

THE INFLUENCE OF ETHICAL LEADERSHIP ON PERFORMANCE OF PUBLIC
SECONDARY SCHOOLS IN DAGORETTI SUB COUNTY, NAIROBI, KENYA

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DECLARATION

I declare that this thesis is my original work and has not been submitted to any other college or university for academic credit.

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DEDICATION

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ABSTRACT

Education is a lifelong investment whose processes and outcomes are critical in the development of a nation and civilizations. The quality of educational processes and outcomes is of great concern to stakeholders. The study sought to determine the influence of ethical leadership on the performance of public secondary schools within Dagoretti sub-county, Nairobi County, Kenya. This was to assess the values, challenges and possible mitigations to ethical leadership and performance of public secondary schools. A total of 220 respondents were sampled from nine public secondary schools within Dagoretti Sub County, with a population of 9597 students, 353 teachers, school boards of management and sub-county education officers. Dagoretti sub-county is a cosmopolitan rural and peri-urban environment with similarities with most sub-counties within Kenya. The study was anchored on the theories of transformational leadership, distributed leadership and stakeholder-based view. Descriptive survey research design guided by mixed-method research philosophy was adopted. A response rate of 57.73% was achieved. Data was collected using structured questionnaires and in-depth interview guides. Data analysis, interpretation and presentation was done using descriptive statistics of the mean, frequencies, percentages, graphs and tables. Correlation analysis was done using the Spearman's *rho* to evaluate the strength of relationship between ethical leadership and school performance. The findings of the study revealed that ethical school leadership values and practices to a great extent influence school performance. Ethical leadership values of honesty, respect and service to others were found to have a moderate positive relationship with effective implementation of school curriculum, plans, teaching and learning environment, and school performance. The study recommends commitment to capacity development of ethical school leaders, mainstreaming value-based education and training, stakeholder involvement and improved communication so as to address ethical lapses and challenges in leadership and school performance. This would enhance the quality of education leadership, processes and outcomes within public secondary schools nationally and in the Sub County. Further research on mainstreaming value-based teaching and learning and stakeholder involvement in public secondary schools would be necessary for better education leadership and management.

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ABBREVIATIONS AND ACRONYMS

AAI	African American Institute
BOM	Board of Management
CRELL	Centre for Research on Lifelong Learning
EFA	Education for All
HOD	Head of department
IDRC	International Development Research Centre
KNBS	Kenya National Bureau of Statistics
KSCE	Kenya Certificate of Secondary Education
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
OECD	Organisation for Economic Cooperation and Development
PACU	Pan Africa Christian University
SDG	Sustainable Development Goals
TSC	Teachers Service Commission
UNESCO	United Nations Education, Scientific and Cultural Organization

DEFINITION OF TERMS

Beliefs: Basic assumptions that guide behaviour. The lenses or filters through which we interpret the world (Cashman, 2008).

Ethics: Set values, rules and standards of behaviour about what is accepted as wrong or right defining the moral judgements in terms of the don'ts and dos (Ciulla, 2014).

Ethical Behaviour: Behaviour which is consistent with the expected norms, beliefs and values in an organization (Vogel, 2012).

Ethical Leadership: Demonstration of normatively appropriate conduct through personal actions and interpersonal relationships and the promotion of such conduct to followers through two-way communication, reinforcement and decision making (Brown & Trevino, 2006).

Leadership: A process whereby the leader influences others to reach a common goal (Northouse, 2010).

Morals: Standards of good and evil which govern an individual behavior and choices (Ciulla, 2014).

Public Secondary school: A High School providing basic education; set and run by public funds (MOE, 2014).

Performance: Effectiveness and efficiency of a school in achieving the desired educational objectives (Devinney, Richard & Yip, 2009).

School leadership: Refers to the use of social, physical and cultural resources in order to obtain identity, acquisition, distinction, coordination, learning and teaching conditions (Goksoy, 2015).

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

Education is a global basic human right. The efficiency and effectiveness of education processes and outcomes are measured by the relevance of the products of the system. Education leaders at all levels are charged with the responsibility and unique opportunity of building sustainable and quality high performing educational systems and outcomes. No nation grows beyond the quality of its education leaders (Amanchukwu, Stanley & Ololube, 2015). Investing in quality education for quality outcomes should be a priority for all education stakeholders.

Secondary education prepares students for institutions of higher learning and training, producing graduates with needed skills for the labour market (AAI, 2015). UNESCO (2015) defines quality education as the desirable characteristics of learners, processes, facilities, learning material, content, governance, management and learning outcomes. UNESCO (2015) forum committed to: improving learning outcomes by strengthening education inputs, processes and evaluation of learning outcomes, empowering teachers, motivating and supporting them within efficient and effective education systems. However, provision of quality education and progress still vary globally across countries.

In Africa, most studies focus on acquisition of management skills in the areas of finance, human resource, procurement and curriculum development by school principals thus devoid of leadership constructs (Ayiro, 2014). The philosophy of the Ministry of Education (MOE, 2012) in Kenya is to develop the potential of an individual in a holistic

and integrated manner, ensuring emotional, intellectual and physical balance. Despite adoption of ‘Education for All’ (EFA) agenda, Nick (2015) asserts that much progress remains to be made in education quality and access in Kenya.

Background to the Study

As a constitutional requirement, every child in Kenya has a right to free and compulsory basic education. Public secondary schools provide basic education thus a crucial bridge to building necessary skills, knowledge and attitudes in social, professional and career development. Currently, learners are expected to undergo four years of basic secondary education before joining tertiary institutions of learning. Public secondary schools in Kenya are categorized into: national, extra county, county and sub county schools (MOE, 2012). The Basic Education Act (2013) mandates the national government to develop national education policy while the school board of management (BOM) provides oversight in the management of public schools.

The administrative operations of the Ministry of Education (MOE) and Teachers Service Commission (TSC) is administered under Dagoretti Sub-County Education office. The sub-county education office oversees all education matters within Dagoretti North and Dagoretti South constituencies in Nairobi County. The sub-county covers ten administrative wards: Kilimani, Kawangware, Kileleshwa, Kabiro, Mutuini, Ngando, Riruta, Uthiru, Ruthimitu and Waithaka. There are a total of nine public secondary schools within the sub-county encompassing national, county, extra-county and sub-county categories. As at the KNBS (2019) population census, Dagoretti has an estimated population of 434,208 within an area of 29.1 sq. km.

The introduction of free primary education in 2003 and subsidized free day secondary education in 2008 in Kenya enhanced transition rates to secondary schools putting immense pressure on the available resources within public schools in the country (Wango, 2011). Moreover, various reforms within the education sector have not effectively dealt with the challenges of student indiscipline, unrests, mismanagement of resources, examination cheating, amongst others that face education stakeholders in public secondary schools. Despite various legal and regulatory requirements to promote better governance of public resources within the public service in Kenya, demand for effective leadership within public secondary schools remain. The effectiveness and efficiency of schooling is premised on the fact that school leaders make a difference hence the need for leadership preparation and development (Hackett & Hortman, 2008). The efficacy and efficiency of leadership is espoused in the values and beliefs held by the leaders.

In education, the efficiency and effectiveness of leadership is enhanced by a value based approach that focuses on ethical conduct, integrity, accountability, transparency, participation, honesty, fairness, equity, responsibility and customer focus. Despite divided viewpoints on the influence of values and related moral actions of leaders on educational process and outcomes, effective school leadership is the sole factor that determines school success or failure (Vogel, 2012; Whitehead, 2009). However, few studies have explored what hinders leaders from implementing more effective practices in their schools (Hermosilla, Anderson & Mundy, 2014). Apparent waning trust in leadership is attributed to impoverished ethical behaviour and nonexistent ethical leadership (Plinio, Young & Lavery, 2010).

Ethical Leadership

Leadership remains a widely researched concept but lacks consensus on theoretical definition and appropriate styles. Northouse (2016) describes leadership as a process of influencing others to reach a common goal. Common goals are best achieved through mutual responsibility within an environment of collaboration and collegiality. Good leadership is presumed effective, collaborative and committed to common purpose while sensitive to the prevailing environmental dictates. A leader's value systems are the theoretical framework from which they develop a vision, define and shape the change process and take actions to make their vision a reality (Vogel, 2012). Burns (2003) argues that ethics is at the core of effective leadership, putting strong emphasis on followers' needs, values and morals. Ciulla (2014) asserts that the values of ethics and integrity are at the heart of leadership, and should be taken seriously for success and long-term survival of the organization.

Brown and Trevino (2006) describe ethical leadership as the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships and the promotion of such conduct to followers through two-way communication, reinforcement and decision making. Trevino, Brown, and Hartman ((2003) suggest that ethical leaders personify such traits as honesty, integrity, openness to input, truthfulness, respect, principled in decision making and concern for others. Cumbo (2009) argues that ethical leadership is being directed in the decision making process by inward virtues. Therefore, moral triumphs and failures of leaders carry a greater weight and volume than those of non-leaders hence the efficacy of an ethical leader (Ciulla, 2014).

Ethical leadership is perceived to be a role modelling leadership, enabling people to do the right thing by asking the right questions (Freeman & Stewart, 2006). Downe, Cowell and Morgan (2016) perceive ethical leadership practices to emanate either from the nature and behavior of the leader as a person, encouraging emulation, or from the systems and practices that they set up to regulate conduct on their behalf. Northhouse (2016) identifies the cardinal principles and indicators of ethical leadership as: respect for others; service to others; justice for others; honesty towards others; and building community. Ethical leadership is positively linked with favorable employees' outcomes including being effective positive attitudes and behavior, and in diminution of undesirable deviance and turnover intention (Chen & Hou, 2016; Ng & Feldman, 2015).

