

**EFFECT OF LEADERSHIP PARADIGMS ON ORGANIZATIONAL
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN NAKURU COUNTY,
KENYA**

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MWANGI KINYANJUI DUNCAN



**A Research Project Report Submitted to the Graduate School in Partial Fulfillment
of the Requirement for the Award of the Degree of Masters in Business
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DECLARATION AND APPROVAL

Declaration

This research project is my original work and has not been submitted for the award of a diploma or degree in this or any other institution.

Signature.......... Date.....22/05/2013.....

Duncan K. Mwangi

CM11/0440/08

Approval

This research project has been submitted with our approval as University supervisors.

Signed.......... Date.....23/05/2013.....

Dr. Lilly W. Njanja
Kabarak University

Signed.......... Date.....23/05/2013.....

Prof. B. K. Njehia
Kenyatta University

X 2013/97128

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DEDICATION

I dedicate this project to my loving and hardworking mum, Susan Wariara Kabiri for the effort and sacrifices she made to make sure that I get this far in spite of the many odds and challenges.

ACKNOWLEDGEMENT

This work would not have been completed with my effort alone. My most heartfelt gratitude goes to God for His provision, strength and enablement. I know if it were not for Him I would not have completed this project.

Many people gave me support, recommendations and encouragement. Though I may not mention all, a few are worth noting. My sincere gratitude and appreciation goes to Egerton University for giving an opportunity to pursue this course. My supervisors, Professor B. K. Njehia and Dr. Lily Njanja for their expert guidance, encouragement and support. Their positive criticism and patience made this work what it is. I also appreciate the contribution of the respondents who participated in the research. My gratitude goes to Dr. Dinah Kipkebut, Mr. Henry Kombo, and members of the Business Administration Department who worked so hard to make sure I defend my project work and lastly my dear wife Hellen for her continuous support and encouragement.

ABSTRACT

Effective leadership is seen as a potential source of management development and sustained competitive advantage for organizational performance improvement. Some scholars believe that leadership facilitates organizational performance enhancement while others contradict this. This may be attributed to different concepts of leadership being employed in different studies, making direct comparison impossible. The question of the appropriate leadership paradigm on performance of public secondary schools has not received adequate attention especially in Kenya. This study sought to find the effect of the leadership paradigms practiced in public secondary schools on the performance of the schools. The study adopted a cross sectional survey design to achieve its objectives. The population of the study was 151 public secondary schools in Nakuru County. Purposive sampling method was used to select two districts out of the 6 districts in Nakuru County and 264 respondents from the 44 schools in the two districts. Questionnaires were used to collect data from the respondents who included the school principal, Deputy Principal, a BOG member, Bursar and the students' leaders. The data was analyzed with the help of Statistical Package for Social Sciences (SPSS) computer program version 17. Descriptive and Inferential statistics such the mean, mode, standard deviation, correlation, multivariate analysis of variance and regression were used to test and establish the relationship between independent variables (leadership paradigms) and dependent variable (organizational performance). The results were summarized and presented using frequency tables, graphs, and charts. The study established that Transformational leadership was the most practiced leadership paradigm in public secondary schools. The study further established that leadership paradigm influenced organizational performance. Organic paradigm had higher mean organizational performance in the schools than Transformational, Transactional and Classical leadership paradigms. It is expected that the study findings will facilitate in-depth understanding of the effect of leadership paradigms on performance of public secondary schools in Nakuru County, Kenya. The study recommends that National and District schools be enhanced to address the strategic issues of access and quality of secondary education, and the Principals be encouraged to practice Organic and Transformational leadership paradigms to improve organizational learning and growth, students and stakeholders' satisfaction, students and financial performance in public secondary schools.

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LIST OF ABBREVIATIONS

BOG:	Board of Governors
BPM:	Business Performance management
BSC:	Balanced Score Card
CEO:	Chief Executive Officer
CFLS:	Centre For leadership Studies
CPM:	Corporate Performance Management
ERS:	Economic Recovery Strategy
ESP:	Economic Stimulus Package
KIE	Kenya Institute of Education
KPI:	Key Performance Indicators
MOE:	Ministry of Education
NPM:	New Public Management
OPM:	Office of the Prime Minister
PSR & PC:	Public Sector Reforms and Performance Contracting
PTA:	Parents Teachers Association
RBM:	Results-Based Management
SMASSE:	Strengthening of Mathematics and Science in Secondary Education
SPM:	Strategic Performance Management
UNDP:	United Nations Development Program

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

1.1.1 Leadership and Organizational Performance

Leadership is viewed as key driving force on firm's organizational performance. Educational institutions require leadership paradigm that enhances its efficiency and effectiveness, Indeed education remains the most vital strategy for the development of the society throughout the developing world. Studies on human capital concur that the human resources of a nation is the principal determinant of its economic and social development as opposed to its capital or natural resources, (Alkamar and Unterhalter, 2005). Formal education system is the principal institutional mechanism for developing human capital (Nsubuga, 2003). The role of education is not only to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society but also to impart values, ideas, attitudes and aspirations important for natural development (Nsubuga, 2010). In addition, the competitiveness especially in high value added and knowledge based sectors of the economy depends on knowledge, skills and competencies associated with abstract reasoning, analysis, language and communication skills and application of science and technology which are most efficiently acquired through secondary education schooling (Lewin, 2001).

Past studies have documented the impact of leadership on organizational performance (Giambatista, 2004; Rowe et al, 2005). The type of leadership paradigm adopted is considered to be important in achieving organizational goals and evoking performance among subordinates (Barling et al, 1996, Berson et al; 2001, Zacharators et al,2000). Most of the prior researches on the relationship between leadership styles and performance have examined a restricted number of leadership paradigms such as transactional and transformational, leaving out classical and organic paradigms. Bass's (1985) theory of transformational leadership, suggests that transformational leadership paradigm is often more effective than transactional. However, other Scholars have criticized this by pointing out that there is no one best way of thinking about leadership, but rather different kind of leadership reflect social and historical roots, depending on the context (Avery 2004; Bryman, 1992; Drath, 2001; Shamir and Howell, 1999; Yukl,

1999). This implies that different leadership paradigms could affect performance differently depending on the context. Thus, when doing research on the leadership-performance relationship the context needs to be taken into account and more paradigms need to be considered.

Many researchers when selecting performance measures have employed either financial performance or non-financial performance measures instead of considering a holistic approach (Holfmann and Jones, 2005; Keller, 2006, Lim and Ployhart, 2004). For instance, they need to use the four perspectives of Balanced Score Card (BSC), that is, the customer perspective, financial perspective, internal business process and learning and growth. Secondary school education requires leadership paradigms that enhance efficiency and effectiveness, to achieve its goals and objectives. Various interventions such as reducing wastage by minimizing school dropout, absenteeism and repetition, proper utilization of human, physical, and financial resources as well as time management can be put in place to enhance efficiency and effectiveness. Cole (2002) and Balunywa (2000) as cited by Nsubuga, (2010), observe that leadership in education institution is a dynamic process where an individual is not only responsible for the group tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context. Leadership in such a context pursues effective performance in schools, by examining tasks to be accomplished and who executes them, and also seeking to include greater reinforcement characteristic like recognition, morale building, coercion, remuneration, and condition of service

1.1.2 Public Secondary School Education in Kenya

The goals of Secondary school education in Kenya is to mould learners to acquire the sense of nationhood, knowledge, skills such as critical thinking, problem solving and rational judgment as well as right attitudes towards self and others. The secondary level education also offers foundation for further education and training in technical and industrial development (KIE, 2006). This is important to Kenya as a developing nation because it needs to build a knowledgeable and skilled work force, with the right attitudes towards work, self and other people in order to achieve its development and economic goals. These knowledge, skills and attitudes are best acquired at secondary school level. Performance in any secondary school should not only be considered in terms of academic, but should also focus on other aspects of education like the affective and psychomotor

domains. In implementing this strategy, the government has expanded opportunities in both primary and secondary levels through Free Primary Education FPE and subsidized secondary education (Free Day Secondary Education FDSE) for which the government and community have committed a lot of resources.

In Secondary level the government has gone further to set up model schools commonly referred to as 'centers of excellence' in every constituency through the Economic Stimulus Package (ESP). This aims at 'taking' development to the devolved units by building human capacity and capital at the grass root. Each public secondary school in Kenya is accountable to the ministry of education through the District Education Office (DEO), and a Board of Governors (BOG), appointed by the Minister of Education on recommendation by a selection committee comprising of the Principal, the sponsor, District Education Office and the local leaders. The Principal is the secretary to the BOG and the chief accounting officer in the school. Public Secondary schools in Kenya are classified into three categories, National schools, Provincial schools and District schools.

The National schools admit the best performing students in each district in Kenya Certificate of Primary Education followed by Provincial schools and then District schools admit those who fail to secure vacancies in National and Provincial schools. According to reports from the Ministry of Education (MOE), 60% of the students in public secondary schools score a mean of D+ and below in KCSE. Drug abuse and teenage pregnancy is on the rise. At the same time, many projects in education sector have stalled and adequate teaching and learning materials are lacking. Strikes and riots which result in loss and destruction of property have been witnessed. The scenarios indicate that performance in public secondary school is wanting. Against this backdrop of committing colossal resources on secondary school sub-sector and dismissal performance, many questions remain to be answered: Has the government put in place the best leadership to steer the secondary school institutions? What type of leadership is most appropriate for education institutions at this level? The answers to these questions are important because they could assist in addressing performance in these schools, with the aim of improving, thus enabling the government and the nation to rip the benefits of these investments. The secondary education is therefore very important to the development of the nation and hence the need to focus on the leadership of the institutions in this sub-sector.

1.2 Statement of the Problem

The policy of the Kenyan government is to provide quality, relevant and holistic education in secondary schools, however the performance in these schools has remained poor (MOE, 2005). This is a disquieting situation, considering that secondary school education in general play an important role in the development of a nation. Research has been conducted by policy makers, school managers, education stakeholders as well as scholars, in pursuit of establishing the major causes of poor performance. Factors such as students discipline, deficiency, competency, motivation and remuneration of teachers, inadequate teaching-learning materials and stakeholders' participation and attitude in schools have largely been identified as the major antecedents of poor performance (SMASSE, 1998; SMASSE, 2003; Kafu, 2002; Chesire et al., 2004; Saya, 2005). Whereas leadership has been found to have effect on organizational performance in other industries (Rowe et al, 2005), performance in secondary schools has not been linked to any leadership paradigm. In other words; does the leadership paradigm practiced in a secondary school have any effect on the overall performance of the school? This study sought to establish the effect of various leadership paradigms (classical, transactional, transformational and organic), practiced in public secondary schools on organizational performance (based on balanced score card) of the schools in Nakuru County.

1.3 Objectives of the Study

The broad objective of this study was to establish the effect of leadership paradigms on organizational performance in public secondary school in Nakuru County. The Specific objectives of the study were:

- i. To establish the leadership paradigms practiced in different categories of public secondary schools in Nakuru County, Kenya.
- ii. To analyze Organizational performance in different categories of public secondary schools in Nakuru County, Kenya.
- iii. To establish the effects of leadership paradigm on the organizational performance perspectives in public secondary schools in Nakuru County, Kenya

1.4 Research Questions

- i. What are the leadership paradigms practiced in different categories of public secondary schools in Nakuru County, Kenya?
- ii. What is the Organizational performance in different categories of public

secondary schools in Nakuru County, Kenya?

- iii. What is the effect of the leadership paradigms on organizational performance perspectives in public secondary schools in Nakuru County, Kenya?

1.5 Significance of the Study

The findings from the study will add knowledge in the fields of leadership and education; it will give direction on whether the leadership paradigm practiced in a secondary school has any relationship with the performance of the school. This will assist practitioners in the field in determining the factors to be considered when recruiting leaders for schools. It will also assist in determining the curriculum relevant for training the leaders. The findings may also be used in addressing the performance of students and secondary school institutions in general, in order to achieve the education goals which are a major pillar in the development of a nation. The study findings will provide knowledge to leaders and managers on leadership paradigms appropriate in public secondary schools to enhance internal efficiency, effectiveness, and competitiveness.

1.6 Scope and Limitations of the Study

1.6.1 Scope of the Study

It would have been ideal to collect data from all the public secondary schools in Kenya. However, this study was based on public secondary schools in Nakuru and Rongai districts in Nakuru County. The views of all stakeholders in the schools would have been necessary however, the study focused on the views of the sampled school principals, Deputy Principals, school bursars BOG member/PTA chairperson and student leaders. The performance was based on a modified balanced score card (BSC). The performance of a school can be influenced by more than one factor, but this study mainly focused on the effect of leadership paradigms on organizational performance of the schools. Performance was confined to measurable indicators such as teachers and students outcomes, curriculum implementation activities' and school leadership and management activity indicators.

1.6.2 Limitation of the Study

Financial and time constraints were the limiting factors. The researcher organized sending of the questionnaires and the visits to collect them in consultation with the respondents so as to observe the scheduled time of visit and minimize the number of trips

and the cost. Some Principals were reluctant to allow the staff and students in their schools to be used as respondents especially the school bursars however the researcher explained the reason for study to the concerned Principals and the respondents, making it possible to collect the data.

1.7 Definition of Terms

The following operational definitions were adopted for this study

Leadership -The ability to influence people, have followers and inspire them to perform.

Leadership Paradigm- A set of concepts, values and practices on decision making, commitment of teachers, support staff and students, operation and procedures of activities and control that constitute a way of school leadership.

Organization – A social entity deliberately structured and designed to achieve set goals. The school in entirety is considered as the organization

Organization Learning – The acquisition of knowledge by individuals and groups in a school set up who willingly apply it in making decisions in their jobs other school activities.

Organizational Performance – The competency of an organization to transform the resources within it in an efficient and effective manner to achieve organizational goals.

Paradigm – A set of concepts, values and practices that constitute a way of a viewing reality for the community that shares them especially in an intellectual discipline.

Principal – The educator with executive authority in a school and is charged with the responsibility of steering the school towards achieving its objectives.

Public School – A secondary school in Kenya that is financed by tax revenues and other government collected revenues and administered exclusively by state and local officials.

Students Characteristics – The student entry behavior.

Teacher Characteristics – The motivation, competence, quality and number of teachers.

Student's Outcomes – Students activities geared towards enhancing learning.

Education Outcomes- Teaching and learning activities in a school set up which involve, student activities (outcomes), teachers activities (outcomes), support staff activities and parents activities geared towards enhancing learning.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines the literature to develop a framework for this study. It is organized under the following: Concept of leadership, leadership and change, leadership paradigms, public sector reform and strategic management in Kenya, strategic leadership and management in the education sector, performance in public organizations, performance management, leadership and organizational performance, empirical review on school leadership and educational outcomes. Finally this chapter gives a summary and highlights gaps and issues raised and issues reviewed as well as the conceptual framework of the study.

2.2 Concept of Leadership

There are more than 200 definitions of leadership found in scholarly publications. Armstrong (2004), for instance defines leadership as influence power and legitimate authority acquired by a leader to be able to effectively transform an organization through the direction of the human resource that are most important organizational assets. On the other hand, Cole (2002) defines leadership as inspiring people to perform. From the definitions, it can be observed that leadership is seen as the ability to influence people and have followers.

A review of the leadership literature reveals evolving schools of thought of leadership. Whilst early theories tend to focus upon the characteristics and behaviors' of successful leaders, later theories begin to consider the role of followers and the contextual nature of leadership. Among the earlier theories include the Great Man, the Trait, the Behavioral and the Situational Contingency theory. The latest theories consist of Transactional, Transformational, dispersed and Servant leadership.

The 'Great man' theory is based on the belief that leaders are exceptional people, born with innate qualities destined to lead. The use of the term 'man' was intentional since the concept of leadership was thought of primarily as male, military and western. This theory led to Trait theory which held that leaders had superior qualities and traits which differentiate them from followers. The traits range from ambition to zest for life. The Trait theory gave way to behavioral theory of leadership. This theory concentrated on what leaders can do rather than

on their qualities. Different patterns of behavior are observed and categorized as styles of leadership. Some of the well known behavioral theories include, McGregor's Theory X and Y managers and Blakes and Mouton's managerial grid. This area attracted most attention from practicing managers. This was followed by situational contingency theory which saw leadership as specific to the situation in which it is being exercised. Contingency is a refinement of the situational view point and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances. The contingency theories include Fiedler's Contingency theory, the Path Goal theory, Vroom Yetton-Jago decision making model of leadership and the situational leadership theory.

The transactional, transformational, servant and dispersed leadership form the latest theories. The transactional leadership emphasizes the importance of the relationship between leader and followers; focusing on the mutual benefits derived from a form of 'contract' through which the leader derives such things as rewards or recognition in return for the commitment or loyalty of the followers. On the other hand, transformational leadership has its central concept as change and the role of leadership in envisioning and implementing the transformation of organizational performance. Others under this category include Servant Leadership, following part of leading and team leadership. Each of these theories takes a rather individualistic perspective of the leader although dispersed leadership is increasingly gaining recognition. Dispersed leadership has its foundation in sociology, psychology and politics rather than management science. It views leadership as a process that is diffuse throughout an organization rather than relying solely with the formally designated leader. The emphasis thus shifts from developing leaders to developing leadership organizations with a collective responsibility for leadership (CFLS, 2010).

