the complete work situation for their subordinates. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between him/her and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Olaniyan, 1997).

Daresh (2001) opines that there are still many school heads who administer their schools based on the classic management model. He observes that these head teachers practice the autocratic leadership style with formal procedures, neglecting the teachers' psychological needs. Such leaders suppress the teachers' creativity, overly emphasizing on academic achievement and putting aside their roles as leaders who have to generate quality human capital for the purpose of education development (Chan Yuen Fook, 2009). There are situations which call for Directive Leadership. According to Keys (2011) it is suitable where there is amongst followers within a group a high degree of task interdependence in which they must co-ordinate their activities with others in order

to achieve a high level of performance. Directive Leadership is not only used with followers who have an external locus of control but is also used for brief periods of time with those who have an internal locus of control and are in high stress situations such as military exercises or in emergency rooms of hospitals. Secondly, a directive style of leadership is used where there is a need for direct communication between the leader and followers or between followers and a community service being offered.

Thirdly, it works when followers are new at their jobs and need guidance from the leader about effective work methods and the leader is the one who has the expertise. Fourthly, the directive style of leadership is welcome as a means of completing the task where followers have a high need for achievement. Fifthly, directive leadership is an effective strategy in reducing bureaucracy and stress levels within an organization. Keys (2011) adds that directive Leadership increases follower's job satisfaction. This brings structure and direction, which is particularly relevant if the work environment is not highly structured or if the organization is going through transformational change. It clarifies the follower's role. This results in a higher performance and productivity from followers and improved departmental effectiveness. When directive leadership is combined with supportive leadership, it reduces stress and burn-out levels as well as turnover amongst followers. It increases group cohesion, a strong 'we' feeling amongst members. Felt-closeness is often reported amongst group members. Based on clear expectations, followers develop a stronger focus and motivation to achieve the organization's mission and vision.

Supportive Leadership Behavior and Teachers' Job performance

Supportive leadership style refers to being friendly and approachable as a leader and includes attending to well-being and human needs of subordinates using supportive behavior to make work environment pleasant and treats subordinates as equals and gives them respect for their status (Cheng, 2002). According to Lacombe (2013) the manager is not so interested in giving orders and managing every detail as in giving employees the tools they need to work themselves. While delegation is a vital part of Supportive Leadership, managers do not simply assign tasks and then receive the results. Instead, they work through the tasks with employees to improve skills and talent until the manager does not need to worry about a task being done correctly and the employee is fully empowered in a particular area.

Adeyemi (2010) carried out a study to evaluate principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. It was found that the democratic leadership style was the most commonly used leadership style among principals of senior secondary schools in the State. Teachers' job performance was also found to be at a moderate level in the schools. Teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles.

Participative Leadership Behavior and Teachers' Job performance

Participative Leadership occurs when a manager seeks to involve company employees, to solicit their ideas and take their suggestions into serious consideration before making decisions (Chen & Tjosvold, 2006). This leadership style is characterized by consultation, empowerment, joint decision-making, democratic leadership, and power sharing (Clark, 2007), and should not be considered a sign of weakness. Participative Leadership style involves a leader who invites subordinates to share in the decision making. According to Liu (2012), a participative leader consults with subordinates, seeks their ideas and opinions and integrates their input into group organizational decisions. This style, is usually one of the most effective and leads to higher productivity, due to better contributions from the group members and increases group morale.

Mba (2004) adds that the democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader. In this style of leadership, a high degree of staff morale is always enhanced. Goldman (1998) observes that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction; such leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful. Dubrin (1998) criticizes democratic leadership by observing that this leadership style wastes time due to endless meetings and may lead to confusion and lack of direction. He adds that it is not appropriate for use in times of crisis when the situation demands on-the-spot decision. Seeking advice from an uninformed or incompetent group of subordinates may lead to disaster.

