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The Relationship between Public Secondary School Principals' Leadership Styles and Students' Performance in Kenya Certificate of Secondary Education KCSE Examination in Guchasub-County, Kenya

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Abstract:
 The overall education goal of the Government of Kenya his to achieve education for all (EFA) by giving every Kenyan access to Quality education and training irrespective of one's socio-economic status. InGucha Sub County however, the quality of education in secondary schools, as measured by students' performances in Kenya Certificate of Secondary Education examinations has continued to be poor over the years. This poor performance has been attributed to several factors such as; learners' entry behaviour or ability, parents' influence on learners, motivation of learners and teachers, learners' environment, Government education policy and school principal's leadership Styles among others. This study investigated the relationship between school principals' leadership styles and students' performance in Kenya Certificate of Secondary Education (KCSE) examination in public secondary schools in GuchaSub-County. The study used a correlational research design to collect and analyze data from 294 respondents from 14 public Sub-County secondary schools in GuchaSub-County. The target population consisted of all public sub County secondary schools' teachers and students in the Sub-County period two instruments were used to collect data after ascertaining their validity and reliability. These instruments included; two questionnaires; one for teachers and the other for students. The questionnaires used Likert scale in rating the responses. Both instruments had a reliability coefficient of 0.8 at an alpha level set priori at 0.05. The data collected was analyzed using the Statistical Package for Social Science (SPSS) version 19.0 for Windows. The Pearson product moment correlation was used to test the null hypothesis of no relationship at 0.05 alpha level of significance based on the guidelines given by Ruth Ravid. The results of the study revealed that there is a significant relationship between school principals' leadership Styles and students' performance in Kenya Certificate of Secondary Education Examination (KCSE). The study was significant because its reasons might help in the process of working out strategies for improving school leadership qualities in the Sub-County and hence performance of students in KCSE. In view of the above findings the following recommendation were made; school principals to be in- serviced on leadership Styles that may motivate the learners and teachers towards better students' performance.

Keyword: KCSC, leadership, students' performance, public secondary schools

1. Introduction

Globally, education is a good investment for increasing one's earnings and family livelihood sources. Some scholars have defined education as a life-long process of directed learning which enables both the individual and Society to use the past treasure of cultural inheritance to operate effectively the institutions of the present in and to plan and invest wisely for the future (Sharma 2007). Both the parents and the Government have invested heavily in it expecting good returns. However, in Gucha Sub-County the expectations of many education stakeholders have not been met due to the dismal performance of students in Kenya Certificate of Secondary Education Examination (Table 1). In many open fora of discussion on education standards, many scholars, say education standards in Gucha Sub-County are extremely wanting and efforts must be employed to redeem the standards(Nyagosia, 2007) because Secondary Education is the anchor- bay of Education in Kenya where a large section of the students may drop out if they are not properly nurtured(Oyaya, 2007) . Further, Sharma(2007) notes that, the today's youths must be educated for the unpredictable conditions which the future may bring as well as for poverty eradication. Above all, education prepares the young people for responsibilities of adulthood higher education and the world of work.

Since its Inception which Sub-County has been doing poorly in national examinations particularly in the Kenya Certificate of Secondary Education (Rotich 2006). This may have been attributed partly to in appropriate leadership Styles

in most of the schools which do not motivate students and teachers to do a better job. As a result, students and teachers work in isolation leading to majority of the students scoring below average grades in KCSE and the Sub-County being ranked last or almost last in the County. In 2006, for instance, the Sub-County was ranked last among the counties of formerly Nyanza province order of the merit list (Government of Kenya, 2006).The Sub-County has never scored a mean standard score 4.45(C-) and above in KCSE (Table1) and this in itself explains why most Education stakeholders and Ministry of Education officials are concerned about the Sub-County. It is on the basis of this concern of many stakeholders in education in the Sub-County, that this study was undertaken to address the issue of school principals' leadership Styles which include; Autocratic leadership Style (coercive, authoritative and pacesetting) democratic leadership Styles (affiliative and coaching)and laizzes faire Styles and the students' Performance in KCSE because, poor performance in KCSE impact on students' upward mobility and economy as whole.