Leadership entails change and management of change. Strategic and transformational leadership are associated with change initiation and sustenance. When linking the issue of change to leadership it is worth noting that executive sponsorship and participation are critical to the success of change initiatives. Numerous studies have identified leadership and participation by top management as the single greatest contributor to success in change management programs. According to Mohrman and Mohrman (1993), change leadership must be diffused throughout the organization and an effective leadership network established to overcome resistance and inertia within the organization. Among the requirements of

leadership during planned organizational changes are the courage to confront resistance and deal proactively with conflict, the ability to provide vision and coherence (linkages that hold the organization together), and the ability to motivate and overcome resistance. The CEO can make or break a company; this is because the CEO's plays a critical role in initiating and leading planned change.

Leaders must know how to pace and sequence change efforts to avoid change fatigue and cynicism. They need to communicate values, demonstrate integrity and generate trust among followers, by providing vision, inspiration and conviction. Goleman (2000) in the study of 3,871 executives found that a key aspect of leaders' effectiveness during change was their ability to apply different styles of leadership to different circumstances, even within short time periods. This was because different leadership styles (coercive, authoritative, affiliative, democratic, pacesetter, coaching) had different effects on aspects of organizational climate (flexibility, responsibility, standards, rewards, clarity, commitment) that affect the success of planned change in different circumstances. Nystrom and Starbuck (1984) emphasize the importance of top managers' ideas on organizational learning, and the potential need to replace top managers en masse in order to enable the organization to unlearn dysfunctional approaches and respond effectively to crisis situations. In a study done among nine sub-organizations of two large federal agencies in the United States of America, Hennessy (1998) found that the "package" of competencies possessed by leaders was correlated with the degree of cultural change.

In strategy implementation participative style of leadership is more effective because it encourages managers at different levels to transform their own units in a way that is consistent with the vision and strategy of the organization this creates commitment among followers. However this is slow and evolutionary compared to autocratic style which has speed. Autocratic leadership behavior on the other hand is volatile and has little concern for employees hence prone to creating animosity, (Hersey and Blanchard, 1988). A leadership style that is not appropriate is likely to create problems when implementing change and hence implementation of strategies suffers. However, there is no single style of leadership appropriate to all situations and leaders may require using a variety of styles.

Learning is a key element in organizational leadership. Poor performance and internal strife in organizations is sometimes a consequence of leaders failing to learn. Effective leaders are

quick to adapt on the basis of their experience and learn from their day-to-day activities. Conversely, leaders fail not because they make mistakes, but because they fail to learn. One competency that seems increasingly important in strategic leadership is "self learning". Organizations should define the concept of learning and analyze the relevance of learning to the company's business strategy. The advantage gained from learning is that the organization is able to quickly and effectively respond to opportunities and threats, and to satisfy customers' needs with new products and improved services. Learning is a key element because organizations and business environment changes continuously and sometimes do so in an unpredictable way.

During times of change, communication and employee engagement are highly important and can substantially affect the cost and outcome of change efforts. Leaders need to manage the social psychology of the workplace such as stress, conflicts, and emotional issues that accompany change for successful organizational change. Also it helps the manager and staff to gain support for and participation in the change effort, and generally, make organization-wide change less traumatic (Heifetz, 1994). A survey of managers by Buchanan, *et al* (1999) found that, while managers said they were aware of the importance of communication and support for change agents, the reality often did not match the rhetoric. Executives and employees often see change differently, with senior managers typically seeing change as opportunity, for both the business and themselves, and employees typically seeing change as disruptive, intrusive, and likely to involve loss. These aspects of change are very personal and need to be addressed in personal terms. It is important for those managing change to identify and consider the key issues that may range from loss of turf, attachment, competency-based identity, control, meaning and the future for those affected by change. Lewin's three-stage model of unfreezing, move or change, and refreezing is very appropriate when dealing with human aspect of change.

2.3 Leadership Paradigms

Ideas of leadership can be organized and integrated into various leadership paradigms. Previous research has generally focused on isolated components of leadership some have emphasized levels of leadership based on organizational levels such as: Individual, Dyadic (group), Organization, and Strategic (external). Others have focused on emotional based leadership for instance emotional intelligence, values, visionary, transformational and charismatic components of leadership.

Several different categories of leadership paradigms have been suggested by various researchers. For example Bass (1985) stated that there are four dimensions of transformational leadership, three dimensions of transactional leadership and a non leadership dimension of laissez-faire leadership (Bass 1985). Avery (2004) suggested categorizing leadership into four leadership paradigms, while Goleman (1995) prefers six leadership paradigms. Despite Bass's (1985) model being acclaimed as making a major contribution to leadership, his theory has been criticized for various reasons (Yukl, 1999). One criticism is that his model over emphasizes the importance of one or two leadership paradigms (transactional and visionary) omitting the classical and organic paradigms. Bass asserts that visionary (transformational) leaders are nearly always more effective than transactional leaders, but others (Judge and Piccolo, 2004; Wallace, 1997) dispute this.

In contrast with Bass's (1985) model, Avery's (2004) proposed four kinds of leadership paradigms – classical, transactional, visionary and organic. Avery's (2004) paradigms provide a broad basis allowing for different forms of leadership that have evolved at different times and in different places. The paradigms are useful for showing that there is no single best way of thinking about leadership, rather that different kinds of leadership reflect social and historical roots. Avery's paradigms allow leadership to depend on the context, respond to organizational needs and preferences, and involve many interdependent factors that can be manipulated (Bryman 1992; Shamir and Howell, 1999; Yukl, 1999).

As reported by Jing and Avery (2008), Avery (2004) proposes 13 indices to differentiate between the four paradigms: classical, transactional, visionary, and organic. She considers nine indices to be more relevant for differentiating the four leadership paradigms this include; decision making, range of staff's power, power distance between leader and the staff, key player of the organization, source of staff's commitment, staff's responsibility, situation of management and leadership in the organization, situation of diversity in the organization and situation of control in the organization. Each paradigm is discussed in turn, including the distinguishing characteristics using the above nine criteria.

2.3.1 Classical Leadership Paradigm

This is probably the oldest paradigm with its origins in antiquity, and is still used in contemporary organizations. The paradigm reflected the prevailing view in the business

literature until the 1970s when the human relations movement led to more of a focus on followers and their environment. According to Avery (2004), classical leadership refers to dominance by a pre-eminent person or an 'elite' group of people and it's either coercive or benevolent or a mixture of both. This happens because the elite individual or group commands or maneuvers other members to act towards a goal, which may or may not be explicitly stated. The other members of the society or organization typically adhere to the directives of the elite leader without openly questioning. They execute orders largely out of fear of the consequences of not doing so, or out of respect for the leader, or both (Avery, 2004).

However, Classical leadership has some limitations. The first occurs where the leader cannot command and control every action as situations become more complex and beyond the capacity of one person. Also a leader may loss command and control when either additional commitment from followers is needed to get a job done, such as in reacting to changing circumstances; or when ideas about leadership change and followers no longer accept domination, or when follower commitment starts to wane for other reasons. Another limitation is that this paradigm often relies on the idea of a 'great person', implying that only a select few are good enough to exercise initiative, and this belief can encourage followers to deskill themselves and idealize the leaders. Followers then seek and hold little power, leave the leader accountable for organizational outcomes, and make relatively little contribution to the organization (Avery, 2004).

Based on the nine distinguishing indicators the classical leadership paradigm leaders normally use an autocratic style for making decisions and followers are less or not involved in the decision making process. Followers have almost no power in the organization and as classical leaders tend to be highly directive, followers can be unskilled. The source of followers' commitment comes from their fear of or respect for the leaders. The technical system become more regulating and operations in the organization become more routine and predictable; and the organization is highly controlled by the leaders (Avery, 2004).

2.3.2 Transactional Leadership Paradigm

Transactional leadership paradigm employs transaction or exchange process. The transactional leader recognizes subordinates' needs and desires and then clarifies how those needs and desires was met in exchange for subordinates' work. leaders under this paradigm

build confidence in subordinates to exert the necessary effort to achieve expected levels of performance by clarifying what is required of them and the consequences of their behaviors,. As indicated by Judge and Piccolo (2004), there are three dimensions of transactional leadership, the contingent reward, management by exception-active, and management by exception-passive. Contingent reward is the degree to which the leader sets up constructive transactions or exchanges with followers. The leader clarifies expectations and establishes the rewards for meeting these expectations. In general, management by exception is the degree to which the leader takes corrective action on the basis of results of leader-follower transactions (Judge and Piccolo, 2004). The difference between management by exception-active and management by exception-passive lies in the timing of the leader's intervention. Active leaders monitor follower's behavior, anticipate problems, and take corrective actions before the behavior creates serious difficulties. Passive leaders wait until the behavior has created problems before taking action (Howell and Avolio, 1993; Judge and Piccolo, 2004).

Leaders practicing transactional leadership paradigm adopt a consultative style for making decisions. They engage in different degrees of consultation with individual followers, but remain the final decision-makers. Leaders do not very often empower followers, and followers have very low power in the organization apart from being able to withdraw from or contribute more of their labor. Compared with classical leadership, the source of followers' commitment under transactional leadership comes from the rewards, agreements, and expectations negotiated with the leader rather than from their fear of, or respect for, the classical leader. The operations in the organization are more routine and predictable, the technical system is more regulating, and the organization is highly controlled by the leaders. The followers' knowledge base can be higher than under classical leadership. Compared with classical leaders, transactional leaders require staff that is more skilled on specific tasks.

2.3.3 Transformational Leadership Paradigm

Transformational (visionary) leadership has added a new dimension to organizational studies, the visionary aspect of leadership and the emotional involvement of employees within an organization. The basic notion is that a transformational leader can create an impression that he or she has high competence and a vision to achieve success. Subordinates are expected to respond with enthusiasm and commitment to the leadership objectives, and may be recruited because they share the vision. Bass (1985) developed a theory of visionary or transformational leadership whereby the leader inspires and activates subordinates to perform

beyond normal expectations. Even with the current literature's overwhelmingly positive view of it, visionary leadership has limitations, as pointed out by Nadler and Tuschman (1990), that serious disappointment can be created by the unrealistic expectations followers often placed on visionary leaders if things do not work out. The other weakness is that followers can become dependent on visionary leaders, believing that the leader has everything under control. Also, innovation can be inhibited if people become reluctant to disagree with a visionary leader.

Transformational leadership paradigm can be distinguished from the other three paradigms as follows. First, leaders employ a collaborative style for making decisions. They share problems with their followers and seek consensus before the leaders make the final decision. Visionary leaders empower their followers, giving followers a much higher level of power in the organization than classical and transactional leadership. This is essential because the leader needs the followers' input and commitment to realize his or her goals. Followers of visionary leadership need sufficient power to work autonomously towards a shared vision. The source of followers' commitment comes from the influence of the leaders' charisma and/or the shared vision. The technical system becomes more complex, operations become more uncertain and unpredictable, and the organization is jointly controlled by the leaders and their followers. Transformational leadership requires skilled and knowledgeable workers who are attracted to, and share the leader's vision, and can contribute to realizing the vision (Jing and Avery, 2008).

2.3.4 Organic Leadership Paradigm

Organic leadership is relatively new to organizational studies. Introduced by Drath (2001) and expanded by Avery (2004) Organic leadership allows people with different degrees of expertise on current issues to emerge and be accepted by the group as leaders. The paradigm relies on reciprocal actions, where team members work together in whatever roles of authority and power they may have, not based on position power (Raelin, 2003). Employees become interacting partners in determining what makes sense, how to adapt to change and what is a useful direction. Rather than relying on one leader, organic organizations are likely to have many leaders. Multiple leaders are valuable because as people cope with heterogeneous and dynamic environments, the knowledge and issues become too complicated for only a few leaders to understand (Avery, 2004). There may also be no formal leaders and the interaction of all organizational members can act as a form of leadership, held

together by a shared vision, values, and a supporting culture. Organic leadership is likely to blur the formal distinction between leaders and followers. Under this paradigm where an organization has no formal leadership structure, an integrator role may emerge to actively link together the many parts of the organisation (Avery, 2004). The emphasis is on emerging leadership rather than on people being appointed to leadership positions.

By advocating autonomy, freedom, discretion and authorization which may result in loss of control and greatly increased uncertainty, organic leadership aims at generating a form of self-control and self-organization, where people have a clear sense of purpose and autonomy within a particular context. This idealized organic leadership paradigm requires differentiating from classical, transactional, and visionary leadership concepts by not relying on formal leaders. In addition, the organization needs to have faith in the capacity of its members to solve problems and make decisions in the interests of the organization. This is only possible where organizational members are self-leading.

According to Jing and Avery (2008) Organic leadership, in an organization adopts a mutual agreement style for making decisions. Decisions need not be unanimous but can be based on consensus. The members have a high degree of power as a result of this shared leadership. Accountability and responsibility are shared as well. The source of followers' commitment is based on the values and visions shared by all the members in the organization, they have a strong, shared culture, a technical system that is highly complex operations in the organic organization become more self-organizing and unpredictable, formal control is provided by peer pressure and group dynamics, and a shared culture, vision, and values. Members are self-managing. Organic leadership seems particularly appropriate for professional and knowledge workers in dynamic, chaotic situations. This leadership paradigm relies on attracting and retaining highly trained and knowledgeable staff with self-controlling capabilities.

2.4 Performance Measurement and Management in Public Organizations

The importance of performance and strategic performance measurement has grown substantially over the last few decades. The reinvention of results oriented management movements advocated for increased performance measurement for greater accountability and improved organizational efficiency. Though not all public sector scholars are comfortable with the elevated importance of performance, many place value of measuring performance as

a means of understanding how well an organization is performing (Van Dooren et al. 2010). Proponents of performance measurement advocate utilizing a variety of different types of measures to represent various dimensions of performance and provide a balanced and comprehensive view of an agency's or program's performance. Output measures, for example, gauge the amount of direct products, or units of services, produced as part of a program. Efficiency and productivity measures are typically ratios of output measures per the cost spent to produce the output. Service quality measures represent a variety of qualitative dimensions of the outputs or services produced. Outcome measures are indicators of a program's substantive goal achievement, and cost-effectiveness measures are ratios of effectiveness measures to the cost of producing them. Customer satisfaction measures are similar to service quality measures but are from the standpoint of the citizen consuming the service (Poister, 2003).

Performance Management is a set of techniques and applications that review the success of business processes against a set of objectives. Managing business performance is achieved through planning, budgeting, setting expectations, and monitoring the actual business performance against the desired results. Business performance management ensures accountability, raises investor confidence and improves business acumen. Performance Management represents a renewed focus on quantitative management "management by the numbers" using insight gained from data analysis and performance reporting. Performance Management Systems are found under a number of different terms and concepts, including: Corporate Performance Management (CPM), Business Performance Management (BPM), Enterprise Performance Management, and Operational Performance Management. The Development of Performance Management is driven by technology and business, Performance Management combines management methodologies that focus on analytical performance, with long-standing operational business needs for executive reporting and budgeting (Gary, 2004).

In order to drive corporate performance, one needs to explore the connection between a company's strategy, its economics and its control systems, learn to design, implement and manage systems that help create value (Howard Dresner, 2007). Valuable tools and techniques are used by successful organizations to manage cost and performance where the manager guides the company in implementing strategy, achieving breakthrough performance, managing risks and sustaining competitive advantage. Successful companies use today's

control systems to leverage the balanced scorecard concept for implementing value-creating strategies, use activity-based costing for measuring and managing customer profitability, determine the company's level of risk and develop data driven relationships with suppliers and customers.

Balanced scorecard (BSC) is the most widely adopted performance management method. Evolution of Balanced scorecard into effective strategic performance management tool has been one of the most fundamental and influential developments in the corporate world today. There are descriptions to the changes in the definition of balanced scorecard that have occurred since it became popular as a performance measurement framework. It is often concluded that in order to minimize risk of failure avoid constraining and inflexible applications that merely serve as elaborate performance reporting systems. It is important that management gain knowledge on the maintenance of balanced scorecard. By viewing the balanced scorecard as a one-time metrics or systems project, some organization fail to take advantage of the many attributes the system has to offer as a strategic management system. Through proper guidance and maintenance, the scorecard has become the cornerstone of organization's management system (Thompson et al. 2004).

The balanced scorecard translates an organization's mission and strategy into a balanced set of integrated performance measures. The balanced set of performance measures provide a concise yet complete picture about the achievement and performance of an organization. Methodologies on their own cannot deliver a full solution to an enterprise's CPM needs. In this respect the metrics or key performance indicators are essential to an enterprise understanding its goals. For business data analysis to become a useful tool, however it is essential that an enterprise understands its goals and objectives for the management to know the direction in which the enterprise is to progress. To help with analysis, Key Performance Indicators (KPIs) are laid down to assess the present state of the business and to prescribe the course of action. The balanced set of performance measures provide a concise yet complete picture about the achievement and performance of an organization. When implementing a BPM program it is important for management to pose a number of questions and take a number of resultant decisions. This includes beginning with goal alignment queries, baseline queries, cost and risk queries, customer and stakeholders' queries, metrics-related queries, and measurement methodology-related queries (Bob, 2007). The balanced set of performance measures for balanced score card include: financial, customer, internal business

processes and learning and growth.