Yukl (2002) suggested that Participative Leadership offers a variety of potential benefits, including: (a) a higher quality of decision-making because several participants together make better decisions than does one person alone; (b) more understanding of issues and greater acceptance of decisions by participants; (c) greater participant satisfaction with the decision-making process, more commitment to resultant actions from their decision-making, and increased social loyalty to one another, as well as dedication to the decision's outcome; and (d) increased development of decision-making skills by participants. Kuloba (2010) sought to investigate the effects of leadership styles on teacher performance in secondary schools in Nakaseke District, Uganda. The study found out that head teachers' involvement of teachers in decision making process of the school through committees and meetings enhances teacher performance. It was further discovered that teacher performance is enhanced by head teachers' communication to their teaching staff. It was also found out that head teachers' delegation of duties to teachers enhances teacher performance.

Jalilzadeh et al. (2013) sought to investigate the relationship between principals' leadership styles with Performance of physical education teachers in secondary schools in western provinces of Iran. The results showed that the correlation coefficient between the leadership style of principals and performance of teachers was equivalent to 0/16. In other words 26% ($r^2=26\%$) of the efficiency variance is explained by Likert leadership style dimensions. In addition, the findings from the multiple regressions showed that the dimensions of leadership style together could not express a significant influence on teachers' performance. However, investigation of each dimension alone showed that among Likert management styles, only partnership and consultative styles could have a significant influence on teachers' performance

Achievement Oriented Leadership and Teachers' Job performance

Anderson (1993) believes that Educational Leadership changes include a shift from the traditional system to one that emphasizes interconnectedness, active learning, shared decision-making, and higher levels of student achievement. Achievement Oriented Leadership includes setting goals, performance improvements and shows confidence that the followers will reach high standards. Yazdanpanah and Afrassiabi (2014) add that in achievement-oriented leadership style a manager shall set challenging goals, require the correction and reformation of performances, and get assured that his inferiors act according to the high standards. If specific objectives are determined, the output will improve and challenging specific goals induce motivation for the individuals which in turn help performance reach an ideal status. In regard to the fact that one of the skills of time-management is determining the objectives and prioritizing them and the activities, a principal can thus motivate his teaching staff at school which in turn results in the effectiveness of the educational organization.

In this style, the leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement and sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement oriented subordinates (Lussier & Achua, 2001). Goals give purpose and focus to the activities one is planning or performing. Therefore, goals are reasons individuals have for behaving in a given manner in a given situation. They exist as part of one's goal structures, one's beliefs about what is important, and they determine whether or not one will engage in a given pursuit. Achievement goal orientations represent disparate purposes for involvement regarding academic tasks and, as such, have been linked to different achievement-related processes and outcomes. It is anticipated that achievement goal orientations is a prominent determinants of students' achievement behavior (Alderman, 2004). Students' academic goals are influential in academic performance.

Kingori (2013) sought to establish whether principals' leadership styles stimulate teacher job satisfaction. The study was guided by the Transformational leadership Theory, to test whether teachers under a principal who exhibits the transformational leadership styles of initiative, consideration and participative management had higher levels of job satisfaction than those working under principals who did not. The findings showed that different leadership style factors will have different impacts on employee job satisfaction components. The researcher found that the dominant leadership style was democratic. Individualized consideration and the need for promotion to higher job groups increase teachers' job satisfaction.

Principals' Leadership Style and Teachers' Job Performance

Adegbesan (2015) investigated why some principals prefer to embrace certain leadership styles and the effect of such styles on the teachers' attitude to work. The administrative styles adopted by the principals of secondary schools in Nigeria were found to be inadequate for effective school administration. The personality traits exhibited by the principals appeared somewhat harsh to their subordinates. Teachers in these schools were not adequately motivated and encouraged to carry out their duties. Another Nigerian study by Bassey, Obim, Okure and Otu (2010) evaluated the administrative style of secondary school principals in relation to teachers' job performance. The results showed that the leadership and motivational behaviour of the principal significantly affected the job performance of his teachers in terms of lesson note preparation, supervision of co-curricular activities, classroom teaching, students discipline and use of teaching aids. Bendikson (2011) study assessed the relative performance of secondary schools in order to compare the nature and impact of principals' instructional leadership in more and less effective New Zealand schools. Principal leadership factors explained up to 20% of the variance in school performance; different types of instructional leadership predicted school improvement and performance. While school performance was predicted by indirect instructional leadership, only the direct leadership behaviors had significant effects in improving schools. In addition, while principal instructional leadership was mediated by the culture of the school, it had a stronger direct impact on school performance. Hindt (2015), sought to determine whether certain relationships exist between teacher morale and the following independent variables: principal trust and leadership satisfaction. It was found that principal leadership behaviors do significantly impact teacher morale, and student achievement. Additionally, it was found that positive teacher morale and student achievement in the Initiative Schools influenced positive student behaviors, ultimately reducing student discipline referrals.