Grades Year	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	TOTAL
2008	817	7661	9365	13369	18423	25514	34120	42919	48953	53608	42084	7069	301400
2009	930	4422	9340	14960	21823	29573	39745	49736	56076	519019	42274	5918	333816

Table 1: National Performance in KCSE (2008-2009)
Source: Ministry of Education (Gucha, 2009)

From table1, it is clear that compared to other Sub-Counties in the county, Gucha has the highest number of students with a mean grade of E in KCSE. The Sub-Counties mean standard score is always below average (usually D+) implying that more than half of the candidates score grade d plans and below when are the Sub-Counties in the county can recorder mean standard score of 5 and above. For instance, the Sub-County recorded a negative deviation of - 0.317 and -0.457 in the mean standard scores of KCSE in 2008 and 2010 respectively. Further Steel candidates with grades X (absent), Y-(irregularity), Z (no combination) W (certificate with held) are often found in the Sub-County though, not captured in the above data. This trend if not checked may make it difficult for the students to access higher education good courses or go for further training that would enable them compete favourably with others in the job market. It also makes the Sub Counties contribution to human resource development very minimal and in disharmony with the Ministry of Education Vision of quality education and training for development and the overall goal of education for all (EFA) by 2015(Government of Kenya 2005). Otherwise, the provision of education and training to all Kenyans is fundamental to the success of the Government's overall development strategy. Table 1 gives a summary of the National performance of students in KCSE in the years 2008 and 2009, in which case Gucha Sub-County's l contribution in grade C+ and above is very small but very high in the least grades of D+ and below.

1.1. Statement of the Problem
The mean performance of students in Kenya Certificate of Secondary Education (KCSE) in GuchaSub-County, which stands at D+, has been low (Table 1). Several scholars (Nyagosia,2007; Ogari,2010; Rotich, 2006) have largely attributed this poor performance two principals' leadership Styles. However, the exact nature of how each of the specific principle's leadership style related to the students' performance had not been adequately documented. Therefore, the study was undertaken to determine the extent to which specific principles leadership Styles were related to students' performance in KCSE in public secondary schools in Gucha Sub-County of Kisii Countyin Kenya.

1.2. Purpose of the Study
This study sought to determine how the specific school principals' leadership Styles were related to students' performance in Kenya certificate of Secondary Education examination in public secondary schools in Gucha Sub-County

1.3. Objectives of the Study
The objective of the study was to:
Establish the relationship between principal's specific leadership Styles and students' performance in Kenya Certificate of Secondary Education in public secondary schools in Gucha Sub-County.

1.4. Hypothesis
The following null hypothesis guided the study:
- Ho: There is no statistically significant relationship between secondary school principals leadership Styles which include Autocratic leadership Styles (coercive, authoritative and pacesetting) Democratic leadership Styles(affiliated and coaching) and laizzes faireleadership Style and students' performance in Kenya Certificate of Secondary Education Examination in public secondary schools in Gucha Sub-County as measured by their schools KCSE mean score.

1.5. Significance of the Study
This study was significant because its findings might benefit various stakeholders in the Ministry of Education. the first beneficiary will be the Ministry of Education itself as it might use the recommendations of the study to improve the quality of instruction and performance of students in secondary schools in Kenya. This will in turn help to minimize wastage of human resource and the properties in the schools. The study might also be useful to future researchers scholars

and training institutions interested in improving school leadership and the students' performance in secondary schools in Kenya such as Kenya Education Management Institute (KEMI- the capacity-building arm of the Ministry of Education) which might use the recommendations to train principles in leadership and management issues affecting performance of students in secondary schools(education magazine 2009). The study findings might also assist parents who invest heavily in education in that their resources are not wasted when students perform well in their school and national examination.

1.6. Scope of the Study

This study was carried out in which Sub-County found in Kisii County. The study was confined to only one thematic area that affect students' performance in Kenya Certificate of Secondary Education examinations (KCSE)' namely, school principals' leadership Styles. The period covered was between 2006 2011(6 years). This study left out other thematic areas affecting the level of students' performance in KCSE in secondary schools in the Sub-County such as learners' ability motivation of learners and teachers, learning environment, parents' influence and Government policy which was seemed to be constant and applicable to all schools in the sub County in the same magnitude. The study targeted secondary school teachers form three and form four students in public secondary schools who were used as respondents in providing information about the relationship of principal's leadership Styles and students' performance in KCSE in the Sub-County. This group was used because it was assumed that they were mature enough and capable of understanding and giving the required information in the questionnaires.

