IMPACT OF TRANSFORMATIONAL LEADERSHIP STYLE ON SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN MBEERE SOUTH SUB- COUNTY, EMBU COUNTY, KENYA

By

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ABSTRACT

Globally, education is considered as the key drive of any country's development. This explains the reason why academic achievement is given a lot of importance in the schooling process. In this respect and specifically in the developing countries, many researchers have focused on curriculum factors that may lead to better academic achievement. The influence of human resource on academic achievement though widely researched has not exhaustively addressed the significant role played by the school managers on student's academic achievement. The purpose of this study was therefore to establish the impact transformational leadership style on academic achievement in secondary schools in Mbeere South Sub-County, Embu County, Kenya. The research adopted a descriptive survey study design. Thirty four (34) secondary schools were sampled for the study. The simple random sampling technique was used to select a sampling matrix of 340 respondents comprising of 34 principals, 240 teachers and 66 non-teaching staff. The data collected was processed and analyzed by use of Statistical Package for Social Sciences (SPSS). Both qualitative and quantitative data analysis methods were applied in this study. The findings were presented by use of frequencies, tables, graphs and pie-charts. The results of the study showed that apart from transformational leadership style, democratic and autocratic leadership styles were also used in secondary schools in Mbeere Sub-County. The findings of the study further revealed the principals who adopted transformational leadership significantly improved academic achievement of their secondary school students. Based on these findings, it is recommended that to the school administrators should adopted leadership styles that are more employee friendly but which are results oriented.

Key words: academic achievement, leadership style, Transformational leadership.

1.0 Background of the Study
Aikaman and Unterhalter (2005) assert that educating a nation remains the most primary strategy for the development of the society throughout the world. Through education, people's standards of living are likely to improve, as they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. Nsubuga (2008), concurs with Aikaman and

Unterhalter (2005), when they pointed out that the role of education is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in the society, but also to impart values, ideas, attitudes and aspirations important for holistic development.

In many parts of the world, including both developed and developing countries, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their students/ learners. Cole (1997) defines leadership as a dynamic process at work or in a group whereby an individual over a particular period of time and in a particular organizational context influences the group members to commit themselves freely to the achievement of group tasks or goals. Manu (2007) also defines leadership as the ability to get a man to do what you want him to do when you want it done, in a way you want it done, because he wants to do it. Based on these definitions, leadership therefore plays a key role in ensuring that the set educational objectives are achieved and productivity maximized within limited resources.

Hoy and Miskeel (1992) observed that the principal is usually the key figure in fostering shared governance within a school. For one to ascend to the position of a principal, he/she must served for a considerable number of years in the teaching profession (Kiboss & Jemiryott, 2014). The school administrators are always career teachers who have been promoted through the ranks by the Teachers Service Commission (TSC). Martinez (2013) observes that the promotion and appointment of school administrators by the TSC is based on academic qualifications, levels of experience and work performance. However, despite the use of these parameters, many teachers have been and will be given headship without any formal preparation (Mbiti, 2007).

Researches carried out in the developed countries point out that the academic achievement of many educational institutions is influenced by the leadership styles of the administration and management team (Tetty, 1997). The desire to excel in academic achievement has been present since the introduction of formal education in Africa. Indeed, in Kenya, academic achievement has been treated has a sacred cow. This is because a students' academic achievement at the end of secondary education determines one's future career and eventually job opportunities.

Waithiegeni (2013), notes that the KCSE performance in Kenya greatly depends on various factors which vary from one school to another depending on the dynamics, which the schools are exposed to when preparing students for examinations. Top on the list of these factors is leadership as provided for by the school administrators of such schools. This calls upon the need for good management and leadership style. Nyaboga (2011) agrees with this observation by noting that good performance in schools is relatively equivalent to good administration. According to Eshiwani (1983) schools which consistently perform well tend to have sound and efficient leadership. He further stresses that leadership is a crucial factor in the success of all the school activities and in particular academic achievement.

Uwezo (2013) observes that despite using a variety of aspects to determine student' academic achievement at the secondary schools level in Kenya, academic achievement still carries more weight because the Kenyan education system is more of academic oriented instead of considering other aspects that are more practical. In Mbeere South Sub County, almost all secondary schools have substantive principals from the Teachers Service Commission, well-trained teachers, and

students with good entry marks from primary schools and sufficient curriculum support materials, trained and qualified principals. However, despite such a conducive learning environment, student's academic achievement at the secondary school level has been below expectations. A grey picture of this dismal academic achievement among secondary schools in the Mbeere Sub- County is shown Table 1 in page 2.

