

# Influence of Headteachers' Leadership Styles on The Students' Academic Performance of Public Primary Schools in Ganze Sub-County, Kilifi Kenya

Mlewa Samson Karema

School of Education, Mount Kenya University, Junction, B8 Road/ Malindi Round About, Malindi Tel:  
+254-714-765-945 E-mail: [samsonkarema@gmail.com](mailto:samsonkarema@gmail.com)

Beth Mwelu Mutilu

Department of Education, Leadership & Management, Mount Kenya University, Malindi Kenya  
[bethmuema@gmail.com](mailto:bethmuema@gmail.com)

(Corresponding Author: Mlewa Samson Karema Email: [samsonkarema@gmail.com](mailto:samsonkarema@gmail.com))

## Abstract

This study explores the relation between various headteachers' leadership styles and academic performance in public primary schools in Ganze Sub-County, Kilifi, Kenya. A mixed-methods approach, incorporating both quantitative and qualitative techniques, was used to examine the impact of transformational, transactional, autocratic, and participatory leadership on student outcomes. The findings reveal a strong positive correlation between transactional leadership and academic performance, with clear expectations and contingent rewards contributing to improved academic outcomes. Transformational leadership also garnered positive feedback, particularly when emphasizing individualized consideration and training workshops. However, its broader impact showed variability based on context and implementation. Autocratic leadership styles, generally perceived as limiting, were noted for their ability to provide focus and direction, but their effects varied across educational settings. Participative leadership emerged as a highly favorable style, with engaging employees in decision-making processes leading to a positive psychological environment and improved academic performance. The study underscores the need for balanced and context-sensitive leadership practices to enhance academic success in public primary schools in Ganze Sub-County.

**Keywords:** Leadership Styles, Academic Performance

**DOI:** 10.7176/JEP/15-6-09

**Publication date:** May 30th 2024

## 1. Introduction

Students' academic performance is a critical determinant of future educational and employment opportunities. Parents invest heavily in school fees with the hope of securing a brighter future for their children through education (Eshiwani, 2013). Success in educational settings is often closely tied to effective leadership, both in curriculum and co-curriculum activities. Leadership styles within schools, notably those exhibited by headteachers and boards of management, play a key role in guiding schools toward achieving their goals and fostering an environment conducive to learning (Cole, 2014).

School leadership significantly impacts students' academic performance through its influence on teaching quality, classroom environments, and overall school culture. Leadership styles define how headteachers and boards manage their schools and communicate their vision, directly affecting the quality of education and school success (Florence, 2012; Wallace Foundation, 2019). Despite the availability of resources, schools can still fail if the leadership is ineffective in motivating and coordinating teachers, highlighting the importance of effective leadership in schools (Cole, 2014).

Globally, studies have shown that effective leadership contributes to a conducive teaching and learning environment, positively affecting academic performance (Mulford, 2013; Ross & Gray, 2016). However, leadership challenges are prevalent worldwide, often due to a lack of trained leaders, excessive workloads, or outdated educational systems. In the United States, academic performance issues have been linked to poor leadership, leading to reforms that emphasize strong administrative leadership and a positive school atmosphere (Romkey & Salwen, 2019). In Canada, schools face unique leadership challenges due to changing expectations

and increased accountability, while in Ghana, effective leadership has been a key factor in improving school conditions (Xiao & Newton, 2020; Gyasi, Xi & Owusu-Ampomah, 2016).

In countries like Eritrea, ineffective leadership due to unqualified headteachers and inadequate resources has led to poor student performance and a lack of quality education (Mengesha & Tessema, 2019). In contrast, Ghana has successfully improved public primary schools through political changes and educational reforms, despite ongoing challenges like overburdened roles and insufficient support (Kwaah & Ampiah, 2018). These regional examples highlight the varying impact of leadership on academic performance and the importance of effective school management.