Lai, Luen, Chai and Ling (2014) investigated the effects of principal's leadership styles on teacher organizational commitment among performing schools in Malaysia. It was found that transformational leadership (TF) had a significant positive impact on affective commitment (AC) and continuance commitment (CC) but not on normative commitment (NC). Transactional leadership (TS) had a significant positive impact on AC only, and not on CC and NC while nurturant leadership (NT) has significant impact on AC and NC only and not on CC. Therefore, the most influential leadership style in performing schools is TF while NT is perceived to be the most common leadership style by the teachers. Shamaki (2015) sought to find out the appropriate leadership style that could make teachers to be effective in their job productivity. It was found out that among the leadership style, democratic style contributed more to teachers job productivity than autocratic style as can be seen in rated items. Jay (2014) investigated the influence of leadership styles on teacher's performance in general secondary schools of Gambella region, Ethiopia. The study found that there was a positive relationship between leadership styles and teachers' performance ($r=0.980$) the relationship was significant (Sign=0.000 at 0.05 level). Marshall (2015) examine the relationship between principal leadership style and teacher commitment. Results confirmed the relationship between principal leadership style and teacher commitment, and a statistically significant difference in the level of commitment reported by teachers at newer secondary schools and teachers at older secondary schools. Results also indicated that biographical variables moderated the relationship between principal leadership style and teacher commitment.

A study by Marshall (2014) investigated the relationship between principal leadership style as measured by the independent variables of planning, decision making, communicating, organizing and coordinating, delegating, evaluating, and social and professional support, and the dependent variable of teacher satisfaction. The study found significant correlations between the dependent variable of teacher satisfaction and principal leadership style as measured by planning, decision making, communicating, professional support and evaluating. The study also found a significant difference in one of the sub-scales of principal leadership. In the area of delegation there was a significant difference in the way in which male and female teachers perceived principal leadership style. Mwangi (2013) carried out a study to investigate the effects of leadership styles on teachers' job performance and satisfaction in public secondary schools in Nakuru County and determine if the principals' leadership style(s) affected teachers' job performance in terms of accomplishing a given task and job satisfaction. Among the key findings of this study was that teachers who lack enthusiasm are unable to teach effectively, making students not to learn well. It also showed that principals' attitude of not considering teachers' suggestions in decision making made teachers lose interest in their job.

2.3 Summary of Literature and Gaps

The reviewed literature has established that today's head teacher is not only a teacher but a manager and a leader. The literature has established that there exists various leadership styles and that these styles have an effect on student's performance (Hoadley, 2007). These leadership styles are: directive, supportive, participative and achievement oriented. Many studies such as Adeyemi (2010) have revealed that head teachers are expected to be good leaders but are not effectively prepared for such roles. The literature has also shown that head

teachers are faced by many challenges in their attempt to ensure high academic achievements of the students (Goldman, 2002).

It is evident that the area of education leadership has attracted a lot of research; however, the researcher has identified some gaps in the literature that this study wishes to fill. Some of the reviewed studies such as Mwangi (2013) sampled their target population in such a way that they incorporated urban and rural schools. This is unlike the study area Kieni West sub-county which is majorly rural with agriculture being the main economic activity. Adeyemi (2010) in investigating the head teachers' leadership styles and teachers performance in public and private secondary schools in Nigeria factored in private schools, this study wishes to look solely at public schools due to the existing disparities between the two types of school ownership. Jalilzade, Abbasi and Mohammadi (2013) concentrated on physical education teachers leaving out other teachers. The researcher wished to fill these gaps by assessing how principals' leadership styles affect teachers' performance in public secondary schools in Kieni West Sub-County.