2. Literature Review

Leadership has been defined in various ways by different authors such as koontz, Hoy and Miskel, Hersy Branchard among others. Kouzes and Pozner(1998) defined leadership as the ability inspire other people to accomplish things. Further still the explain, a leader leads by example and motivate others to follow his actions. A leader looks for new opportunities and is willing to change other people's status quo. He has the ability to make people feel good about what they are doing and helps people feel like they work their accomplishing is working towards the larger goal of the corporation.A leader challenges someone to go beyond his or her base level of operation and work to his or her highest potential; to strive to get the best that one can possibly get. A leader rewards accomplishment and at times treat mistakes as learning experiences (Sharma, 2005).

According to Kouzes and Pozner (1998), the main aspect of leadership includes the following:

- Challenge the process. A leader looks for easier and efficient ways of accomplishing goals. He is innovative and does experiments in order to find new ways of doing things.
- Inspiring. A leader effectively communicates organizational goals to employees so as for them to know what is expected of them. A leader motivates and energizes workers and gives them confidence to do their best.
- Modelling. A leader teacher by example. He works with the highest standards and expect others to work to those standards as well.

Secondary school principals have formal authority and Status in the school and they work with people, receive information and make decision. Because of this, their role becomes interpersonal. There are three interpersonal roles that come from the formal authority and status of secondary school principals namely; figurehead leader and liaison officer (Jacobus, 2005). As the figurehead of the school, the principal is tasked with the symbolic and ceremonial role of the school such as assemblies, prize-giving functions and receiving awards on behalf of the school community. As a leader the principal is responsible for the work of a of educators and learners in the school he is also to motivate and cancel when things go wrong as they sometimes do both the staff and the learners and (sometimes parents too). He asked to lawyers (communicate) with other principles sub County officials, members of the education department (County and national) and teachers' organizations hence making him or her nerve center of the school. Otherwise, the school principals are the key implementers of Kenya secondary school curriculum ,because they are charged with responsibilities in various school issues such as strategic planning ,staff development, students and staff discipline, procurement of teaching and learning materials, effective leadership Styles, supervision, monitoring ,evaluation ,resource management among others(Ongeri, 2008).

2.1. Leadership Styles

Leadership Styles have been classified in various ways and they vary from one organization or Society to another and sometimes a leader can use more than one style (Wambugu, 2008). Carly (2008), Goleman (2000) and McCarthy (2009) provide two ways to classify leadership Styles and tell different styles of leadership. This classification includes:

- Situational leadership model of classification which include; Directing style, coaching style, supporting style and Delegating Style.
- Emotional intelligence competencies model which is commonly used and include; coercive style Affiliate Style, laizzes faire style style, pacesetting style and coaching style, all of which have been summarized into Autocratic, Democratic and laissez-faire.

For the purposes of this study and simplicity purposes, the study shall use leadership Styles based on the emotional intelligence competencies because they are the most commonly and widely used to leadership Styles. Characteristics of each leadership style will be explained so as to in the understanding and identification of leadership Styles used by principals in which Sub-County.

2.2. Autocratic Leadership Styles

These are leadership Styles in which a leader makes decisions without reference to anyone else. They have a high degree of dependence on the leader and sometimes they create de- motivation and alienation of staff. These styles of leadership may be valuable in some institutions where decisions need to be made quickly and decisively. the leadership Styles in this category have been further split into three leadership Styles which include; Coercive style in which a leader demands immediate compliance from followers and has the notion of, "Doa as I say" (Goleman, 2000; McCarthy, 2009).It is negative and depends on actual application or threatened application of physical functions such as suspension and expulsion. It involves top-down decision-making and communication. This leadership style is useful in a crisis and with problematic employees but inhibits organizations flexibility and can minimize employees' motivation. This style has the most negative impact of on workers and so should be used only for a short time after which a leader can adopt more positive Styles such as affiliate if (Goleman 2000).

