

The effect of teacher involvement in management on academic performance of public secondary Schools in Kakamega County

Ongaya Esther¹ Odhiambo Albert², Dr. Ndiku Judah³

1. (School of business and economics Masinde Muliro University of Science and Technology Kenya)
2. (Lecturer of Accounting and Finance school of business and economics Masinde Muliro University of Science and Technology Kenya)
3. (Lecturer Department of Education Planning and Management Masinde Muliro University of Science and Technology Kenya)

ABSTRACT *The purpose of this study was to explore the relationship between teacher involvement in management and performance of public secondary schools in Kakamega County. The study was conducted in Kakamega County using descriptive design. Questionnaires was used to collect data. A total of 75 principals and 375 teachers were selected as respondents. Data were analyzed using (SPSS) version 20 package. Both descriptive and inferential tools that include mean, standard deviation, correlation and regression were used in the study. The researcher found that teacher involvement in management of their institutions has a positive effect on the academic performance of such institutions and that there is need to develop and enhance trust between staff members and management. The study recommended that institutions establish and manage systems which vet entry behavior of new students in a bid to redeem their academic performance.*

I. BACKGROUND TO THE STUDY

Globally, in capitalist countries, workers and employees work towards conflicting objectives. Mutual understanding is completely lacking in these countries. Whenever these types of conflicting interest groups join together, the better solution would be participation. (Aldag, 2001). Aldag argues that the participative style of leadership has been recommended in the management literature dating back to the early 1950's. Many organizations today are achieving good results in participative management. The paradigm shift in management styles adapted by East and Central African governments promote the increased participation and leadership of teachers in decision making processes in school administration (Education Insight, 2010).

As working under changing circumstances becomes an essential feature of schools, they will necessarily become more dependent on teachers who are willing to contribute to successful change, regardless of formal job requirements (Sweetland & Hoy, 2000). In the organizational literature, these non-prescribed organizationally beneficial behaviour and gestures are distinguished from organizational behaviour that can be enforced on the basis of formal role of obligations. Current educational reforms prompt a reconsideration of teacher leadership as mentors, team leaders, curriculum developers and staff development providers. These roles involve teachers in decision making processes and facilitate teachers becoming leaders of change (Education Insight, 2010).

II. STATEMENT OF THE PROBLEM

In Kenya today, there is a desire to ensure that the best managers lead secondary schools, because of the rapid growth in primary, secondary and tertiary education orchestrated by successful implementation of FPE (Free Primary Education) that led to increased enrolment in government aided schools from 2 million in 1996 to 8 million in 2002 up to 9 million in 2003 (Malusu, 2007). This influx leads to the need to increase opportunities to the next level of secondary education which necessitates instituting responsible leadership in secondary school education institutions (Malusu, 2003).

III. OBJECTIVE OF THE STUDY

To assess the relationship between teacher involvement in management and academic performance of public secondary schools in Kakamega County.

IV. RESEARCH HYPOTHESIS

Ho₁ There is no relationship between teacher involvement in management and academic performance of public secondary schools in Kakamega County.

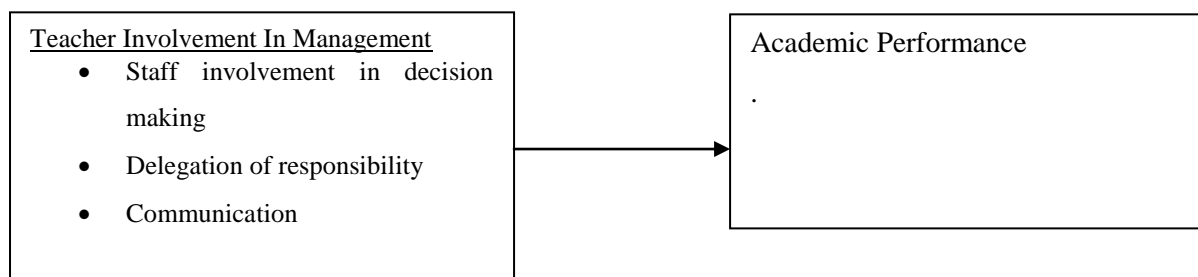
V. SIGNIFICANCE OF THE STUDY

The study will be useful to provide more information in regard to how performance can be well achieved through teachers participating in management. This study is also expected to improve the practice of appreciating employees' decisions alongside the work they do. The managers and administrators of public secondary schools will take in participative management as a healthy approach to improve performance in schools. The policy makers such as Ministry of Education will also find the study useful because they will use it to formulate formidable policies in relation to teacher involvement in management in public secondary schools.