2.4 Conceptual Framework

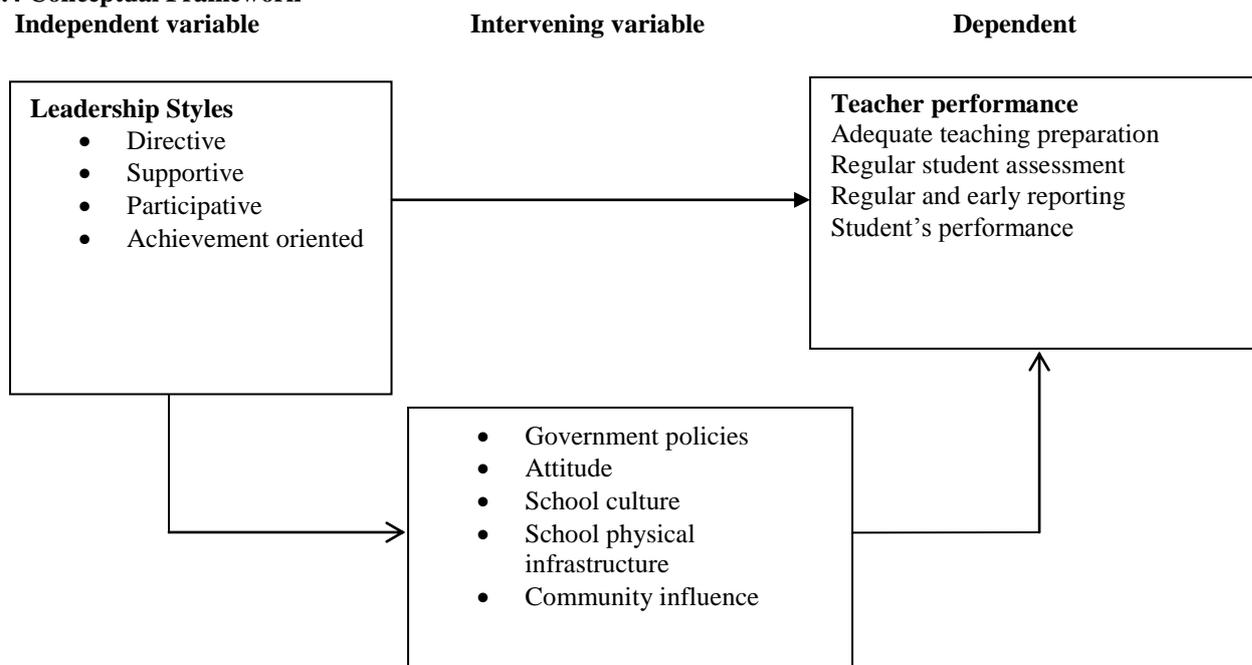


Figure 1 Conceptual Framework

The purpose of this study was to find out how principals' leadership styles affect teachers' performance in public secondary schools in Kieni West District. The independent variable in the study is the principals' leadership styles. The leadership styles in the study are directive, supportive, and participative and achievement oriented. Teachers' performance will be the dependent variable. Teachers' performance was indicated by adequate teaching preparation, regular student assessment, item keeping and student's performance. Whereas supportive, participative and achievement oriented leadership styles have been shown to improve performance, studies show that directive leadership retards performance. However, the relationship between leadership styles and teachers performance is affected by government policies, attitudes of teachers, school culture and physical environment which are the intervening variable in the study. All leadership styles apart from directive leadership enhance teachers' performance and ultimately academic performance of the pupils.

III. RESEARCH METHODOLOGY

3.1 Research design

The research design that was adopted in this research study was the descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2005). It can be used to collect information on people's attitudes and opinions, on a variety of education or social issues. The descriptive survey design was appropriate for this study which sought opinions of principals and teachers on the relationship between the principal's leadership styles and teacher performance.