The second leadership style and autocratic style is Authoritative style which mobilizes people towards our vision but does give others the Freedom to choose their own way of reaching the target. The style demands or expect people to obey and follow-the-leader because he is in authority. The style is most effective when an institution is experiencing problem problems and needs Direction or during an economic or business downturn. It is less successful when the leader is working with a team of experts who may have more experience and may disagree with this approach(McCarthy 2009).

The third leadership style in this category is Pacesetting Style which is based on the premise that the leader's manner of doing things is the best (Carly 2008). This leader set very high standards and constantly pushes his employees to strive to achieve the set standards. The leader expected excellence and self-direction from his employees. This style works best for highly skilled and motivated people who work well on their own. Other people however may feel overwhelmed by a pace-setting leader's demands for excellence they are self-esteem trust and untimely they are morale may drop under the regime of this type of a leader.

2.3. Democratic Leadership Styles

These are leadership Styles which encourage decision-making from different perspectives i.e. the leader and the employees or the masses. These Styles help and motivation and involvement of the workers who interned fill the ownership of the institution and its ideas. They improve sharing of ideas; they improve sharing of ideas and experiences within the institution. This leadership style allows everyone to voice his opinion about an issue and ends build consensus through participation. The style exhibits the characteristics of being democratic and everyone gets an equal vote of opportunity (both the leader and the followers). This leadership style is most appropriate when organizational flexibility and sense of individual responsibility is needed. The downside of this time however is that it takes a lot of time and deliberation to get things accomplished and if employees are not fully informed it may be hard for them to give a competent advice (Goleman, 2000), and this may leave them feeling confused and leaderless. There are two Styles in this category which include;

Affiliate style which keeps employees happy because it is centred on," people first" and engenders the creation of emotional bonds team harmony (Carly, 2008). The style enables the leader to develop strong ties with employees making them loyal and hardworking. It also creates a working environment that is very conducive for everybody in the organization. This time is best used when team coherence is important or in times of low employee morale. However, this approach's focus on praise may permit poor performance among employees' employee a sense of overall direction. This is also result in indecision and some people may be left feeling confused and leaderless.

The second leadership style under democratic Style is Coaching Style which focuses on personal development. Coaching leaders help people identify their strengths and weaknesses and return them to their career aspirations. The style makes employees feel motivated and hence encourages them to do a better job. While this town is highly successful with people who want to change or improve professionally it is largely unsuccessful with those who are resistant to learning or changing their ways.

2.4. Laizzes Faire Leadership Style

This style of leadership is also called free-reign or let it be type of leadership where leadership responsibilities are shared by all. The style is very useful where creative ideas are required and it helps to motivate people as they have control over their working life as there are no rules that apply. It relies on good teamwork and interpersonal relations in the institution (McCarthy, 2009). However, this style if not controlled may lead to poor coordination and poor decision making which in the end turns out to be time-consuming and lack of direction.

In view of the above, leaders need to learn to recognise when different styles of leadership will be more effective. For instance, sometimes a coercive leadership style may be the only one type that can get people motivated to work, other times, a coercive style may do nothing but alienate employees. Therefore, a leader needs to learn when to use which style because the more a leader learns to use a range of styles; the more effective he becomes a leader (McCarthy 2009).

2.5. The Conceptual Framework

Secondary school principals' leadership styles were the independent variable. The Styles were identified as coercive authoritative affiliate if pacesetting coaching laissez-faire. The dependent variable was students' performance in the Kenya Certificate of Secondary Education (KCSE) Examination measured as schools' KCSE means over the years (2006 to 2011). The intervening variables which included Government's education policy, parenting, learner's ability, environment and motivation held constant.