In Kenya, factors like poor leadership, frequent teacher transfers, and insufficient resources have contributed to poor academic performance (Olembo & Karugu, 2018). Kilifi County, specifically, has faced significant leadership challenges, with headteachers often adopting autocratic styles, leading to a lack of cooperation and a culture of fear among teachers and students (Njeri, 2015). This has been reflected in the lower academic performance in Ganze Sub-County compared to the overall Kilifi County, as shown by the declining mean scores in the KCPE exams between 2015 and 2022. Despite community involvement in school management, the leadership styles employed by many headteachers in Ganze Sub-County have been linked to poor academic outcomes (Ndugu, Murage & Kisaka, 2019).

Given the persistent issues with academic performance in public primary schools in Ganze Sub-County, Kilifi, Kenya, this study aims to investigate the influence of headteachers' leadership styles on students' academic success. Despite broader research linking effective school leadership with academic achievement, the specific context of Ganze Sub-County reveals leadership challenges that may be contributing to the ongoing poor performance. This study seeks to fill a gap in understanding by examining how different leadership styles employed by headteachers impact the academic outcomes of students in these public schools.

## **2. Research Problem**

Despite ongoing efforts to improve education in Ganze Sub-County, student academic performance in public primary schools has been unstable and consistently below national standards for nearly a decade. This inconsistency has become a source of concern for educators, parents, and local authorities. While leadership is known to play a crucial role in influencing academic outcomes, there is a lack of focused research on how different leadership styles impact student success in this specific region. Existing studies from neighboring areas suggest that leadership styles may affect various aspects of school dynamics, yet a clear understanding of how these approaches directly influence academic performance in Ganze Sub-County remains elusive. This gap necessitates a thorough examination of the leadership practices in these schools to identify how they contribute to or hinder student academic success.

## **3. Methodology**

The study employed a mixed-methods approach, incorporating both quantitative and qualitative techniques to investigate the impact of headteachers' leadership styles on academic achievement in public primary schools in Ganze Sub-County, Kilifi. This comprehensive approach allowed for a nuanced exploration of the issue, providing both statistical analysis and qualitative insights into the research topic. The combination of methodologies facilitated a robust examination of the relationships between leadership styles and student academic performance, considering the unique socio-cultural, economic, and educational dynamics of the region. Descriptive survey design was chosen as the primary research design to ensure an in-depth understanding of the contextual factors influencing the study's outcomes, addressing potential issues with controls, variables, and instrument validity (Cooper & Schindler, 2014; Orodho, 2015).

The target population for this study comprised 76 public primary schools in Ganze Sub-County, including headteachers, parents, and Class Eight students, with a total population of 488. A sample size of 220 respondents was determined using Yamane's (1967) formula, with a 5% margin of error. Simple random sampling was used to ensure an unbiased selection of schools, thus enhancing the representativeness of the sample. Data collection involved self-administered questionnaires, offering both closed and open-ended questions, allowing for accurate and unbiased data collection (Kothari & Gang, 2015). The instruments were piloted to ensure validity and reliability, with a Cronbach's alpha value of at least 0.7 indicating high internal

consistency. Validity was assessed through the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy, with a value of .851, indicating suitability for factor analysis. Bartlett's Test of Sphericity yielded a significant result, supporting the content validity of the instruments.

The collected data was analyzed using a combination of descriptive statistics (mean and standard deviation) and inferential statistics (correlation analysis and regression), providing a comprehensive understanding of the relationships between variables (Cooper & Schindler, 2014). Descriptive statistics summarized the central tendencies and variability of the data, while inferential statistics helped identify associations and predictive relationships. Ethical considerations were paramount, focusing on respondent anonymity, confidentiality, professional conduct, secure data storage, plagiarism checks, and obtaining necessary research permits. The study upheld strict ethical protocols to ensure the protection of participants' identities and sensitive information, adhering to academic integrity standards and fostering trust in the research process (Zimmer, 2020).