VI. THEORETICAL FRAMEWORK: THE TRANSFORMATIONAL THEORY OF LEADERSHIP

The study is based on transformational theory of leadership by Bass (2002). Maloba (2007) argues that the theory which belongs to the contingency school of thought, describes the leader's involvement in changing the attitude of workers in order to increase their commitment in the organization. The school of thought pays more attention to the relationship at work that is ultimately connected with the actual behavior and attitude of leaders. The leader shows empathy towards the workers, exercises less supervision and encourages employee participation. The workers in turn perceive the leader from an inspirational angle with loyalty and enthusiasm. The leader's personal quality is to persuade and influence their subordinates into working towards the set goals of the organization. They use their skills, knowledge and principles of integrity and trust in transforming all those around them into willing followers, they are also effective depending on the worker situation

Fig 1.1 Conceptual framework



VII. GENERAL OVERVIEW OF TEACHER INVOLVEMENT

Armstrong (2006), denotes that participative management is a human resource technique of increasing commitment through involvement and communication processes and provides a route that some organizations follow to maintain satisfactory employee relations climate, participative leaders share decision making authority with the employees. The manager keeps the employees informed about everything that affects their work and shares decision making and problem solving responsibilities. This management style requires the leader to be a coach who has the final say but gathers information from staff members before making a decision.

VIII. COMPONENTS OF TEACHER INVOLVEMENT IN MANAGEMENT

The components of teacher involvement in this study include among others staff involvement in decision making, delegation of responsibility and communication.

IX. STAFF INVOLVEMENT IN DECISION MAKING

According to Sagimo (2002), all policies are a matter of group discussion, decision and leader participation. Every team member's participation counts and the fundamental aim of staff involvement in decision making is the achievement of democratic input into an organizations decision making. Maheshwari (1980), argues that staff involvement in decision making in an organization is the result of a complex interaction of several factors including the context and characteristic of the organization, the nature of decisions and the attributes and preferences of the decision makers. The two definitions agree that the opinions, attributes, preferences and interests of all the company stakeholders are important to a manager in a bid to achieve organization goals.

Lewis et al (2001), say the primary element of successful teams is specific, well defined goals, development of interdependent and collaborative relationships feedback and celebration of victories. Activity perspectives are gained during discussion period. General steps to group goals are sketched and when technical advice is needed, the leader suggests two or more alternative procedures from which a choice could be made. The members are free to work with whoever they choose and division of work is left to the group. The leader is objective and fact minded in his praise and tries to be regular group member in spirit without doing so much of the work. The positive effects of group decision making and problem solving offer better solutions, greater cooperation in the implementation of decisions and better communication of decisions. Staff involvement in decision making is supported by McGregor theory X and Y.

Maloba (2007), asserts that McGregor developed this explanation of leadership because he wanted managers to challenge their usual assumptions which he labeled theory X. Theory X management style on these assumptions about people; that people dislike work and therefore try to avoid it. Secondly, people dislike work so managers are forced to control direct, coerce and threaten subordinates to get them to work towards organizational goals. Lastly, people prefer to be directed, to avoid responsibility, and to seek security because they lack ambition. McGregor urged managers to develop another set of assumptions about people to guide them in dealing with employees he wanted managers to have a realistic view of people in which they examined their assumptions and then tested them against reality. The assumptions behind the theory Y style of leadership are as follows: physical and mental work is a natural part of life and thus not disliked by people, secondly, people are self-motivated to reach goals which they feel committed. Thirdly, people are committed to goals provided they attain rewards when the goals are reached under favorable conditions, people will seek and accept responsibility. Fourthly, people have the capacity to be innovative in solving job related problems. Lastly, people are basically bright, but in most job settings their potentials are under-utilized. Theory Y focuses on the importance of humanism in management hence closely related to teacher involvement in management. People support what they create, if team members report group decisions favorably to others, the non-participants tend to adopt favorable attitudes towards the decision (D'souza, 2004).