3.2 Target Population

Target population refers to all members of a real or hypothetical set of people, events or objects to which a researcher wishes to generate results from the study (Silverman, 2005). This study targeted all the 262 teachers serving in public secondary schools in Kieni West Sub-County, Nyeri County. The study also targeted the 22 principals of secondary schools in Kieni West Sub-County.

3.3 Sampling Procedure

Sampling refers to that process of selecting a sample from a defined population with the intention that the sample accurately represents that population (Burns, 2010). Stratified random sampling technique was used to select the teachers. The method also ensured that the study obtains sufficient data to support separate analysis of each of the four zones of Kieni West Sub-County. Mugenda and Mugenda (2010) indicate that 10%-30% of the population makes up an adequate sample in a descriptive study. This study used a share of 20% of teachers to enable generalization of the results

Table 1 Sampling Frame

Education Zone	Number of public secondary Schools	Sample of secondary schools (30%)	Population of Regular Teachers	Sample 20%*Population of teachers	=
Mugunda	5	1	55	22	
Gataragwa	6	3	62	12	
Endarasha	6	3	92	18	
Mweiga	5	1	53	22	
Total	22	8	262	74	

The researcher employed simple random sampling to select the 8 principals and 74 teachers to participate in the study. This ensured that the sample was fully randomized and there was no sampling bias. Randomization also ensured that the researcher did not have to include all the schools in the sub county.

3.4 Data Collection

The researcher employed questionnaires to collect data. The questionnaires were preferred as they will provide a relatively simple and straight forward approach to the study. The questionnaires were administered to principals and teachers. Questionnaires were preferred because they can collect information from respondent within a short time and they also dispel the respondents fear for they can be filled without the respondent being watched. A pilot study was conducted to ensure that the data collection instruments have high measures of reliability and validity. The piloting took place in Kieni East Sub-County public secondary schools. Validity was established by constructing questions based on established parameters from previous studies to measure the various variables. Validity was further established by having the study instruments reviewed by the researcher's supervisor at Karatina University who were well experienced in research procedures. A statistician was also consulted on the validity of the research instruments. Cronbach's alpha coefficient was used to establish reliability. A Cronbach's alpha of 0.78 was obtained. A cronbach's alpha coefficient of between 0.7 and 0.8 is a good measure of reliability.

3.5 Data Analysis

. Quantitative data was analyzed using descriptive statistics such as frequency counts, means and percentages while Statistical Package for Social Sciences (SPSS) was used. SPSS is able to handle large amount of data, given its wide spectrum of statistical procedures purposefully designed for social sciences and is also quite efficient. Qualitative data was organized into themes and patterns, categorized through content analysis and then tabulated. Chi-square tests were conducted to test the hypothesis. Correlation tests were employed to establish the magnitude and direction of the relationship between principals' leadership styles and teachers' job performance. The findings were presented in form of tables and figures.

3.6 Ethical considerations

Authorization to conduct the study was sought from the relevant authorities: Karatina University, National Commission for Science, Technology and Innovation (NACOSTI) and Nyeri County Director of Education. Consent from prospective respondents was sought before being interviewed. The findings were stored securely in a password protected computer. The findings will only be used for academic purposes.

IV. FINDINGS

4.1 Response Rate

The researcher distributed questionnaires to 8 principals and 74 teachers. All 82 questionnaires were returned fully fit for analysis which represents a hundred percent (100%) response rate. This is a higher than the 70% threshold recommended by Mugenda and Mugenda (2010).

Table 2 Response Rate

Education Zone	Principals	Teachers
Mugunda	1	22
Gataragwa	3	12
Endarasha	3	18
Mweiga	1	22
Total	8	74

4.2 Principals Leadership Styles

The principals in the study were asked to respond to a number of statements regarding various leadership styles. (SD = strongly disagree, D = Disagree, U = uncertain, A= Agree and SA = Strongly Agree).