#### 4. Findings

##### 4.1 Descriptive Statistics for Transactional Leadership Styles of Headteachers

Table 1 indicates a strong consensus among respondents regarding the positive impact of transactional leadership styles on student academic performance in public primary schools in Ganze Sub-County, Kilifi County. With mean scores ranging from 4.71 to 4.75 and standard deviations generally below 0.6, the findings suggest that transactional leadership enhances teacher satisfaction, student productivity, and motivation. The significance of contingent rewards in improving academic performance is highlighted by a mean score of 4.71 with a standard deviation of 0.530. This strong consensus among respondents underscores the belief in the effectiveness of transactional leadership for driving positive academic outcomes, emphasizing its role in fostering a conducive learning environment.

These findings reflect broader trends indicating the positive impact of transactional leadership in various organizational settings. The high mean scores in the current study suggest that respondents view transactional leadership as a significant contributor to improving performance, particularly in the educational context. While contingent rewards and focused management are considered effective tools in fostering teacher satisfaction and motivation, the data also highlight the need for balanced implementation to ensure that transactional leadership does not undermine teachers' autonomy or creativity. The alignment with past studies suggests that transactional leadership is widely accepted and can be a key factor in promoting positive educational outcomes when applied judiciously

Table 1 Transactional Leadership

| Transactional Leadership  | N   | Mean | Std. Deviation |
|---|-----|------|----------------|
| Transactional leadership improves teachers' satisfaction to improve their performance           | 165 | 4.75 | .559           |
| Students become more productive and motivated if transactional leadership is employed           | 165 | 4.74 | .505           |
| Transactional leadership improves the autonomy of teachers to improve performance               | 165 | 4.73 | .543           |
| Motivation enhances transactional leadership style  | 165 | 4.73 | .545           |
| Students are invited by transactional leadership to discuss issues in an objective manner       | 165 | 4.72 | .559           |
| Contingent reward offered by transactional style is important in improving academic performance | 165 | 4.71 | .530           |

Descriptive Statistics for Transactional Leadership

##### 4.2 Descriptive Statistics for Transformational Leadership Styles of Headteachers

The mean scores suggest a strong belief in the potential benefits of transformational leadership in education. Notably, the concept of achieving academic excellence through transformational leadership training workshops received a high mean score of 4.69, indicating a consensus that such training could significantly enhance teaching quality and, in turn, academic outcomes. The emphasis on individualized consideration by headteachers is also viewed positively, with a mean score of 4.68, indicating that personal attention and support from leadership can improve teacher performance and ultimately benefit students. Similarly, the belief that

transformational leadership can enhance teachers' performance was backed by a mean score of 4.67, suggesting that transformational leadership practices contribute to a more effective teaching environment.

Despite the generally positive feedback on transformational leadership, there are some areas with lower mean scores and higher variability, indicating mixed opinions. For example, the concept of idealized influence, a key aspect of transformational leadership, had a mean score of 4.41 with a relatively high standard deviation of 0.707, suggesting varied perceptions of this component among respondents. Additionally, the overall perception of transformational leadership's role in improving student performance received a lower mean score of 3.69, with a high standard deviation of 1.295, indicating that not all respondents were equally convinced about its broader impact. This variability could reflect differences in how transformational leadership is implemented or perceived within the context of Ganze Sub-County. These nuanced findings suggest that while transformational leadership is generally seen as beneficial, its effectiveness may depend on specific contexts and the quality of implementation, highlighting the need for tailored approaches to leadership in public primary schools in Ganze Sub-County, Kilifi, Kenya