- Government policy in education which outlaws' repetition of students in form 1-3. Also, the Government's policy of funding secondary schools which determine availability of teaching resources in the school. This factor applies to all schools equally and therefore was assumed to be constant to all schools.
- Learner's ability. Ability of students may differ from one school to another due to different categories of schools (National, County and Sub-County schools) and this was taken care of by using students in Sub-County schools who are almost the same ability since they were admitted with same range of marks.
- Parenting. Students in secondary schools have been brought up in different ways by their parents who have different lifestyles which may impact negatively or positively on the students' performance. This factor was controlled by using students from Sub-County schools who share and use almost similar facilities within the school and have comparable family background.
- Learning environment. Different environments may have different impact on the students' performance level and this was control by using students from the same Sub-County Gucha Sub-County) and hence same environment.
- Motivation. Motivated students do better than those not motivated. In Sub- County public secondary schools, the level of motivation is almost the same as these schools are almost the same characteristics.
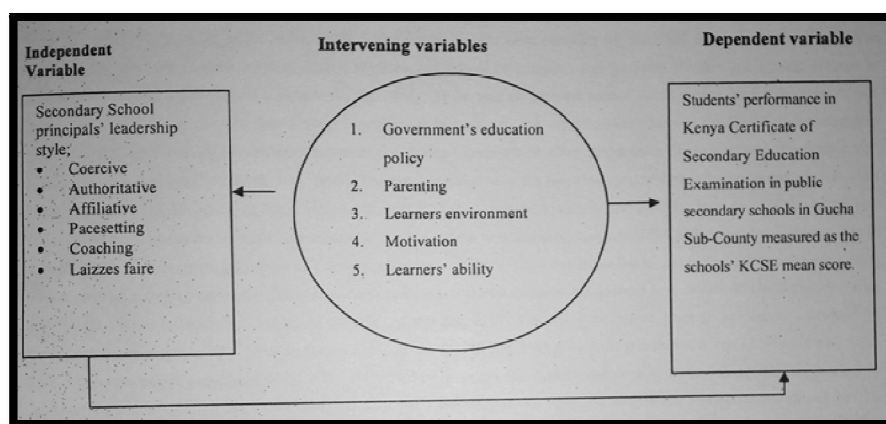- The study was conceptualized as shown in Figure 1.

Figure 1: Conceptual Framework for Determining the Relationship between Secondary School Principal's Leadership Style and School Performance

3. Research Methodology

This study used a correlational research design. The research was aimed at determining the relationship between secondary school principals' leadership styles and the performance of students in national examination in which Sub-County. A correlational research design was appropriate for this study because this design is used in studies whose purpose is to discover relationship between variables through the use of correlational statistic. This design describes in quantitative terms the degree to which variables are related (Kathuri & Pals, 1993; Mugenda, 1999; Orodho, 2004). The degree of relationship is expressed as a correlation coefficient (r)which addresses are the two or more variables vary together and how well one can be predicted from the knowledge of the other(Kathuri Pals,1993; Mugenda& Mugenda, 1999). This design was better than other designs because this research was based on relationship (Trochim, 2009) and is particularly suitable in social, educational and psychological; contexts where independent variables lie outside the researcher's control. In the study for instance, the principals' leadership styles had already been practiced in secondary schools' and students' performance in Kenya Certificate of Secondary Education(KCSE) had also been measured making it not possible for the researcher to manipulate for relationship between the two.

3.1. Location of the Study

The study was conducted in GuchaSub-County in Kisii County. At the time of study, the Sub-County added 20 Secondary schools composed of two County schools,16 public Sub-County and two Private secondary schools. There are no National Schools and this Sub-County. The Sub- County's mean standard score in KCSE is normally below average (Table 1) and this gives enough reason why they Sub-County's performance in KCSE is of greater concern to all education stakeholders as to try and give recommendations that might help to improve students' performance in national examination.

3.2. Sampling and Sample Size

A representative sample of this study was selected out of 18 schools using simple random sampling. The sampling frame for this study was all public schools in the Sub-County. Sub-County schools were sample for the study because their students are almost similar characteristics in terms of ability, environment school programs and facilities. Besides this, County schools in this region were very few to form a sample for this study. There was no national School in the region during the time of this study since there were only 16 Sub-County public secondary schools, 14 schools were sample for the study because this number is sufficient enough to represent the entire population of schools as given in the table for determining the sample size from a given population(Kathuri& Pals, 1993) Teachers' population in the Sub-County was

140 and since some schools were singles trimmed with the curriculum-based establishment(CBE)of 9 teachers; a sample of 8 teachers from each of the 14 schools was used as respondents for teachers' questionnaire. The 8 teachers were sample using stratified simple random sampling in schools where teachers were more than 8. The respondents were stratified into two strata based on gender and then sampled using simple random technique. Stratified sampling for teachers and students was done so as to ensure that both gender (male and female) was sufficiently involved in the study. According to the 3rdterm2012returns on student's enrolment submitted by school principals to the DEO' soffice in GuchaSub-County, form three and form four student's population in the 14 schools was 1088.This makes the target population to be 1228 (140 + 1088). To select the desired sample size from this population a table of random numbers by Kathur i& Pals (1993) was adopted. According to this table, the sample size lies between 291 and 297. i.e. 294.This therefore made the researcher to sample 8 teachers and 13 students from each of the 14 secondary school sampled.