Table 3 Principals' responses on leadership styles

Statement	SD	D	U	A	SA
Decisions regarding school progress are solely made by the head of school and the governing body.	0%	0%	0%	88%	12%
Students and teachers are expected to comply with the principals' directives without fail.	13%	25%	0%	50%	12%
Any deviation from the principal's directives is taken to be defiance.	38%	50%	0%	12%	
I use rewards to motivate the employees.	0%	0%	0%	88%	12%
The principal supports teachers in strategies aimed at increasing performance	0%	0%	0%	25%	75%
The principal listens to and supports parents with poor performing students.	0%	0%	0%	38%	62%
I set targets for teachers and students	0%	25%	0%	50%	25%
I provide resources required to enable the staff to perform at their highest level				25%	75%
I have confidence with staff members accomplishing the challenging goals.	0%	0%	12%	38%	50%
Teachers are consulted before reaching decisions				50%	50%
Students' representatives are consulted on various school matters	0%	0%	13%	75%	12%
Parents are involved and informed of school's affairs	0%	13%	0%	50%	37%
The principal supports students in increasing performance	0%	0%	0%	25%	75%

All (100%) of the principals in the study agreed that decisions regarding school progress are solely made by the head of school and the governing body. A significant number (83%) of principals agreed that students and teachers are expected to comply with the principals' directives without fail. A significant number (88%) of principals disagreed that any deviation from the principals' directives is taken to be defiance. These findings show that majority of principals in Kieni west practiced directive or autocratic leadership behavior. All (100%) principals in the study agreed that they supported teachers in strategies aimed at increasing performance. In addition all (100%) of the principals indicated that they listened to and supported parents with poor performing students. Also, all (100%) principals agreed that they provide resources required to enable the staff to perform at their highest level. The findings show that supportive leadership style was widely practiced by principals in Kieni West.

All (100%) principals in the study indicated that teachers are consulted before reaching decisions. A significant number (89%) agreed that students' representatives are consulted on various school matters. Similarly, 87% of the principals indicated that parents were involved and informed of school's affairs. The findings indicate that participative leadership behavior was practiced by some principals. All principals (100%) indicated that they

used rewards to motivate the employees. Majority (75%) indicated that they set targets for teachers and students. A significant number (88%) of principals indicated that they had confidence with staff members accomplishing the challenging goals. This shows that achievement oriented leadership behavior was practiced by principals in Kieni West Sub-County.

The teachers in the study were asked to respond to a number of statements regarding various leadership styles. The findings are presented in Table 4 (SD = strongly disagree, D = disagree, U = uncertain, A= agree and SA = strongly agree).

Table 4 Teachers' responses on leadership styles

Statement	SD	D	U	A	SA
The principal provides resources required to enable the staff to perform at their highest level.	0%	15%	3%	60%	22%
Decisions regarding school progress are solely made by the head of school and the governing body.	15%	37%	14%	23%	11%
Students and teachers are expected to comply with the head teacher's directives without fail.	12%	19%	11%	35%	23%
Any deviation from the principals' directives is taken to be defiance.	10%	28%	11%	30%	21%
The principal use rewards to motivate the employees.	16%	32%	12%	28%	12%
The principal supports teachers in strategies aimed at increasing performance.	1%	11%	7%	49%	32%
The principal listens to and supports parents with poor performing students.	3%	10%	19%	46%	22%
The principal sets targets for teachers and students.	17%	39%	8%	26%	10%
The principal sets resources required to enable the staff to perform at their highest level.	3%	14%	8%	51%	24%
The principal has confidence with staff members accomplishing the challenging goals.	1%	15%	11%	42%	31%
Teachers are consulted before reaching decisions	10%	18%	12%	45%	15%
Students' representatives are consulted on various school matters	5%	20%	26%	34%	15%
Parents are involved and informed of school's affairs	1%	12%	7%	51%	29%

Majority (52%) of the teachers disagreed that decisions regarding school progress were solely made by the head of school and the governing body. Majority (58%) of the teachers agreed that students and teachers are expected to comply with the head teacher's directives without fail. Similarly, 51% of the teachers agreed that any deviation from the principals' directives is taken to be defiance. The findings show that directive behavior was practiced by principals in Kieni West A significant number (81%) agreed that the principal supports teachers in strategies aimed at increasing performance. Majority (68%) agreed that the principal listens to and supports parents with poor performing students. Majority (75%) also indicated that the principal sets resources required enabling the staff to perform at their highest level. The findings indicate that majority of principals in Kieni west practiced supportive leadership behavior.