X. Delegation of responsibility

D'souza (2004), gives three steps of effective delegation as assigning responsibility where leaders give their employees clear descriptions of their duties and specify the expected results. Secondly they grant authority to carry out the assigned duties. Leaders give their employees the right to use valid instructions for others to follow. By assigning responsibility and granting authority managers incur certain management obligations as follows; they encourage delegated workers to present their ideas and plans on how to achieve desired results. Moreover, they provide continuous guidance and support to achieve results. Consequently, when granted authority, workers ought to accept the granted authority.

Lastly accountability is the obligation that workers have to their leaders for achieving results. Ngaroga (2006), sees delegation of responsibility to involve; determining the readiness, ability and willingness of the teacher to take up the job by ensuring the objective to be achieved is clearly understood; secondly, providing sufficient freedom of action to the teacher and means of carrying out the responsibility. Thirdly, establishing sound communication procedures between the head teacher and the teacher for consultation and coordination and lastly, correcting mistakes and praising progress.

Cynthia (2003), quotes Abraham Maslow's theory of motivation and personality which provides guidelines to which extent subordinates accept responsibility delegated. According to the theory, all people have a self-esteem need which encompasses a desire for a stable, firmly based usually high evaluation of themselves for self-respect or self-esteem and for esteem of others. Those needs may therefore be classified into two subsidiary sets. These are the desire for strength, achievement, adequacy, mastery and competence, confidence in the face of the world and independence and freedom. Second we have what we may call the desire for reputation or prestige, status, fame and glory, dominance, recognition, attention, importance, dignity or appreciation. These needs have been relatively stressed by Alfred Adler and his followers and have been relatively neglected by Freud. More and more today, however, there is appears widespread appreciation of their central importance among psychoanalysts as well as clinical psychologists. Satisfaction of the self-esteem needs leads to feelings of self-confidence, worth strength, capability and adequacy of being useful and necessary in the world. But thwarting of these needs produces feelings of inferiority, of weakness and of helplessness.

XI. Communication

Ngaroga (2006), asserts that communication is the transmission of messages or information correctly and accurately from the sender to the receiver. Communication is not complete until the receiver has responded to the messages because it is a two – way process. Jonathan (2004), sees communication as negotiating with others. Managers negotiate all the time. Negotiation is necessary to exert power responsibly and institute change that would happen otherwise. People like being negotiated. Employees like the clarity and choice that negotiation gives. The two definitions agree that through communication a leader is able to influence the subordinates to perform at their highest capability. Communication captures the extent to which management respects workers opinion, operates with honesty and integrity, promotes efficiency and has open lines communication with employees. D'souza (2004), argues that for a strong communication network to exist each element is viewed as a link of the communication chain. According to Ayen (2007), there is no known organization in which people do not usually feel there should be improvement in the way departments communicate, cooperate and collaborate with one another. Studies on management seem to confirm that it improves workers performance, satisfaction and commitment.

Ngaroga (2006), says communication in a school setting is important in order to: inform everyone uninformed in the life of the school. D'souza, (2004), denotes that in an organization formal communication flows in any three directions; downward, upward and horizontal communication. Sharing information with employees besides helping prevent needless fears and misunderstanding it also supports their sense of belonging. Employees come to realize that the organization cares enough to keep them informed. Communication can be supported by the transformational theory of leadership. Maloba (2007), says that the theory which belongs to the contingency school of thought, describes the leader's involvement in changing the attitude of workers in order to increase their commitment in the organization. The school of thought pays more attention to the relationship at work that is ultimately connected with the actual behavior and attitude of leaders. The leader shows empathy towards the workers, exercises less supervision and encourages employee participation. The workers in turn perceive the leader from an inspirational angle with loyalty and enthusiasm.

The leader's personal quality is to persuade and influence their subordinates into working towards the set goals of the organization. They use their skills, knowledge and principles of integrity and trust in transforming all those around them into willing followers, they are also effective depending on the worker situation. That is, does the situation warrant room for their personal qualities of the leader such as benevolence, participation and exercising self-control, if it is favorable then they will appraise emotional and spiritual dimensions as well as mental aspects of both the leader and the workers. They also use the information they have of the workers background to manipulate their thinking. They are familiar with the cultural traditions of the individual workers and put them into consideration especially if the group is heterogeneous. (Blase, 1993).

The leader is also able to satisfy employee's needs, that is both group and individual needs accordingly whereby at times he has to balance the task needs, the transformational leaders are synergistic in that they improve nearly every situation they get into for they fight for both situations in the organization and employees Bass in (Dessler, 1997). Workers trust in a leader who exhibits his competence and effectiveness. The leader provides direction and keeps the mission in right with effectiveness and results. These makes the workers gain confidence and trust in the leader. The leaders should be focused in their bid towards goal attainment. In this theory the leaders display many techniques they use in transforming the workers for example direct and intimate communication with the workers.