The 13 students were selected from form three and form four using stratified and simple random sampling. A total of 112 teachers and 182 students were sample giving a total of 294 respondents for the study as given inTable 2.

Category of Respondents	Total Population	Sample Size
Teachers	140	112
Form 3 and 4	1088	182
Total	1228	294

Table 2: Sample Size
Source: Data from the Field

3.3. Instrumentation

According to Kathuri and Pals (1993), most techniques for measuring social and psychological aspect of environment rely material in the form of questionnaires and interviews. Therefore, in order to examine the research objectives, hypothesis and related literature, the two different questionnaires for the teachers and students were developed so as to solicit detailed answers to complex problems that this study intended to solve. Mugenda and Mugenda (1999) observed at the use of an equation is a popular method for data collection in education because of the relative ease and cost-effectiveness with which it is constructed and administered two large samples. Questionnaires give relatively objective data and endear themselves well to the survey research design and our time serving. The questionnaires comprised of open-ended and closed-ended questions. The rating scale used in the questionnaires was Likert scale which is used for measuring respondents' perceptions, attitudes, values and behaviors (Mugenda& Mugenda,1999) The questionnaire   was design carefully as 1973. Recommends that every item was relevant short and clear to the respondents.

4. Results and Discussions

In order to answer the objective of the study correctly, teachers from the sample schools were required to provide data on the school mean scores in the national examinations (KCSE)over a period of six years (2006- 2011) under item number 11 of the teacher's questionnaire. Each school's average mean score for the six years was calculated to give the general means that was used as the school's mean score in KCSE for the said period. All schools using specific leadership styles who combine together so as to obtain an average of their mean scores in KCSEi.e. mean scores of each type of leadership styles. Using the ranking order given by the respondents, scores were given using six-pointLikert scale such that, the best leadership style is called 6 and the worst leadership styles scored 1 so as to enable the pairing of data for purposes of calculating Pearson's Moment Correlation Coefficient(r). The responses for the 294 respondents concerning the ranking order of the leadership styles was expressed in percentages and then an average mean score for each leadership style was calculated so as to enable the researcher come up with the best and worst leadership style. The best leadership style was assumed to be the leadership style with the highest average mean score while the worst was the style with the least average mean score. The average mean score range between 1 and 6 whereby 6 was the highest possible average score while 1 was the lowest possible average score for the leadership styles. With this in mind, Affiliated leadership style was said to be the best with an average means of 4.24 followed by coaching with an average score of 4.04. Pacesetting was third with a score of 3.68 followed by Authoritative style with score of 3.41 coercive Leadership Style was ranked number 5 with a score of 3.20 and the last but not least leadership style was laizzes faire with an average score of 2.5. Summaries of the above steps are given in Table 4 and 5

Leadership Style	Percentage Response						
	Ranking order						
	1	2	3	4	5	6	Mean
Affiliative	30.1	22.1	11.8	20.1	9.3	6.6	4.24
Authoritative	13.2	15.0	13.6	26.7	20.9	10.6	3.41
Pace setting	19.5	14.9	23.4	11.6	17.8	12.9	3.68
Coaching	19.7	23.0	21.3	19.3	11.1	5.6	4.04
Laizes faire	6.9	9.7	9.0	12.1	16.2	46.2	2.50
Coercive	10.5	15.1	20.1	11.2	24.7	18.4	3.20

Table 3
Source: Data from the Field

According to Table 4, the ranking Order of the school principals' leadership style was done by the respondents and affiliative style of leadership was ranked as the best followed by coaching, pace-setting, authoritative, coercive and lastly lasers fair. The specific number of schools using each style of leadership and the ranking scores for each type of leadership style is given in