Table 1   School Performance (2010-2014)

Year	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	M/S	M/G
2014	3400	0	54	69	94	245	560	689	790	756	100	39	4	5.74	C
2013	3220	0	50	60	90	230	540	670	731	729	94	23	3	6.36	C
2012	2500	0	5	56	67	145	430	480	567	600	68	80	2	5.55	C
2011	2100	0	3	45	60	130	240	450	560	540	50	20	2	5.53	C
2010	1900	0	10	40	50	100	260	370	500	450	85	30	5	5.51	C
Total		**0**	**122**	**270**	**361**	**850**	**2030**	**2659**	**3148**	**3070**	**397**	**192**	**16**	**5.74**	**C**

Source (Mbeere Sub-County Education Office, 2015)

Some of the factors that have contributed to this low academic achievement include; lack of cooperation by the stakeholders, social background of the students and students' indiscipline. Apart from the above mentioned factors, secondary school principals in Mbeere Sub-county have also relied heavily on the traditional views of leadership in managing their secondary schools. Hence, the need to establish whether modern leadership styles and in particular transformational leadership style may assist to alleviate the problem of low academic achievement among secondary school students in Mbeere Sub- County.

2.0 Theories of Leadership
Leadership is a subject that has been around for a long time. Due to the attention given to leadership, many theories have been developed overtime in order to form a basis for predicting an individual's chances of successfully leading any organization (Macintosh, 2013). Waithiegeni (2013) recognizes that there are two views of leadership: the traditional view of transactional leadership involving an exchange process between leader and subordinate, and a view of transformational leadership that allows for the development and transformation of people. Meyer and Botha (2000) argue that transactional leaders are considered to enhance their subordinates' readiness to perform at expected levels, by offering rewards for acceptable performance, thus resulting in the desired outcomes defined by the leader. In addition, the traditional leadership theories highlights three major leadership traits, the first focusing on the characteristics of a great leader, the second on the behavior of the leader, and the third on the situation in which the leader is required as observed by Horner (2012).

On the other hand, transformational leadership focuses on the individual person and encourages the followers to use all their potential in bringing about success (Bass, 2000). Similarly, Avolio and Davies (2004), also contends that transformational leadership is the ability to motivate and to encourage intellectual stimulation through inspiration. McColl-Kennedy and Anderson (2005),

further concur with the above definitions when they stated that transformational leadership style as guidance through individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. Rafferty and Griffin (2004) viewed vision as the main characteristic of transformational leaders. In this context, vision in a transformation process is viewed as the relationship or sense of identification that the leader develops, which results in acceptance of the leader's beliefs and values. Transformational leaders inspire followers to exert effort beyond self-interest in favor of collective group accomplishment (Berson & Avolio, 2004).

According to Alessandro and Castro (2004) transformational leadership has four elements. The first element is Individualized Consideration. This is the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The second element is Intellectual Stimulation. This is the degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. The third element is Inspirational Motivation, which is the degree to which the leader articulates a vision that is appealing and inspiring to followers. The final element is Idealized Influence, which provides a role model for high ethical behavior, instills pride, gains respect and trust.

2.1 The Concept of Transformational Leadership Style

Louise (2004) proposed the concept of formal and informal leaders. All past leadership theories have a focus on certain behavior patterns and the implications of such patterns for a leader's performance. Researchers have yet to define the relationship between transformational leadership and empowerment; empowerment is implied in the definition of the concept, as one of the primary objectives of leadership to develop the potential of followers. Bridges (2013), notes that the precept of transformational leader idea is based on empathy, healing, listening and building. Communities have enhanced meaning in today's business environment where more aggressive leadership or management styles that focus on profit rather than people have ultimately led to system failures such as global financial crisis. Covey (2013) further argues that transformational leadership has been advocated for by different authors as one that focuses on the individual person and encourages the followers to use all their potential in bringing about success. Since the government has devoted its energies in establishing and developing schools, there's need to be aware of the role that transformational leadership plays in enhancing management of these institutions.