Majority (60%) indicated that teachers were consulted before reaching decisions, 49% also agreed that students' representatives were consulted on various school matters. A significant number (70%) indicated that parents were involved and informed of school's affairs. The findings show that participative leadership behavior was practiced by the principals. A significant number (82%) of teachers indicated that the principal provided resources required to enable the staff perform at their highest level. 48% of the teachers disagreed that their principal used rewards to motivate the employees. Majority (73%) agreed that the principal had confidence with staff members accomplishing the challenging goals. The findings show that some principals in Kieni west practiced achievement oriented leadership style.



Figure 2 Principals leadership styles

The findings show that supportive and participative leadership styles were the most (55%) widely used leadership styles while directive leadership was the least used. This is because decisions regarding school progress were solely made by the head of school and the governing body. The principal supported teachers in strategies aimed at increasing performance, parents were involved and informed of school's affairs and the principal provided resources required to enable the staff perform at their highest level. Majority of teachers agreed that the principal had confidence with staff members accomplishing the challenging goals. Majority also agreed that the principal listens to and supports parents with poor performing students. Majority also indicated that the principal sets resources required enabling the staff to perform at their highest level. The findings are therefore in agreement with Adeyemi (2010), Mwangi, (2013), Abdurashied & Bello (2015) who found that supportive leadership style was widely practiced. The findings are however in disagreement with Daresh (2001), Bendikson (2011), Abbasi & Mohammadi, (2013) and Nyagaka & Odongo (2013) who established that directive leadership was the most leadership style among head teachers.

4.3 Teachers Job Performance

Teachers punctuality was high (88%), lesson punctuality was high (86%) and student assessment was high (88%). This shows that teachers' job performance was high according to the principals.

Table 5 Teachers Job Performance

	Very High	High	Moderate	Low	Very low
Punctuality	50%	38%	12%	0%	0%
Lesson punctuality	36%	50%	14%	0%	0%
Student assessment	62%	26%	12%	0%	0%

Principals in the study were asked whether they supervised the teachers under them. All principals (n=8) replied on the affirmative. The supervision of secondary school teachers is the duty of the principal, who has a role to supervise teachers by ensuring that: lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly.

4.4 Effect of Principals' Leadership on Teachers' Job Performance

Chi-square tests were conducted to assess the relationship between Principals' leadership Style and Teachers' Performance

Table 6 Chi-Square Test between Leadership Styles and Teachers' Job Performance

	Value	df	Asymp . Sig. (2-sided)
Pearson Chi-Square	35.611 ^a	8	.000
Likelihood Ratio	34.985	8	.000
Linear-by-Linear Association	20.894	1	.000
N of Valid Cases	66		

Chi square value $\chi^2 = 35.611$ is significant ($p=0.00$) at 95% confidence level. This means that there is a significant relationship between leadership styles and teachers' job performance. The null hypothesis (H01) is therefore rejected and the study concludes that there is a significant relationship between leadership styles and teachers' job performance. The findings are therefore in agreement with Kuloba (2010) who found out that head teachers' involvement of teachers in decision making process of the school through committees and meetings enhances teacher performance. The findings are in agreement with Bush and Oduro, (2006) who discovered that in highly performing schools, which have reversed the trend of poor performance and declining achievement, the head teacher sets the pace leading and motivating pupils and staff to perform to their highest potential. The finding is consistent with findings of Keys (2011) that manager's leadership styles brings structure and direction, which is particularly relevant if the work environment is not highly structured or if the organization is going through transformational change which results in a higher performance and productivity from followers and improved departmental effectiveness. The findings are also in agreement with Bassey et al. (2010), Bendikson (2011), Lai et al. (2014), Adegbesan (2015) and Hindt (2015) who established a significant relationship between leadership styles and job performance.