Table 2 Transformational Leadership

| <b>Transformational Leadership</b>  | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|---|----------|-------------|-----------------------|
| Schools' academic excellence can be achieved through teacher transformational leadership style training workshops | 165      | 4.69        | .570                  |
| Individualized consideration by headteachers improves students' grades  | 165      | 4.68        | .584                  |
| Headteachers' transformational leadership style enhances teachers' performance                                    | 165      | 4.67        | .554                  |
| If idealized influence is adopted by headteachers' performance will improve                                       | 165      | 4.64        | .662                  |
| Headteacher's idealized influence contributes to academic excellence  | 165      | 4.41        | .707                  |
| Transformational leadership style plays an important role in improving students' performance                      | 165      | 3.69        | 1.295                 |

Descriptive Statistics for Transformational Leadership

#### **4.3 Descriptive Statistics for Autocratic Leadership Styles of Headteachers**

The descriptive statistics indicate a significant perception among respondents that autocratic leadership styles by headteachers limit students' performance, with a mean score of 4.75. The high mean score suggests that autocratic leadership, characterized by rigid control and minimal flexibility, is commonly perceived as detrimental to academic success. Similarly, the prevalent use of autocratic leadership in public primary schools in Ganze Sub-County received a mean score of 4.74, indicating a widespread perception that many headteachers in the county employ this style. This consistent application of autocratic methods could explain the persistent academic performance issues observed in the region.

Despite these concerns, there are elements of autocratic leadership that are viewed more favorably. For instance, a slightly lower mean score of 4.69 was reported for the perception that permissive headteachers, allowing for more flexibility, could foster academic excellence. This lower score suggests a broader range of opinions on the benefits of flexibility in leadership. Conversely, the directive aspect of autocratic leadership, providing focus and direction, received a mean score of 4.68, indicating that some respondents see this aspect as beneficial to school performance. The results also highlight that autocratic leadership may lead to uncreative teaching, limiting academic excellence, with a mean score of 4.67. Finally, headteachers' paternalistic leadership approach, which can foster a sense of order and support, also garnered a mean score of 4.67, suggesting a belief in the positive influence of this approach. Together, these findings provide nuanced insights into the mixed perceptions of autocratic leadership styles and their impact on academic performance in public primary schools in Ganze Sub-County, Kilifi, Kenya.

Table 3 Autocratic Leadership

| <b>Autocratic Leadership</b>  | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|---|----------|-------------|-----------------------|
| Headteachers' autocratic leadership style limits students' performance  | 165      | 4.75        | .490                  |
| Various headteachers in the county have adopted and applied autocratic leadership style   | 165      | 4.74        | .480                  |
| Permissive headteachers allows teachers flexibility in determining how they complete their day-to-day work processes for achieving academic excellence. | 165      | 4.69        | .640                  |
| Directing autocratic leadership style provides focus and direction for the school to achieve excellence   | 165      | 4.68        | .662                  |
| Autocratic leadership style contributes to uncreative teachers thus limiting academic excellence  | 165      | 4.67        | .596                  |
| Headteachers paternalism is beneficial to the school performance  | 165      | 4.67        | .682                  |

Descriptive Statistics for Autocratic Leadership

#### **4.4 Descriptive Statistics for Participative Leadership Styles of Headteachers**

The descriptive statistics reveal a generally positive perception of participatory leadership in public primary schools in Ganze Sub-County, Kilifi, Kenya. The high mean scores across different dimensions indicate that respondents see participatory leadership as a favorable style that encourages involvement and teamwork. Specifically, headteachers engaging employees in decision-making processes received a mean score of 4.73, suggesting a strong belief that participatory leadership includes active employee participation in important decisions. Similarly, the perception that participatory leadership contributes to a sense of fulfillment from contributing to the school's success received a mean score of 4.72, indicating that respondents generally feel that this leadership style leads to a more inclusive and collaborative environment. This consensus is further underscored by the statement suggesting participatory leadership's role in contributing to the overall success of the school, with a mean score of 4.71.