Dimmock (2013) confirms that transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances motivation, morale and performance of followers through a variety of mechanisms. In support, Barth (2013) says that these include connecting the followers' 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, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance.

In their research Bush and Middlewood (2013) found out that the full range of leadership introduces four elements of transformational leadership. The first element is Individualized Consideration. This is the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the

follower and listens to the follower's concerns and needs. The second element is Intellectual Stimulation. This is the degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. The third element is Inspirational Motivation, which is the degree to which the leader articulates a vision that is appealing and inspiring to followers. The final element is Idealized Influence, which provides a role model for high ethical behavior, instills pride, gains respect and trust. Kouzes and Keams (2013) agree that these elements of transformational leadership entirely influence students' academic performance if properly implemented in schools since they directly impact on the service providers; teachers and subordinate staff.

According to Triandis (2013) transformational leadership therefore offers an effective way on how to deal with the challenges and responsibilities of school administrators. However, important to note that transformational leadership is not just one of the many facets like in-service training that lead to improvement of staff performance but also focuses on the improvement of student performance as well. The researcher has therefore found it necessary to carry out this study to investigate the impact of transformational leadership in enhancing the academic achievement of secondary school students in Mbeere South Sub-County.

2.1 Leadership Styles and Academic Achievement

Senge (2013) notes that secondary schools in Kenya continue to face pressure to attain set international and national goals, among them the educational Millennium Development Goals (MDGs) and Kenya's Vision 2030. Worldwide there are increasing efforts to improve student-learning outcomes at all levels in the education sector. Sergiovanni (2013) posits that this has led to restructuring of schools and education systems in terms of governance, community influence, curriculum, legal issues, discipline and changes in approaches to teaching and learning, and hence the roles of the school principals are also changing. Due to these changes we need to have leaders who are dynamic. In his observation Zafar (2013) notes that the development of a transformational leadership theory owes much to the fact that many organizations have for the past three decades faced rapid changing environments that required leaders to articulate new visions, foster new cultures, and breed new mindsets involving changes in basic values, beliefs and attitudes of subordinates. Several models as suggested in previous studies on leadership, provide a contrast with the assumption that leadership is linked to a role, and open up the possibility that several people within a centre/service may be involved in leadership.

Peterkin (2013) notes that transformational leadership is inspirational for intellectual and creative development, which values the role of the students in achieving the set targets of performance or shared vision. Transformational leadership is more closely allied to modern management techniques with the leader establishing organizational goals and entering into a contractual arrangement with subordinates based on reward and punishment. World Bank (2013) agrees that the transformational leader, on the other hand, leads through service. The idea of the transformational leader is not new, having been introduced by Rad & Yarmohammadian (2006). However, its precepts based on empathy, healing, listening and building community have enhanced meaning in today's business environment where more aggressive leadership or management styles are focusing on profit rather than people which have ultimately led to system failures such as the current global financial crisis. Cavallo (2013) emphasize that in today's troubled world there is a move towards the rediscovery of the type of values embodied by the transformational leader. Discussion, debate and exploration of case studies can help today's business students learn about these styles of leadership, enabling them

to begin creating their own individual visions of the leaders they hope to be during their current or future careers.

Sisungu (2002) emphasizes that the administrative role of the principal involves directing, controlling and management of all matters pertaining to education enhancement in the school. For a school to attain high academic achievement, school principal should set a climate of high expectations for staff and students, encouraging collegial and collaborative leadership and building commitment. In the same vein, Malusu (2003), further notes that good performance in a school is relatively equivalent to its good administration. This observation had earlier been supported Eshiwani (1983) when he noted that schools which consistently perform well tend to have sound and efficient leadership. Similar observations were voiced by Rotemberg and Saloner (1993) in their study when they also reported says that the school principal is the major component of school administration on whose abilities and skills, personality and professional competence will largely determine the tone and efficiency of school programmes.