The pressure on public secondary schools by stakeholders to deliver results requires a more collegial, transformational and distributed leadership that is value based: ethical and moral in purpose (Bush, 2011). Pellicer (2008) describes the ethic of care in terms of the values of trust, integrity, honesty, responsibility and compassion. These values help build educational organizations that can attract, retain and develop able and talented people. A committed, caring and honest leadership style is intentionally conscious of ethical concerns which foster a performance oriented culture in public secondary schools. It is observable that leadership is perceived as a major determinant of the quality of education and school performance in secondary schools (Thakur & Thakur, 2004).

Nsamenang and Tchombe (2011) opine that the management of African primary, secondary and tertiary education is weak and lacks vision for the implications of educational and global trends for local and national realities, with a tendency to

mismanage issues and poor implementation of education standards and programs. A weak value based leadership has the potential to compromise performance hence the need to rethink the quality of school leadership.

School Policies, Plans, Structure, Curriculum and Environment

In the world of public school education, everything depends on good leadership (Stein, 2013). Therefore, decentralization of educational structures, powers and increased responsibility of school leaders requires a new school structure and a new leadership in education (Hysa, 2018). Dangara (2016) asserts the responsibility of school administrators is to ensure effective and efficient utilization of the available human and material resources allocated to the schools to realize the goals of education. Effective school leadership implements a development plan as a road map to a school's development agenda taking into account stakeholder interests, curriculum processes and outcomes and guided by an institutional framework (Preedy, Glatter, & Levacic, 2004). An ethical leadership culture is an environment that is governed by principles, rather than power, politics and personalities (Gikonyo, 2020). In nearly all situations, leadership is a central variable in turning around failing schools (Murphy & Meyers, 2008).

Ethical leadership has the potential to transform the quality of educational processes and outcomes in public secondary schools through the ethic of care. Consequently, the ethics of educational leadership is about administrators establishing an ethical environment that fosters moral responsibility and ethical standards (Ibrahim & Turgut, 2009). Therefore, effective school leadership are thus able to align all school plans, policies, structures, curriculum management and environment towards optimal performance.

School Performance

Educational results depend on the leadership and development of school leadership to meet the needs of society (Hysa, 2018). Performance is a multi-dimensional construct encompassing financial and operational measures and therefore a fusion between resources and capabilities within an organization (Devinney, Richard & Yip, 2009). Performance measurement indicates organizational effectiveness and efficiency.

School performance reflects the effectiveness and efficiency of the schooling process and outcomes. It goes beyond academic excellence to integrating the extent to which school products meet society and industry needs. In secondary schools, effectiveness measures the impact of schooling in view of the school objectives. Efficiency measures achievement of the objectives in terms of resource utilization. Preedy, Glatter and Levacic (2004) suggest various indicators of school performance: relevance, access, responsiveness, standards and appropriateness.

Hubbard (2009) observes that achieving sustainable performance requires organizations to adopt a stakeholder view of value, and develop strategies that take into account more than simple shareholder performance. Hubbard (2009) suggests various approaches to performance measurement: shareholder value, stakeholder based view, balanced scorecard (BSC), triple bottom line (TBL) and sustainable balanced scorecard. Successful organizations pay attention to an integrated and comprehensive stakeholder based view of performance measurement (Freeman et al., 2010).

Public schools are social institutions whose performance is more of a shared responsibility. An effective and efficient school leadership ensures that students, teachers and other stakeholders continuously learn, develop and adapt to changing environments (Pont, Nusche & Moorman, 2008). Such a leadership emboldens the import of shared ownership of education outcomes and processes in a school system.

Ethical school leaders are expected to make decisions about implementing education policy, plans, structure and curriculum in a way that creates and builds an environment for better performance. However, due to high stakes and pressure from political leaders, today's school leaders are caught in various ethical dilemmas while making difficult decisions regarding school performance and governance (Clifford, 2014). Consequently, in a dynamic global environment, Earley (2016) advocates for education leaders who are more proactive, flexible, less compliance focused, and collective in action, build capacity with shared values and moral purpose.

Problem Statement

Educational leadership today is facing considerable pressures due to the changing education environment which influence sustainable improvement of education processes and outcomes (Mulford, 2003). The impact of school leadership on school effectiveness and school improvement is arguably significant (Harris, 2013; Lumby, 2013; Whitehead, 2009). World Bank report (2018) describes learning outcomes in basic education as too low in many contexts: poor parents, poor schooling, limited resources, ineffective government efforts to improve sector management and governance amongst others, such that the developing world is facing a learning crisis due to ineffective school leadership.

Nsamenang and Tchombe (2011) ascribe falling education standards in Africa to challenges of inadequate facilities, poor management, poor community attitudes, learner problem behaviours, poor funding and political interference. Moreover, research evidence on the characteristics and practices of effective school leaders in developing countries particularly on enacting instructional leadership and school improvement remains inadequate (Oduro et al., 2007).

Mwakera and Mathias (2016) posit that the Kenya public sector has faced many claims, and criticisms due to poor leadership and governance that has contributed to wastages, inefficiencies, corruption, poor service delivery and low performance. Wango (2011) asserts that inefficiency, poor governance and management of structures in educational institutions are still a poor mark in the present education leadership in Kenya. The National Crime Research Centre (2017) in response to recurrence of student unrests and violence in public secondary schools in 2016, found out the underlying causal factors: school workload; multiplicity of exams; peer pressure; long absence of person of authority; and lack of effective guidance and counselling support services. These issues raise questions about the state of leadership in public secondary schools in Kenya.

Hammersley (2015) argues that recent failures of educational ethical leadership have highlighted the issue and need for moral leadership in educational institutions. Despite there being no specific studies done on the influence of ethical leadership on school performance targeting Dagoretti sub-county, Gikonyo (2020) asserts that ethical leadership ensures that school managers practice value based leadership which positively impacts effective school management and performance. An analysis of the performance of various categories of public secondary schools within Dagoretti Sub-county in Kenya

Secondary Certificate Examinations (KSCE) reveals differences which could be attributed to resource adequacies and influence of leadership.

Murthy (2013) observes that if Kenya were to achieve desired educational goals in public secondary schools, an assessment of the influence of leadership in terms of practice and value orientations on school performance is necessary. This would help stem leadership challenges in public secondary education in Kenya by rethinking and refocusing on approaches that foster holistic school performance.

Objectives

The study aimed at determining the influence of ethical leadership on the performance of public secondary schools in Dagoretti Sub County. The definitive elements of ethical leadership were respect, service to others, justice to others, honesty and building community. Moderating factors on the influence of ethical leadership on school performance were school: education policies, plans, structure, environment and curriculum leadership. The indicators of school performance were relevance, responsiveness, access, standards and appropriateness of various school programs and environment.

Specific Objectives;

1. To identify the qualities considered in selecting and appointing leaders in public secondary schools within Dagoretti Sub County
2. To assess the influence of ethical leadership values on the performance of public secondary schools within Dagoretti Sub County.

3. To assess the influence of ethical leadership values on effective implementation of school policies, structure, environment, and curriculum in public secondary schools within Dagoretti Sub County.
4. To determine the influence of school policies, structure, environment, and curriculum on the performance of public secondary schools within Dagoretti Sub County.
5. To identify the challenges and possible mitigation to ethical leadership and school performance in public secondary schools within Dagoretti Sub County.

Research Questions

1. What qualities are considered in selecting and appointing leaders in public secondary schools within Dagoretti Sub County?
2. To what extent does ethical leadership values influence performance of public secondary schools within Dagoretti Sub County?
3. To what extent does ethical leadership values influence effective implementation of school policies, structure, environment, and curriculum in public secondary schools within Dagoretti Sub County?
4. To what extent does school policies, structure, environment, and curriculum influence performance of public secondary schools within Dagoretti Sub County?
5. What are the challenges and possible mitigations to ethical leadership and performance in public secondary schools within Dagoretti Sub County?

Assumptions of the Study

The study targeted all school leaders of public secondary schools in Dagoretti Sub County. The school leaders have the competence in terms of skill, knowledge and experience about school leadership and performance thus able to provide informed opinion on ethical leadership and school performance in a truthful, honest and professional manner. An assumption was made that the school leaders would appreciate the perceived benefits of the findings of the study and would be willing to participate in the research.

Significance of the study

Education is an enabler of development of the human capital (Sustainable Developments Goals, SDGs No. 4). Enormous resources are allocated to human resource training and development especially at the basic level of education by governments all over the world. However, in Kenya, challenges of education leadership and management as evidenced in frequent student unrests, labour disputes, examination cheating and indiscipline remain. Moreover, research into school leadership and performance has focused more on school principals, teacher motivation and academic performance neglecting holistic learning and teaching. The influence of effective leadership on the quality of education processes and outcomes in public secondary schools cannot be ignored. The findings of the study will greatly inform education policy and management of public secondary schools in the delivery of optimal performance.

Scope of the study

The study targeted only public secondary schools within Dagoretti Sub County, Nairobi County. Dagoretti Sub County is a vantage cosmopolitan urban, rural, and peri-urban county enabling a wider perspective and understanding of the influence of ethical leadership on school performance. The target population consisted of those involved in policy, strategic and operational management of the schools which included BOM, teachers, support staff and Sub County education officers. Students were not included in this study due to limitations of time, cost and the need to obtain consent to interview minors.

Limitations of the Study

The study only targeted public secondary schools within Dagoretti sub-county, one of the sub-counties in Nairobi County. The target population was the school board of management, support staff and sub-county education officers, considered the immediate school stakeholders in school leadership and performance. Resource constraints of time and finances limited the scope of study. Ethical issues and performance are perceived personal and intrusive thus may be subject to respondents' bias. Despite the usefulness of descriptive survey design in facilitating in-depth qualitative analysis and quantification of non-numerical variables, opinions and perceptions are difficult to quantify. These limitations may limit wider generalization of the study's findings.