However, there are some nuances in the perceptions of participatory leadership. The mean score of 4.65 for the belief that participatory leadership improves morale and encourages a free flow of ideas is slightly lower, indicating that while respondents generally support participatory leadership, there may be variability in how it is implemented or perceived in different contexts. Similarly, the statement that participatory leadership encourages team spirit and teamwork received a mean score of 4.64, with a higher standard deviation of 1.036, suggesting a consensus but with a broader range of opinions on its direct impact on students' performance. These variations may reflect differences in the effectiveness of participatory leadership practices across schools or variability in respondents' experiences with this leadership style

Table 4 Participatory Leadership

| <b>Participatory Leadership</b>   | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|---|----------|-------------|-----------------------|
| Headteachers engages employees to participate in the decision-making process  | 165      | 4.73        | .578                  |
| Participatory leadership style contributes to a sense of fulfillment in having contributed to the school's success                      | 165      | 4.72        | .861                  |
| Participatory leadership style contributes to the success of the school   | 165      | 4.71        | .773                  |
| Participatory leadership style encourages improves morale and free flow of ideas  | 165      | 4.65        | .786                  |
| Participatory leadership style contributes to encouraged team spirit and team work which contributes to effective students' performance | 165      | 4.64        | 1.036                 |
| Participatory leadership style helps build trust in the school which contributes to academic excellence                                 | 165      | 4.59        | .975                  |

Descriptive Participatory Leadership

#### **4.4 Students Academic Performance in Kilifi County**

The data in Table 5 suggest a strong connection between leadership and academic performance in public primary

schools in Ganze Sub-County, Kilifi, Kenya. The highest mean score, 4.65, indicates a widespread belief that efficient leadership ensures high academic output by ensuring quality curriculum implementation. Similarly, the mean score of 4.64 underscores the importance of educational leadership strategies adopted by headteachers in determining the quality of education. This suggests that effective leadership plays a crucial role in shaping the learning environment and influencing academic success.

Continuous assessment through tests and examinations is seen as a significant factor in determining learners' academic achievement, with a mean score of 4.63. This points to the importance of ongoing evaluations in guiding academic success. A mean score of 4.52 indicates that the grades attained at the end of primary education are perceived as indicative of quality academic performance. However, lower mean scores for the impact of headteachers' leadership (4.42) and schools' leadership on the overall learning process (4.19) suggest some variability in how respondents view leadership's role in academic performance. These results generally support the notion that effective leadership is critical for academic success but also reflect a range of opinions on the exact impact of leadership practices in Ganze Sub-County.

Table 5 Students Academic Performance

| Students' Academic Performance  | N   | Mean | Std. Deviation |
|---|-----|------|----------------|
| Efficient leadership ensures high academic output, because they ensure quality curriculum implementation                                  | 165 | 4.65 | .633           |
| Education leadership strategies adopted by the headteachers' strategies determines the quality of education                               | 165 | 4.64 | .616           |
| Continuous assessment inform of tests and examination determines learners' academic achievement   | 165 | 4.63 | .655           |
| Grades attained at the end of the primary education determines quality academic performance of the students.                              | 165 | 4.52 | .867           |
| Headteacher's leadership play a very vital role in academic performance   | 165 | 4.42 | .725           |
| Schools' leadership govern the entire learning process therefore they do play an important role on the academic performance of the pupils | 165 | 4.19 | .818           |

Descriptive Statistics for Students Academic Performance

#### 4.5 Coefficients of the Regression Model

The co-efficient of the regression model were obtained from the analysis and presented. The regression equation is as shown below;