The transformational leader also uses the workers unseen potentials interacting with and seeking help on behalf of the group. The theory shows the principal cannot be effective without the cooperation of teachers behind him and it is upon himself to get himself upon their commitment and confidence through the outlined tactics of the transformational theory (Blasé, 1993). In addition group members who perceive transformational leaders as effective reported that they would expend effort for the leader, were satisfied and performed well (Bass, 1995).

In view of the issues raised above the researchers have inclined towards the importance of communication in an organization and the present study intends to bridge the gap by investigating the effect of communication on performance in secondary schools.

XII. Academic performance

Academic performance will characterized by exam results, student discipline, co-curricular activities and increase in student enrolment.

XIII. Examination Results

In Kenya, the education system is largely examination oriented and quality education at Kenya certificate of secondary education (KCSE) is measured in terms of strong grades of A to C+, (Oyaya, 2010). Academic performance is the outcome of education reflected in exam results. Exam results is a measure of knowledge, skills and aptitude acquired at the end of a time period of learning, for example at the end of primary and secondary education system in Kenya students sit for National exams, these are KCPE and KCSE, sitting for exams is important because it provides career choices, job opportunities, in addition to this, it influences a school's reputation because it is a measure of education delivery.

The first KCSE was done in 1989 Exam results are announced to the public in the month of February each year by the Minister of Education (Wikipedia, 2010).

KCSE candidates and performance by gender in KCSE subjects and grades trends in some selected subjects reveals that the candidature of physics is the lowest among major science subjects and even worse for girls than boys in the five – year period between 2003 and 2007. It further shows that the mean of male and female candidates in English, Kiswahili, Maths, Biology, physics, Chemistry, Biological Science, geography, French and commerce has been below 50% in five years (Republic of Kenya,2008)

Table 2.2: 2012 KCSE Results for Kakamega County

Sub County	Performance Index
Matungu	38.8656
Lugari	34.404
Mumias	38.0481
Butere	33.82
Kakamega East	32.856
Kakamega Central	32.666
Kakamega South	31.628
Matete	31.003
Khwisero	29.812
Kakamega North	27.25

Source: CDE, Kakamega County, 2013, KCSE Analysis

XIV. Research methodology and design

The study was conducted through descriptive research design. This design assisted the researcher to obtain information that described existing phenomena by gathering information about the perception, attitudes, behavior and values of respondents. It was used because it was good for generalization within a particular parameter; it was economical and efficient as it drew from its one short data collection strategy. Descriptive research design studies can be used not only for the purpose of description but also for determination of relationships between variables (Mugenda and Mugenda 2003).

XV. Sample Size

In order to produce statistically valid results through utilization of multivariate analytical techniques, a large sample size is required, (Hair et al, 1995). For the purpose of this study the sample consisted of managers of each institution and their subordinates (teachers). There are 244 public secondary schools in ten strata (sub-counties). A total of 75 schools were taken as the sample size which represented 30 % of the target population. This compares favorably with response rates in Kenya of between 30% - 85% that researchers such as Ng'ang'a (2004), have reported in their work. For each institution the principal was the respondent and at least three teachers. This gave a total of 75 principals and 375 teachers. The sample size distribution obtained from the random table is as shown below:

Table 3.1: A Table Showing Sample Size

District	Total No. of Schools	No. of Sampled schools	No. of Teachers	No. of sampled Teachers
Lugari	21	7	1500	50
Kakamega North	24	8	1650	55
Kakamega Central	24	10	1800	60
Kakamega East	21	8	1500	50
Kakamega South	24	6	900	30
Mumias	22	10	1500	50
Butere	26	8	750	25
Matete	14	7	450	15
Matungu	23	6	750	25
Khwisero	22	5	450	15
TOTAL	244	75	11250	375

Source: CDE, Kakamega County staffing position, 2013

XVI. Sampling procedure

The study employed stratified random sampling procedure to select the sample. The stratified sampling procedure refers to the identification of subgroups in the population and their proportions and select from each subgroup to form a sample (KIM, 2009). Stratified sampling enhances representativeness in studies like this that involves sub groups of respondents (Fraenkel & Wallen, 2003). The population was divided into ten strata (districts). In each of these districts schools fall into three categories boys, girls and mixed day and boarding. Stratified sampling techniques were used to identify principals and teachers as respondents. At least three schools were randomly selected in each district giving a total of 75 principals and 375 teachers which made up 30% of the estimated 11250 teachers in the County. Therefore the study sampled comprised 75 principals and 375 teachers from the 244 schools in Kakamega County

XVII. Data Collection Instruments

The researcher used questionnaires and document analysis as the main tools for collecting data. The selection of these tools was guided by the nature of the data to be collected, the time available as well as the objectives of the study.