Delimitations of the Study

Biases due to the researcher and respondents were addressed through commitment to ethical and professional research practices. The objectives and purpose of the study were explained with a view to obtaining informed consent and participation from all the target respondents. Every effort was made to enhance the reliability and generalizability of the study findings and recommendations by sampling across all cadre of public secondary school leaders. For ease of data collection, the researcher obtained necessary authorizations and permits, including prior briefing of all principals of targeted schools. Similarly, research questionnaires were piloted at a public secondary school in Langata Sub County, Nairobi County, to enhance instrument reliability. Both qualitative and quantitative data was collected from both secondary and primary sources, and analyzed to ensure comprehensive capture, reporting, relevance and accuracy of findings and reduce the effects of any negative biases.

Chapter Summary

Chapter one discussed the background to the study, giving an overview of trends in education leadership and management from a global and national perspective. The concepts of ethical leadership and performance have been explained. The chapter provided an explanation of the statement of the problem, research objectives and questions, assumptions, significance, scope, limitations and delimitations of the study. The next chapter gives a detailed theoretical and empirical literature review on the influence of ethical leadership on school performance.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter reviews the theoretical and empirical literature that underpins ethical leadership and school performance. The concepts of and linkages between ethics, leadership and performance are discussed with a view to highlighting extant gaps in research and knowledge on the influence of ethical leadership on school performance. A conceptual framework is developed to illustrate the relationship between ethical leadership and performance of public secondary schools.

Concept of Ethics

Ethics has a root in the Greek word ‘ethos’ which translates to customs, conduct or character. Ethics are the kind of values and morals an individual or society finds desirable or appropriate (Northouse, 2016). Ciulla (2014) views the study of ethics as being about human relationships in terms of the right, wrong, good, evil, virtue, duty, obligations, rights, justice, fairness and responsibility in human relationships. Ethics encompasses acceptable and desired standards of behaviour of an individual and within an organization. Ethics is therefore central to leadership given the nature of influence between leaders and followers, based on the leader’s character and behaviour (Yukl, 2010). Leaders adopt different values, attitudes, beliefs, conducts, habits and practices (Katrina, Bogdan & Metka, 2010). Effective leaders would espouse a strong set of values, morals and ethics in order to restore honour, dignity, hope and integrity in leadership and management (Copeland, 2014).

A leader's personal values determine the kind of ethical climate they build within an organization and the nature of decisions they make in various situations. It is also argued that the skills and knowledge a leader has are not enough to replace the consistency of a leader's honesty, integrity, caring and commitment (Pellicer, 2008).

Concept of Leadership

The theory and practice of leadership has evolved from the traditional trait theories to the contemporary situational and relational theories (Amanchukwu, Stanley & Ololube, 2015). However, there is little consensus on the most appropriate leadership theory and style. The challenge to organizations is in finding a leadership style that ensures sustainable organizational growth and development beyond financial performance.

Pellicer (2008) views leadership as being, beyond the doing, saying and knowing, an expression of who the leader is. Leadership is not only a simple individual characteristic or difference, but more so a dyadic, shared, relational, strategic, global and complex social dynamic (Yukl, 2010). Ciulla (2014) argues that leadership is a relational influence, reflecting mutual purposes, hence the role of ethics in the means and ends of leadership.

A leader's credibility, fairness and trustworthiness are arguably enhanced by moral effectiveness (Sophia, 2016). An effective and ethical leader must have experience, knowledge, commitment, patience and skill to work with others to achieve goals (Amanchukwu et al., 2015). Such a leader should be value driven: moral and ethical, doing things right and doing the right things. It is therefore understandable that leadership is a prime factor in improving school effectiveness (Southworth, 2017).

Leaders in learning organizations are designers, stewards and teachers whose actions are responsible for the success of their particular institutions now and in the future. They have the responsibility of designing and implementing sustainable educational policies, strategies and programmes, building a culture of quality, motivating staff and students towards quality curriculum development, implementation and monitoring (Quick & Normore, 2008).

Bush (2007) argues that educational leadership is authority combined with values and vision with the main purpose of forming new leaders that will abide with those characteristics and lead with conscience. The leadership of a school is invariably beyond the capacity of any one person, nor of those in formal leadership positions only. Elmore (2008) suggests leadership should be distributed to engage the 'contours of expertise' in the school community so as to create a culture that provides coherence, guidance and direction for teaching, learning and leadership.

School leadership is described as the use of social, physical and cultural resources to obtain identity, acquisition, distinction, coordination, learning and teaching conditions (Goksoy, 2015). The pressure to meet stakeholder expectations constantly pushes school leadership to make difficult ethical decisions based on their ethical and moral lenses (Tyler, 2014). It behoves school leaders to support ethical values that are consistent with their actions. Ethical school leaders would remain sensitive and caring enough to build organizations that attract, retain and develop the ablest and talented people (Pellicer, 2008). Most studies carried out on school principals in Africa are devoid of leadership constructs focusing mainly on acquisition of management skills in the areas of finance, human resource, procurement and curriculum development Ayiro, 2014).

Ethical Leadership

Ethical leadership is the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships and the promotion of such conduct to followers through two-way communication, reinforcement and decision making (Brown & Trevino, 2006). The ethics of leadership is a function of the moral and ethical values taken up in the leader's vision and the morality of their choices, embraced by the followers and leader. A leader's value system or deeply held beliefs is the ethical framework from which they develop a vision, define and shape the change process and take actions to make a vision a reality (Vogel, 2012).

Cumbo (2009) considers a leader as ethical when inward virtues direct their decision making process. Every ethical leader should address the fundamental question of the consequences of their decisions (Tyler, 2014). An emerging interest in the ethics and value disposition of leaders is a response to the increasing moral and ethical deficiencies among charismatic, dynamic and seemingly transformational leaders in the public and private sector (Copeland, 2014).

Ethical leaders operate within the dimensions of a moral person and manager. A moral person is fair, principled, honest, trustworthy, approachable and consistent in behaviour. This relates to a leader's personality, moral characteristics and traits. A moral manager is considered as one whose talk and walk are consistently aligned (Brown & Mitchell, 2010). Ethical leaders communicate with their followers, set clear ethical standards, use rewards and punishment appropriately (Brown & Trevino, 2006).

Research on the ethical dimensions of education leadership in the past years has been inspired by moral reasoning, social justice and ethic of care (Khalid, Ibrahim, Ruth & Izhar, 2016). The ethic of care urges educators to nurture the emotional and moral development of children rather than stress academic achievements as the sole purpose of schooling. Such ethic of care places students at the center of ethical decision making, focusing on relational values of trust, loyalty, belonging, self-worth and self-efficacy in school (Vogel, 2012).

It is imperative upon ethical leadership to build a favourable cultural environment for learning and teaching which positively influences school performance. The relationship between ethical leadership and follower outcomes such as employee job satisfaction, organizational commitment, hard work and perceptions of organizational culture and ethical climate is evidenced in research (Brown & Mitchell, 2010). Organizations that are perceived to be lacking in integrity or are unethical, immoral, or irresponsible, run the risk of losing the support of customers, suppliers and the community at large (Brown & Trevino, 2006).

Leadership has been, and will continue to be, a major focus in the era of school accountability and school restructuring (Stewart, 2006). Therefore, the study of school leadership is increasingly more eclectic, both philosophically and methodologically. In addition, leading and managing effective schools to respond to the increasingly complex demands of society will require the knowledge and technical skills of committed and competent leaders.

Toytok and Kapusuzoglu (2016) in a descriptive study of 3,302 teachers in 323 schools between 2013-2014 in Duzce, Turkey, examined the influence of school managers' ethical leadership behaviours on organizational culture: teachers' perceptions. The research established a fairly high positive significant correlation between ethical leadership and organizational culture.

Leadership in the educational context shapes the programmes of learning and teaching, policies, priorities, plans and procedures pervading the day-to-day life of the institution (Amanchukwu et al., 2015). It is argued that school leadership is not just about the numbers but rather the quality of leadership (Harris, 2014). The quality of leadership is espoused by the values that identify and drive a leadership approach.

Transparency International, Kenya (2010) report on the integrity of Kenya education sector established that there is a lack of meaningful consultation in the ministry, across the different directorates and with key stakeholders thus the need to have stakeholder participation and representation in education management at all levels. This would help in attaining and improving positive school performance would require support, motivation and empowerment of all school constituents towards the desired performance goals.

Jwan and Kisaka (2017) in an ethnographic case study of selected school principals and teachers on Democracy, ethics and social justice: Implications for secondary school leadership in Kenya, found out that principals, teachers and students each perceive and apply democratic school leadership differently based on individual as well as the school socio-cultural context. The study recommends formal training for principals through in-service courses, inclusion of democratic school leadership

principles in teacher training programmes and an inculcation of democratic school leadership practices in the school curriculum for students to create a shared vision and understanding of these concepts for the success of the school.

Downe, Cowell and Morgan (2016) carried out a qualitative study on, ‘What Determines Ethical Behaviour in Public Organizations: Is It Rules or Leadership?’ targeting 353 English local government councils, spanning small district councils. The study revealed that organizations that exhibit consistently good conduct have multiple leaders who demonstrate good conduct but also act to pre-empt the escalation of problems and thereby minimize the explicit use of ethics regulation.

It can be argued that the nature of decisions: ethical or unethical, made by school leaders positively or negatively affect the school climate. Ethical leadership enables school leaders to be focused on positive change and results through a sensitive and caring style (Harris, 2014). Lazarowitz (2010) observes that high functioning schools have transformational principals who shape the school vision and establish a mutually respectful culture that fosters teacher empowerment.