The researcher also carried out correlation tests between the two studies variables (leadership styles and performance).

Table 7 Correlation between Leadership Styles and Teachers' Job Performance

Leadership qualities	Pearson coefficient	(r)
Decisions regarding school progress are solely made by the head of school and the governing body	0.44	
Students and teachers are expected to comply with the head teacher's directives without fail	0.021	
Any deviation from the principals directives is taken to be defiance	0.56	
I use rewards to motivate the employees.	0.33	
The principal supports teachers in strategies aimed at increasing performance	0.19	
The principal listens to and supports parents with poor performing students.	0.72	
I set targets for teachers and students	0.33	
I provide resources required to enable the staff to perform at their highest level	0.47	
I have confidence with staff members accomplishing the challenging goals.	0.80	
Teachers are consulted before reaching decisions	0.24	
Students' representatives are consulted on various school matters	0.37	
Parents are involved and informed of school's affairs	0.35	
The principal supports students in increasing performance	0.28	

There was a strong positive correlation ($r=0.72$) between schools where principal listens to and supports parents with poor performing students and teachers performance. There was also a strong positive correlation($r=0.8$) between schools where the principal had confidence with staff members accomplishing the challenging goals and teachers' performance. The findings therefore show that there was a strong positive correlation between supportive leadership style and teachers performance. There is a strong positive correlation between achievement oriented leadership style and teachers performance. Conversely the findings show that there was a weak positive correlation ($r=0.021$) between schools where students and teachers are expected to comply with the principals' directives without fail and performance of the school. This shows that directive leadership from principals retarded performance of schools. With regard to the relationship between principals 'leadership style and teachers 'job performance ,there was a strongly positive relationship between principals leadership and teachers' job performance .This implies that there was high relationship between supportive leadership between supportive leadership and teachers' job performance .This is in agreement with Lemesa (2010), who pointed out that open communication in the school, acceptance of teachers' views and ideas ,the presence of trust and positive relationship between teachers' involvement in the school.

This finding is in agreement with Kuloba (2010) who discovered that teacher performance is enhanced by head teachers' communication to their teaching staff and head teachers' delegation of duties to teachers enhances teacher performance. The finding is in agreement with Kingori (2013) who showed that different leadership style factors will have different impacts on employee job satisfaction components .This is also in agreement with Jalilzadeh et al. (2013) finding that dimensions of leadership style together could not express a significant influence on teachers' performance but investigation of each dimension alone showed that among Likert management styles, only partnership and consultative styles could have a significant influence on teachers'

performance. However the finding is in disagreement with Adeyemi (2010) who established that teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles. The finding agrees with Obi (2003), who states that employees are satisfied with democratic leadership because their opinions, comments and suggestions are needed for decision making. The finding also in line with that of Ezeuwa (2005), who observed that democratic leaders see their subordinates colleagues and partners in progress with objective ideas for solving organizational problems. Principals must use teaching staff to help make decisions. Keater (1995), believed in the power of ownership and its ability to produce quality decisions and commitment.

V. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The researcher concludes that supportive leadership behavior is the most widely practiced leadership behavior. This was evident in the ability of the principal's ability to not simply assign tasks and then receive the results. Instead, they work through the tasks with teachers to improve performance. The researcher also concludes that supportive leadership style affects teachers' performance; in schools where the principal practices supportive leadership style, there is improved teacher performance.

5.2 Recommendations

The government and local leaders should sensitize parents in cooperating with the school principal in improving academic performance. This is by paying school fees on time and attending parents' meetings. Students should be involved more when principals and the school board make rules and regulations affecting them (students). If the students are involved in making rules, they'll own them and are unlikely to break them. The government should increase funds to schools to enable them acquire sufficient teaching and learning materials. The disbursement of such funds should also be done in a timely manner.

5.3 Suggestions for Further Study

The current study focused on Kieni West Sub-County which is majorly rural and a poor performing District academically. Future studies should study and urban and good performing districts for comparative purposes on the effect of principals' leadership styles on teachers' job performance in public secondary schools.

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