The Financial perspective would look at the profit generated by the organization or the return on capital, return on investment, return on assets etc. However for public enterprise that is not aimed at making profit. The financial aspect will include – budget control e.g. budgetary cut, cost containment, freezing recruitment and drives to eliminate waste, collection of revenue e.g. school fees may also be included. This can also be reflected by either deficit or surplus in the organization.

Customer perspective focuses on key stakeholders in an organization such as customers. It's for customers that the products and services are designed. when customers buy the products and services the organization is able to raise revenue and even make profit or achieve its goals. Thus customer satisfaction is key to any organization. In public sector organization there is much of political control than economic control. In the private sector the owners and shareholders have a direct monetary incentive to monitor and control the behavior of leaders and managers, since they benefit from better performance by owning company shares or because their pay is linked to financial success of the organization. However, in public sector by contrast property rights are diffuse and vague and monitoring is a public good – individual voters have little to gain from expending effort on this activity and the manager and leaders do not usually obtain direct financial benefit from higher organization efficiency. The customers and stakeholders in a school includes; the students and parents, the suppliers, the teachers and the school employees. These groups should be satisfied. Because when customers and stakeholders are satisfied their future support is almost guaranteed. But they can only be satisfied if they believe that their concerns are addressed by the leadership and management of the school.

Internal business processes indicates how efficiently and effectively programs within the organization are carried out. In the school set up the teaching and learning programs should be able to run smoothly with students and teachers attendance of lessons monitored. The teachers' lesson preparation is important. They include scheming and lesson planning as well as acquisition of teaching and learning resources in time. Setting and marking examination, keeping records and other programs such as training and coaching teams in co-curriculum activities, as wells conducting staff, parents and Board of Governors meeting.

Organization learning (innovation) and growth on the other hand considers how the organization acquires information how it distributes or communicates this information throughout the organization. The information may be used to come up with novel and innovative ideas which can be used in the growth of the organization. In a school set up the way information is accessed and communicated to students, teachers, support staff and parents is very important. The availability of channels of communication, as well as the use of the information to come up with innovative ways of teaching, leaning, training and uptake of technology is also of utmost importance. Figure 1 below shows the four aspects of a balanced score card that can be used to manage the performance of an organization and how they relate to each other.

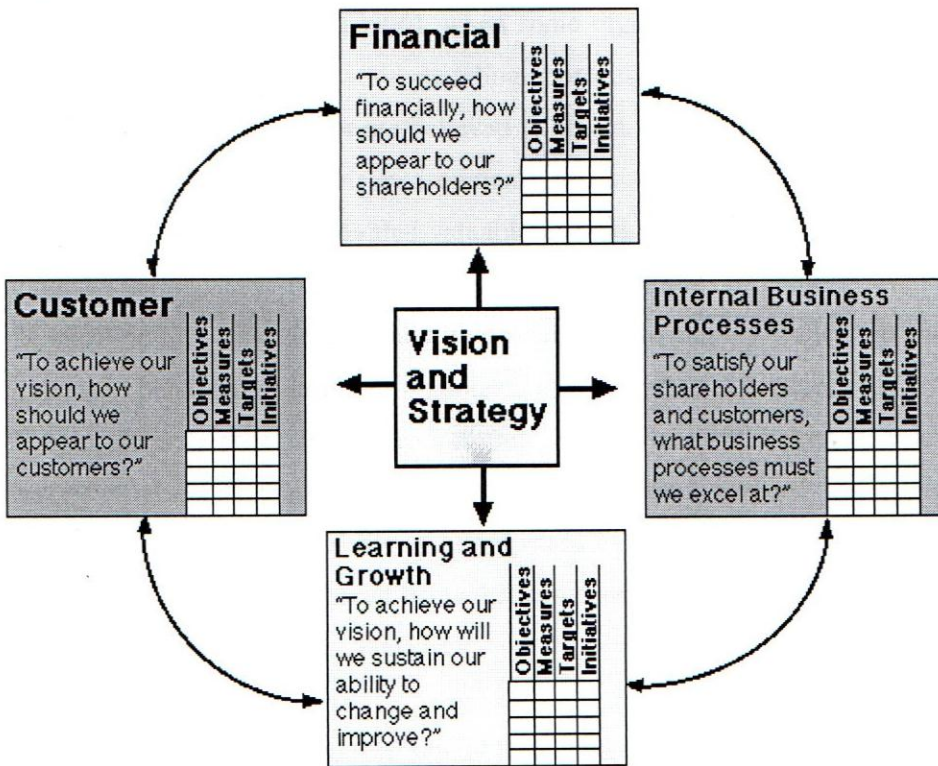


Figure 2.1 Balanced Score card (Kaplan and Norton 2001)

2.5 Leadership and Organizational Performance

There are several reasons that indicate a relationship between leadership and performance; they include intensive dynamic market feature innovation based competition, creative destruction of existing competencies and performance rivalry among other things that relate to leadership practices (Jing and Avery, 2008). Researchers such as Zhu et al (2005) view leadership as one of the key driving forces that can improve a firm's performance. Effective leadership is seen as a potent source of management development and sustained competitive

advantage for organizational performance improvement (Avolio, 1999; Lado *et al.*, 1992; Rowe, 2001). For example, transactional leadership helps organizations achieve their current objectives more efficiently by linking job performance to valued rewards and by ensuring employees have the resources needed to get the job done (Zhu *et al.*, 2005). Visionary leaders create a strategic vision of some future state, communicate that vision through framing and use of metaphor, model the vision by acting consistently, and build commitment towards the vision (Avolio, 1999; McShane and Von Glinow, 2000). Some scholars (e.g. Zhu *et al.*, 2005) suggest that visionary leadership will result in high levels of cohesion, commitment, trust, motivation, and hence performance in the new organizational environments.

According to Mehra *et al.* (2006), when some organizations seek efficient ways to enable them to outperform others, a longstanding approach is to focus on the effects of leadership. This is because team leaders are believed to play a pivotal role in shaping collective norms, helping teams cope with their environments, and coordinating collective action. This leader-centered perspective has provided valuable insights into the relationship between leadership and team performance (Guzzo and Dickson, 1996). Some researchers have started to explore the strategic role of leadership, and investigate how to employ leadership paradigms and use leadership behavior to improve organizational performance (Judge, *et al.*, 2002; Judge and Piccolo, 2004; Keller, 2006; McGrath and MacMillan, 2000; Meyer and Heppard, 2000; Purcell *et al.*, 2004; Yukl, 2002). The reason for this is because intangible assets such as leadership styles, culture, skills and competencies, and motivation are increasingly seen as key sources of strength in those firms that can combine people, processes and organizational performance (Purcell *et al.*, 2004).

Various studies conducted on school leadership show a positive relationship between leadership and education outcomes. A meta – analysis covering a wide range of variables relating to students out comes found that leadership had an average effect size of 0.52 which is larger than (0.4) the average found for all educational interventions studies some of which had virtually no impact at all, but significantly lower than factors such as direct instructions, feedback to students or cognitive strategy training (Hattie, 2005). Leithwood et al (2007) reports that school leadership is second only to classroom teaching as an influence on student learning. Leadership has significant effects on the quality of school organization and on pupil learning. A systematic review of studies conducted on the impact of leadership on student outcomes concluded that leadership can have an effect on students' outcome albeit an

indirect one. The key mediating factors were the work of teachers, the relationship with parents and the organization of the school (Bell et al, 2003). The evidence from school improvement literature highlights that effective leaders exercise an indirect influence on school capacity to improve and upon the achievement of students, though this influence does not necessarily derive from senior managers, but can also at least partly be in strength of middle level leaders and teachers (Marriss, 2004). Whilst the quality of teaching most strongly influences levels of students motivation and achievement, it has been demonstrated that quality of leadership matters in determining the motivation of teachers and the quality of teaching in the classroom (Fullan, 2001).

A study carried out in Australia Secondary schools to investigate Bass concept of transformational and transactional leadership with teacher outcomes, found that the effect of leadership on teacher outcomes depends on school and teacher characteristics where difference between schools accounted for 25.1% of variation of teacher's outcome while 74.9% was due to differences between teachers. This indicates that the school context does play a part in accounting for variation in teacher outcomes. From the study, it was noted that teacher outcome is more of an individual effect than a group effect. The study also found that teachers and the school influence the type of leadership practiced in the school. The differences in teachers accounted for most of variance in leadership for instance. 75.8% of Individual concern, 64.3% of vision, and 82.7% of management by exception passive of leadership is accounted for by teacher differences.

Hallinger (2008) identifies four main types of concept models that underlie studies of educational leadership: the direct effects with antecedents' model; The mediated effects model; The mediated effects with antecedents model; and The reciprocal effects model. According to Kythreotis et. al (2010) more attention should be paid to Principals human leadership style. As human leadership style affects students' achievement and more attention should be given to the one to one human relation between Principals and students. Hallinger (2008) claims that empirical data increasingly support the reciprocal effects model where educational outcomes and school environment are equally strong determinants of principal leadership behaviours as principal leadership behavior themselves are of educational outcome. In other words, the leader does not simply shape the organizational culture and environment leading to enhanced outcomes as is often assumed but the leaders is also influenced and shaped by the environment he find himself or herself in. The impact of

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leadership on outcome is indirect and modest and depends on the context. The influence is clearly stronger where the school autonomy is greater (Muijs, 2011). The question of the appropriate type of leadership that has greatest effect on education outcome has pre-occupied the minds of researchers and practitioners. The transactional, transformation, instructional leadership as well as dispersed leadership have all been found to have limitations as well as strengths, depending on the context. For instance transformational leadership is disruptive and may itself impede change and improvement efforts by provoking passive resistance where staffs wait for the leader to move on. This is especially prevalent where rapid management turnover is built into the system (Beauchum, 2004).

Previous research leads to the expectation that leadership paradigms will have direct effects on customer satisfaction, staff satisfaction, and financial performance. However, in general, the effects of leadership on organizational performance have not been well studied. Leadership studies have excessively focused on superior-subordinate relationships to the exclusion of several other functions that leaders perform, and to the exclusion of organizational and environmental variables that are crucial to mediate the leadership-performance relationship. A further problem with existing leadership research is that the results depend on the level of analysis. For instance micro-level research focuses on the leader in relation to his or her subordinates and immediate superiors, while macro-level research focuses on the total organization and its environment. Other scholars also suggest that leaders and their leadership style influence both their subordinates and organizational outcomes (Tarabishy, *et al.*, 2005).

2.6 Public Sector Reforms and Performance in Kenya

The government launched the Civil Service Reform Programme in 1993 to enhance Public Service efficiency and productivity. The reforms were expected to facilitate equitable wealth distribution necessary for poverty alleviation and creating an enabling environment for investment and enhanced private sector growth. The reform Programme focused on– Cost containment in Phase 1, – Performance Improvement, in Phase 2 and Consolidation and sustenance of gains made by reform initiatives in Phase 3 –. Phases 1 and 2 succeeded in reducing the Civil Service workforce by 30% from 272,000 in 1992 to 191,670 in 2003. However productivity and performance remained an illusion. This led to the introduction of Results- Based Management (RBM) guided by the Economic Recovery Strategy (ERS) for Wealth and Employment Creation in 2003.

The Government in its 2003-2007 Public Service Reforms started implementing the Economic Recovery Strategy (ERS) for Wealth and Employment Creation (Republic of Kenya, 2003). The ERS was based on the pillars of macro-economic stability, economic growth, strengthening the institutions of governance and rehabilitation of physical infrastructure as well as investment in human capital. It acknowledges the role of the Public Service as the key driver of the desired growth. The government proposed wide ranging Public Service Reforms in the Civil Service, Local Government and Public Enterprises (State Corporations). The reforms the government initiated include rapid result initiative, performance contracting, Citizen Service delivery charter, transformational leadership value and ethics and institutional capacity building. The formation of the Grand Coalition Government and the subsequent reorganization of government saw the Public Sector Reforms and Performance Contracting (PSR&PC) placed under the Office of the Prime Minister (OPM).

Public Sector Reforms and performance contracting has a mandate of coordinating and facilitating reforms in the wider Public Sector. It has undertaken to ensure customer satisfaction with public services, build the trust and confidence of citizens in the government and create sustainable global competitiveness for Kenya. The government departments and ministries in general are expected to develop clear goals and objectives, and justify their budget and funding requirements. This system has created a new focus that emphasize on performance and results (Presidential Circular No. 1 of 2008).

The education sector has had various reforms in structure, curriculum and policy on funding, admission and administration such as free secondary tuition, advancement in technology (ICT integration in teaching and learning) and involvement of parents and stakeholders in management of schools among others. According to Koross et al (2009) increasing parental and community participation in the running of schools and in particular giving them more responsibilities has a positive impact on the delivery of education services. The available data show that there are positive impacts of giving schools budget authority and of involving parents in school governance. These findings show that increased participation of parents had other important effects on school quality, for instance parents monitored their children behaviour and school attendance more closely increasing parents' contribution to strategies that improved school quality. However parents are seldom involved in fee determination and

financial management or even budget preparation of public secondary school in Kenya and where it's done it only involves a few P.T.A representatives who are B.O.G members. This has led to schools charging high fee, that is not used to improve teaching and learning but to cover for school administration inefficiency (Koross et al. 2009).

According to Ngware et al (2006) school head teachers provide leadership on matters of quality improvements in their schools they however noted that teachers in Kenyan public schools were not empowered to make decisions and take action on matters perceived external as well as financial. Given the importance of financial resources in the acquisition of teaching and learning materials which affect curriculum delivery the teachers feel that they are not empowered hence affecting their motivation. According to the Institute of Research and Policy on Education (2008), the education sector operates in a changing environment and faces challenges such as poverty, unemployment, corruption, and violence among others. The sector faces further challenges including; delays in disbursing funds to support free education which frustrate many teachers besides putting pressure on parents' financial burden, lack of teacher motivation, ineffective management of education system, autocracy in school governance, inadequate funding and mismanagement of school funds. Public schools find themselves in a competitive situation ranging from sports and games activities to academic performance. Since the schools have missions to accomplish just like any other commercial organization, they need a paradigm shift in leadership so as to adopt and adapt leadership and management concepts and practices that will give them the competitiveness desired in achieving their overall goals.

2.7 Summary on Literature Review

From the foregoing review its observed that despite the much hypothesized leadership-performance relationship suggested by some researchers, current findings are inconclusive and difficult to interpret. Some scholars believe that leadership facilitates organizational performance enhancement, while others dispute. This is because researchers have used different concepts of leadership in their studies, making direct comparisons virtually impossible. The researchers have also failed to distinguish between Levels of leadership in their studies leaving gaps and unanswered questions. Accordingly the precise nature of leadership and its relationship to key criterion variables such as subordinate satisfaction, commitment and performance is still uncertain to the point where Fred Luther (2005) said that it (leadership) does remain pretty much of a black box or unexplained concept while Jing

and Avery (2008) in their review of leadership and performance concluded that there is need to re-examine the proposed leadership-performance relationship.

2.8 Conceptual Framework

The conceptual frame work for this study considers leadership paradigm as an important determinant of organizational performance. The variables and their relationship are shown in figure 2.2.