In another study by Alessandro and Castro (2004), the researchers reported that secondary school principals are charged with the responsibility of running schools by addressing themselves to six major administrative tasks: curriculum and instructional task, school community relationship task, finance and business administrative task, staff personnel task, pupil personnel task and School plant task. According to Mworia (1993) these six major administrative tasks of the school principal are translated to include interpreting national policies, executing curriculum program, seeing to students' welfare, equipping physical facilities and finances, inducting and retaining school community relations. Court and Ghai (2003) confirmed the above observation but further noted that principals are appointed by the Ministry of Education to be spearheading good leadership through supervision of personnel and direction of school programs. Bass (2000) in his study on the roles of transformational leadership simplified the above duties into four: to lead, to have follower, purpose and vision. Based from the above observations, it can therefore be argued leadership responsibilities of a principal extend beyond the management of teaching and learning in a school.

2.3 Challenges Faced in Secondary School Transformational Leaders

In their study Bono and Judge (2013) found out that management of educational institutions, particularly secondary schools are marred with a variety of challenges; school unrests including issues like burning down the schools. The process of appointing office holders in the school management was also identified as a major problem in many schools (Achoka & Mugasia, 2012). For instance the findings of this research revealed that some teachers in management positions cited that as much as they were involved in school management they had no appointment letters for the positions they held. Peterkin (2013) in another study concurred with this findings when he found out that 90% of class teachers were appointed without being given an appointment letter. This practice could demoralize concerned teachers. Indeed, Malusu (2003) noted that it lead to lack of commitment by such teachers to perform their duties since they perceive their engagement as not official.

Another challenge cited was that of inability of the school management to induct the teachers on the roles of their position (Karua, 2013). The research findings by Karua(2013) indicated majority of the respondents agreed that they lacked adequate information when faced by an issue that required

them to make decisions within their jurisdiction. In his critical overview Maicibi (2013) notes that based on the research above, most likely the appointing authority either concealed information, or delayed it or there was bureaucracy in school management. This likely would hamper decision making and implementation of some programs. In addition, high staff turnover, job dissatisfaction and poor performance appraisal procedures may also affect teachers' productivity.

The issue of resources has been a concern in many schools. Cavallo (2013) noted that scarcity of resources hinders effective school management and administration. Such a scenario is commonly experienced in the developing countries. According 79% respondents in the study carried out by Cavallo (2013), teachers felt that they were ill prepared to perform their duties, which translated to poor performance. These observations were supported by Musera, Achoka and Mugasia (2012) in a study, the previous year, when revealed that perceptions of the staff concerning the leadership offered and how it affected the general output in any school.

3.0 Research Design
The study used is descriptive survey design. The descriptive survey design was used to establish opinions and knowledge of the respondents on the impact of transformational leadership style on students' academic achievement at the secondary school level. In addition this design was deliberately selected for the study because it allows for quick data collection at a comparatively cheap cost (Grinnel, 1993).

3.1 Location of the Study
Mbeere South Sub-County formed the study area. Its headquarters are located at Kiritiri. The Sub-County has a population of about five hundred thousand people. This cosmopolitan Sub-County is a home for several ethnic groups namely; Mbeere, Embu, Kikuyu and Kamba communities. It borders Embu West to the North, Mbeere North to the East, Masinga to South and Kirinyaga to the North. The Sub-County has four administrative divisions namely; Kiritiri, Makima, Gachoka and Mwea.

3. 2 Sample Size
A sample refers to a portion of selected items from "universe' or population for the study (Kombo and Tromp, 2006). Gay (2004) suggests that at least 30 per cent of the target population is a good representation of the entire population for research in social sciences. Based on this guidelines; 34 schools were sampled for this study. Simple random sampling technique was used to select a sample of 340 subjects comprising of 34 principals, 240 teachers 66 non-teaching staff. The sampling matrix is shown in Table 2 in page 7.

Table 2: Computation of Sample Size

Division	Category	Study Population	Sample Size	Percentage
Kiritiri	Principals	17	8	47.1
	Teachers	100	60	60
	Non-Teaching Staff	60	20	33.3
Makima	Principals	12	8	66.6
	Teachers	100	75	75
	Non-Teaching Staff	70	30	42.9
Gachoka	Principals	10	9	90
	Teachers	100	45	45
	Non-Teaching Staff	50	15	30
Mwea	Principals	14	9	64.5
	Teachers	100	60	60
	Non-Teaching Staff	40	15	37.5
Total		**699**	**340**	**48.6**

3.4 Research Instruments

The research instruments used in this study were two questionnaires; Principals' Questionnaire and Teachers' questionnaire and, an interview Schedule. The validity of the instruments was established through consultation with subject specialists while the reliability was done through a pilot study. The Principals' Questionnaire and Teachers' questionnaire had 0.8 and 0.7 coefficients of reliability which were acceptable since they were based on the threshold of 0.7 according to Gay (2004).