Leadership Style	Response Frequency	Number of schools using the style	Leadership score (x)	Average KCSE mean scores of schools using the Style (y)
Affiliative	84	4	6	5.95
Coaching	63	3	5	4.87
Pacesetting	63	3	4	4.10
Authoritative	42	2	3	3.47
Coercive	21	1	2	3.43
Laizzes faire	21	1	1	3.30
Totals	294	14	21	25.12

P<.05, Two Tailed
Source: Data from the Field

Table 4: Leadership Scores and their Average KCSE Mean Scores (N=294)

In Table 4 above the different leadership Styles were ranked in the order given by the respondents and the first leadership style which was ranked number one was given a score of six (6) and the last in the rank was given a score of one(1).All schools using specific leadership Style 1 grouped together and their average KCSE mean scores for six years(2006 2011) were calculated show us to get an average mean score for each style of leadership. Affiliated style of leadership had a KCSE mean score of 5.95, followed by coaching(4.87), pace-setting (4.10)authoritative (3.47) coercive (3.43) and laizzes faire (3.30). In order to calculate the correlation coefficient, the leadership score(X) were painted with their KCSE meanscores (y) and the correlation coefficient was generated using the SPSS output.

In determining the strength of the relationship between the two variables, the variance(r^2) was calculated and overturned as 0.8 69 implying that 87% variance in KCSE mean score was explained all accounted for by the principal's leadership Styles. Using the interpretations of correlation(r)Pearson's Moment Correlation Coefficient (0.932) falls between the ranges of 0.8 to 1.0 this shows a very strong positive relationship between leadership Styles and the students' performance in Kenya Certificate of Secondary Education examination KCSE. This shows a very strong positive relationship between the principals' leadership styles and the students' performance in Kenya. This implies that, irrespective of their entry behavior, all students have a capacity to be self-motivated and to do well if well-managed or led (Ogari,2010). It is the duty of the school principals therefore, to ensure that every effort is made in the school they are leading to add value to the students in every aspect of their lives when they enter such schools. This calls for proper curriculum supervision and implementation in schools. To achieve this, principles should ensure that every school has the revised education syllabus relevant and approved for teaching and evaluation. The syllabus gives an outline of what to be covered in every subject in the curriculum. Proper timetabling of subjects will also be done for proper and balanced teaching. In supervising the curriculum principles play a very crucial role in implementing and managing the school curriculum. Some of their duties in curriculum implementation and supervision include:
- Ensuring that the teaching is done as per the syllabus approved by the Ministry of Education
- Ensuring that schemes of work record of work covered and students' progress records as are well prepared and maintained.
- Managing the teaching staff in the school.

- Ensure proper timetabling by all departments.
- Managing the teaching and learning resources in the school.
- Inducting new teachers
- Organizing and overseeing the setting moderation and marking of the school examinations.
- Actively participating in teaching.

When the above roles are well played by the school principals, proper teaching and learning will take place and it may lead to good performance of students in examinations. In order to establish whether the relationship between secondary school principals' leadership styles and students' performance in Kenya Certificate of Secondary Education examination(KCSE) was significant, the null hypothesis was tested using the guidelines given by Ruth David(2005).
The null hypothesis was as follows:

- H_O; There is no statistically significant relationship between secondary school principals' leadership styles which include; Autocratic leadership styles,(coercive, authoritative and pacesetting), Democratic leadership styles(affiliative and coaching)and laizzes faire style and students' performance in KCSE Kenya Certificate of Secondary Education Examination.

The guidelines given by Ruth David (2005) requires that the calculated value of r (0.932) be compared with the critical value of r given in the Pearson Product Moment Table at 0.05 a level of confidence (two-tailed test) and degrees of freedom of n -2 or 6 -2. From this table the p-value (critical value of r) S is 0.8 11 and hence p < 0.5. two tailed. Since the calculated r (0.932)is greater than the critical r (0.8 11) the null hypothesis has to be rejected and alternative hypothesis be accepted. The researchers do the correlation analysis at 5% level of significance so as to establish whether to reject or fail to reject the null hypothesis. Also,Gotta (2007) maintains that when the p-value of the correlation analysis is less than the level of significance (in this case 0.05) then it means that we reject the null hypothesis and accept the alternative hypothesis. Table 4 shows the correlation analysis.