$$Y = 0.092 + 0.254X_1 + 0.186X_2 + 0.151X_3 + 0.366X_4$$

Y – Students' Academic Performance

X<sub>1</sub>– Transformational Leadership Style

X<sub>2</sub>– Transactional Leadership Style

X<sub>3</sub>– Autocratic Leadership Style

X<sub>4</sub>– Participatory Leadership Style

Table 6 Coefficients of the Regression Model

| Model   | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|---|-----------------------------|------------|---------------------------|-------|------|
|   | B                           | Std. Error | Beta                      |       |      |
| (Constant)  | .110                        | .101       |                           | 1.089 | .278 |
| Transformational Leadership Style (X <sub>1</sub> ) | .253                        | .062       | .312                      | 4.100 | .000 |
| Transactional Leadership Style (X <sub>2</sub> )    | .177                        | .034       | .162                      | 5.123 | .000 |
| Autocratic Leadership Style (X <sub>3</sub> )       | .152                        | .042       | .154                      | 3.602 | .000 |
| Participatory Leadership Style (X <sub>4</sub> )    | .366                        | .066       | .426                      | 5.569 | .000 |

a. Dependent Variable: Students' Academic Performance (Y)

Coefficients of the Regression Model

The regression coefficients reveal that each leadership style has a significant influence on student academic performance. Notably, the Transformational Leadership Style demonstrates a positive unstandardized coefficient of 0.253 ( $\beta = 0.312$ ,  $p < 0.01$ ), indicating that for each unit increase in the Transformational Leadership Style, there is a corresponding increase of 0.253 units in Student Academic Performance. This finding underscores the importance of inspirational and visionary leadership in positively influencing students' academic achievements. Similarly, the Transactional Leadership Style exhibits a positive unstandardized coefficient of 0.177 ( $\beta = 0.162$ ,  $p < 0.01$ ), suggesting that as headteachers employ a transactional approach focused on rewards and punishments, there is a corresponding improvement in student academic performance. This result aligns with the idea that a structured and reward-oriented leadership style can motivate students to excel academically.

Autocratic Leadership Style also shows a positive unstandardized coefficient of 0.152 ( $\beta = 0.154$ ,  $p < 0.01$ ), indicating that a more directive and controlling leadership approach is associated with enhanced student academic performance. However, it is crucial to interpret this finding with caution, as autocratic leadership may have varying effects on different aspects of the educational environment. Moreover, the Participatory Leadership Style demonstrates the highest positive unstandardized coefficient of 0.366 ( $\beta = 0.426$ ,  $p < 0.01$ ), emphasizing the significant influence of collaborative and inclusive leadership on student academic outcomes. This result supports the idea that involving various stakeholders, including students, in decision-making processes positively contributes to the overall learning environment and academic success.

#### 4 Conclusion

The study findings reveal significant correlations between different leadership styles and pupils' academic performance in public primary schools in Ganze Sub-County, Kilifi. Transactional leadership styles exhibited a robust positive correlation with academic performance, emphasizing the importance of training educators in such strategies. Clear expectations and rewards associated with transactional leadership were linked to improved academic outcomes, highlighting its motivational impact on both teachers and students.

Similarly, respondents demonstrated a strong consensus on the positive influence of transformational leadership on various aspects of academic excellence. Training workshops focusing on transformational leadership styles and individualized consideration were emphasized for positive academic outcomes. However, there were variations in opinions regarding the broader impact of transformational leadership on overall student performance, recognizing the nuanced nature of transformative leadership effects and contextual variations in perception.

Autocratic leadership styles were perceived to have constraining effects on students' performance, although nuanced perspectives emerged regarding the positive role of directive autocratic leadership in providing focus and direction. The study noted a strong positive correlation between autocratic leadership style and student academic performance but cautioned that its effects can vary across different aspects of the educational environment.

Finally, participative leadership styles were overwhelmingly seen as positively influencing pupils' academic performance. Engaging employees in decision-making processes was perceived as significant, contributing to a positive psychological environment. Despite some variability in opinions regarding the direct contribution of participative leadership to students' performance, the study established a remarkably strong positive correlation, emphasizing its substantial influence on enhanced student academic achievements.