3.5 Data Analysis

The data collected was processed and analyzed by use of Statistical Package for Social Sciences (SPSS). Both qualitative and quantitative data analysis methods were applied in this study. The findings were presented by use of frequencies, tables, graphs and pie-charts.

4.0. Research Findings

The study focused on establishing the impact of transformational leadership on students' academic achievement at the secondary school level. The respondents were first requested to state the leadership style which was used in their school. The results of the study revealed that both traditional and transformational leadership styles were used in the schools sampled for this study. A summary of the findings by the principal respondents is shown in Figure 1 in page 9.
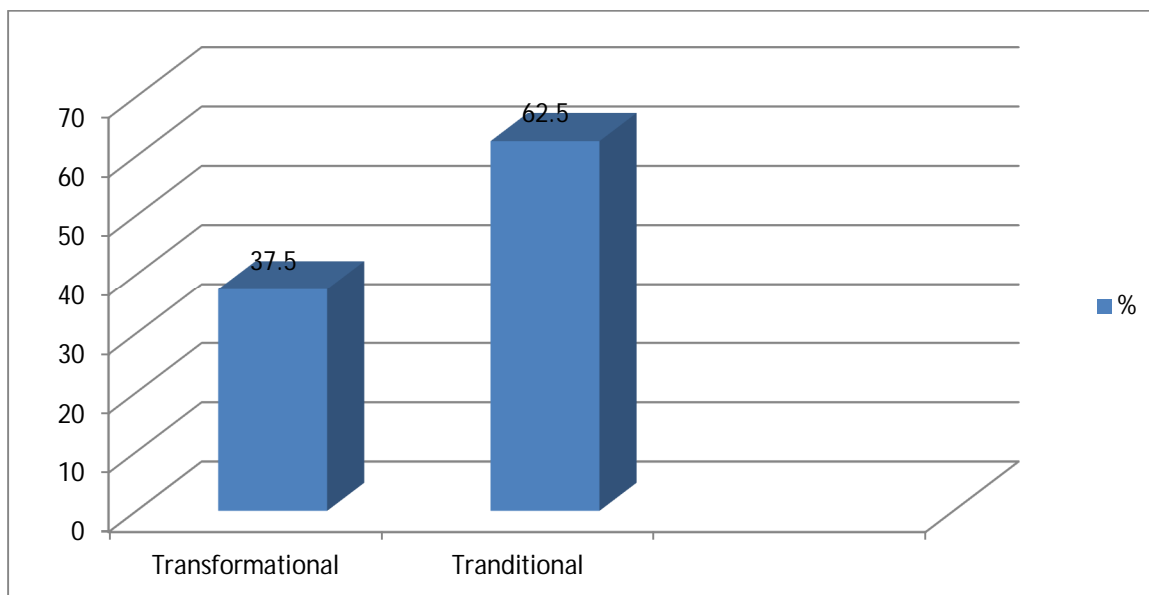
Figure 1: Leadership Styles used by School Principals

The leadership styles used in secondary schools in Mbeere South Sub-County according to the principal respondents was Transformational (37.5%) and Traditional (62.5%) respectively. This finding was supported by fact that although the Ministry of Education had introduced a strategic management course for the school principals in the last five years, many principals in Mbeere sub-County had not taken the initiative seriously. In addition, the principals who reported that they were using transformational leadership noted that the leadership style had lead to enhanced team spirit and better student academic achievement. The principal respondents who used traditional leadership style alleged that they had not attended the strategic management course and were promoted to their current position in the last two years.

According to the non-teaching staff respondents, indeed a few principals in the sampled schools do practice transformational leadership style. This was indicated by 33.3% of the responses for transformational. This implies that most of the non-teaching staffs on average do perceive principals of the sampled schools to practice transformational leadership in comparison to a majority (66.6%) who perceive transactional type of leadership in the sampled schools. The small percentage is a strong indicator of the lack of transformational leadership style which is expected in school management in this era of 21st century. Other studies have associated transformational leadership to high academic achievement among secondary school students (Glickman,2013). The implication is that most of the sampled schools have established a school culture that is collective in nature; this has been seen to be a driving force in academic achievement.