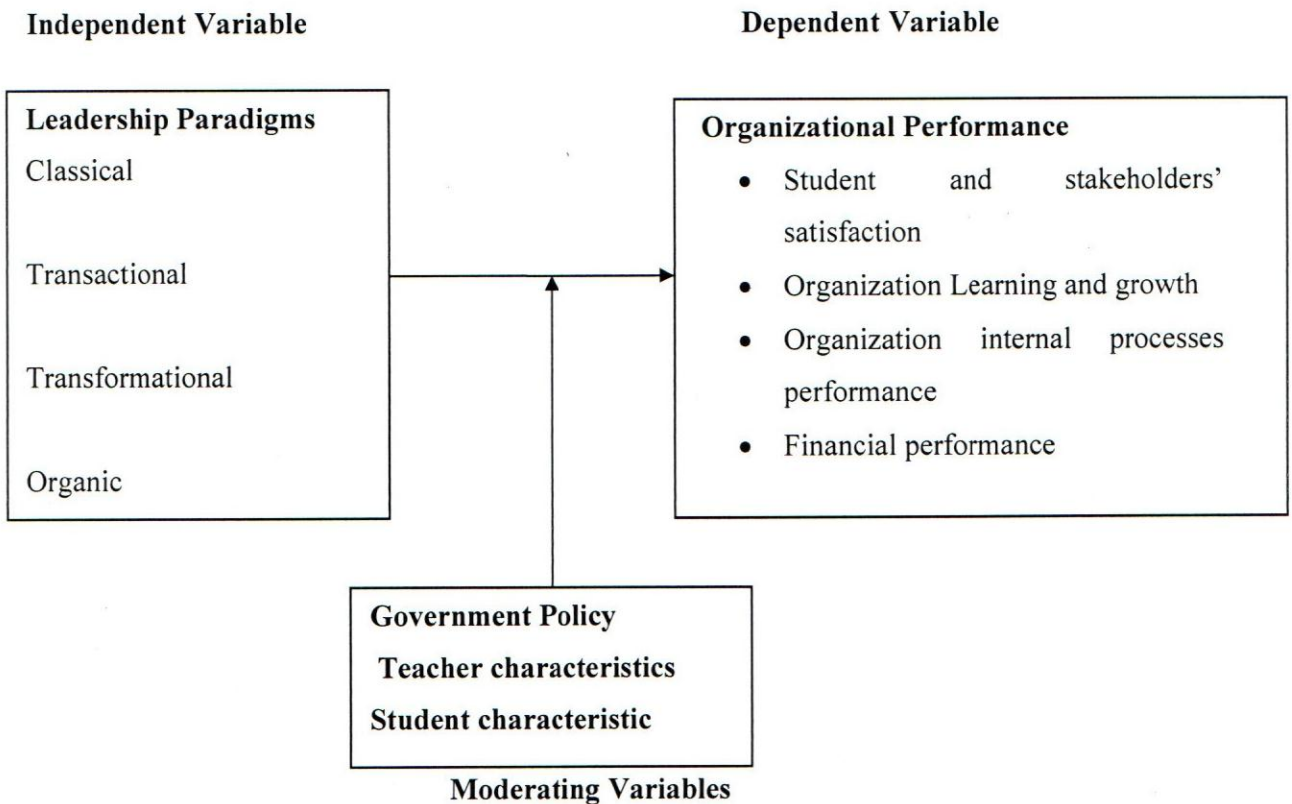


Figure 2.2: Relationship between leadership Paradigm and Organizational Performance

Source: Researchers' own conceptualization (2011)

The Government policy, characteristics of teachers, and student characteristics are also considered essential in organizational performance. Leadership Paradigm is the independent variable and Organizational Performance the dependent variable. Government Policy, characteristics of teachers, and student characteristic are considered as moderating variables. Elements of organizational performance include customer satisfaction, financial perspective, internal business processes and learning and growth. Under leadership paradigm the

influence of classical, transactional, transformational and organic leadership paradigm on organizational performance and its elements is thought to be mediated by the teacher characteristics, student characteristics and government policy.

CHAPETR THREE

RESEARCH METHODOLOGY

3.1 Research Design

This study adopted a cross sectional survey research design to achieve the objectives. This implies that the data required for the problem was gathered just once. This kind of design saved on time, effort, and costs that would otherwise have been incurred in collecting data over several time periods. The study collected primary data to establish the leadership paradigms practiced in public secondary schools in Nakuru County and the organizational performance of the schools. Correlation analysis was done to establish the relationship between the two variables.

3.2 Study Population

The study involved public secondary schools in Nakuru County in Kenya. There were a total of 151 public secondary schools in six districts of Nakuru County, where 4 were national schools, 37 provincial schools and 110 district schools.

3.3 Sampling Design and Procedures

The study employed purposive sampling to pick two districts, Nakuru (municipality) and Rongai, among the six districts of Nakuru County. Nakuru (municipality) was picked because of its urban and cosmopolitan nature. Rongai on the other hand was picked because of its rural nature and diversity in population density. These are factors which the researcher believe could have a bearing on the type of leadership practiced and its relationship to organizational performance. From the 44 public secondary schools, 21 in Nakuru district and 23 in Rongai district, six respondents were picked from each school using purposive sampling. The respondents were the Principal, the deputy Principal, the school Bursar, a B.O.G. member/P.T.A. chairperson and two students' leaders (the school captain and the assistant). These respondents was targeted for data collection because they are typically the most knowledgeable people regarding their school's organization leadership and the overall school situation.

3.4 Type of Data Collection Methods and Instruments

The study collected primary quantitative data from sampled study respondents. The study employed a survey method of data collection since it aimed at collecting opinions and views from a cross range of issues from respondents in schools. Self-administered structured questionnaires were used to gather information from the study respondents. A Likert type scale was used to collect information on influence of leadership paradigms practiced in schools on the performance of public secondary schools. Permission was sought from relevant authorities to undertake this research. At the onset of data collection, the respondents were consulted in order to facilitate a seamless data collection process. Time scheduled for respective visits was observed and reasons for the research explained to the targeted respondents. It was ensured that the questionnaires were accurately completed during the field work. The questionnaires were numbered and coded to ensure that all the necessary information was recorded. When coding the data any questionnaire which had not been collected was identified and the anomaly corrected.

3.5 Validity and Reliability

Validity refers to the extent to which the instrument collects data that it is meant to collect. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. In this study, to ensure validity of the data collection instrument, the researcher went through the questionnaire in relation to the set objectives with the researcher's supervisor as the expert and made sure that they could collect all the information that would address the study objectives.

Reliability measures the degree to which a research instrument yields consistent results of data after repeated trials. To ensure reliability, the questionnaires were pre-tested on a few selected respondents in Naivasha district in Nakuru County. In this study a reliability coefficient (Alpha value) of 0.7275 was found which reflected acceptable reliability. The objective of pre-testing was to establish internal consistency of the instrument and also allow for modifications of various questions in order to rephrase, clarify and clear up any shortcomings in the questionnaire.

3.6 Data Analysis and Presentation

Data processing was carried out through various steps that included; data editing, coding classification, tabulation and finally presentation. Field data was first edited to ensure consistency, exhaustiveness and completeness of information expected. The items of variables in the questionnaires were identified and tallied to generate frequencies that enabled quantification of the data. Data analysis involved computation of descriptive statistics with the help of the Statistical Package for Social Sciences (SPSS) computer program version 17. Descriptive statistics; frequency distribution, mean, mode and standard deviation were used to analyze data for objectives one, two and three. Chi square was used to analyze data for objective one, while Correlation and multivariate analysis of variance (MANOVA) was used to analyze data for objective two and three respectively. To determine effect of leadership paradigm on organizational performance in general and on the organizational performance perspectives individually (that is; students performance, organizational learning, organizational growth, financial performance and students, parents, and stakeholders, satisfaction) Partial Eta Squared values were used. A regression analysis was used to analyze data, to determine the degree of relationship between leadership paradigms and organization performance. The model $Y = b_0 + b_1X + \epsilon$ was used to establish the relationship between the leadership paradigm practiced and the performance of public secondary schools. Where, Y is the Organization performance, X the leadership paradigm, b_1 the regression coefficient and ϵ the error term.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the research findings and discussion of the results with reference to the specific research objectives. The main objective of the study was to establish the effects of leadership paradigms on organizational performance in public secondary schools in Nakuru County, Kenya. Specifically, the study was guided by the following objectives:

- i. To establish the leadership paradigms practiced in different categories of public secondary schools in Nakuru County, Kenya.
- ii. To establish performance outcomes in different categories of public secondary schools in Nakuru County, Kenya.
- iii. To establish the effects of leadership paradigms on the perspectives of organizational performance in public secondary schools in Nakuru County, Kenya.

4.2 Background Information

The researcher distributed 264 questionnaires and managed to collect back 252 of them giving a return rate of 95% which was significant enough to establish the effect of leadership paradigms on organizational performance in public secondary school in Nakuru County.

4.2.1 Respondents Characteristics

The study considered the following respondents demographic characteristics; the respondents designation, gender, experience, level of education, category of school where the respondent work, the type of the school where the respondent work, respondents period worked in the school and the number of streams in the school where the respondent work. Establishing these characteristics is important because a better understanding of the respondents included in the study provide a good foundation and basis for the discussion of the results.

4.2.1 The Respondents Designation

There were 252 questionnaires that were returned, out of which 42 respondents equivalent to 16.7%, were each from the principals, the deputy principals, the bursars, BOG members /PTA chairmen and 84 student leaders (the Head boys and the Head girls in the schools), representing 33.3% of the total respondents. The use of respondents from varied groups in the study minimizes the effect of self-reporting bias which is common when respondents are

asked to report about themselves for instance using the principals only to report about their leadership paradigms. Refer to table 4.1.

Table 4.1: The Respondents Designation

Designation	Frequency	Percent
Principal	42.0	16.7
deputy principal	42.0	16.7
Bursar	42.0	16.7
BOG Member/PTA chairperson	42.0	16.7
student leader	84.0	33.3
Total	252.0	100.0

Source: field Data (2012)

4.2.2 The Gender of the Respondents

The analysis revealed that the majority of the respondents 54.0% were male and 46.0% were female figure 4.1. There is a well balanced gender representation in the schools management, board, employees and students in the two districts under this study. There is a need to encourage this to enhance the spirit and letter of the newly enacted constitution which advocates for gender balance in the civil service.

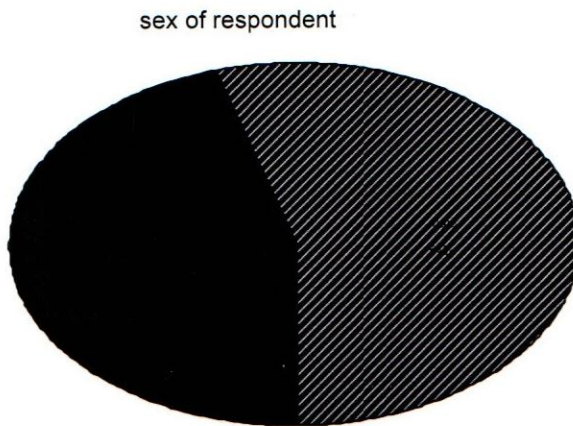


Figure 4 .1: Respondents Gender Difference

4.2.3 Respondents Work Experience

The respondents work experience and the period of time in years they have worked in the current institution is an important indicator of the respondent's knowledge and understanding of work and the school. Table 4.2 indicates respondents work experience.

Table 4.2: Respondents Work Experience

Descriptive Statistics	N	Min	Max	Mea n	Std. Dev.
	252.				
Respondents work experience	0	0.5	29.0	8.6	7.6
Number of years worked in the school	168.	0	26.0	5.1	3.5

Source: Field Data (2012)

The respondents with the least working experience had 6 months while the highest had 29 years. Averagely, the respondent had a mean working experience of 8.6 years with a standard deviation of 7.6 years. On the other hand the least number of years the respondent had spent in the same station was 6 months compared to 26 years which was the longest period. The mean number of years in the same station was 5.1 years with a standard deviation of 3.5 years. In line with the objective of the study, this finding showed that the respondents had both enough work experience and stay in the same station to help them understand the leadership paradigm practiced and effectively evaluate the effect of leadership paradigms on organizational performance in public secondary school in Nakuru County.

4.2.4 The Category of Schools

The analysis revealed that 71% of secondary schools under study were district schools, 24% provincial schools and 5% were national schools. Refer to figure 4.2

category of the school

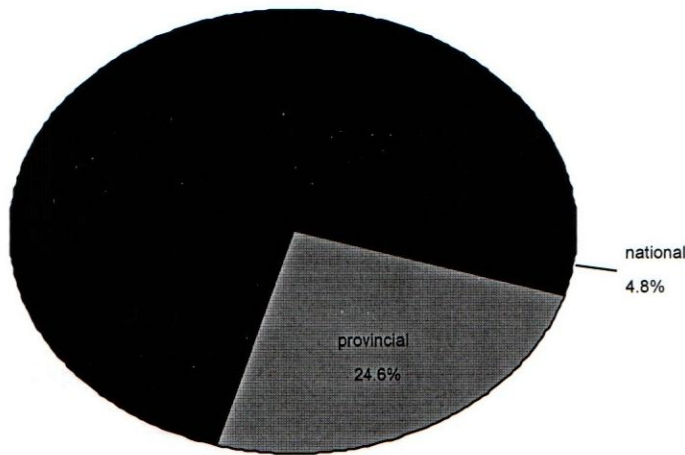


Figure 4.2: School Category

4.2.5 Respondents Level of Education

The level of education of the respondents was classified into five categories that is; KCSE/O-Level/A-Level, Certificate, Diploma, Degree and masters /post graduate. Table 4.3 shows data obtained.

Table 4.3: Respondents Level of Education

Level	Frequency	Valid Percent
KCSE/A-level/O-level	4.0	2.4
Certificate	16.0	9.7
Diploma	44.0	26.7
Degree	86.0	52.1
Masters/Post graduate	15.0	9.1
Total	165.0	100.0

Source: Field Data (2012)

Majority of the respondents 52.1% had first degrees, 26.7% had diplomas, 9.7% had certificate qualifications, 9.1% had masters/postgraduate degrees and 2.4% had KCSE/A-Level qualifications. This finding show that the Board of governors, Teaching Staff, PTA and other workers in the secondary schools in Nakuru County had good qualifications, to respond to the items in the questionnaires although they should be encouraged to study more and

acquire higher qualifications to address themselves to the new challenges in the education sector.

4.2.6 Types of the School

Public schools in Kenya are either single sex or mixed schools. The schools are also registered as either day schools or boarding or both day and boarding. The types of schools in the study as indicated by the respondents were as shown in table 4.4;

Table 4.4: The Type of Schools

Type	Frequency	Percent
Boys boarding	18.0	7.1
girls boarding	18.0	7.1
mixed boarding	6.0	2.4
mixed day	198.0	78.6
mixed boarding and day	6.0	2.4
any other	6.0	2.4
Total	252.0	100.0

Source: field Data (2012)

Majority of schools in Nakuru County 78.6% were mixed day schools, 7.1% were boys boarding and girls boarding respectively and 2.4% were mixed boarding, mixed day and boarding and others respectively. These findings indicate that majority of secondary school students live either with parents, guardians, relatives or on their own and commute to school. This may pose a serious challenge on the school performance if the environment in which they live is not conducive for learning.

4.2.7 The Schools in Terms of Streams

Thirty eight percent of the secondary schools in the Nakuru County had 2 streams, 29.4% had 3 streams, 12.3% had 4 streams, 11.5% had 1 stream and 8.7% had 5 streams table 4.5. These findings concur with findings from table 4.4 which indicate that the majority of secondary schools in Nakuru County were day schools whose catchment area depends on the distance of student's residence and means of transport to school. Schools with two or more

streams are likely to record better overall performance than small school because they enjoy economies of scale. It is also possible to practice emerging teaching and learning methods such as team teaching and lesson study resulting in better student outcome.

Table 4.5: Number of Streams in the Schools

Number	Frequency	Percent
1 Stream	29	11.5
2 Streams	96	38.1
3 Streams	74	29.4
4 Streams	31	12.3
5 Streams	22	8.7
Total	252	100.0

Source: Field Data (2012)

4.3 The Leadership Paradigms Practiced in Different Categories of Schools

The first objective of the study was to establish the leadership paradigms practiced in different categories of public secondary schools in Nakuru County, Kenya. The respondents were to indicate the leadership paradigm practiced in the school based on decision making, source of staff and students' commitment, control of the institution and the nature of activities, processes and programs in the school. The results are shown in table 4.6.

Table 4.6: Leadership Paradigm Practiced in the Secondary Schools

leadership paradigm	Frequency	Percent
Organic	21	8.3
Transformational	132	52.4
Transactional	81	32.1
Classical	18	7.1
Total	252	100.0

Source: Field Data (2012)

Majority of the respondents 52.4% observed that the leadership paradigm practiced in the secondary schools in Nakuru County were transformational, 32.1% of the respondents observed that the schools were lead through transactional leadership, 8.3% observed organic

and 7.1% observed classical leadership paradigms. This finding showed that most schools were practicing Transformational leadership paradigm that enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work thus building commitment towards the organizations vision, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance. This leadership paradigm requires skilled and knowledgeable workers who are attracted to, and share the organization's and leader's vision, and can contribute to realizing the vision.

4.3.1 Categories of Public Secondary and Leadership Paradigms

The study used a cross tabulation of the frequencies of leadership paradigm and the category of the schools in order to establish the leadership paradigms practiced in different categories of public secondary. The results are presented in table 4.7.

Table 4.7: Leadership Paradigms and Categories of Public Secondary

Category	Organic	Transformational	Transactional	Classical	Total
national	1.0	8.0	3.0	0.0	12.0
provincial	8.0	29.0	17.0	8.0	62.0
District	12.0	95.0	61.0	10.0	178
					252.
Total	21.0	132.0	81.0	18.0	0

Source: Field Data (2012)

The study found out that transformational leadership had the highest frequency across all the school categories, followed by transactional, organic was number three and classical was the least practiced leadership paradigm.