XVIII. Validity of Research Instruments

Validity is the degree to which the results obtained from the analysis of the data actually represents the phenomena under study. It has to do with how accurately the data obtained in the study represent the variables of the study (Mugenda and Mugenda 2003). To ensure Content validity and relevance, the questionnaire was pre-tested on a pilot set of respondents who did not form part of the study's respondent but were knowledgeable in the study aspects. This enabled the researcher to revise the questionnaire based on the pilot feedback. On the other hand, to ensure face and construct validity, the questionnaire was guided by the researcher's conceptual framework in order to test and measure the key elements of teacher involvement in management on academic performance of public secondary schools. Further literature review was undertaken to establish the validity of the research instruments.

XIX. Reliability of Research Instruments

Grinnel (1993), observes that reliability measures the degree of accuracy in the measurements an instruments provides. It ensures that instruments generate similar data when used by independent researchers. It is the ability of a test to measure what is supposed to measure. To ensure reliability the researcher conducted a pilot study on ten teachers from Bungoma County. The table above reveals that all the variables had Alpha Values above 0.7 mark recommended by Sekaran. Therefore all the variables in the instrument were deemed reliable.

Table 3.2: Reliability table

Variable	Alpha Value
Teacher Involvement In Management	0.88
School Performance	0.83

XX. Data analysis

The data that was collected from questionnaires was analyzed by use of descriptive statistics. The descriptive analysis was appropriate for this study because it involved the description, analysis and interpretation of circumstances that were prevailing at the time of study. Basic statistical techniques used included mean and standard deviation. Inferential statistics used was regression and Karl Pearson moment correlation co-efficiency. Regression equation used was

$$Y_{PER} = \alpha + \beta_{TI} + \epsilon$$

Where Y_{PER} is School Performance, TI is Teacher Involvement in Management, β is regression coefficient and ϵ is the error term.

XXI. Descriptive statistics of Teacher Involvement in Management

Respondents were asked questions concerning teacher involvement in management issues. The questions were rated on a Likert scale where the respondents were asked to rate by scoring Strongly agree SA=5, Agree, A =4, Undecided U= 3, Disagree, D =2, strongly disagree, SD =1 against each question. The descriptive statistics enables the study to find out if teachers were involved in the management issues . The results of each are discussed in the following subsections. The results were as shown in the table 4.13 below

Table 4.10 Mean and standard deviation of response

Source: Research data 2014

Item	Mean	Std deviation
Management has created a strong school culture which is adhered to	3.3111	0.79483
There are personal forums for staff members	2.3657	0.69238
There is trust between teachers and management	3.3899	0.69665
Staff members get encouragement, support and appreciation	2.6788	0.68519
Group members are let to diagnose group problems	2.2263	0.67736
Management delegates responsibilities to teachers	2.4528	0.58760
Suggestions by staff are put into operation	2.6626	0.70375
Members are made to enjoy working with others in groups	2.3899	0.69665
There is always new ideas on management	2.2545	0.68814
There is opportunity to make independent decisions	2.6626	0.70375
There is good relationship between staff and students	3.9778	0.77506
Management understands staffs and students personal needs	3.9354	0.65189
Management assigns tasks for everyone	2.0808	0.63750
There is staff approval before implementation of important matters	2.9091	0.48230
Management understands staffs and student character	2.2263	0.67736
Management keeps changing policy statements and programs	3.2828	0.69760
There is openness when dealing with staff members	2.6626	0.70375
Management is slow in accepting new ideas	3.2889	0.79940
Staff members are handled fairly and with respect	2.1960	0.66429
Colleagues are Free Supportive and Respect Divergent Opinions	2.6626	0.70375
Management likes working with individuals and not teams	2.6555	0.45678
There is willingness to make changes	2.3453	0.63455

There are those who have agreed with the statements and we have those who do not agree with them. The scores that had a mean of less than 2 with standard deviation of between 0-1 implied that they were not in agreement with the issue raised. On the other hand, the mean of atleast 3.0 and corresponding standard deviation of between 0-1 indicates that the respondents are in agreement with the statements raised.