In the sampled schools non-teaching staff did indicate that the principals do lead through others through traditional leadership style as indicated by 65% of the respondents. The interpretation is that the various school organs such as the departments and school committees are functional and do exercise their full mandate. Another aspect of transformational leadership is professionalism and professional growth. Transformational leadership emphasizes professionalism in discharging duties. This is an important aspect in school management to avoid issues of personalized leadership. This aspect was only practiced in 25% of the sampled schools. This is a desired trait in school

management and every employee's output heavily depends on it. In addition, professional growth is an important attribute of transformational leadership which emphasizes both institutional and professional growth. This aspect is widely practiced in the sampled schools as indicated by 94.5% non teaching staff respondents who agreed that the element of professional growth was not evident in the sampled schools.

Transformational leadership expects that subjects are given as much knowledge, skills and right attitude so as to be key players rather than recipients. The Ministry of Education has indeed endeavored to empower the non-teaching staff and teachers by organizing in- service workshops. It is expected that the knowledge gained can be shared among the school stakeholders to create a learning organization. This has a spillover effect in terms of best practices that can advance students' performance. The reasons for transformational leadership in the sampled schools are varied. This could be attributed to the fact that the Ministry of Education did adopt a devolved kind of management which is expected to trickle down at the school level. Another reason could be the intense workshops and seminars mounted by the Ministry of Education and other partners where school managers are trained on best management practices. However, there is an element of autocratic leadership in the sampled schools as evident by the mean response of 21.11%. This is regrettable given that the attainment of the Kenya's Vision 2030 and by extension the educational Millennium Development Goals heavily depends on schools which adopt the best practices in school management. Autocratic leadership has been shown to be detrimental in attainment of institutional culture and collective responsibility hence creating disharmony, suspicion and mistrust. Schools need to move away from this kind of leadership style.

The principal respondents were also asked to give their opinion on the effect of transformational leadership on students' academic achievement. The results of their responses are summarized in figure 2 below
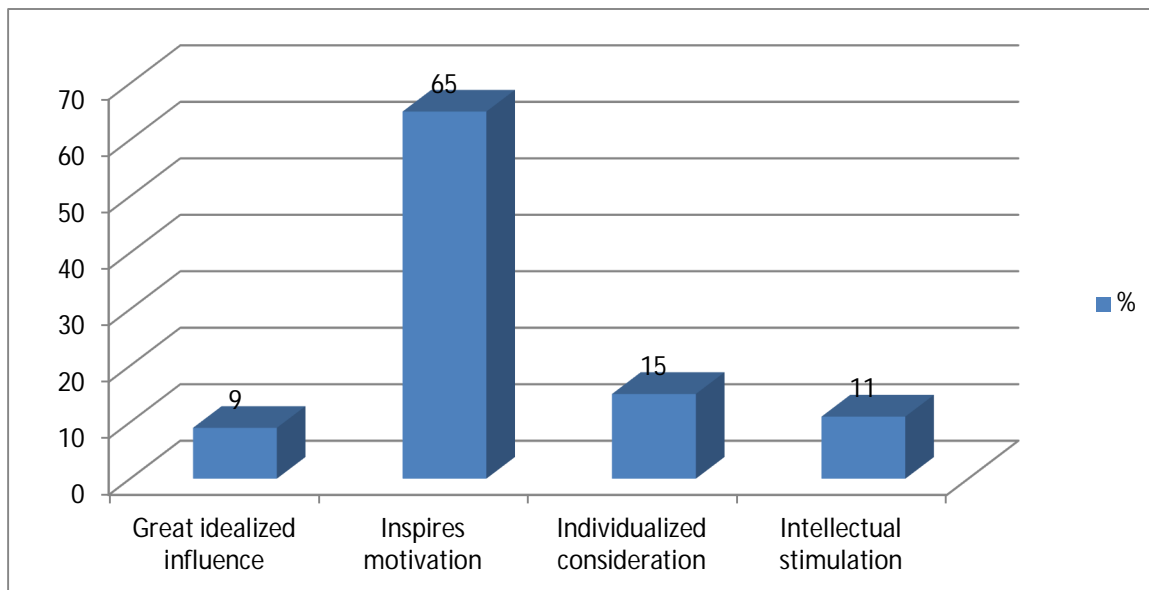

Figure 2: Influence of Transformational Leadership on Academic Achievement

Figure 2 shows that the principal respondents reported that transformational leadership influences academic performance mainly through inspiring motivation according to majority of the respondents 22(65%) while 5(15%) and 4(11%) sampled individualized consideration and intellectual stimulation respectively. This finding concurs with that of Sergiovanni (2013) who noted that transformational leaders are motivators with the ability to share a vision of future possibilities that inspires fellow employees to place the needs of the group above their own individual interests.