Indicators of Ethical Leadership

Ethical leadership, in its true sense, promotes ethical conduct by practicing, managing ethics and holding everyone accountable for it and therefore personify traits such as honesty, integrity, truthfulness, openness to input, respect and principled in decision making, and concerns for others (Treviño & Brown, 2006). The hallmark of ethical leadership is consistency in behaviour and thought.

In a survey of senior executives and corporate ethics officers of American businesses, Treviño, Brown and Hartman (2003) asked people to describe characteristics of ethical leaders. The descriptors included honesty, fair treatment, communication of ethical values, role modelling of ethical behaviours, rewarding ethical behaviour and holding subordinates accountable for unethical conduct. Their investigation showed that ethical leadership is not only about traits such as integrity and honesty but also efforts to make subordinates accountable for behaving ethically.

Brown and Treviño (2006) view an ethical leader as a moral person who is driven by fairness, honesty, care, trust, and solid ethical principles. Northouse (2016) suggests five principles that embody indicators of ethical leadership: respect for others, service to others, justice for others, honesty toward others and building community.

Respect for others encompasses ability to empathize, listen and tolerate all within the school community. Ethical leaders treat others with dignity and respect, the essence of which is to inculcate a culture of respect as a service to others; a demonstration of selflessness (Northouse, 2016). Respect means that a leader listens closely to followers, is empathic, and is tolerant of opposing viewpoints. Northouse (2016) posits that ethical leaders treat followers in ways that confirm their beliefs, attitudes, and values. In educational institutions, ethical Leadership creates trust and leads to value development (Brooks & Normore, 2018).

Service to others describes putting others above self by supporting and nurturing subordinates through mentoring, team building and empowering (Day & Antonakis, 2012). Northouse (2016) describes ethical leaders as altruistic who place the welfare of their followers foremost in their plans. In practicing the principle of service, ethical

leaders must be willing to be follower-centred, consider others' interests foremost in their work, and act in ways that will benefit others. Ethical leadership seeks to uphold responsible stewardship in all actions and decisions as a professional and social responsibility to society. In the achievement of the school goals, Gikonyo (2020) is of the view that ethical leaders emphasize guidance and mentoring of employees so that they can be a great resource to the organization.

Justice for others implies treating all in very similar ways, except when there is a very clear need for differential treatment and transparency about why this need exists, and is morally sound and reasonable. Northouse (2016) says that ethical leaders make it a top priority to treat all of their followers in an equal manner. Ethical leadership ensures that justice and fairness are central in their decision making. As a rule, no one should receive special treatment or special consideration except when his or her particular situation demands it. Moreover, Gikonyo (2020) observes that ethical leaders make every effort to develop the sense of justice in the organization by including their subordinates in the decision-making process.

Honesty refers to being open with others, expressing your thoughts and reality as fully as possible (Day & Antonakis, 2012). Northouse (2016) views being honest as not just about telling the truth but also being open with others and representing reality as fully and completely as possible. Honest leaders ensure internal consistency in what they believe, think, say and do. Consistency and openness build trust among followers toward the leader. Ethical leadership ensures a balance between openness and disclosure of what is appropriate in a given scenario.

Ethical leadership builds community by creating win-win situations that help gain the respect of followers. Educational leaders have a profound effect on whether a society advances, regresses or stagnates (Murthy, 2013). Northouse (2016) opines that ethical leadership demands attention to a civic virtue. Such leadership develops organizational or team goals that are appropriate for the leader and followers (Day & Antonakis, 2012). Leaders and followers need to attend to more than their own mutually determined goals. This is the more reason why ethical leadership practice is essential for upholding community interests. Stewart (2006) says school leaders are in the position to foster strong community support for public education and to provide learning opportunities for all children, despite their previous experiences. They need to attend to the community's goals and purpose. An ethical leader is concerned with the common good, in the broadest sense, paying attention to how the changes proposed by a leader and followers will affect the larger organization, community, and society. Similarly, educational leaders are challenged to build professional learning communities so as to enhance educational effectiveness (Monga, 2015).

School Policies, Plans, Curriculum and Environment

Schools operate in an environment that impacts on leadership practices and performance. Educational policies, plans, structure, learning environment and curriculum leadership are important factors that moderate the quality of school leadership and performance, sometimes beyond the control of staff, parents, and board of management. Despite research studies and reports linking school leadership to effective school performance challenges due to resource constraints, environmental risks and good governance remain major areas of concern to education stakeholders (Earley, 2016).

Political priorities in terms of policy and regulations shape educational programmes, resource allocation and capacity development. Similarly, technological developments shape education learning and teaching environments, methodologies and tools. Pedro (2014) posits that effective management of change is premised on good communication and emotional support: organizational and human support, creating a culture for effective learning. An ethical leadership develops a cultural environment that is governed by principles, rather than power, politics and personalities (Gikonyo, 2020).

Preedy, Glatter, and Levacic (2004) opine that educational strategy and plans influence the implementation and process of leadership and performance necessitating trade-offs due to inherent stakeholder interests. A good school development plan provides a road map to a school's development agenda taking into account stakeholder interests. Furthermore, schools which implement well-conceived strategic plans become better learning organizations (Preedy, Glatter, & Levacic, 2004) given that good strategic planning enables schools to effectively use available resources to achieve educational purposes. Therefore, a more flexible rational planning approach improves educational effectiveness by strengthening and transmitting the shared values amongst the school fraternity (Preedy, Glatter, & Levacic, 2004).

Leaders achieve better outcomes when curriculum evaluation is guided by an institutional framework (Preedy, Glatter, & Levacic, 2004). Effective leaders focus on building holistic learning and teaching environment that fosters organizational learning for greater curriculum results (Preedy, Glatter, & Levacic, 2004). Suyatno (2020) believes transformational leadership works with others to optimally empower organizational resources (facilities, funds, organizational external factors, human

resources) in order to achieve meaningful goals in accordance with the targets has been established. Effective leadership plays an important role in a positive school culture, learning and achievement and education transformation.

Leithwood and Jantzi (1999) in a study of 1,818 teachers and 6,490 students from 94 elementary schools in Toronto, Canada, examined the effect of transformational leadership on selected organizational conditions. The study treated school goals and purposes, policies, culture, structure, organization and planning as mediating variables. The findings of the study indicated a strong significant relationship between transformational leadership practices on selected organizational conditions and student engagement in schools.

In a study of the role of school based factors on quality of education in public secondary schools in Nyamira North District, Kenya, Mwamba (2013) found that education quality affected the learning environment, physical equipment and nature of evaluation materials while quality of education was influenced by educational resources and physical equipment. An inductive research (Brown et al., 2005) uncovered the moral person aspect of leadership which is built on a leader's specific intention to influence followers' ethical and unethical actions structurally through communication of desirable values and behaviour, role modelling ethical conduct, and establishing reward and punishment control systems. Therefore, ethical school leaders seek to align school policies, plans, structures, curriculum and environment with the available resources and desired outcomes.

School Performance

A school is an organization with interrelated systems, dependent networks and relationships that should seamlessly communicate for optimal performance. Performance reflects the achievement of organizational goals at the strategic, functional and operational levels of the organization. Organizational performance is not a random event but an outcome of organizational alignment, mutual understanding and flexibility rather than rigidity, prescription or coercion (Harris, 2014).

School performance is about the effectiveness and efficiency of school processes and outcomes. Such a performance should be holistic development of the learning environment, teacher and student beyond standard testing achievements (Hargreaves & Harris, 2011). However, there is a tendency to overly focus on academic assessments in measurement of school performance at the expense of social, spiritual and physical development of students and staff which are fundamental to effective learning (Amanchukwu et. al, 2015).

Rehill (2015) suggests that schools need to be ready for change so as to remain relevant and responsive to global, regional and domestic demands by industry, society and regulators. Schools can only achieve greater results if resources are aligned to educational purposes in the short and long term through comprehensive budgeting (Preedy, Glatter, & Levacic (2004). Consequently, a comprehensive assessment of school performance provides an opportunity to align educational inputs, processes and products with changing educational context.

Indicators of School Performance

It is the responsibility of educational managers to adopt an integrated approach to measuring school performance. There is a considerable shift of focus in performance measurement in education policy and management towards more holistic rather than exclusive academic based measures. IDRC (2002) suggests an integrated multi-dimensional and comprehensive framework to measuring and understanding school performance which encompasses effectiveness, efficiency, relevance and financial viability. Preedy, Glatter and Levacic (2004) propose key school performance indicators: relevance, access, responsiveness, appropriateness and standards to drive achievement of academic progress, student satisfaction and student-staff relationships.

Every educational system must seek cultural relevance and ethical grounding so that stakeholders can see the relevance, meaningfulness and value of the educational activities in the acquisition and generation of new knowledge (Nsamenang & Tchombe, 2011). Relevance, responsiveness, appropriateness and defined standards of processes and outcomes in educational institutions should provide the basis for assessing the efficacy of improved access to education.

Relevance describes the suitability of school curriculum in terms of program content and currency (Preedy, Glatter & Levacic, 2004). If educational purposes and resources are well aligned, then greater results can be achieved. A good school curriculum is tested against its fit for purpose, internal alignment, coherence and consistence with the broader societal goals (Stabback, 2016). The responsibility of ethical leadership is to build an ethical culture that supports desired curriculum objectives.

Access refers to the accuracy and timeliness of information about school programmes and activities to all the stakeholders (Preedy, Glatter & Levacic, 2004). Consistent and clear communication of school activities, requirements, desired standards and expectations to all staff, students and other stakeholders fosters a sense of commitment and ownership. Equipment, facilities and people issues should be addressed within a framework of a well communicated school development plan. Communication of outcomes, progress and challenges around the curriculum process is invaluable for desired results in a good school curriculum process. An effective curriculum leader should ensure thorough communication while working to build consensus amongst the stakeholders (Wiles, 2009). Gikonyo (2020) observes that ethical leaders constantly communicate with those around, and exchange ideas with them and ensures a responsive learning and teaching environment.