XXII. School mean grade

The researcher also sought to establish the performance of the schools as measured by the school mean grade over 6 years for each school. The table below shows their performance.

Table 4.9 School mean grade

Year	2007	2008	2009	2010	2011	2012
Mean	3.4	3.7	3.6	3.9	4.1	3.9
Grade	D	D+	D+	D+	D+	D+

Source: DEO Kakamega Central 2014

The above table indicated that there has been a steady poor performance in KCSE in the county with very little signs of improvement over last six years. This has been a worrying trend that triggered this study.

XXIII. Inferential statistics of Teacher Involvement in Management

The factors that form up teacher involvement in management were abbreviated as staff involvement in decision making (DM), delegation of responsibility (DR) and communication (CO). The results were as shown in the table below.

Table 4.11 Inferential statistics of Teacher Involvement in Management
Correlations

		DM	DR	CO	PER
DM	Pearson Correlation	1			
	Sig. (2-tailed)				
DR	Pearson Correlation	.780**	1		
	Sig. (2-tailed)	.000			
CO	Pearson Correlation	.775**	.679**	1	
	Sig(2-tailed)	.000	.000		
PER		.657**	.723*	.820**	1
		.010	.040	.000	

** Correlation is significant at the 0.01 level (2-tailed).

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

Source: Research data 2014

From the results, staff involvement in decision making (DM) had a positive correlation with performance at 99% confidence level ($r = 0.657$ and $p \leq 0.01$) with delegation of responsibility. Communication had statistically significant positive correlation of ($r = 0.723$ and $p \leq 0.05$) with performance at 95% confidence level. On the other hand, communication (CO) had statistically significant positive correlation of ($r = 0.820$ and $p \leq 0.01$) with performance. On the overall, the factors are positively correlated..

Table 4.12 Regression results of teacher Involvement and Academic Performance

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.622 ^a	.587	.584	.62105		
a. Predictors: (Constant), teacher involvement in management						
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	52.750	1	52.750	136.761	.000 ^b
	Residual	83.698	217	.386		
	Total	136.447	218			
a. Dependent Variable: Academic performance						
b. Predictors: (Constant), Teacher involvement						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.908	.207		4.376	.000
	Teacher involvement	.746	.064	.622	11.695	.000
a. Dependent Variable: Academic performance						
Significance level = 0.05						

Source: Research data 2014

From Table 4.12 above, the value of R square is 0.587 this shows that the independent variable teacher involvement explains 58.7% of variance in the dependent variable that is performance. The significance of the model is significant 0.00 this shows that the model is feasible. The regression equation from the findings becomes.

$$Y_{PER} = 0.908 + .746TI$$

In other words, teacher involvement has a positive effect on academic performance.

XXIV. Recommendations

It is evident in the study that teacher involvement in management has a direct correlation with performance of schools, efforts should be made to enhance teacher participation in management of their schools. This could be achieved through robust group forums; opportunities to make independent decisions; implementation of staff suggestions and also consultations. There is also need to develop and enhance trust between staff members and management.

In the respondents' views, for the schools to excel in examinations, the following teacher involvement in management issues; should be encouraged:

- i) Creation of Personal forum, appraisal and recognition of staff members' efforts support and appreciation.
- ii) Suggestions by staff should be put into operation; there should always be generation of new ideas by management through consultations and opportunity to make independent decisions created.
- iii) Management ought to assign tasks to everyone, understand staff and students personal needs and improve on relationship between staff and students.