Table 4.8: Relationship between School Category and Leadership Paradigm**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.156	6	.227
Likelihood Ratio	8.321	6	.216
Linear-by-Linear Association	.320	1	.571
N of Valid Cases	252		

The study sought to find out the leadership paradigms practiced in Public secondary schools and whether there is significant difference in the leadership paradigms practiced in different categories of public secondary schools in Nakuru County, Kenya. The study used a cross tabulation of the frequencies of leadership paradigm and the category of the schools in order to establish the leadership paradigms practiced in different categories of public secondary. A chi-square test was carried out. A calculated chi-square value of 8.156, with an associated significance level of 0.227 and with a degree of freedom of 6 was found table 4.8. Since the significant value is more than the alpha value of 0.05 the study concludes that there is no difference in the leadership paradigms practiced in different categories of public secondary schools in Nakuru County. From the evidence of the study and as shown in the analyzed frequency table, most public secondary schools in Nakuru County across the categories practiced transformational leadership paradigm. Leaders in this leadership paradigm create a strategic vision of some future, communicate that vision through framing and use of metaphor, model the vision by acting consistently, and build commitment towards the vision.

4.4 The Performance Outcomes in Public Schools

The second objective of the study was to establish performance outcomes in different categories of public secondary schools. The performance was based on students' outcome, customers and stakeholders' satisfaction, organizational learning and growth and the financial perspective. The respondent was asked to indicate whether leadership practiced by the principal positively influenced students' performance outcome. A five point likert scale with the levels strongly agree, agree, moderately agree, disagree and strongly disagree was used. The results are presented in Table 4.9

Table 4.9: Performance Measurement on Students Outcome

Response	Frequency	Valid Percent
strongly Disagree	7.0	3.3
Disagree	22.0	10.4
moderately agree	39.0	18.5
Agree	93.0	44.1
Strongly Agree	50.0	23.7
Total	211.0	100.0

Source: Field Data (2012)

Majority of the respondents 67.8% agreed that the school leadership positively influenced students' performance, 13.7% disagreed and 18.5% moderately agreed. This finding show that the type of leadership put in place by secondary schools is a strong factor that would influence the outcome of students' performance.

4.4.1 Performance Measurement on Customer and Stakeholders' Satisfaction

The respondents were asked to indicate whether leadership practiced by the principal positively influenced customer and stakeholders' satisfaction. A five point likert scale with the levels strongly agree, agree, moderately agree, disagree and strongly disagree was used. The results are presented in Table 4.10,

Table 4.10: Performance on Customers and Stakeholders Satisfaction

Response	Frequency	Valid Percent
Strongly Disagree	2.0	0.8
Disagree	30.0	12.0
moderately agree	76.0	30.3
Agree	123.0	49.0
Strongly Agree	20.0	8.0
Total	251.0	100.0

Source: Field Data (2012)

The analysis indicates that majority of the respondents 57.0% Agreed that the school leadership positively influenced customers and stakeholders' satisfaction, 12.8% disagreed and 30.3% moderately agreed. This finding showed that the type of leadership put in place by

secondary schools is a strong factor that would influence customers and stakeholders' satisfaction although there is need to put more effort to enhance effective leadership that can help the organization realize more of stakeholders' satisfaction.

4.4.2 Performance Measurement on Organizational Learning

A five point likert scale with very much, much, moderately, little and very little was used, to establish the level to which the leadership practiced facilitated organizational learning in the school. The results are presented in the Table 4.11;

Table 4.11: Performance Measurement on Organizational Learning

Response	Frequency	Valid Percent
Very little	3.0	1.2
little	32.0	12.7
moderately	97.0	38.6
much	87.0	34.7
Very much	32.0	12.7
Total	251.0	100.0

Source: Field Data (2012)

The analysis revealed that the majority of the respondents 47.4% agreed that the school leadership positively influenced much organizational learning, 14.9% little organizational learning and 38.6% moderate organizational learning. This finding showed that the type of leadership put in place by secondary schools is a strong factor that would influence organizational learning, although there is need to put more effort to enhance effective leadership that can help the organization realize more of organizational learning.

4.4.3 Performance Measurement on Organizational Growth

A five point likert scale with percentage growth intervals of 1-10%, 11 - 20%, 21 -30%, 31 - 40% and over 40% was used, to establish the percentage organizational growth (based on academic performance improvement index, improved student enrollment, development in physical facilities and uptake of technology) under the leadership paradigm practiced in the school. The results are presented in the Table 4.12,

Table 4.12: Performance Measurement on Organizational Growth

Response	Frequency	Valid Percent
1 – 10%	6.0	2.4
11 – 20%	27.0	10.8
21 - 30%	64.0	25.5
31 – 40%	106.0	42.2
Over 40%	48.0	19.1
Total	251.0	100.0

Source: Field Data (2012)

From the results in table 4.11 majority of the respondents 61.3% agreed that the school leadership positively influenced organizational growth at over 30%, 13.2% put organizational growth at below 20% and 25.5% said the growth is at 20-30%. This finding showed that the type of leadership put in place by secondary schools is a strong factor that would influence organizational growth; although there is need to put more effort to enhance effective leadership that can help the organization realize more of organizational growth.

4.4.4 Performance Measurement on Organization Financial Performance

A five point likert scale with to a very great extent, greater extent, some extent, low extent and not at all was used, to establish the extent to which leadership paradigm practiced in the school has facilitated good financial performance based on initiating income generating activities, effective use of funds, meeting financial obligation and appropriation of funds. The results are presented in the Table 4.13,

Table 4.13: Performance Measurement on Financial Aspect

Response	Frequency	Valid Percent
Very great extent	8.0	3.2
greater extent	47.0	18.7
Some extent	119.0	47.4
Low extent	60.0	23.9
Not at all	17.0	6.8
Total	251.0	100.0

Source: Field Data (2012)

The analysis revealed that 31.7% of the respondents agreed that the school leadership positively influenced the schools financial performance to a low extent, 21.9% to a great extent and 47.4% to some extent. This finding show that the type of leadership practiced in public secondary schools did not positively influence to a great extent the financial performance of the schools; there is need to put more effort to enhance effective leadership targeting financial management that can help the schools realize more of their financial performance.

4.5 Organizational Performance in Different Categories of Schools

In order to come up with the performance outcome as per the school category, Across tabulation of individual performance out come with the school categories was extracted and analyzed as shown in tables 4.14, 4.15, 4.16 and 4.17

4.5.1 The Students Performance and School Category

A five point likert scale showing the level of agreement with strongly agree, agree, moderately agree, disagree and strongly disagree was used, to establish the students performance under the leadership paradigm practiced in the school. The results are presented in the Table 4.14,

Table 4.14: Cross tabulation of Students Performance and School Category

Response	National	Provincial	District
strongly agree	40.0	17.3	24.8
agree	50.0	38.5	45.6
moderately agree	10.0	15.4	20.1
disagree	0.0	19.2	8.1
strongly disagree	0.0	9.6	1.3
Total	100.0	100.0	100.0

Source: Field Data (2012)

From the analysis majority of the respondents 90.0% agreed that the school principal at the National category influences positive student performance whereas 10.0% moderately agreed. Secondly, the majority of the respondents 55.8% agreed that the school principal in the at the Provincial category influences student performance, 28.8% disagreed and 15.4%

moderately agreed. Thirdly, the majority of the respondents 70.4%% agreed that the school principal at the District category influences student performance, 9.4% disagreed and 20.1% moderately agreed. This finding showed that the school category influence students' performance outcome as shown in table 4.14. National and District categories of schools show a better performance than the Provincial category.

4.5.2 The Satisfaction of Parents, Students and Stakeholders

A five point likert scale with strongly agree, agree, moderately agree, disagree and strongly disagree was used, to establish the satisfaction of students parents teaching and support staff with the leadership and school performance under the leadership. The result of the analysis are shown in table 4.15

Table 4.15: Cross tabulation of Stakeholders Satisfaction and School Category

Response	National	Provincial	District
Disagree	0.0	17.7	10.7
strongly disagree	0.0	3.2	0.0
moderately agree	16.7	33.9	29.9
strongly agree	25.0	11.3	5.6
Agree	58.3	33.9	53.7
Total	100.0	100.0	100.0

Source: Field Data (2012)

Eighty three percent (83.3%) of the respondents agreed that the school principal at the National category facilitated the students, parents and stakeholders satisfaction 16.7% moderately agreed. Secondly, 45.2% of the respondents agreed that the school principal at the Provincial category facilitated the students, parents and stakeholders' satisfaction, 20.9% disagreed and 33.9% moderately agreed. Thirdly, the majority of the respondents 59.3%% agreed that the school principal at the District category facilitated the students, parents and stakeholders satisfaction, 10.7% disagreed and 29.9% moderately agreed. This finding showed that the school category facilitated the students, parents and stakeholders satisfaction, however the national schools does better followed by district schools while the provincial schools are generally below average in terms of students and stake holders satisfaction.

4.5.3 Category of School and Organizational Learning

A five point likert scale with very much, much, moderately, little and very little was used, to establish the level to which the leadership practiced facilitated organizational learning in the school. The results are presented in the Table 4.16;

Table 4.16: Cross Tabulation of Organizational Learning and School Category

Response	National	Provincial	District
Very little	0.0	24.2	9.6
little	0.0	0.0	1.7
moderately	25.0	35.5	40.7
much	16.7	12.9	12.4
Very much	58.3	27.4	35.6
Total	100.0	100.0	100.0

Source: Field Data (2012)

The study found that the majority of the respondents 75.0% agreed that the school principal at the National category facilitated much organizational learning, 25.0% said the leadership facilitated moderate organizational learning. Secondly, the majority of the respondents 40.1% agreed that the school leadership at the Provincial category facilitated much organizational learning, 24.2% little organizational learning and 35.5% moderate organizational learning. Thirdly, the majority of the respondents 48.0%% agreed that the school leadership at the District category facilitated much organizational learning, 11.3% little organizational learning and 40.7% moderate organizational learning. These findings show that school leadership facilitated organizational learning in all school categories although at different extent with the national category performing far much better than district and provincial schools whose performance on this aspect is below average (See Table 4.15).

4.5.4 Category of School and Organizational Growth

A five point likert scale with percentage growth intervals of 1-10%, 11 - 20%, 21 -30%, 31 - 40% and over 40% was used, to establish the percentage organizational growth (based on academic performance improvement index, improved student enrollment, development in physical facilities and uptake of technology) under the leadership paradigm practiced in the school. The results are presented in the Table 4.17,

Table 4.17: Cross Tabulation of Organizational Growth and School Category

Response	National	Provincial	District
1 – 10%	25.0	12.9	9.0
11 – 20%	0.0	4.8	1.7
21 - 30%	16.7	25.8	26.0
31 – 40%	25.0	22.6	17.5
Over 40%	33.3	33.9	45.8
Total	100.0	100.0	100.0

Source: Field Data (2012)

Majority of the respondents 58.3% agreed that the school leadership in the National Schools facilitate organizational growth at over 40%, 25.0% said growth is at below 20%, whereas 16.7% put the growth rate at 20-30%. Secondly, the majority of the respondents 56.5% agreed that the leadership in the Provincial Schools facilitate organizational growth at a rate of over 40%, 17.7% said it is below 20% and 25.8% of respondents put it at between 20 and 30%. Thirdly, the majority of the respondents 64.3% agreed that leadership in the District Schools facilitate organizational growth at over 40%, 10.7% put it at below 20% and 26.0% said it is at 20-30%. This finding showed that the school category facilitated the organizational growth with the district schools registering the highest organizational growth followed by national category; the provincial schools returned the least organizational growth (See Table 4.17).

4.5.5 Category of School and Organization Financial Performance

A five point likert scale with to a very great extent, greater extent, some extent, low extent and not at all was used, to establish the extent to which leadership paradigm practiced in the school has facilitated good financial performance based on initiating income generating activities, effective use of funds, meeting financial obligation and appropriation of funds. The results are presented in the Table 4.18;

Table 4.18: Cross Tabulation of Financial Performance and School Category

Response	National	Provincial	District
Very great extent	33.3	21.0	24.3
greater extent	41.7	43.5	27.5
Some extent	8.3	4.9	14.9
Low extent	11.2	21.4	24.3
Not at all	5.5	9.2	9.0
Total	100.0	100.0	100.0

Source: Field Data (2012)

The analysis revealed that 74.0% of the respondents agreed that the school leadership at the National Schools facilitate good organizational financial performance to a great extent, 16.7% to a low extent, and 8.3% to some extent. Secondly, the majority of the respondents 64.5% agreed that the leadership at the Provincial Schools facilitate good organizational financial performance to a great extent, 30.6% to some extent and 4.9% to some extent. Thirdly, the majority of the respondents 51.8% agreed that leadership at the District category facilitate good organizational financial performance to a great extent, 33.3% to a low extent and 14.9% to some extent. This finding showed that the leadership in each school category facilitated good financial performance as shown in Table 4.18.

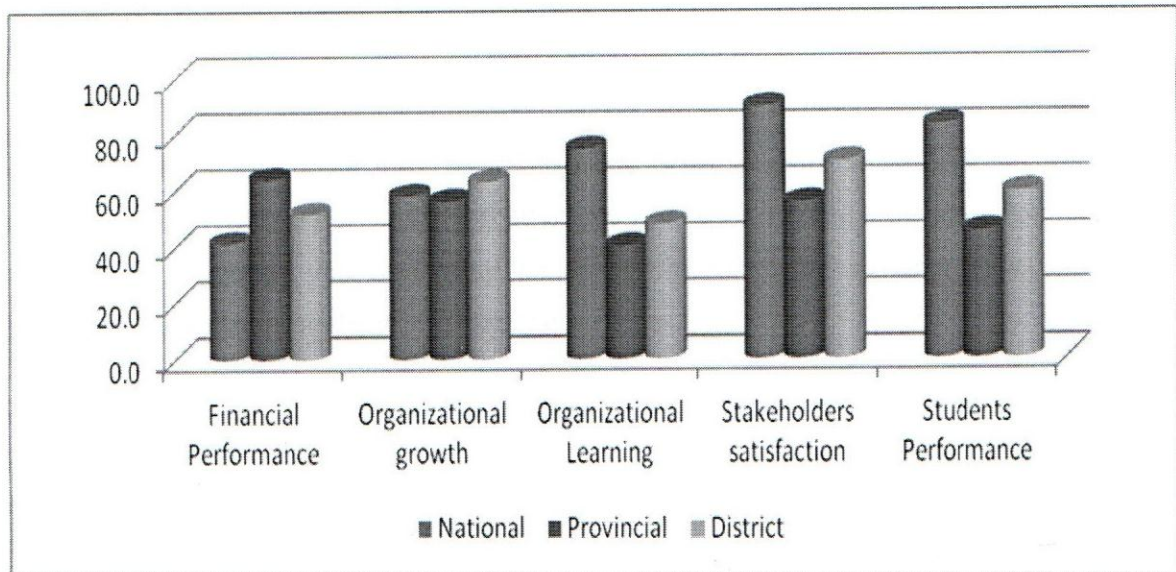


Figure 4.3: Effect of School Category on Organizational Performance

Figure 4.3 was used to present graphically the effect of school category on organization performance. The researcher analyzed the respondents' agreement on the school category and the various organizational performance indicators. The analysis established that provincial school category affected the facilitation of the schools good financial performance more, than both the national and district category. The district schools affected the schools growth more than the national and provincial category. The national category affected the schools organizational learning, stakeholders' satisfaction and students' performance, more than provincial and district categories.

4.5.6 Category of School and Organizational Performance

To find out whether there is significance difference in Organizational performance in different categories of public secondary schools in Nakuru County, Kenya, a partial correlation was carried out to explore the relationship between organizational performance and category of the School while controlling for leadership paradigm (see Tables 4.19 and Table 4.20a). Preliminary analyses were performed to ensure no violation of the assumption of normality, linearity and homoscedasticity.

Table 4.19: Description of Variables for Partial Correlation

Variable	Mean	Standard Dev	Cases
School Category	2.6587	0.5668	252
Organizational Performance	20.0714	3.2766	252
Leadership Paradigm	2.3810	0.7399	252

The analysis found a weak positive correlation between organizational performance and school category ($r=0.0541$, $n=249$ $\rho=0.394$). An inspection of the zero order correlation Table 4.20a suggested that controlling for leadership paradigm had large effect on the strength of the relationship between these two variables.

Table 4.20a: Partial Correlation analysis between School Category and Organizational Performance

Zero Order Partial

	School Category	Organizational Performance	Leadership Paradigm
School Category	1.0000	0.0260	0.0357
	(0)	(250)	(250)
		P=0 .681	P= 0.572
Organizational performance	0 .0260	1.0000	-0.5420
	(250)	(0)	(250)
	P= 0.681		P=0 .000
Leadership Paradigm	0.0357	-0.5420	1.0000
	(250)	(250)	(0)
	P= 0.572	P=0 .000	

By controlling for leadership paradigm, the correlation coefficient between category of school and organization performance more than doubled to $r = 0.0541$ (which is still weak) from a value of $r = 0.026$ as shown in Table 4.20b. This study therefore concludes that there is no significant difference between organizational performances in different categories of public secondary schools.