Responsiveness describes the ability of the school leadership to adopt and adapt innovative and creative approaches to delivering holistic learning and teaching experience in a shared manner (Preedy, Glatter & Levacic, 2004). The dynamic and complex nature of educational trends and risks demand a leadership that is able to identify opportunities and threats and respond appropriately with a sense of balance and purpose. Ethical leadership ensures shared decision making within a school. The Organization for Economic Cooperation and Development, OECD (2016) views education as part of a 'whole-of-society approach' incorporating all stakeholders into risk governance thus should be responsive to stakeholder needs.

Appropriateness refers to the conduciveness of the school climate to effective learning and teaching (Preedy, Glatter & Levacic, 2004). Stabback (2016) argues leaders build mutual understanding and commitment of all stakeholders and teams within the curriculum framework to enhance meaning and buy-in. A learning environment integrates school beliefs, values, attitudes, ideologies, practices, norms and customs which determine the nature of power, policy implementation, structures, achievement and innovation, support and overall effectiveness of the school (Butts, 2008). An appropriate school climate fosters a collegial mentality around the school.

Standards relate to the evaluation process and methods of assessing performance within a school (Preedy, Glatter & Levacic, 2004). A holistic school performance goes beyond standard academic tests to include resource management, school reputation, student discipline and extra-curricular activities. Wiles (2009) argues the process of making curriculum purposeful requires defining the required standards and benchmarks, clarifying goals and objectives and curriculum validation so as to standardize and align curriculum content, implementation and evaluation to regulatory, policy requirements and best practices. Preedy, Glatter and Levacic (2004) are of the opinion that institutionalizing quality assurance and quality control in educational processes and outcomes provides a basis for effective quality management.

Leithwood and Jantzi (2009) are of the view that curriculum leaders must efficiently manage relevant school operations, monitor performance and provide systems thinking to link school performance to administrative procedures. Hubbard (2009) identifies various theoretical approaches to performance measurement: shareholder value, stakeholder-based view, balanced scorecard, triple bottom line and sustainable balanced

scorecard. Given the context, inputs, processes and outcomes of education programs especially in public secondary schools, the stakeholder-based view theory provides a holistic approach to understanding and measuring school performance.

Theories Underpinning Ethical Leadership and School Performance

Effective school leaders are perceived to have various qualities: relentless in improving learning and teaching; commitment to shared vision; objective monitoring and evaluation of performance; inclusive leadership; building strategic collaborations, partnerships and networks; and managing change (Nick, 2013). Consequently, these leaders require high levels of emotional intelligence, interpersonal skills and a sense of moral purpose.

Van Wart (2014) lists six leadership styles as contemporary ethical leadership theories. These styles are: virtuous leadership; authentic and positive leadership; moral management; professionally grounded leadership; social responsibility leadership; and transformational leadership. Van Wart (2014) portrays virtuous leaders as ethical leaders who focus on their own personal integrity. Transformational leadership is viewed as the “proper ends” of ethical leadership (Van Wart, 2014). Osborn and Blonski (2013) reiterate that the impact of leadership on education reforms cannot be understated and therefore effective schools exhibit a leadership that is more instructional, transformational and teacher-centered.

Empirical and theoretical literature suggests that the commonest theories that can help explain educational leadership and performance include: instructional leadership, transformational leadership, constructivist leadership, servant leadership, strategic leadership, distributed leadership and stakeholder-based view.

Instructional Leadership theory focuses on coaching to improve, learning outcomes and improving teaching quality. Constructivist leadership theory is a customized approach to learning based on learner differences, focusing on reflective learning (Office of Learning and Teaching, 2004). Servant Leadership theory focuses on results and relationships in a participatory manner espousing listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment and building community. Strategic leadership theory is a longterm planning approach, future oriented and change focused. Social learning theory and works within both cognitive and behavioural frameworks that embrace attention, memory and motivation (Office of Learning and Teaching, 2004).

Stakeholder theory is multifaceted and is both a management and ethics theory based on its foundations of ethics and morality, treating all stakeholders with fairness, honesty and generosity (Harrison, J.S, Freeman, R.E., and Monica, C.S., 2015), Distributed leadership has been embraced by education leaders being able to foster teamwork, leadership development, teacher and student morale, and teaching, positively influencing educational outcomes (Shava & Tlou, 2018). Moreover, distributed leadership has theoretical and empirical overlaps with shared, collaborative, instructional, and participative leadership concepts. Transformational leadership is one of the central and most influential leadership models in the field of education administration (Bush, 2014) and has gained prominence in school leadership since the 1990s.

Leithwood and Jantzi (1999) assert that transformational leaders in schools are perceived to: build visions and goals, provide intellectual stimulation, individualized support, symbolize professional practices and values, demonstrate high performance

expectations and develop structures that foster participation in school decisions. Transformational and distributed leadership approaches find expression in ethical leadership practices through concern for others, ethical decision making, integrity and role modeling (Brown & Trevino, 2006).

Both transformational and distributed leadership approaches share in the characteristic of enabling followers engage in school activities with a sense of responsibility and mutual respect leading to higher performance (Balyer, 2012). Earley (2016) notes that successful educational leaders are transformational and learner-centred, hence focus on helping each child reach their potential irrespective of their background. Consequently, in a dynamic global environment, education leaders require to be more proactive, flexible, less compliance focused, and collective in action, build capacity with shared values and moral purpose. These dynamics provide the basis for transformational and distributed leadership approaches in helping understand ethical leadership practices in education institutions.

Transformational Leadership theory

Burns (1978) conceptualized the word transforming leadership, later redefined by Bass (1985) to transformational leadership. Brown and Treviño (2006) perceive transformational leadership to as having more commonalities, and closely aligned with ethical leadership. Avolio, Walumbwa and Weber (2009) describe transformational leadership as leader behaviour that transforms and inspires followers to perform beyond expectations while transcending self-interest for the good of the organization. Transformational leadership enables followers achieve higher ethical standards amidst differing values and conflict. Transformational leaders inspire followers through an

interactive and multidisciplinary process of idealized influence, individualized consideration, inspirational motivation and intellectual stimulation resulting into positive outcomes (Burns, 2003; Bass, 1985). Transformational leaders show a pattern of transparent and ethical leader behaviour that encourages openness in sharing information needed to make decisions while accepting followers' inputs (Avolio et al., 2009).

Transformational leaders understand their organizations and themselves, focusing more on strengths than failures with a deep sense of moral and ethical responsibility. Such leaders develop and transfer the positive aspects of their authentic and ethical values to inspire and motivate followers (Bass, 1985). Transformational leadership helps understand education (Berkovich, 2016) by being visionary, good people skills, good communication, empowering: delegate, encourage, passionate: motivational and creative: non-conformist. In a school environment, transformational leadership seeks to inspire and motivate staff and students to superior performance beyond academic grades. The potential of each stakeholder in the school is valued and explored for the greater good.

Sagnak (2010) conducted a survey of 764 teachers in 50 elementary schools in Nigde, Turkey between the 2008-2009 academic year on the relationship between transformational school leadership and ethical climate. The study found a strong positive relationship between transformational leadership and law, order and rules in a caring ethical climate, establishing that transformational leadership is a significant predictor of ethical climate. Ethical leadership values the mutual good, tending to be transformational and mutually respectful in decision making.

In a study of 260 schools and 368 teachers, from 4 national schools, 11 extra county schools, 40 county schools and 205 sub county schools from Kitui, Kisii and Nairobi counties in Kenya, Asiago, Kalai and Gichuhi (2018) established that there is a significant positive relationship between teacher motivation levels and quality of education in public secondary schools in Kenya. The study established that schools that motivated teachers to a great extent recorded higher KCSE mean scores than those that minimally motivated their teachers. An improved sense of commitment, purpose and focus, born out of a transformational leadership has the potential to positively impact school performance.

Distributed Leadership theory

Current conversation about educational leadership has shifted decisively towards a focus on distributed or multiple sources of influence and urgency (Leithwood & Mascall, 2008). The concept of distributed leadership has been explained under various concepts: self, super or shared leadership (Bostanci, 2012). Halverson and Clifford (2013) refer to distributed leadership as distributed instructional leadership: a generation of an effective learning climate by the leaders. The philosophy of distributed leadership underlines the mobilization of shared wisdom and common sense by creating synergy among staff at organizations and maximization of organizational efficiency, productivity and competence which ensures performance (Goksoy, 2015).

Lumby (2013), Leithwood and Jantzi (2000) studies indicate a positive relationship between distributed leadership and significant aspects of school performance. Shava and Tlou (2018) argue that contemporary evidence from the study supports a

positive relationship between distributed leadership, organizational improvement and student achievement

School leadership should be deliberately planned, collaborative and collective. Harris (2014) attests that distributed leadership is about collective influence, where the principal moves from the role at the organizational apex to developing leadership capacity and capability of others within a school. Effective distributed leadership requires trust, transparency and mutual respect. The difference between high performing and low performing schools can be attributed to different degrees of leadership distribution (Leithwood, Mascal & Strauss, 2009). High performing schools wisely and widely distribute leadership.

There is increasing evidence of a positive relationship between distributed leadership and school improvement (Leithwood & Mascal, 2008). A quantitative study of six schools in Washington DC by Margolis and Huggins (2012) on 'Hybrid teacher leaders', found that clear job description for teacher leaders' fosters transformation to a distributed leadership approach.