		Principals' leadership styles	Students performance
Head teachers leadership styles	Pearson Correlation	1	.931**
	Sig. (2-tailed)		.007
	N	6	6
Students performance	Pearson Correlation	0.931**	1
	Sig. (2-tailed)	0.007	
	N	6	

P<.05, Two tailed

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

Table 5: Correlation Between Principals' Leadership Style And Students' Performance (N=6)

From the correlation analysis above, the significance of the test was 0.007. given that 0.007 is less than 0.05 then it means that we reject the null hypothesis and accept the alternative hypothesis that there is relationship between principal leadership styles and students' performance. The correlation (r) is 0.931, which means that there is a strong positive relationship between principal leadership styles and students' performance. In other words, as the leadership styles of the principal improves the performance of the students also improved strongly. Consequently therefore, there is statistically significant relationship between secondary school principals' leadership styles which include; Autocratic leadership styles, (coercive, authoritative and pace-setting) Democratic leadership styles (afflictive and coaching) and laizzes faireStyle and students' performance in Kenya Certificate of Secondary Education examination (KCSE) in public secondary schools in Gucha Sub-County.

The acceptance of the null hypothesis implies that all principals of secondary schools are actually the captains of their" ships". A school with all the facilities, equipment, resources and best environment can be failed by its principal (leader). The principals' main task (as a leader) is to bring the best in his people not to be the best person himself or herself. He or she should never try to be the smart of them all. It is his/ her sacred role to keep everybody focused on the school's mission, vision and values. Otherwise, most schools will always fail from inside than from the outside. Taking responsibility to lead means acknowledging the results one gets as a leader. A principal should never pass the buck (Mwaura, 2011), but instead should try to build a strong team to execute the school mission vision and values.

5. Summary Conclusions and Recommendations
This study sought to determine whether the school principal leadership Styles are related to students' performance in the Kenya Certificate of Secondary Education (KCSE) Examination in public secondary schools in Gucha Sub-County. the specific objective was as follows:

To establish the relationship between principal's specific leadership Styles which include; Autocratic leadership styles (coercive, authoritative and pacesetting) Democratic leadership styles (affiliative and coaching) andlaizzes faire style and students' performance in Kenya Certificate of Secondary Education Examination in public secondary schools in GuchaSub-County.

Both primary and secondary data were used to verify and understand the link between secondary school principals. Leadership styles and students' performance in the Kenya Certificate of Secondary Education(KCSE) examination in GuchaSub-County. Primary data was collected using structured questionnaires which were filed by students and teachers from Public secondary schools in the Sub-County. A sample of 294 respondents were selected and involved in the study. Secondary data was collected from documented information on principals' leadership styles and students' performance in national examination. The collected data was analyzed using descriptive and inferential statistics with the aid of SPSS version 19.0 for Windows. According to the results of this study it was observed that secondary school principal's leadership styles have a very strong positive relationship with the students' performance in the Kenya Certificate of Secondary Education examination (KCSE). With these facts in mind the null hypothesis of the study was rejected as the alternative hypothesis was accepted implying that there is a statistically significant relationship between secondary school principals' leadership styles (coercive, authoritative. pacesetting, affiliative, coaching and laizzes faire) and students' performance in the Kenya Certificate of Secondary School education examination in public secondary schools in Gucha Sub-County.

6. Conclusion
Based on the results of the study the researcher concluded as follows:
A principal's leadership style affected students 'KCSE performance because it was discovered that there is a strong positive relationship between principal leadership style and students' performance in examinations.

7. Recommendations
In view of the derived research findings and conclusions above the researcher makes the following recommendations. Since there is a strong relationship between principals' leadership styles and students' performance in KCSE, secondary school principals in the Sub-County should be in- serviced on how to execute leadership duties and leadership style that may motivate learners and teacher towards better students' performance in Kenya Certificate of Secondary Education examination (KCSE)

8. Suggestions for Further Research
Since the students' performance in the Kenya Certificate of Secondary Education (KCSE) Examination is below average (mean grade of D+), the researcher recommends for further research on the quality of teacher capacity building and curriculum delivery and school leadership so as to establish whether teachers are adequately prepared for curriculum implementation and leadership positions.

9. Acknowledgement

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