Table 4.21b: Partial Correlation when Controlling for Leadership Paradigm

	School Category	Organizational Performance
School Category	1.0000	0.0541
	(0)	(249)
		P=0 .394
Organizational Performance	0 .0541	1.0000
	(249)	(0)
	P= 0.394	

(Coefficient / (D.F.) / 2-tailed Significance)

4.6 The Effect of Leadership Paradigm on Organizational Performance in Schools

The third objective of the study was to establish the effects of the leadership paradigm on the organizational performance in public secondary schools. The independent variable was the leadership paradigm whereas the dependent variable was the organizational performance comprising of different performance indicators; student performance, stakeholders' satisfaction, facilitated organization learning, facilitated organization growth and good organizational financial performance. The performance of the schools in these perspectives under different leadership paradigms was analyzed and presented in the tables 4.21, 4.22, 4.23, 4.24, 4.25, 4.26, and 4.27.

4.6.1 The Satisfaction of Parents, Students and Stakeholders

A five point likert scale with strongly agree, agree, moderately agree, disagree and strongly disagree was used, to establish the satisfaction of students parents teaching and support staff with the leadership and school performance under the leadership. The results are presented in the Table 4.21;

Table 4.21: Effect of Leadership Paradigm on Students and Stakeholders Satisfaction

Response	Organic	Transformational	Transactional	Classical
strongly agree	60.0	53.6	28.8	15.4
Agree	20.0	25.0	27.3	0.0
Moderately agree	10.0	17.9	24.2	7.7
Disagree	0.0	0.0	3.0	15.4
Strongly Disagree	10.0	0.9	16.7	61.5
Total	100.0	97.3	100.0	100.0

Source: Field Data (2012)

From the analysis 80.0% of the respondents agreed that organic leadership paradigm in a school satisfied the students, parents and stakeholders, whereas 10.0% moderately agreed and 10.0% disagreed. Secondly, the majority of the respondents 78.6% agreed that the transformational leadership satisfied the students, parents and stakeholders, 0.9% disagreed and 17.9% moderately agreed. Thirdly, the majority of the respondents 56.1% agreed that transactional leadership satisfied the students, parents and stakeholders' 19.7% disagreed and 24.2% moderately agreed. Conversely, the majority of the respondents, 76.9% disagreed that classical leadership paradigm satisfied the students, parents and stakeholders. This finding showed that organic, transformational and transactional leadership paradigm satisfied the students, parents and stakeholders in the secondary schools in Nakuru County.

4.6.2 The Students Performance

A five point likert scale showing the level of agreement with strongly agree, agree, moderately agree, disagree and strongly disagree was used, to establish the students performance under the leadership paradigm practiced in the school. The results are presented in the Table 4.22. Majority of the respondents 66.7% agreed that the organic leadership paradigm facilitated students' performance, whereas 28.6% moderately agreed and 4.8% disagreed. Secondly, the majority of the respondents 70.3% agreed that the transformational leadership facilitated students' performance, 5.3% disagreed and 24.4% moderately agreed.

Table 4.22: Effect of Leadership Paradigm on Students Performance

Response	Organic	Transformational	Transactional	Classical
Strongly Agree	52.4	61.1	35.8	16.7
Agree	14.3	9.2	6.2	0.0
moderately agree	28.6	24.4	39.5	33.3
Disagree	0.0	0.0	0.0	11.1
Strongly disagree	4.8	5.3	18.5	38.9
Total	100.0	100.0	100.0	100.0

Source: Data (2012)

Thirdly, the majority of the respondents 42.0% agreed that transactional leadership facilitated students' performance, 18.5% disagreed and 39.5% moderately agreed. Conversely, the majority of the respondents, 50.0% disagreed, that classical leadership paradigm facilitated students' performance. This finding showed that organic, transformational and transactional leadership paradigm facilitated students' performance in the secondary schools in Nakuru County thus on the aspect student's performance these paradigms are key to improvement.

4.6.3 Leadership Paradigm and Organizational Learning

A five point likert scale with very much, much, moderately, little and very little was used, to establish the level the leadership practiced facilitated organizational learning in the school. The results are presented in the Table 4.23,

Table 4.23: Effect of Leadership Paradigm on Organizational Learning

Response	Organic	Transformational	Transactional	Classical
Very much	61.9	42.0	22.2	5.6
much	28.6	13.0	9.9	5.6
moderately	9.5	38.9	46.9	33.3
little	0.0	0.8	1.2	5.6
Very little	0.0	5.3	19.8	50.0
Total	100.0	100.0	100.0	100.0

Source: Field Data (2012)

The analysis revealed that the majority of the respondents 90.4% agreed that the organic

school leadership facilitated organizational learning much or very much and whereas 9.5% moderately. Secondly, the majority of the respondents 55.0% agreed that the transformational leadership facilitated much organizational learning, 6.1% little organizational learning and 38.9% moderate organizational learning. Thirdly, the majority of the respondents 32.1% agreed that transactional leadership facilitated much organizational learning, 21.0% little organizational learning and 46.9% moderate organization learning. Conversely, the majority of the respondents, 55.6% said that classical leadership paradigm facilitated little organizational learning. These findings showed that organic, transformational and transactional leadership paradigms facilitated organizational learning while classical facilitated very little if any, organizational learning in public secondary schools in Nakuru County (see table 4.23 above). Organic leadership paradigm allows for autonomy, freedom, discretion self-control and organization, this in turn enhance creativity and organizational learning. Thus leaders should encourage clear sense of purpose and sufficient power to work autonomously towards the objective and vision of the organization for organization learning to take place.

4.6.4 Leadership Paradigm and Organization Growth

A five point likert scale with percentage growth intervals of 1-10%, 11 - 20%, 21 -30%, 31 - 40% and over 40% was used, to establish the percentage organizational growth (based on academic performance improvement index, improved student enrollment, development in physical facilities and uptake of technology) under the leadership paradigm practiced in the school. The results are presented in the Table 4.24;

Table 4.24: Effect of Leadership Paradigm on Organization Growth

Response growth rate	Organic	Transformational	Transactional	Classical
Over 40%	23.8	58.8	29.6	0.0
31 – 40%	52.4	15.3	19.8	5.6
21 - 30%	14.3	15.3	37.0	32.1
11 – 20%	4.8	2.3	1.2	1.2
1 – 10%	4.8	8.4	12.3	61.1
Total	100.0	100.0	100.0	100.0

Source: Field Data (2012)

Seventy six percent of respondents indicated that the organic school leadership facilitated organization’s growth at a rate of over 30%, whereas 9.6% put it at between 1- 20% and 14.3% at modest rate of 20-30%. Secondly, the majority of the respondents 74.1% agreed that the transformational leadership facilitated organization’s performance at rate of over 30%, 10.7% put it at 20% and below, while 15.3% said it si between 20 and 30%. Thirdly, the majority of the respondents 49.4% agreed that transactional leadership facilitated organizational growth at the rate of 30% and above, 13.5% at below 20% and 37.0% at the rate of 20-30%. Conversely, the majority of the respondents, 62.3% said that classical leadership paradigm facilitated organizational growth at the rate of below 20%, while 5.6% put it at above 30%, and 32.1% of respondents said the under classical leadership paradigm growth is 20-30%. These findings show that organic, transformational and transactional leadership paradigm facilitated a higher organizational growth rate in public secondary schools in Nakuru County. The schools in the growth stage require organic and transformational leadership paradigms to enhance the growth of their schools (see table).

4.6.5 Leadership Paradigm and Organization Financial Performance

A five point likert scale with to a very great extent, greater extent, some extent, low extent and not at all was used, to establish the extent to which leadership paradigm practiced in the school has facilitated good financial performance based on initiating income generating activities, effective use of funds, meeting financial obligation and appropriation of funds. The results are presented in the Table 4.25,

Table 4.25: Effect of Leadership Paradigm on Organization Financial Performance

Response	Organic	Transformational	Transactional	Classical
Very great extent	61.9	26.7	14.8	0.0
greater extent	0.0	9.9	4.9	0.0
Some extent	28.6	49.6	28.4	38.9
Low extent	0.0	2.3	6.2	0.0
Not at all	9.5	11.5	45.7	61.1
Total	100.0	100.0	100.0	100.0

Source: Field Data (2012)

Out of the total number of respondents 61.9% agreed that the organic school leadership

facilitated good organizational financial performance to greater extent whereas 9.5% said to low extent and 28.6% to some extent. Secondly, the majority of the respondents 36.6% agreed that the transformational leadership facilitated good organizational financial performance to greater extent, 13.8% said the extent is low and 46.9% put it to some extent. Conversely, the majority of the respondents 51.9% said that transactional leadership facilitated good organizational financial performance to a low or no extent, 19.7% to great extent and 28.4% to some extent. The majority of the respondents, 61.1% said that classical leadership paradigm facilitated good organizational financial performance to a little or no extent at all and 38.9% put it to some extent. These findings also show that organic, transformational and transactional leadership paradigm facilitated good financial performance in the secondary schools in Nakuru County than classical leadership paradigm. From the analysis above organic leadership paradigm is the most appropriate leadership paradigm for financial performance in a school, (see table 4.24).

4.6.6 Leadership Paradigms and Overall Organization Performance

To compare the performance of each leadership paradigm in the five perspectives the study mapped the four leadership paradigm against the following organizational performance indicators; Students performance, stakeholders satisfaction, organizational learning, organizational growth and organizational financial performance. Figure 4.4 was used to graphically present the effect of leadership paradigm on organization performance. The researcher analyzed the respondents' agreement on the leadership paradigm practiced by the schools and the various organizational performance indicators. The study established that organic, transformational and transactional leadership paradigms facilitated better performance in that order compared to classical leadership paradigm. Organic leadership has above average performance in all the perspectives of organizational performance and a much better performance than the other leadership paradigms in organization learning and growth, student performance and financial performance. Transformational facilitated performance better in students and stakeholders' satisfaction, organizational growth and student performance. Transactional performance indicated a below average performance in all perspectives except in student performance while classical leadership paradigm posted below average performance in all aspects of organizational performance.

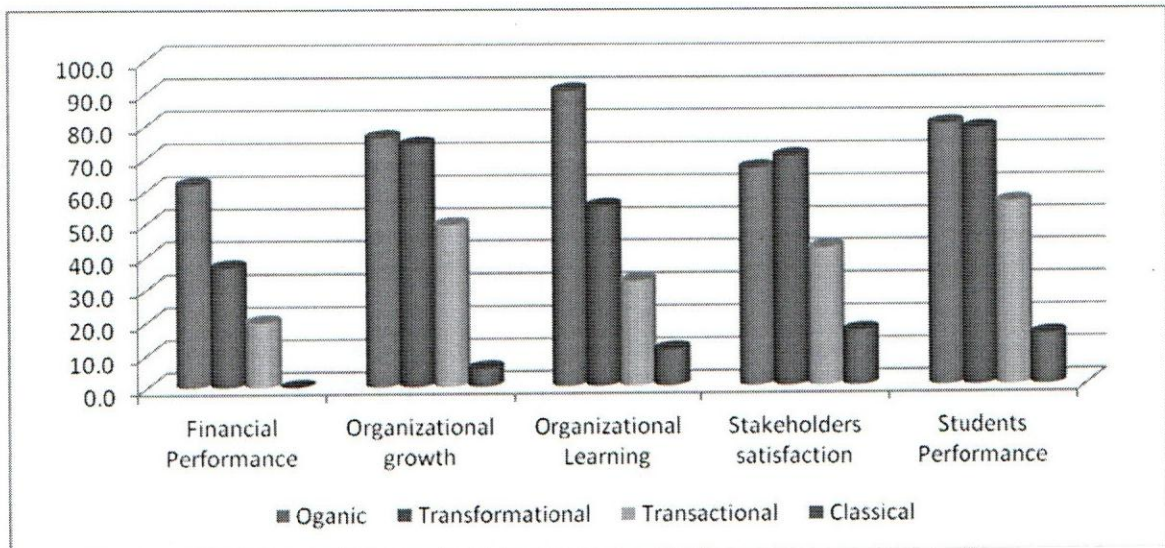


Figure 4.4: Leadership Paradigms and Schools Organizational Performance

4.6.7 Effect of Leadership Paradigms on Organization Performance

To establish the effect of the leadership paradigm on the overall organizational performance and on each perspective of performance in public secondary schools in Nakuru County, a one way between groups multivariate analysis of variance was performed to investigate leadership paradigm differences in organizational performance. Five dependent variables were used; Students' outcome, organizational learning, organizational growth, financial performance, students', parents' and stakeholders' satisfaction. The independent variable was leadership paradigm; preliminary assumption testing was conducted to check for normality, linearity, univariate and multivariate outliers and multicollinearity, with no serious violation noted. As shown in table 4.26 there was a statistically significant difference between the four leadership paradigms (organic, transformational, transactional and classical) on the combined dependent variables (overall organizational performance) $F(15, 612) = 5.829, p = 0.000$; Pillai's Trace = .375; partial eta squared = 0.125. The partial eta value indicates the effects of leadership paradigm (independent variable) on organizational performance (dependent variable). According Cohen (1988) an effect value of 0.01 and below is considered small, 0.6 is considered moderate while 0.14 is considered as large effect.

Table 4.26: Effect of Leadership Paradigm on Organization Performance

Multivariate Tests^c

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.949	748.739 ^a	5.000	202.000	.000	.949
	Wilks' Lambda	.051	748.739 ^a	5.000	202.000	.000	.949
	Hotelling's Trace	18.533	748.739 ^a	5.000	202.000	.000	.949
	Roy's Largest Root	18.533	748.739 ^a	5.000	202.000	.000	.949
PARADIGM	Pillai's Trace	.375	5.829	15.000	612.000	.000	.125
	Wilks' Lambda	.654	6.187	15.000	558.034	.000	.132
	Hotelling's Trace	.486	6.497	15.000	602.000	.000	.139
	Roy's Largest Root	.380	15.516 ^b	5.000	204.000	.000	.276

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept+PARADIGM

Based on the Partial Eta Squared, the proportion of the variance in organizational performance explained by leadership paradigm was 12.5%. When the results for the dependent variables were considered separately, there were differences of statistical significance in all the variables. Using a bonferroni adjusted alpha level of 0.01 the variables reported the following: student performance; $F(3,248)=13.578$, $\rho =0.000$, partial eta squared=0.165, organizational learning; $F(3, 248) =11.216$, $\rho =0.000$, Partial eta squared=0.140, Organizational growth; $F(3, 248) =8.861$, $\rho =0.000$, Partial eta squared =0.114, financial performance; $F(3, 248) =9.689$, $\rho =0.000$ and student, parents and stakeholder satisfaction $F(3, 248) =15.549$, $\rho =0.000$, partial eta squared = 0.185. This means Leadership paradigm explains 18.5% of students' parents and stakeholders' satisfaction, 16.5% of student outcome and performance, 14.0% of organizational learning, 12.4% of organizational financial performance and 11.4% of organizational growth. These results are in agreement with those studies mentioned in literature reviews which found small but statistically significant effect of the principal leadership on student's achievement (Hallinger and Heck, 1996, 1998; van de Grift and Houtven 1999). As witzer et al (2003) identified in their paper, small direct effect of the principal leadership were found in primary school student achievement but no effect in secondary schools. This finding validates the model of direct effect of principals, leadership on student's achievement, pitner, (1988). The findings are also in accordance with the theories which support that school leadership is characterized by one to one relationship between the leader and the follower (Hollander, 1978, Barnett et.al,

1999, 2000). According to Kythreotis et.al (2010) more attention should be paid to principal’s human leadership style. As it affects students’ achievement and more attention should be given to one to one human relation between principals and students.

When each leadership paradigm is considered based on the estimated marginal means. Organic leadership paradigm reported higher levels of organizational performance: organizational learning (M=4.2, SD=0.19), organizational financial performance (M = 3.5, SD = 0.19), organizational growth (M=4.1, SD=0.21) and student, parents and stakeholders’ satisfaction (M= 3.76, SD= 0.17) than all the other leadership paradigms. Transformational reported higher levels in student performance (M = 3.83, DS = 0.091) than the other leadership paradigms. Transactional leadership paradigm reported higher means than classical in all indicators but lower than organic and transformational in all perspectives of organizational performance. Table 4.27

Table 4.27: Leadership Paradigm and Mean of Organization Performance

leadership paradigm practised by the sch. principal					
Dependent Variable	leadership paradigm practised	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
does the school principal influence positive student performance?	Oganic	3.810	.212	3.392	4.227
	Transformational	3.833	.085	3.667	4.000
	Transactional	3.494	.108	3.281	3.706
	Classical	2.667	.229	2.216	3.117
are the students, parents and stakeholders satisfied?	Oganic	3.762	.169	3.428	4.095
	Transformational	3.727	.068	3.594	3.860
	Transactional	3.296	.086	3.126	3.466
does the school leadership facilitate organizational learning?	Oganic	4.190	.183	3.830	4.551
	Transformational	3.606	.073	3.462	3.750
	Transactional	3.198	.093	3.014	3.381
	Classical	2.556	.197	2.167	2.944
does the school leadership facilitate organizational growth?	Oganic	4.143	.206	3.738	4.548
	Transformational	3.758	.082	3.596	3.919
	Transactional	3.543	.105	3.337	3.750
	Classical	2.722	.222	2.284	3.160
does the school leadership facilitate good organizational financial performance?	Oganic	3.524	.188	3.153	3.894
	Transformational	3.303	.075	3.155	3.451
	Transactional	2.840	.096	2.651	3.028
	Classical	2.611	.203	2.211	3.011

The above analysis reveals that organic and transformational leadership paradigms produce

better performance than transactional and classical paradigms in public secondary schools. The fact that these leadership paradigms (organic and transformational) use wide consultation and corroboration in decision making, empower workers and stakeholders to have autonomy and discretion towards their work, creating commitment towards the shared vision. This leads to creativity and motivation towards the achievement of set organizational goals thus resulting in higher performance. Schools face different strategic issues at different times it is therefore important that situational analysis be done occasionally and the strategic issue of the school established and with this in mind the principal deployed in such a school should be able to practice the appropriate leadership paradigm depending on the strategic issue. For instance schools whose strategic issue is growth, financial performance and organizational learning, should have the leaders practice organic leadership paradigm. While those schools with poor students' outcome and performance, and problem with students' parents and stakeholder satisfaction, the principal should practice transformational leadership paradigm so as to improve the students' performance and customer & stakeholder satisfaction.