In a study of theoretical and empirical considerations of positive and negative effects of distributed leadership, Harris and Spillage (2008) identified reasons for a growing trend towards distributed leadership approach as its normative power in expanding leadership tasks and responsibilities, representational power and efficacy on positive organizational change. This view is supported by Harris (2014) who opines that successful schools restructure and redesign themselves deliberately so that leadership can be widely shared and spread, remodeling roles and responsibilities.

Hulpia and Devos (2010) carried out a qualitative study involving 1,522 teachers from 46 large secondary schools in Flanders, Belgium on the relationship between distributed leadership and teachers' organizational commitment. The study found out that teachers were more committed to the school when school leaders were accessible and encouraged their participation in decision making.

Monga (2015) posits that teachers are caught up in the dual roles of teaching and managerial and distributed leadership, which requires continuous training and innovation to effectively operate in a changing professional learning environment. A study by Leithwood and Jantzi (1999) also noted that teacher leadership has a significant effect on student engagement when leadership is more distributed throughout the school community and when teachers are empowered in areas of importance to them. However, Harris (2014) notes that distributed leadership is not without challenges of trust, distributed accountability and responsibility. Though distributed leadership suffers from conceptual confusion and theoretical overlaps due to differences in terms and definitions, it is still a growing theory in rigor and empirical studies gaps.

Transformational and distributed leadership facilitate a value system that mobilizes personnel to take on tasks of improving learning and teaching in a school environment (Leithwood & Jantzi, 1999). It is observed that ethical leadership incorporates morality in the value system of an organization which builds an ethical culture, emphasizes the desire and practice to be moral from the leader down to the follower (Daniel, Robert & Isaac, 2016).

Effective distributed leadership in educational institutions requires a transformational mindset so as to foster sharing of responsibility, commitment and negate an individual-hero situation.

Stakeholder-based view theory

Stakeholder-based view of performance measurement sees an organization as consisting of a wider set of stakeholders beyond shareholders: customers, suppliers, government, employees, local communities and industry amongst others (Freeman, Harrison, Wicks, Parmar & de Colle, 2010). Freeman et., al (2010) state that stakeholder theory promotes a practical, efficient, effective and ethical way to manage organizations in a highly complex and turbulent environment. Organizational performance is viewed against the expectations of a variety of stakeholder groups who have an interest in the organization's activities (Hubbard, 2009). Therefore, a good measure of sustainable performance will require an adoption of a stakeholder view of value, and strategies that take into account more than simply shareholder performance (Hubbard, 2009).

Public schools are funded and run on behalf of public interests. Performance is at the heart of stakeholder involvement. Empirical literature on school improvement has consistently underlined the importance of teacher involvement in decision-making processes and the contribution of strong uncompetitive relationships to positive school improvement and change (Day & Sammons, 2016).

An impact research by Day et al. (2009) found that building strong links with key stakeholders in the wider local community and inside the school community created a strong sense of value, ownership, trust and mutual respect. This in consequence, improves the reputation of the school.

Performance is evidently an integration of social, technical and economic indicators relevant to the needs of school stakeholders. The true value or performance of any school, school leader or teacher cannot be captured in any one score nor any one measure thus the need to broaden the approach (Kate, 2017). Measures of school performance must ask the critical questions about the quality of education processes and outcomes.

Influence of Ethical Leadership on School Performance

Every school leadership has the responsibility of creating conditions where the entire school is working interdependently in the collective pursuit of holistic performance (Schwartz, Hamilton, Stecher & Steele, 2011). Effective school leaders are transformational, and collaborative in approach. Educational scholars increasingly emphasize the moral or ethical aspects of educational leadership (Northouse, 2016). Ethical school leaders play a critical role in shaping the capacities, motivations, working and learning conditions for school stakeholders to corporately deliver optimal performance.

It is perceived that teachers and students are most productive when they work in a caring, supportive and trustful context, built through shared values and cultures and positive staff-student relationships (Preedy, Glatter & Levacic, 2004). Research on the relationship between effectiveness of a school and quality of leadership in different contexts established that effective leadership is basic to school development and improvement of teaching and learning (Salahuddin, 2011). Northouse (2016) and Yukl (2010) view ethical school leaders as those who build a working atmosphere characterized by empathy, trust and nurturance to help followers change and grow.

Jamal (2014) suggest that over time, the school culture, vision, plans and structure, express the nature of influence of school leadership. The extent to which a school leadership is ethical or not, works to create a school climate which exemplifies the very values that they espouse. A school climate defines the moral feeling within a school derived from the values adopted by the leadership, impacting on school culture (Quick & Normore, 2008). Such value dispositions would either promote, stagnate or destroy a desired school culture, vision, plan and structure.

Followers tend to conform to the ethical values of their leaders. The ultimate success of any standard requirement in a school depends on a culture of ethical corporate governance (Hassan, Wright & Yukl, 2014; Ciulla, 2014). Ethical school leaders seek better performance through building shared understanding, vision, conducive school culture and instructional program driven by teamwork and mutual respect in decision making (Tyler, 2014; Preedy, Glatter & Levacic, 2004).

Leadership in educational institutions positively impacts school outcomes in terms of enhanced efficiency and effectiveness (Pont, Nusche & Moorman, 2008). Ethical school leaders inspire purposefulness that can stimulate commitment to greater individual and organizational performance. Such school leaders constantly review and evaluate current practices and structures with a view to building supportive and viable school climate and culture (Quick & Normore, 2008). An ethical leadership builds a positive school image as a unique selling proposition, which is a valuable asset, built through better relationships with stakeholders, for greater educational outcomes.

Research gaps in Ethical Leadership and School Performance

The theory and practice of ethical leadership remains highly unexplored in literature providing an opportunity to improve leadership approach and theory (Brown & Trevino, 2006). Ethical leadership is a complex and relatively newer field of study, having many undefined areas that require new studies to address (Monahan, 2012). Empirical research on the consequences of ethical and unethical leadership for organizations is still limited (Hassan et al., 2014).

Performance measurement has been more quantitative and in education, more inclined to academic results (York, Gibson, & Rankin, 2015). Kate (2017) observes that presented models and measures, while often comprehensive and ambitious, are limited in their ability to truly measure the value or performance of any school, any teacher, any school leader, or any student. Hubbard (2009) argues that measuring organizational performance is difficult, especially when what has to be measured keeps changing. These have created not only gaps in knowledge but also in terms of generalizability of research findings across various environments.

Despite abundance of studies on educational leadership, very few studies have attempted to measure the effect of ethical school leadership on educational outcomes (Menon, 2011). There are divided opinions on the influence of values and related moral actions of leaders on educational process and outcomes (Vogel, 2012). Few studies have been conducted on the ethical climate in schools (Sagnak, 2010). In Africa, there is less research evidence available on the characteristics and practices of effective school leaders in particularly on how principals are enacting leadership and school improvement (Oduro et al., 2007).

Leithwood & Jantzi (1999) suggest further research on the effects of transformational leadership on school outcomes. Monga (2015) suggests the need for bridging the gap between theory and practice to provide exploration of dominant leadership strategies and to give educational leaders a solid basis in theory and practice of effective educational leadership. A study on the relationship between ethical leadership and school performance provides an opportunity to advance the body of knowledge in educational leadership and management for sustainable education outcomes.

Conceptual Framework

The role of school leadership straddles across financial, administrative, human resource and learning management. Ethical leadership values and practices of respect, honesty, service to others, justice to others and building community influence the degree to which school programs and activities are relevant, responsive, accessible, evaluated and appropriate to stakeholder needs and therefore desired outcomes. However, school leaders do not operate in a vacuum hence the efficiency and effectiveness of school leadership and performance is moderated by the prevailing educational policies, plans, structure, environment and curriculum leadership. Ethical leadership practices are potent in influencing how well the structures, policies, environment, plans and curriculum in a school are integrated to ensure quality control and standards in the delivery of desired school performance.

Figure 1 presents a conceptual relationship between ethical leadership and school performance in public secondary schools.

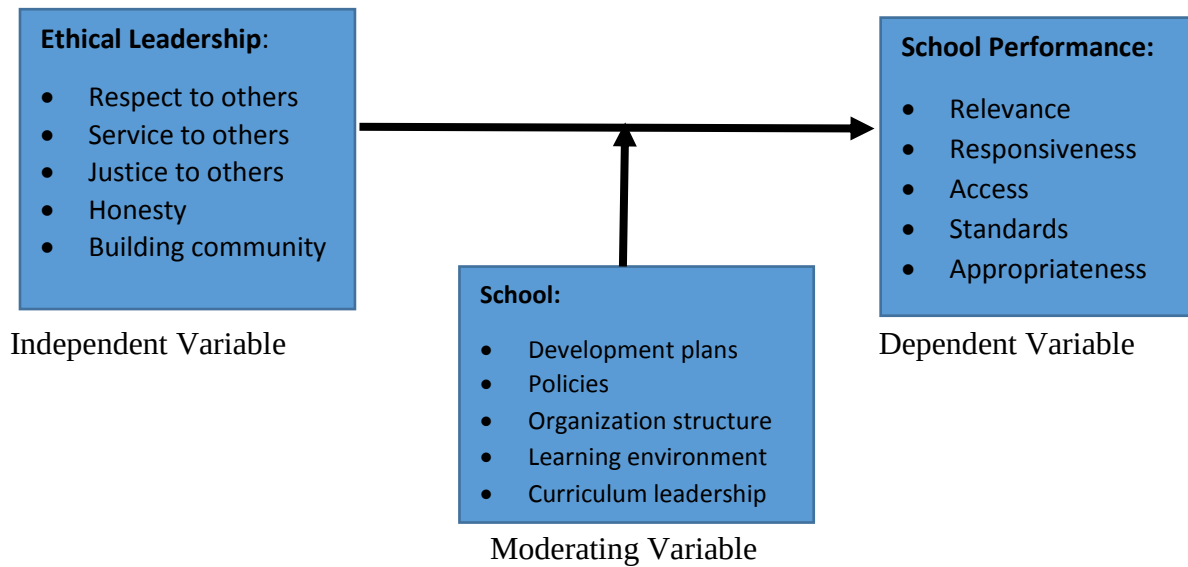


Figure 1: Conceptual Framework

School leadership is a shared responsibility thus should be aligned to the educational context and purposes in a responsive and relevant manner. School leaders can make a difference in the effectiveness and efficiency of educational processes and outcomes (Hackett & Hortman, 2008). Preedy, Glatter and Levacic (2004) hold the view that decisions by school leadership have the potential to positively influence the relevance, access, appropriateness, responsiveness and standards of school activities and programmes in pursuit of greater school performance. Therefore, holistic school performance should be driven by the moral and ethical responsibility and sensitivity of leadership.

