



**IMPACT OF PRINCIPALS' LEADERSHIP STYLES ON
KENYA CERTIFICATE OF SECONDARY EDUCATION
(KCSE) PERFORMANCE. A CASE OF TRANS-NZOIA
EAST DISTRICT, TRANS-NZOIA COUNTY.**

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
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ABSTRACT

There has been a downward trend in the performance of students in the KCSE examination in the Trans-Nzoia East district of Trans-Nzoia county. The purpose of the study was to investigate the impact of head-teachers' leadership styles on students' KCSE performance in Trans-Nzoia East district. The objectives of the study were: - to examine the different leadership styles employed by head- teachers; to investigate the head-teachers' transformational leadership behaviour; to identify the academic and non-academic activities overseen by school principals' and examine challenges and ways of improving academic performance in secondary schools. The scope of the study entailed 36 secondary schools in Trans-Nzoia East district of Trans-Nzoia County whose students sat for the 2010 KCSE examination. Theoretical framework was modeled on Bass' transformational leadership theory that attempts to explain how leaders can accomplish extra ordinary assignments against the odds. The study employed survey research design. The sample comprised of 11 head-teachers and 129 teachers totaling to 140 respondents. The sampling procedure used was proportional stratified sampling and simple random sampling. The research tools used for data collection were questionnaires and focus group discussions. The study used construct validity technique where the two instruments were given to experts for validation. Reliability of instruments was determined by a test-retest method using Spearman rank correlation and was accepted at 0.835. Data was analyzed both qualitatively and quantitatively using frequencies, percentages and by using chi-square and spearman rank correlation of the Statistical Package for Social Sciences (SPSS) respectively. The findings of the study show that most secondary school principals use democratic leadership style which only yields average results hence need for transformational leadership to bolster academic performance, academic and non-academic activities overseen by principals positively influence KCSE performance. The findings of the study would be useful to head-teachers who would adopt transformational leadership style, teachers who would be better motivated to work well and students who would perform better in KCSE examinations as a result of conducive learning environment. The study could also form a basis for further research. Thus the significance of the study is in the fact that transformational leadership could enhance vision 2030 and therefore essential to leaders and policy makers.

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