The study concludes that various leadership styles significantly correlate with pupils' academic performance in public primary schools in Ganze Sub-County, Kilifi. Transactional leadership, with its emphasis on clear expectations and contingent rewards, showed a robust positive correlation with academic outcomes, suggesting that its motivational impact is beneficial to both teachers and students. Transformational leadership also garnered strong support for its positive influence on academic excellence, especially when focusing on individualized consideration and training workshops. However, the broader impact of transformational leadership on student performance showed some variability in respondents' perceptions, indicating that context and implementation play a role. Autocratic leadership, while generally seen as constraining, was noted for its ability to provide focus and direction, although its effects varied across different educational settings. Participative leadership styles were viewed as overwhelmingly positive, with the engagement of employees in decision-making processes contributing to a positive psychological environment and a strong positive correlation with improved student performance.

#### REFERENCES

- Cole, G. A. (2014). *Management; Theory and Practice*. Canada: Thomson.  
Cooper, D., R. & Schindler, P., S. (2014). *Business Research Methods*. New York: McGraw Hill International

- Edition.
- Eshiwani, G. (2013). *A Study on Factors Influencing Performance Among primary and Secondary Pupils of western province of Kenya*. Nairobi, Kenya.
- Florence, A. Y. (2012). Influence of Principals' Leadership Styles on Students Academic Achievement in Secondary Schools. *Journal of Innovative Research in Management and Humanities*, 3(1), 2141-8217.
- Gyasi, R., S., Xi, W. & Owusu-Ampomah, Y. (2016). The Effect of Leadership Styles on Learners' Performance. The Case of Asonomaso Nkwanta in the Kwabre District Assembly of Ashanti Region in Ghana. *Journal of Education and Practice*, 7 (29), 8-18.
- Kothari, C. R., & Gang, W. (2014). *Research Methodology; Methods and Techniques*. New Age International Publishers Ltd
- Kwaah, C. Y., & Ampiah, J. G. (2018). Implementation of the school performance improvement plan in Ghana: What lessons can be learned? Implementation of the school performance improvement plan in Ghana: What lessons can be learned?. *The Oguaa Educator*, 12, 87-108.
- Mulford, B. (2013). *The Role of School Leadership in Attracting and Retaining Teachers and Promoting Innovative Schools and Students*. Retrieved from Dest: <http://www.dest.gov.au/>
- Ndung'u, M. N; Murage, W. S & Kisaka, N. J. (2019). Teachers' Perception on Head Teacher's Leadership Style and School Academic Performance in Kilifi County, Kenya. *Journal of African Interdisciplinary Studies*, 3(8), 127-139.
- Njeri, M. M. (2015). *Influence of the school principals' leadership style on the school climate in secondary school in Ganze district, Kenya*. An Unpublished Master' thesis, University of Nairobi
- Olembo, J.O., & Karugu, N., M. (2018). *Management in Education*. Nairobi, Kenya: Kenyatta University Press.
- Orodho, J., A. (2015). *Techniques of writing research proposals and reports in education and social sciences*. Maseno/Nairobi
- Romkey, V. & Salwen, H. (2019). An Analysis of TCP Processing Overhead. *IEEE Communication*, pp. 23-29.
- Ross, J.A. & Gray, P. (2016). School Leadership and Student Achievement: The Mediating Effects of Teacher Beliefs. *Canadian Journal of Education*, 29 (3), 798-822.
- Wallace Foundation. (2019). *Assessing the Effectiveness of School Leaders: New Directions and New Processes*. Retrieved from <http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Documents/Assessingthe-Effectiveness-of-School-Leaders.pdf>.
- West, E. (2020). Ethics and integrity in nursing research. *Handbook of research ethics and scientific integrity*, 1051-1069.
- Xiao, J. & Newton, P. (2020, Jan 30). *School Leadership Challenges in Canada*. Retrieved from Education: <https://doi.org/10.1093/acrefore/9780190264093.013.716>
- Yamane, T. (1967) *Statistics: An Introductory Analysis*. 2nd Edition, Harper and Row, New York.