Chapter Summary

The chapter has explained the concepts of ethics, leadership and performance with a focus on ethical leadership and school performance. Relevant theoretical and empirical literature on ethical leadership and school performance was reviewed, identifying the extant research gaps in knowledge. The underpinning theories of transformational leadership, distributed leadership and stakeholder-based view of performance have been discussed to help explain the influence of ethical leadership on school performance. Based on the literature review, a conceptual framework has been proposed to illustrate the linkage between ethical leadership and school performance.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter explains the research design, target population, sampling procedures and methods used. Data collection methods and procedures used, analysis, interpretation and presentation are explained. Relevant issues of ethical consideration in research have been explained.

Research Design

The study was guided by the pragmatist research philosophy and adapted the mixed methods research methodology. Pragmatic philosophy enables social-scientists to adapt a research methodology that suits a study without dependence exclusively on one research method (Tashakkori & Teddlie, 2008; Terrell, 2012). Mixed research approach has emerged as a pragmatic research paradigm combining both qualitative and quantitative approaches within different phases of the research process allowing integrated data interpretation, concurrent triangulation and a broader research perspective (Terrell, 2012). Both qualitative and quantitative data are complementary, providing valuable insights into a phenomenon under investigation. Creswell and Creswell (2018) argues that integrating of data provides a stronger understanding of the problem or question than either by itself.

The study used descriptive survey research design. In social sciences and in particular education research, descriptive surveys help answer questions about who, what, where, how, when and the extent of a phenomenon (Loeb, McFarland, Morris, Reardon & Reber, 2017). Descriptive research design facilitates an in-depth explanation of human

or man-made educational phenomena that are of interest to policy makers and educators (Borg & Gall, 2007). Creswell (2012) posits that descriptive survey enables assessment of current attitudes, beliefs, opinions and practices; comparison of responses from two or more educational groups and evaluation of a program within a defined period of time.

Sampling Methods and Procedures

Sampling is a statistical process of selecting a subset, called a sample, of a population of interest for purposes of making observations and statistical inferences about that population (Bhattacharjee, 2012). A good sample design is one which is practical, efficient and adheres to ethical requirements (Onwuegbuzie & Collins, 2007).

The target population for sampling in the study consisted of all the nine public secondary schools in Dagoretti Sub County. The target respondents were school: Board of Management (BOM) members, principals, teachers, other support/administrative staff and Sub County education managers. Dagoretti Sub County is a cosmopolitan peri-urban settlement with a diverse category of public secondary schools. The Sub County was purposively chosen given its accessibility. Purposive sampling is low cost, convenient and useful for attitude and opinion surveys (Ary, Jacobs & Sorensen, 2010).

The study adopted stratified random sampling technique. Stratified random sampling is a process where a researcher selects independent samples from different sub-groups or strata of a population (Ary, Jacobs & Sorensen, 2010). Stratified random sampling enables a sample frame of homogeneous and overlapping groups (strata) from which a simple random sample is drawn for representativeness (Bhattacharjee, 2012). In a descriptive survey, stratified random sampling allows a study to collect and corroborate information from various sources. The respondents were divided into four strata: BOM,

teachers, Sub County education managers and school support staff. In each stratum, target respondents were identified through a simple random sampling procedure.

Table 3.1 below is a summary of the target population and sample size.

Table 3. 1: Target population and sample size

Category	Target Population (N)	Sample Respondents (n)
School Board of Management members	128	55
School Principals	9	4
Other Teachers	353	152
Support staff	18	7
Sub County MOE Office	2	1
Sub County TSC Office	2	1
Total	512	220

According to the Basic Education Act (2013), the School Board of Management is composed of a representative of: parents/local community, teaching staff, student council (ex-officio member), special needs, special interest groups, County Education Board and three representatives of the school sponsors. The school principal is the secretary to the school BOM. The teachers consisted of those employed by TSC and BOM: school principal, deputy principal, senior teachers, heads of departments and other class teachers. The target support staff consisted of the school bursar, caterer and librarian from each school. Each of the target group is involved in school leadership as administrators at policy and functional levels thus considered valuable for the study.

The respondents from the Sub County education office included officers from the Sub County Ministry of Education (MOE) and Teachers Service Commission (TSC). At the time of data collection, the Sub County TSC office was in transition thus did not have

a substantive officer in charge. The Sub County Ministry of Education Director's office had a new incoming Director who expressed reservations about their level of understanding of education issues within Dagoretti Sub County. In each school, the researcher obtained permission from the school principal to undertake the study.

The principals helped to identify the support staff and members of the school BOM available for sampling in the study. Other school teachers were selected using simple random sampling to ensure proportional representation based on seniority, responsibility and gender. This was done in consultation with the deputy school principals or dean of students, being the officers in charge of academic affairs in every school.

In the Sub County education offices, the officers randomly selected for the study were the Sub County education directors, Quality Assurance Officers and Curriculum Support Officers from TSC and MOE. These officers supervise and monitor compliance with the regulations and requirements by MOE and TSC by all public secondary schools in the Sub County.

Sample Size

Out of a sample population of 512, the study sampled from each school: all the members of the school BOM, principals, teachers and officers in charge of catering, accounts and library sections. The appropriate sample size was determined using the Raosoft online sample size calculator. Raosoft sample size calculator is designed specifically for population surveys to help determine an appropriate sample size. The Raosoft online calculator is based on the statistical formulae of $(n = N x / ((N-1) E^2 + x))$ when the sample size is more than 30 in a normal distribution (Sample Size Calculator,

2016). All normal distributions tend to follow the 68-95-99 percent rule thus the 95% confidence level (Bhattacharjee, 2012).

At a desired confidence level of 95% and a minimum response distribution rate of 50%, the online Raosoft sample size calculator is able to determine optimal sample size scientifically and statistically (Sample Size Calculator, 2016). Using the calculator, the appropriate minimum sample size for the study was calculated at 220 respondents. Ary, Jacobs and Sorensen (2010) support a smaller sample size if the sample population is considered more homogeneous hence the expected 50% minimum response rate.

Types of Data

The study collected qualitative and quantitative data from primary and secondary sources which provided valuable insights into the knowledge and ethical orientation of public secondary schools' leadership. Social scientists are more concerned with the optimal benefits of combined qualitative and quantitative data (Cohen, Manion & Morrison, 2007). Babbie (2008) argues that qualitative and quantitative data are vital in research for describing, analyzing and presenting findings in a more meaningful way.

Qualitative data was obtained using interviews and questionnaires that captured the opinions, attitudes, beliefs, practices and perceptions of the respondents. Data from fieldwork provided useful information about school history, respondents' bio-data, experiences and knowledge about ethical leadership and school performance. In support, Tracy (2013) says qualitative research helps people to understand the world, their society, and its institutions by providing knowledge about societal issues, questions, or problems and therefore serves humankind.

Quantitative data was obtained from documents reviewed focusing on numerical information. Documents reviewed from secondary sources included relevant literature on policies and regulations on basic education from MOE and TSC which included: The Basic Education Act, 2013; Teachers Service Commission Act, 2015; Teachers Service Commission Code of Conduct and Ethics; Public Officer Ethics Act, 2003; and Education Sector Report, 2016. The school records reviewed were: School performance in KSCE (2015-2019); number of teachers and administrative staff; list members of school BOM; and strategic plans.

Secondary data is economical in terms of time and costs. However, Saunders, Lewis and Thornbill (2009) advise that such data should be assessed against reliability, adequacy and suitability. A review of secondary data from various sources ensured corroboration and thus compliance with requirements of accuracy, reliability and consistency of the information obtained.

Data Collection Methods

Data was collected using self-administered questionnaires and interview guides. A summary of the data collection tools was shared with each school principal for information and buy-in. At the Sub County education offices, the researcher held discussions about the study with the officers due to the absence of substantive Sub-County Education Directors.

Questionnaires are widely used tools of data collection in business, education, sociology, psychology and political science surveys (Ary, Jacobs & Sorensen, 2010). Despite the time taken to develop, test and refine, questionnaires are instrumental in

collecting survey information, providing structured and numerical data, enabling ease of analysis. Questionnaires can be self-administered (Cohen, Manion & Morrison, 2007).

The questionnaires consisted of open and closed-ended structured and semi-structured questions. Each questionnaire consisted of both qualitative and quantitative questionnaires so as to help capture relevant information from each respondent and school regarding bio-data, school academic performance, respondents' opinions, perceptions, attitudes and knowledge on the influence of ethical leadership on school performance. The survey questions adopted a five-point Likert scale to measure and rate opinions, perceptions and knowledge of respondents about the influence of ethical leadership on school performance. Ankur, Saket, Satish, and Pal (2015) say Likert scales are one of the most fundamental and frequently used psychometric tools in educational and social sciences research due to the perceived need to quantify and transform an individual's qualitative attributes of attitude, feelings, perceptions and opinions into objective meaning.