REFERENCES

- [1] Aldag, (2001). *Organizational Behavior and Management: An integrated Skills Approach*, South Western, USA.
- [2] Armstrong M., (2005) .*Handbook of Human Resource Management Practice* :8th Edition, London.
- [3] Armstrong M., (2009). *A Handbook of Human Resource Management Practice*: 11th Edition Kogan Page London.
- [4] Ayeni, C. O., (2007). *Work Motivation, Job Satisfaction and Organization Commitment in Oyo State*: Nigeria, Library Philosophy and Practice, Oyo.
- [5] Basic Education Act 2013. Government Printers, Nairobi.
- [6] Bass, B.M, (1995). *Leadership and Performance beyond Expectations*: Free Press, New York.
- [7] Bass, B.M., (2002). Cognitive, Social and Emotional Intelligence of Transformational Leaders in (Eds), *Multiple Intelligence and Leadership*. (pp.105-118),
- [8] Mahwa, N.J: Lawrence Erbaum.
- [9] Blasé J., (1993). *Bringing out the best in teachers*: Corwin Press, California.
- [10] Blasé J. et al (1986) .*The Micro – Politics of Educational leadership from control to Empowerment*: Cassell, London.
- [11] Chitwa, A. and Njung'e, J., (2004). *ASEI movement and PDSI approach*: Des School.
- [12] Cynthia, M. C., (2003). *Motivation and Personality*: Pearson Education, Singapore.
- [13] D'souza, A., (2004). *Leadership: A trilogy on leadership and effective management*: Paulines Publication Africa.
- [14] Education Insight, (2010). *Why schools and Colleges are Unsuccessful* December- January 2010 Issue pp 19-22.
- [15] Frankel, J. R. and Wallen, N. E., (2002). *Statistical Sampling and Analysis*: Plymouth, MI.
- [16] Hoy, W. K., Sweetland, S. R., & Smith, P. A. (2002). Toward an organizational model of achievement in high schools: The significance of collective efficacy. *Educational Administration Quarterly*, 38(1), 77-93. Grinnel, M.R. J.R (1993), *Social Work Research and Evaluation*: 4th Edition, Illinois F.E Peacock Publishers, Inc.
- [17] Hair, J. Anderson, R., Tatham, R., and Black., (1995). *Multivariate Data Analysis with Readings: 4th Edition*, Prentice-Hall International, USA.
- [18] Kane, T. D. and Tremble T.R., (2000). *Transformational Leadership effects at different levels of the U.S Army*: Military Psychology, Vol. 12 No. 2 PP 137 -60.
- [19] KIM, A. K. and Maulbourgne, R. A., (1992). "Parables of Management": Award Business Review, PP 123
- [20] Kenya Institute of Management, (2009). *Fundamentals of Management Research Methods*: Macmillan Kenya Limited, Nairobi.
- [21] Kombo, D. K. and Tromp, D. L. A., (2006) .*Proposal and Thesis Writing: An Introduction*, Paulines Publications Africa, Nairobi.
- [22] Kothari C.R., (2003). *Researcher Methodology: Methods and techniques* K.K. Gupta NAI Publication Ltd, New Delhi, 2nd Edition.
- [23] Lewis, A., (2001). *Encyclopedia of curriculum*.
- [24] Maheshwari, B. L., (1980). *Decision styles and organizational Effectiveness*: Vikas Publishing, New Delhi.
- [25] Makosi, N. and Owino, B., (2012). *Business and Management*: February – March 2012, pp 25.
- [26] Maloba, A. N., (2007). *Assessment of the Impact of Secondary School Principals' Leadership Styles on Teachers Participation in non-teaching programmes in Mumias District*: (Kenyatta University). Bureau of Educational Research, Nairobi
- [27] Malusu, Y.K. (2003). *Development and Examination of Secondary Schools in Uganda and Kenya: Experience and Challenges*: Nairobi, Kenya.
- [28] McKenzie, P.M. and Rutto, C., (2008). *Better Discipline in your School: A Headteacher's Guide to understanding and managing Learner Behaviour*, Rinny Publishers, Nairobi
- [29] Ministry of Education TSC, (1998). *A Handbook on responsibilities and Duties in schools*: Government Printers, Nairobi
- [30] Mugenda, O. M. and Mugenda. G. A., (1999). *Research Methods –Quantitative and Qualitative Approaches*: Acts Press, Nairobi.
- [31] Ngaroga, M. J., (2006). *Education for Primary Teacher Education*: East African Education Publishers, Nairobi.
- [32] Ng'ang'a, K.W., (2004) *Statistical Methods for Social Sciences*: M^cMillan press, Nairobi.
- [33] Oyaya E., (2010). *The core values of Quality Assurance and Standard*:. Kenya Literature Bureau, Nairobi.
- [34] Sagimo, P.O., (2000) .*Management Dynamics*: E.A E.P Nairobi
- [35] Saleemi, N. A., (2005). *Personnel Management simplified*: Saleemi Publications. Ltd, Nairobi.