4.6.8 Leadership Paradigms Influence on School Organization Performance

A regression analysis was used to explore the relationship between leadership paradigm practiced in a school and the organizational performance. Table 4.8 shows the summary results obtained for the r square value which indicates the effect of leadership paradigm on school's organizational performance.

Table 4.8; Regression Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.491	0.241	0.226	0.647467679

Source: Field Data (2012)

The study found R square of 0.24 equivalent to 24.1%. This means that leadership paradigm practiced accounts for 24.1% of overall performance in public secondary schools which is close to the 25% established in other studies mentioned elsewhere in this study. This implies that the leadership paradigm practiced in a Public secondary school influences its Organizational Performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings

Factors affecting public secondary school performance still remain of interest to education policy designers, analysts, practitioners and other stakeholders in general. The main aim of this study was to establish the effect of leadership paradigms on organizational performance in public secondary school in Nakuru County. Discussed below are the findings of the effect of leadership paradigms on organizational performance in public secondary school in Nakuru County. Each finding is hereby summarized under the corresponding demographic characteristics and the objectives.

5.1.1 Summary under the Respondents Demographic Characteristics.

First, there was a well balanced gender representation in the schools management, board, employees and students in the two districts under this study. Second, the study established that the respondents had both enough work experience and stay in the same station to help them effectively evaluate the effect of leadership paradigms on organizational performance in public secondary school in Nakuru County. Third, the study established that the majority of secondary schools in Districts under study were district schools followed by provincial schools and national schools. Fourth, study established that the majority of schools in Nakuru County were mixed day schools, followed with boys boarding, girls boarding respectively, mixed boarding and day. Fifth, study established that the majority of the secondary schools in the Nakuru County had 2 streams, followed with those with 3 streams, 4 streams, 1 stream and 5 streams.

5.1.2 Summary of Findings under the Leadership Paradigms Practiced in Different Categories of Public Secondary Schools.

The study revealed that transformational leadership was the most practiced leadership paradigm by the public secondary schools in Nakuru County, followed by transactional leadership paradigm then organic and the least practiced is classical leadership paradigm. This trend was similar in national, provincial as well as in the district schools. The study further established that there is no significant difference in leadership paradigms practiced in different categories of public secondary schools.

5.1.3 Summary of Findings under Performance Outcomes in Different Categories of Public Secondary Schools.

The study established that national schools performed better in organizational learning, stakeholders' satisfaction and students' performance than provincial and district schools. The district schools performed better than provincial schools in all indicators of organizational performance (that is stakeholders' satisfaction, students' performance, organizational learning and growth) except financial performance where provincial schools performed better than any other category. When considering the overall organizational performance in relation to the school category the study revealed that there is no significant difference in overall organizational performance between different categories of public secondary schools.

5.1.5 Summary of Findings under Effects of the Leadership Paradigm on Organizational Performance in Public Secondary Schools.

The study established that leadership paradigm influence organizational performance, the proportion of the variance in organizational performance explained by leadership paradigm was 12.5%. When the dependent variables (performance perspectives) were considered separately majority of the respondents agreed that the school leadership positively influenced students' performance, customers and stakeholders' satisfaction, organizational learning and growth and school's financial performance. Leadership paradigm explains 18.5% of students' parents and stakeholders' satisfaction, 16.5% of student outcome and performance, 14.0% of organizational learning, 12.4% of organizational financial performance and 11.4% of organizational growth. When each leadership paradigm is considered based on the estimated marginal means. Organic leadership paradigm reported higher levels of organizational performance than the other leadership paradigms in all perspectives except in student outcomes where transformational leadership reports higher performance. Transactional leadership reports lower mean performance in all indicators than transformational and organic leadership but higher than classical in public secondary schools in Nakuru County, Kenya.

5.2 Conclusion of the Study

The conclusion of the study effect of leadership paradigms on organizational performance in public secondary school in Nakuru County is as summarized; first; the leadership paradigm practiced in most public secondary schools in Nakuru County is Transformational leadership

paradigm. Second; the study established that there is no significant difference in leadership paradigm practiced in different categories of public secondary schools. The national category of public secondary performed better in organizational learning, student performance and stakeholders' satisfaction than other categories of schools, the provincial category of schools performed better in financial perspective than other categories of public schools, the district schools had better performance in organizational growth than the other categories of public secondary schools. The study also concludes that the leadership paradigm practiced in a school positively influences the general organizational performance of the school. Organic leadership paradigm leads to better organizational performance followed by transformational, then transactional leadership paradigm and lastly classical leadership paradigm leads to the least organizational performance compared to the other three leadership paradigms. The study concludes that leadership has a strategic role in organizational performance improvement.

5.3 Recommendations for Practice

From the findings and conclusion of this study, the following recommendations are very important for the purposes of more improved organizational performance of the public secondary schools in Kenya. First, the stakeholders' policy designers and practitioners in secondary schools sub-sector and the government should enhance its policies and strategies to improve performance of national schools in financial performance and organizational growth where they are performing poorly. The district schools should be enhanced because they are performing better than provincial schools in many aspects of organizational performance especially in organizational learning and growth, stakeholders' satisfaction and students performance aspects that have great impact in addressing key issues in education such access and quality. Since leadership has a strategic role in organizational performance, the study recommends that secondary schools employ leadership paradigms to enhance organizational performance. Public secondary schools should be encouraged to practice organic and transformational leadership paradigms because they lead to better organizational performance especially in student performance, organizational learning & growth and student, parents and stakeholders satisfaction which address the key issues of access and quality in education. It also recommended that Education training institutes, managers and practitioners to incorporate organic and transformational leadership training for principals in their pre-service and in-service training curriculum so as to facilitate them in their leadership roles. Further, researchers and practitioners should not only be investigating the general or

collective impact of leadership paradigms but also identifying specific leadership attitudes and practices that have stronger impacts on school performance, student achievement, and teacher satisfaction and commitment to work. They should move beyond a general focus on the impact of leadership to examining and increasing the frequency of those practices that make larger positive impacts on teachers and students.

5.4 Suggestions for Further Research

It is suggested that a comparative study on the effect of leadership paradigm on the performance of private and Public schools be conducted. The findings from this comparative study will enable the government, private sector players and other stakeholders to know whether there is a difference in performance between private and secondary schools brought about by different leadership paradigms practiced in such schools.

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APPENDICES:

**Appendix I: Research Questionnaire
Questionnaire for Principals and Deputy Principals**

INSTRUCTIONS

Please answer all the questions honestly and exhaustively. All the information given will strictly be used for academic purpose/ research only and was treated with the utmost confidentiality.

SECTION A. BACKGROUND INFORMATION

Organization's/District Name.....

Title/Designation of Respondent:.....

Sex of Respondent: Male Female

Number of years worked in the school:

Teaching experience.....

Category of the School: National vincial District

Highest level of education attained (Please tick in the appropriate box below)

Diploma	Graduate	Postgraduate
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Type of the school

Boys Boarding	Girls Boarding	Mixed Boarding	Mixed Day	Any Other
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Number of Teachers

TSC	BOG	Any Other
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Number of Streams

1	2	3	4	5	Any other
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SECTION B: LEADERSHIP PARADIGM

The following are practices and attributes, practiced or identified with various institutions. Select in each category the one that most appropriately represents the practice and situation in your school.

i ----- Decisions

Attribute	Practice	Tick
a	Decisions in the school are made by work groups where members work together in groups with roles that are not necessary based on position power.	
b	The principal shares the problem/issue with teachers support staff and students and seeks consensus before a decision is made.	
c	The principal consult with teachers and support staff but makes the final decision	
d	The principal makes little or no consultation with teachers and support staff before making the decision.	

ii ----- Commitment

Attribute	Practice	Tick
a	The source of teachers, students and support staff commitments is the values, vision and strong culture shared by the teachers, the support staff , the students and school leadership	
b	The source of teachers, support staff and student commitment is the influence of the principal, H.O.Ds or support staff supervisor.	
c	The source of commitment of teachers, support and students staff are rewards, agreements and or expectation negotiated with the principal, H.O.Ds. or the school administration in general.	
d	The source of commitment of teachers, support staff and students is fear of or respect for the principal, H.O.D. or supervisor.	

iii ----- Operations and procedures

Attribute/	Practice	Tick
a	Operations and procedures of activities in the school are more uncertain and unpredictable and members are self organizing.	
b	Operations and procedures of activities in the school are uncertain and unpredictable.	
c	Operations and procedures of activities in the school routine and predictable	
d	Operations and procedures of activities in the school are more	

	predictable and routine in nature	
--	-----------------------------------	--

iv ----- Control

	Attribute/Practice	Tick
a	The school is controlled by Peer pressure, group dynamics, shared culture, vision and values.	
b	The school staff is controlled Jointly by principal, H.O.Ds, the teachers and support.	
c	The Principal and H.O.Ds. are collectively in control of the school	
d	The principal is in control of the school as an individual	

SECTION C: ORGANIZATIONAL PERFORMANCE

i. Education Outcomes

Using the following key Please indicate the degree of your agreement or disagreement with the following statements in regard to the school leadership

Strongly agree 1 Agree 2 Moderate 3 Disagree 4 Strongly disagree 5

		1	2	3	4	5
	Students outcome					
1.	The principal influences students to Read and work hard in academics.					
2.	The principal encourages students to participate in games, sports and co curricular activities.					
3.	The principal helps students relate positively with other people and have positive attitude towards life and self					
	Teachers outcome					
1.	The principal helps teachers as a group relate well and be effective in their work					
2.	The principal helps and encourages teachers to prepare well and attend lessons regularly and have good work activities					
3.	The principal inspires teachers to willingly put extra effort in their work.					
4.	The principal helps them in their carrier growth and					

	development					
	Support staff					
1.	The principal Encourages staff to attend to their duties without fail and on time.					
2.	The principal inspires staff to enjoy their work and willingly put in extra effort					
3.	The principal helps staff in career growth and development					
4.	The principal helps staff find new and better ways of performing their tasks and sharing with colleagues.					
	Parents and stakeholders					
1	The principal encourages parents and other stakeholders to support and participate in school activities.					

Please indicate the school's mean score for following years

Year	2008	2009	2010
Mean score
Average entry mark

ii. Customer and Stakeholders satisfaction

The following are issues that concern the teaching-learning process, in the classroom and the school in general. Indicate the level of agreement or disagreement based on following key

Strongly agree 1 Agree 2 Moderate 3 Disagree 4 Strongly disagree 5

		1	2	3	4	5
1	Teaching and learning resources are adequate and available e.g. Books, chairs and desks					
2.	students are satisfied with the way they are handled in the school					
3	student are satisfied with the quality of teaching and learning process in the school					
4	Students are satisfied with the level of their participation in games and sports					
5	Most suppliers old and new express desire to supply the					

	school					
6	Support staff are satisfied with the school leadership					
7	Teachers are satisfied with the leadership					

iii. Organization learning

Using the following key: **1-** very Much, **2-** Much, **3-**Moderate **4-** little **5-**very little

Please indicate the extent to which the school leadership facilitates

		1	2	3	4	5
1.	further Training for teachers and support staff					
2.	Performance appraisal of teachers and support staff					
3	Teams and Team work in the school					
4	Bench marking with other schools					
5	Brainstorming and development of new ideas					
6	Flexibility and adoption of new ideas					
7.	Analyzing students performance and giving feedback					
8	Setting and achievement of performance target					
9	Invitation of motivational and professional speakers to school					
10	Acquisition of knowledge (e.g. News papers, magazines, and video)					
11	Dissemination and sharing of knowledge .(Through Newsletters, public address, Notice boards and meetings)					

iv. Growth

Please indicate the percentage to which the school leadership facilitates

		1%- 10%	11%- 20%	21%- 30%	31%- 40%	Over 40%
1	The school's uptake of technology e.g. computers, software, and other teaching and learning aids such as					

	charts, drawing boards and other visual aids					
2	Development of physical facilities e.g. laboratory, halls and other school resources					
3.	Improvements and diversification of games facilities					
4	Improvement of Student enrollment in the school					
5	Improvement of Academic performance index					
6	Improvement of Students participation in games and sports					

v. Financial aspect

Please indicate the extent to which: Not at all -1, To low extent- 2, To some extent - 3 ,To greater extent- 4, To a very great extent- 5

		1	2	3	4	5
1	The leadership of the school has initiated income generating projects and activities for the school					
2	The school prepares a financial plan and funds are used for the intended purpose at the appropriate time					
3	The school meets its financial obligations to the workers, suppliers i.e. paying in time.					
4	School resources are put into effective use					
5	Efficient utilization of school resources.					

Principals' and Deputy Principals' Questionnaire

No.....

Dear Sir/Madam,

I am a post graduate student at Egerton University. I am conducting a research In partial fulfillment of the requirements for the conferment of the Masters of Business Administration degree, titled "*Effect of Leadership paradigms on Organizational Performance in Public Secondary Schools in Nakuru County*".

I wish to kindly request you to assist in providing the required information, by filling the questionnaire provided, as your views are considered important to this study.

Please note that any information given was treated with utmost confidentiality and will only be used for the purposes of this study.

Thank you.

MWANGI K. DUNCAN

(Researcher)

Questionnaire for School Bursar

INSTRUCTIONS

Please answer all the questions honestly and exhaustively. All the information given will strictly be used for academic purpose/ research only and was treated with the utmost confidentiality.

SECTION A: BACKGROUND INFORMATION

School.....

Title/Designation of Respondent:.....

Sex of Respondent: Male Female

Number of years worked in the school

Work experience.....