The principal respondents were also prompted to justify their opinions about the effect of transformational leadership style on student's academic achievement. This was achieved by requesting them to rate the influence of transformational leadership on students' academic achievement. A summary of their rating is given in the Figure 3 below.
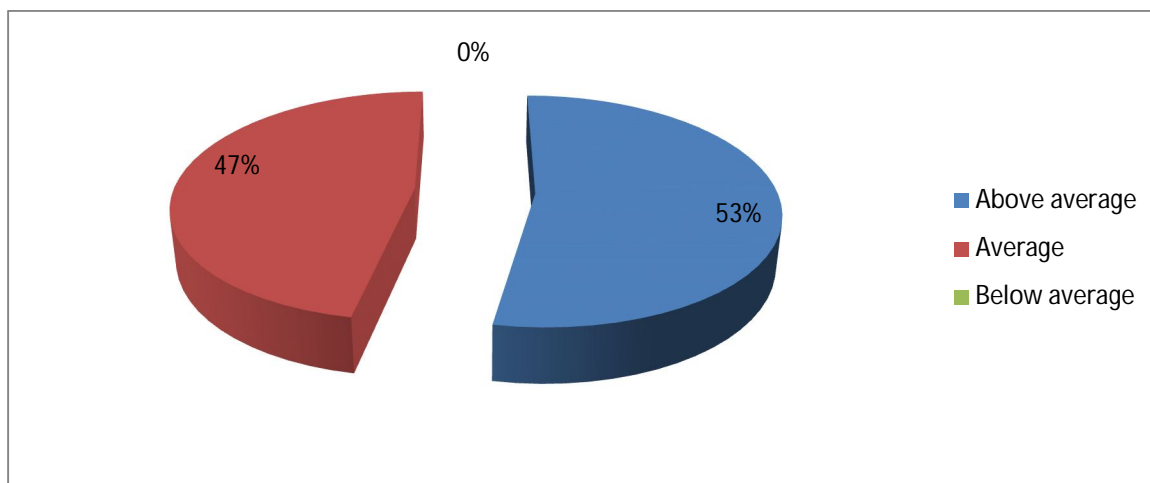

Figure 3: Rating Transformational Leadership Influence

As indicated in Figure 3, majority of the principal respondents, 18(53%) rated it at above average while 16(47%) rated it as average. These respondents share Peterkin's (2013) opinion who confirms that transformational leadership is inspirational, providing scope for intellectual and creative development, which values the role of the individual in achieving a shared vision. However, the results of this study differed with those of Avolio and Davies (2004) in their study when they reported that transformational leadership style had no significant impact on student's academic achievement.

Teachers play a vital role in curriculum implementation, which translates in either high or low academic achievement. Their commitment to classroom teaching is greatly influenced by the administrators' leadership style. The teacher respondents were therefore asked to state their opinions of the principals' leadership style on their job satisfaction. The results of their responses are summarized in Table 3 on page 12.

Table 3: Effects of Leadership Style on Teachers Job Satisfaction

Statement	Strongly agree	%	Disagree	%	Agree	%	Undecided	%	S. disagree	%
Principals' attitudes of not considering teachers' suggestions & ideas make them lose interest in their job	103	43	126	53	0	0	11	4	0	0
Using threats and punishment to get objectives of the school by principal doesn't make teachers satisfied with their job	11	5	96	40	40	60	0	0	93	39
Tendency for the principal to Neglect Rights and personal needs of Teachers leads them to lose interest in their jobs	102	43	94	39	4	2	40	16	0	0
Principals' style of regarding teachers with opposing views as enemies of his administration does not discourage teachers from contributing in the administration	0	0	0	0	5	2	33	14	202	84
Principal's strict instance on teachers absolute obedience and compliance to his dictatorship or directives may lead to teachers insubordination	68	28	94	39	18	8	52	33	8	3
Teachers always carry out tasks allocated to the enthusiastically	0	0	2	1	180	75	0	0	58	24
Teachers are always adequately prepared For their lessons	3	1	68	28	123	51	44	18	2	1

