

**ASSESSMENT OF THE PRINCIPAL LEADERSHIP STYLE ON TEACHERS'  
PROFESSIONAL DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN  
KAKAMEGA EAST SUB-COUNTY, KENYA**

**By**

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## **ABSTRACT**

The purpose of this study was to assess the principal leadership style on teachers professional development in public secondary schools in Kakamega East Sub-County. The study was guided by descriptive survey research design and was anchored on Fiedler's contingency Theory and conceptual framework. The study targeted 20 public secondary schools, 254 teachers, 20 school principals, a Sub-county Quality Assurance and Standard Officer (SCQASO). The simple random sampling was used to select 6 public secondary schools, 6 school principals and 76 teachers while stratified sampling was used to categorise public secondary schools, school principals and teachers. A purposive sampling procedure was used to select a SCQASO. The research instruments used for data collection were the questionnaires and the interview schedules. On validity of the instruments, the researcher used a Cronbach's Alpha coefficient of at least 0.70 which was acceptable implying that the instruments were reliable. The researcher analysed the data using descriptive and inferential statistical tools like Pearson Correlation coefficient to establish the associations of the study variables and the results were presented in form of frequency tables and cross tabulation tables. The results indicated that transformational, transactional, democratic/participative, laissez-faire and autocratic leadership styles were exercised in public schools in Kakamega East Sub-County to varying degrees. It was established that transformational leadership style was the most favoured above all the other leadership styles. It was therefore, established that different leadership styles had different effects on the teachers' professional development at different levels of significance (p-values). It was concluded that transformational leadership style had the most profound statistical significant ( $p < 0.05$ ) relationship on teachers' professional development while Laissez-Faire leadership style had a positive but insignificant association with the teachers' professional development. The following were suggestions made in enforcing teachers' professional development in public secondary schools: training and retraining teachers and support staff through workshops and seminars, provision of better leadership in provision of physical and instructional materials, provide one-on-one staff development, provide staff development programs that are purposeful and research based, promote individual and organizational self-efficacy. Therefore, educational policymakers should exert more efforts to strengthen transformational and participative/democratic leadership in schools if teachers' professional development is to be achieved. The study recommends that Government of Kenya and the Ministry of Education should provide teachers with the means to enhance their professional

qualification by investing in further education, training and retraining teachers and support staff through workshops and seminars, provision of scholarships and grants to aid teachers' professional growth, provide staff development programs that are purposeful and research based and provision of better leadership in provision of physical and instructional materials. The findings of this study may be useful to the Ministry of Education, academicians and future researchers to improve education quality in public secondary schools in Kakamega East Sub-County and in other Sub-Counties in the country.