Category of the School: National Provincial District

Highest level of education attained (Please tick in the appropriate box below)

KCSE	Certificate	Diploma	Graduate	Postgraduate
------	-------------	---------	----------	--------------

Type of the school

Boys Boarding	Girls Boarding	Mixed Boarding	Mixed Day	Any Other
------------------	-------------------	-------------------	--------------	--------------

Number of Teachers

TSC	BOG	Any Other
-----	-----	-----------

Number of Streams

1	2	3	4	5	Any other
---	---	---	---	---	-----------

SECTION B: LEADERSHIP PARADIGM

The following are practices and attributes, practiced or identified with various institutions. Select in each category the one that most appropriately represents the practice and situation in your school.

i ----- Decisions

Attribute	Practice	Tick
a	Decisions in the school are made by work groups where members work together in groups with roles that are not necessary based on position power.	

b	The principal shares the problem/issue with support staff and seeks consensus before a decision is made.	
c	The principal consult with support staff but makes the final decision	
d	The principal makes little or no consultation with support staff before making the decision.	

ii ----- Commitment

Attribute	Practice	Tick
a	The source of support staff commitments is the values, vision and strong culture shared by the support staff and the school leadership	
b	The source of support staff commitment is the influence of the principal, head of section or support staff supervisor.	
c	The source of support staff commitment are rewards, agreements and/ or expectation negotiated with the principal, head of section or the school administration in general.	
d	The source of support staff commitment is fear of or respect for the principal, head of section or staff supervisor.	

iii ----- Operations and procedures

Attribute/	Practice	Tick
a	Operations and procedures of activities in the school are more uncertain and unpredictable and members are self organizing.	
b	Operations and procedures of activities in the school are uncertain and unpredictable.	
c	Operations and procedures of activities in the school routine and predictable	
d	Operations and procedures of activities in the school are more predictable and routine in nature	

iv -----, Control

	Attribute/Practice	Tick
a	The school is controlled by Peer pressure, group dynamics, shared culture, vision and values.	
b	The school s is controlled Jointly by principal, H.O.Ds, the teachers and support staff.	
c	The Principal and s/ staff supervisor are collectively in control of the school	
d	The principal is in control of the school as an individual	

SECTION C: ORGANIZATIONAL PERFORMANCE

i. Education Outcomes

Using the following key Please indicate the degree of your agreement or disagreement with the following statements in regard to the school leadership

Strongly agree 1 Agree 2 Moderate 3 Disagree 4 Strongly disagree 5

		1	2	3	4	5
	Support staff					
1.	The principal encourages support staff to attend to their duties without fail and on time.					
2.	The principal inspires support staff to enjoy their work and willingly put in extra effort					
3.	The principal helps support staff in career growth and development					
4.	The principal helps support staff work for new and better ways of performing their tasks and sharing with colleagues.					

ii. Customer and Stakeholders satisfaction

3. The following are issues that concern the teaching-learning process, in the classroom and the school in general. Indicate the level of agreement or disagreement based on following key

Strongly agree 1 Agree 2 Moderate 3 Disagree 4 Strongly disagree 5

		1	2	3	4	5
1	Support staff have adequate tools, equipment and resources to perform their duties					
2	Teaching and learning resources are adequate and available e.g. Books, chairs and desks					
3	Most suppliers old and new express desire to supply the school					
4	Support staff are satisfied with the school leadership					

iii. Organization learning

Using the following key: 1- very Much, 2- Much, 3-Moderate 4- little 5-very little

Please indicate the extent to which the school leadership facilitates

		1	2	3	4	5
1.	further Training for support staff					
2.	Performance appraisal of support staff					
3	Teams and Team work in the school					
4	Bench marking with other schools					
5	Brainstorming and development of new ideas					
6	Flexibility and adoption of new ideas					
7	Setting and achievement of performance target					
8	Invitation of motivational and professional speakers to school					
9	Acquisition of knowledge (e.g. News papers, magazines, and video)					
10	Dissemination and sharing of knowledge .(Through Newsletters, public address, Notice boards and meetings)					

iv. Growth

Please indicate the percentage to which

		1%- 10%	11%- 20%	21%- 30%	31%- 40%	Over 40%
1	The school leadership facilitates The school's uptake of technology e.g. computers, software, and other teaching and learning aids such as charts, drawing boards and other visual aids					
2	The school leadership facilitates Development of physical facilities e.g. laboratory, halls and other school resources					
3.	The school leadership facilitates Improvements and diversification of games facilities					
4	The school leadership facilitates Improvement of Student enrollment in the school					
5	The school leadership facilitates Improvement of Academic performance index					
6	The school leadership facilitates Improvement of Students participation in games and sports					

v. Financial aspect

Using the key, Not at all -1, To a low extent- 2, To some extent - 3 , To greater extent- 4, To a very great extent- 5 Please indicate the extent to which:

		1	2	3	4	5
1	The leadership of the school has initiated income generating projects and activities for the school					
2	The school prepares a financial plan and uses funds for the intended purpose at the appropriate time					
3	The school meets its financial obligations to the workers, suppliers i.e. paying in time.					
4	School resources are put into effective use					
5	There is efficient utilization of school resources.					

Student Questionnaire

INSTRUCTIONS

Please answer all the questions honestly and exhaustively. All the information given will strictly be used for academic purpose/ research only and was treated with utmost Confidentiality.

SECTION A: BACKGROUND INFORMATION

Name of School (optional) : _____

Name of student (Optional) -----

Designation Head boy/ Head girl Assistant Head boy/ Head girl

Class /form

Form 1	Form 2	Form 3	Form 4
--------	--------	--------	--------

How long have you been a prefect?

0 – 1 year 1 – 2 years 2 – 3 years 3 – 4 years

Category of the School: National Provincial District

Type of the school

Boys Boarding	Girls Boarding	Mixed Boarding	Mixed Day	Any Other
------------------	-------------------	-------------------	--------------	--------------

Number of Streams

1	2	3	4	5	Any other
---	---	---	---	---	-----------

SECTION B: LEADERSHIP PARADIGM

The following are practices and attributes, practiced or identified with various institutions. Select in each category the one that most appropriately represents the practice and situation in your school.

i. ----- Decisions

Attribute	Practice	Tick
a	Decisions in the school are made by work groups where members work together in groups with roles that are not necessary based on position power.	
b	The principal shares the problem/issue with students and seeks	

	consensus before a decision is made.	
c	The principal consult with students but makes the final decision	
d	The principal makes little or no consultation with students before making the decision.	

ii ----- Commitment

Attribute	Practice	Tick
a	The source of students commitments is the values, vision and strong culture shared by the teachers, the support staff , the students and school leadership	
b	The source of student commitment is the influence of the principal or teachers	
c	The source of students commitment are rewards, agreements and or expectation negotiated with the principal or the school administration in general.	
d	The source of commitment of students is fear of or respect for the principal or teachers	

iii ----- Operations and procedures

Attribute/	Practice	Tick
a	Operations and procedures of activities in the school are more uncertain and unpredictable and members are self organizing.	
b	Operations and procedures of activities in the school are uncertain and unpredictable.	
c	Operations and procedures of activities in the school routine and predictable	
d	Operations and procedures of activities in the school are more predictable and routine in nature	

iv ----- Control

	Attribute/Practice	Tick
a	The school is controlled by Peer pressure, group dynamics, shared culture, vision and values.	

b	The school is controlled Jointly by principal, the teachers and support staff.	
c	The Principal and H.O.Ds. bursar are collectively in control of the school	
d	The principal is in control of the school as an individual	

How often have you encountered situation when the Principal has made a decision and communicated to student without the teachers and support staff knowing

Very Rare Rare Often Very Often

SECTION C: ORGANIZATIONAL PERFORMANC E

i. Education Outcomes

Please indicate the degree of your agreement or disagreement with the following statements in regard to The school leadership

Strongly agree 1 Agree 2 Moderate 3 Disagree 4 Strongly disagree 5

		1	2	3	4	5
	Students outcome					
1.	The school leadership Influence students to Read and work hard in academics.					
2.	The school leadership Encourage students to participate in games sports and co curricular activities.					
3.	The school leadership Helps students relate positively with each other, other people and have positive attitude towards life and self					
4	The school leadership influence students academic and co-curricular performance.					

ii. Customer and Stakeholders satisfaction

The following are issues that concern the teaching-learning process, in the classroom and the school in general. Indicate the level of agreement or disagreement based on following key

Strongly agree 1 Agree 2 Moderate 3 Disagree 4 Strongly disagree 5

		1	2	3	4	5
1	Teaching and learning resources are adequate and available e.g. Books, chairs and desks					
2.	students are satisfied with the way they are handled in the school					
3	student are satisfied with the quality of teaching and learning process in the school					
4	Students are satisfied with the level of their participation in games and sports					

iii. Organization learning

Using the following key: **1-** very Much, **2-** Much, **3-**Moderate **4-** little **5-**very little

Please indicate the extent to which The school Principal facilitates

		1	2	3	4	5
1	The school Principal facilitates Teams and Team work in the school					
2	The school Principal facilitates Bench marking with other schools					
3	The school Principal facilitates Brainstorming and development of new ideas					
4	The school Principal facilitates Flexibility and adoption of new ideas					
5.	The school Principal facilitates Analyzing students performance and giving feedback					
6	The school Principal facilitates Setting and achievement of performance target					
7	The school Principal facilitates Invitation of motivational and professional speakers to school					
8	The school Principal facilitates Acquisition of knowledge (e.g. News papers, magazines, and video)					
9	The school Principal facilitates Dissemination and sharing of knowledge .(Through Newsletters, public					

address, Notice boards and meetings)					
--------------------------------------	--	--	--	--	--

iv. Growth

Please indicate the percentage to which the school leadership facilitates

		1%- 10%	11%- 20%	21%- 30%	31%- 40%	Over 40%
1	The school's uptake of technology has improved e.g. computers, software, and other teaching and learning aids such as charts, drawing boards and other visual aids					
2	Development of physical facilities e.g. laboratory, halls and other school resources					
3.	Improvements and diversification of games facilities					
4	Improvement of Students' enrollment					
5	Improvement of Academic performance index					
6	Improvement of Students participation in games and sports					

v. Financial aspect

Please indicate the extent to which: Not at all -1, To low extent- 2, To some extent - 3 ,To greater extent- 4, To a very great extent- 5

		1	2	3	4	5
1	The leadership of the school has initiated income generating projects and activities for the school					
2	The school funds are used for the intended purpose at the appropriate time e.g. buying resources such as					

	playing kits					
3	School resources are put into effective use					

Questionnaire for PTA chairperson/BOG member

INSTRUCTIONS

Please answer all the questions honestly and exhaustively. All the information given will strictly be used for academic purpose/ research only and was treated with the utmost confidentiality.

SECTION A. BACKGROUND INFORMATION

Organization's/District Name.....

Title/Designation of Respondent:.....

Sex of Respondent: Male Female

Number of years worked with the school:

Category of the School: National vincial District

Highest level of education attained (Please tick in the appropriate box below)

Diploma	Graduate	Postgraduate
---------	----------	--------------

Type of the school

Boys Boarding	Girls Boarding	Mixed Boarding	Mixed Day	Any Other
------------------	-------------------	-------------------	--------------	--------------

Number of Streams

1	2	3	4	5	Any other
---	---	---	---	---	-----------

SECTION B: BACKGROUND INFORMATION

The following are practices and attributes, practiced or identified with various institutions. Select in each category the one that most appropriately represents the practice and situation in your school.

i. ----- Decisions

Attribute	Practice	Tick
a	Decisions in the school are made by work groups where members work together in groups with roles that are not necessary based on position	

	power.	
b	The principal shares the problem/issue with BOG and PTA and seeks consensus before a decision is made.	
c	The principal consult with BOG and PTA but makes the final decision	
d	The principal makes little or no consultation with BOG and PTA before making the decision.	

ii. ----- Commitment

Attribute	Practice	Tick
a	The source of teachers, students and support staff commitments is the values, vision and strong culture shared by BOG, PTA and school leadership	
b	The source of teachers, support staff and student commitment is the influence of the principal, H.O.Ds or support staff supervisor.	
c	The source of commitment of teachers, support and students staff are rewards, agreements and or expectation negotiated with the principal, H.O.Ds. or the school administration in general.	
d	The source of commitment of teachers, support staff and students is fear of or respect for the principal, H.O.D. or supervisor.	

iii. ----- Operations and procedures

Attribute/	Practice	Tick
a	Operations and procedures of activities in the school are more uncertain and unpredictable and members are self organizing.	
b	Operations and procedures of activities in the school are uncertain and unpredictable.	
c	Operations and procedures of activities in the school routine and predictable	
d	Operations and procedures of activities in the school are more predictable and routine in nature	

iv. ----- Control

	Attribute/Practice	Tick
a	The school is controlled by Peer pressure, group dynamics, shared culture, vision and values.	
b	The school staff is controlled Jointly by principal, H.O.Ds, the teachers and support.	
c	The Principal and H.O.Ds. are collectively in control of the school	
d	The principal is in control of the school as an individual	

SECTION C: ORGANIZATIONAL PERFORMANCE

i. Education Outcomes

Using the following key Please indicate the degree of your agreement or disagreement with the following statements in regard to the school leadership

Strongly agree 1 Agree 2 Moderate 3 Disagree 4 Strongly disagree 5

		1	2	3	4	5
	Students outcome					
1.	The school Principal influences students to Read and work hard in academics.					
2.	The school Principal encourages students to participate in games sports and co curricular activities.					
3.	The school Principal helps students relate positively with other people and have positive attitude towards life and self					
	Parents and stakeholders					
1	The school Principal Encourages parents and other stakeholders to support and participate in school activities.					

ii. Customer and Stakeholders satisfaction

The following are issues that concern the teaching-learning process, in the classroom and the school in general. Indicate the level of agreement or disagreement based on following key

Strongly agree 1 Agree 2 Moderate 3 Disagree 4 Strongly disagree 5

		1	2	3	4	5
1	Teaching and learning resources are adequate and available e.g. Books, chairs and desks					
2.	Parents are satisfied with the school leadership and performance					
3	BOG is satisfied with the school leadership and performance					
4	Parents are satisfied with the level of their participation in school activities					

iii. Organization learning

Using the following key: 1- very Much, 2- Much, 3-Moderate 4- little 5-very little

Please indicate the extent to which the school leadership facilitates

		1	2	3	4	5
1.	further Training for teachers and support staff					
2.	Performance appraisal of teachers and support staff					
3	Teams and Team work in the school					
4	Bench marking with other schools					
5	Brainstorming and development of new ideas					
6	Flexibility and adoption of new ideas					
7.	Analyzing students performance and giving feedback					
8	Setting and achievement of performance target					
9	Invitation of motivational and professional speakers to school					
10	Dissemination and sharing of knowledge .(Through Newsletters, public address, Notice boards and meetings)					

iv. Growth

Please indicate the percentage to which the school leadership facilitates

		1%- 10%	11%- 20%	21%- 30%	31%- 40%	Over 40%
1	The school's uptake of technology e.g. computers, software, and other teaching and learning aids such as charts, drawing boards and other visual aids					
2	Development of physical facilities e.g. laboratory, halls and other school resources					
3.	Improvements and diversification of games facilities					
4	Improvement of Student enrollment in the school					
5	Improvement of Academic performance index					
6	Improvement of Students participation in games and sports					

v. Financial aspect

Please indicate the extent to which: Not at all -1, To low extent- 2, To some extent - 3 ,To greater extent- 4, To a very great extent- 5

		1	2	3	4	5
1	The leadership of the school has initiated income generating projects and activities for the school					
2	The school prepares a financial plan and funds are used for the intended purpose at the appropriate time					
3	The school meets its financial obligations to the workers, suppliers i.e. paying in time.					
4	School resources are put into effective use					

Appendix II: Schools in Nakuru and Rongai Districts

Public Secondary Schools Rongai

District

1. Bomaſan
2. Boror
3. Kiamunyi
4. Lake Solai
5. Lenginet
6. Matuiku
7. Mawe mixed
8. Muhigia
9. Ogilgei
10. OIRongai
11. piave
12. kirobon
13. A.I.C Morop
14. Athinai
15. Akuisi
16. Arutani
17. Banita
18. Kampi ya moto
19. Mama Ngina Kenyatta
20. Mema
21. Patel day
22. St. Kobor Baptist
23. Solai boys

Public Secondary Schools

Nakuru District

1. Kelelwet
2. Hillcrest
3. Menengai
4. Mogoon
5. Tumaini house
6. Nakuru day
7. Crater view
8. Afraha
9. Nakuru central
10. Nakuru girls
11. Upperhill mixed
12. Moi secondary
13. Flamingo secondary
14. Kenyatta
15. Lanet secondary
16. Uhuru
17. Nakuru west
18. Langa langa
19. Nakuru boys
20. Crater view
21. St Mary Girls

Appendix III: Authorization Letters for Data Collection

MINISTRY OF EDUCATION

Telegrams: "LEARNING"
Telephone: 2216529/2216563
When replying please quote



DISTRICT EDUCATION OFFICE
NAKURU DISTRICT
P.O. BOX 1028
NAKURU

NKU/ED/122/VOL 2/ 221)

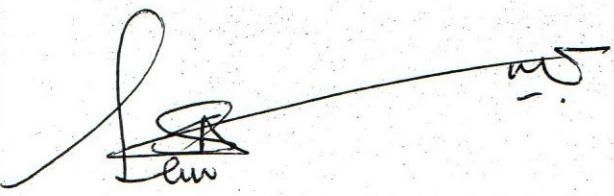
4TH OCTOBER 2012

TO ALL
PRINCIPALS
NAKURU DISTRICT

RE: RESEARCH AUTHORIZATION
MWANIKI K DUNCAN – CM11/0440/08

The above named is a student at Egerton University. He is hereby authorized to carry out research in the Secondary Schools in this District, titled; *"Effect of leadership paradigms on organizational performance in public secondary schools in Nakuru County"*.

The District Education Office is therefore aware that the said research will be carried out. Please accord him all the necessary assistance to facilitate a successful research.


LEONARD NGUGI
FOR: DISTRICT EDUCATION OFFICER
NAKURU

**EGERTON UNIVERSITY
NAKURU TOWN CAMPUS COLLEGE**



Tel: (051) 215648/215798
Fax: (051) 62527
E-mail: ntc@egerton.ac.ke

P. O. Box 13357
Nakuru

**OFFICE OF THE DEAN
FACULTY OF COMMERCE**

01st October, 2012,

TO WHOM IT MAY CONCERN


RE: RESEARCH UNDERTAKING – MWANGI K. DUNCAN –CM11/0440/08


This is to certify that the above named person is a bona fide student of Egerton University undertaking Degree of Masters of Business Administration at Nakuru Town Campus College. He has passed all the coursework examinations and is currently undertaking research project for the fulfilment of the requirement of the degree. The title of his research is: *"Effects of Leadership Paradigms On Organizational Performance In Public Secondary Schools in Nakuru County"*.

This information and data thus given will only be for research purposes and will be treated with utmost confidentiality.

Any assistance accorded to him will be highly appreciated.

Thank you.


Mr. P. A. C. Kapsot
DEAN, FACULTY OF COMMERCE



Egerton University is ISO 9001: 2008 Certified