Table 3 shows that majority of the teacher respondents 202(84%) strongly disagreed that the principal's style of regarding teachers with opposing views as enemies of his administration does not discourage teachers from contributing to the administration. Another 180(75%) disagreed that teachers do always carry out tasks allocated to them enthusiastically. A large body of research on transformational leadership has documented its positive association with commitment, satisfaction and intentions to stay as noted by Epitropaki & Martin (2005). According to Brown and Yoshioka (2003) leadership and job satisfaction are the most effective predictors of intentions to leave non-

profit organizations, a statement that supports the respondents' findings. These findings are further supported by Peterkin (2013) in his study when he reported that a teacher's personality also plays a great role on students' academic performance apart from the above mentioned points.

4.1 Challenges Faced Principal who use of Transformational Leadership Style

It is evident that majority of the non-teaching staff and teachers do agree that school management is a collective responsibility. 84% of the respondents hold the fact that schools should be managed collectively. However, this involvement is coupled with a number of challenges. For instance as much as a large proportion supports the idea of collective responsibility, 60% cited that as much as they were involved in school management they had no appointment letters for the positions they held. This may have varied effects. For instance it has been a tradition for principals to appoint non-teaching staff and teachers to various positions without issuing them appointment letters. This can be demoralizing to both non-teaching staff and the teachers concerned. The possible effect could be lack of commitment by such staff members to discharge their duties since they perceive their engagement as not official. Another challenge cited is that of inability of the school management to induct the teachers on the roles of their position. This was indicated by 64 % non-teaching staff respondents who reported to lack adequate information while faced with an opportunity to make a decision within their jurisdiction.

The issue of resources has been a concern in many schools. 78 % of the non-teaching staff and 69% teachers engaged in school management felt that they were inadequately resourced to perform their duties adequately. Surprisingly the staff members engaged in school management felt that there is absolute division when it comes to staff issues such as staff motivation, support of decision made by section heads and so on. Most of the non-teaching staff (93%) cited existence of staff division/camps in the schools. This has mainly been attributed to situations where principals practice favoritism, nepotism or existence of a kitchen cabinet that is presumed to advice the principal at the expense of the established school organs such as departments and school committees. This group is perceived to have the principal's ear and may undermine the decisions of the section heads. The effect is that the section heads are demoralized in discharging their duties. Lastly respondents feel that they have a challenge of being overruled by the principal on decisions arrived at their sections. Majority of the respondents (89%) felt that some of their views are not considered in the final analysis in decision making in the school. There have been concerns for example where decisions arrived at by the tendering committees are just on paper but the same committee after wards is neither consulted further nor involved in the execution or implementation of the tendering decisions. This has been cited as the most de-motivating aspect and where such committees are seen as a rubber stamp. The cited problems have far reaching repercussions in the overall achievement of school objectives. It is necessary that the Ministry of Education takes up these issues and try to address them so as to enable schools fully achieve their educational goals.

5.0 Conclusions
Based on the results of this study, it can therefore be concluded that a good percentage of principals of secondary schools in Mbeere South Sub County used transactional leadership style.
The study also revealed that most of the schools that practiced transformational leadership had better students' academic achievement at the secondary school level in Mbeere South Sub-county.

This implied that there is a direct relationship between the leadership style used by secondary school principals and students' academic achievement.

5.1 Recommendations
Based on these findings, the following recommends were made for this study;

   i. The principals need to be sensitized on the importance on adopting modern management styles and in particular transformational leadership style.
   ii. The Ministry of Education should provide adequate teaching and learning resources in order to support the implementation of transformational leadership style in secondary schools in Kenya.

5.4 Suggestions for Further Research
The study was limited in its scope. Based on this, the study suggests that the following areas of research can be conducted;
   i. A study on the impact on adoption of mixed methods of leadership styles on students' academic achievement.
   ii. A study on assessment of the impact of capacity building of school principals on effective management in secondary schools

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