Several scales have been developed to measure ethical leadership behavior. The questionnaires were developed and adapted using the Ethical Leadership Scale developed by Brown et al. (2005) and the Ethical Leadership Work questionnaire (ELW) scale developed by Karianne Kalshoven et al., (2011) to improve the theoretical representation of ethical leadership in the context of educational institutions. Karianne Kalshoven et al. (2011) scale included the dimensions of ethical guidance, fairness, leader integrity, caring behavior, power sharing, role clarification, and concern for the sustainability. The Ethical Leadership Scale (ELS) by Brown et al. (2005) uses a ten-items descriptive perspective to measure ethical leadership and is the most widely used scale.

In-depth interview guides were developed and structured so as ensure comprehensive capture and probe of respondents' opinions, knowledge, experience and attitudes about ethical leadership and school performance. The in-depth interviews targeted members of school BOM and School principals given their availability and accessibility. Cohen, Manon and Morrison (2007) point out that in-depth interviews enable access to what is in a person's mind, making it possible to measure perceptions, attitude, knowledge and skill.

Data Collection Procedures

The researcher obtained necessary authorization letters from the MOE and TSC Sub-county education office, PAC University and NACOSTI. A copy of the relevant authorization letters and a summary of the target respondents were shared with the school principals and the Sub-county education officers. The purpose and potential benefits of the study was explained to all the target school BOM members, school principals, and sub-county education officers.

In each public secondary school, a minimum of 20 self-administered questionnaires were distributed with the help of the deputy school principals or dean of students. At the Sub County education offices, a minimum of three questionnaires were distributed in each office. Questionnaires were distributed to the sampled respondents in each public secondary school and sub-county education through a drop and pick method.

In-depth interviews were carried out by the researcher in person. The researcher made appropriate appointment with each target respondent prior to the interview. The interviews were structured to enable systematic probing of issues and capturing of responses. In each school, a minimum of four interviews were conducted, targeting the

school principal and at least three members of the school BOM. Interviews with the target members of BOM were carried out over telephone due to time and access constraints after obtaining their consent. Each interview session lasted for an average of thirty minutes.

Instrument Validity and Reliability Tests

Data collection questionnaires were tested for validity and reliability before being administered. Validity test was crucial to show if the instrument had the ability to measure what it is designed to measure (Kumar, 2011). The researcher tested content validity of the data collection instruments through triangulation by collecting data from various strata and corroborating the responses in terms of consistency and truthfulness. Babbie (2008) advocates for triangulation as a valuable research strategy that allows use of different sources of data, mitigating against possible biases from one source.

Reliability test sought to know the consistency, stability and accuracy of the research instrument in measuring what it was intended to measure (Kumar, 2011). The greater the degree of consistency and stability in an instrument, the greater the reliability (Kumar, 2011). Research questionnaires were tested for content reliability. In order to determine whether the items in the questionnaire were internally consistent (reliable), a Cronbach's alpha was run on the multiple Likert type scales and items (questionnaires) using SPSS Version 20.

Cronbach's alpha reliability coefficient ranges between 0 and 1. The closer the Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale. In social science research, the cut-off value of 0.7 is usually considered generally reliable. As a rule of the thumb, George and Mallery (2003) suggest:

“Excellent, ≥ 0.9 ; Good, ≥ 0.8 ; Acceptable, ≥ 0.7 ; Questionable, ≥ 0.6 ; Poor, ≥ 0.5 ; and Unacceptable, ≤ 0.5 ”.

Table 3.2 below presents the results of the Cronbach’s Alpha reliability test.

Table 3. 2: Cronbach's Alpha-Reliability and Scale Statistics Test

Reliability statistics			Scale statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	Mean	Variance	Std. Deviation	N of Items
.957	.964	56	228.00	820.800	28.650	56

The questionnaires consisted of 71 questions, out of which 56 items used a 5-point Likert scale and 15 items used descriptive and demographic variables. Cronbach’s alpha test was done using the 56 items (N). The level of internal consistency as determined by Cronbach's alpha of 0.957 was considered excellent, indicating a high level of internal reliability of the test items.

Instrument pre-testing

Piloting of research instruments increases the reliability, validity and practicability of a questionnaire (Cohen, Manion & Morrison, 2007). The questionnaires were piloted the at a public secondary school in Langata Sub County, Nairobi County which is outside the target Dagoretti sub-county and also accessible and cost-effective. Out of the 15 questionnaires distributed in the pilot study, six were returned fully filled. Pilot testing revealed a few redundant items in the questionnaire which were deleted so as to strengthen the reliability of the instrument in addition to helping gauge the estimated time required by respondents to fill in the questionnaire. Connelly (2008) recommends ten percent of the sample size for a pilot study in a descriptive survey research.

Data analysis and presentation

Data analysis is the process of creating meaning from raw data (Johnson & Christensen, 2014). Quantitative and qualitative data was analyzed and presented guided by the research questions. The risk of respondents' biases during data collection was minimized through reflective probing in interviews, and collection of corroborating information from various respondents and sources.

Quantitative Data Analysis and Presentation

Quantitative data was analyzed with the aid SPSS Version 20 and presented using descriptive statistics of the mean, frequencies, tables, graphs, percentages and correlation analysis. Descriptive statistics enable description, summarizing and making sense of a particular data set (Johnson & Christensen, 2014). The data comprised of reviewed records and questionnaire items on: respondents' bio-data, school background information, school performance and the perceptions of respondents as per the Likert-scale rankings in the questionnaires. Such data was edited, organized and coded to as to infer meaning and conclusions. Statistical mean rankings of the extent of the influence of ethical leadership values, school policies, plans, curriculum, environment and structure on school performance were calculated and analyzed and interpreted for meaning.

Correlation analysis was done to test the strength of relationship between ethical leadership values, moderating factors and school performance indicators. Spearman's rank correlation(ρ) co-efficient was used to determine the strength: positive or negative, of a relationship between two variables (Cohen, Manion & Morrison, 2007). The correlation quantifies the strength of the association between the values of -1 (perfect negative correlation) to 1 (perfect positive correlation). The strength of the relationship

can be described as either 0(none/trivial), +/- 0.1 (weak), +/- 0.3 (moderate), +/- 0.5 (strong) or +/- 1.0 (perfect).

Qualitative Data Analysis and Presentation

Qualitative data was edited, coded and organized in line with the research questions and thematic areas. The thematic areas were deductively developed and included five main thematic areas: qualities considered when electing school leaders, style of leadership, school core values, challenges and possible mitigations to ethical leadership and school performance. Babbie (2008) recommends coding of qualitative data using uniform themes that are of interest to a study for ease of comparison and analysis. The interviews were personally conducted and responses carefully recorded. The qualitative responses captured by the questionnaires were summarized and organized into the relevant thematic areas.

Qualitative data analysis was based on the information obtained through the face-face interviews and questionnaires that captured the opinions, perceptions, beliefs and knowledge of respondents on the influence of ethical leadership values and practices on the key aspects of school performance. Analysis and presentation of qualitative data was done along the thematic areas with the aid of tables and graphs.

Ethical Considerations

Ethical issues refer to the integrity of the research process and outcomes. Given the level of interest generated by education stakeholders in the management of public resources, education administrators may be apprehensive of perceived intrusive studies. Therefore, it is important for a researcher to respect the rights, needs, values, and desires of respondents (Creswell & Creswell, 2018). Areas of ethical concern for educational

scientists include professionalism and treatment of research participants (Johnson & Christensen, 2014). Consequently, the researcher obtained written permission to undertake the research within Dagoretti sub-county. Target respondents were encouraged to confirm authenticity of any of the authorizing documents if need be. Furthermore, the objectives and purpose of the study were explained to all target respondents to obtain informed consent in addition to explaining all data collection procedures and targets to address potential biases and non-response. A commitment to non-disclosure of name and contacts of individual respondents across each stratum was given.

Chapter Summary

Chapter three has described the research methodology adopted for the study. A detailed explanation of the processes, procedures and methods of sampling, data collection, analysis, interpretation and presentation is provided. The chapter also describes how reliability and validity of research instruments and ethical concerns were addressed.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

Introduction

This chapter presents the findings and interpretation of the study informed by the research objectives and questions. The chapter is divided into three sections: background information about the schools, response rate, respondents' characteristics, analysis and discussions of results on the influence of ethical leadership on school performance. The challenges to and possible ways of improving ethical leadership and school performance in public secondary schools in Dagoretti Sub County are presented.

School Background

School background provides an overview of a school's growth and development history in terms of year of establishment and population. The background helps to understand and explain possible influences to ethical leadership and performance within the public secondary schools. Table 4.1 gives information on the year of establishment, number of teachers and students in each public secondary school in Dagoretti Sub County.

Table 4. 1 : School Background Information

Secondary School	Year Established	No. of teachers	No. of students
Lenana	1949	71	1,738
Dagoretti High	1962	50	1,485
Precious Blood Girls High, Riruta	1964	35	990
Mutuini High	1968	22	632
Ruthimitu Mixed Boarding and Day	1974	38	1,132
Nembu Girls High	1982	51	994
Rithimitu Girls	1999	26	678
Dagoretti Mixed Day	2009	31	1,175
Beth Mugo Mixed Day	2012	29	773
Total:		353	9597
Average		39	1066

Table 4.1 indicates an average of 1,066 students and 39 teachers per school. It is observable that older the public secondary school tend to have higher number of teachers and students. Older public secondary schools are presumed to have more resources and the infrastructure to accommodate more teachers and students.

Category of School

Public secondary schools in Kenya are categorized into either national, county, Extra County or sub county. Figure 2 shows the distribution of public secondary schools in Dagoretti Sub County in each category.

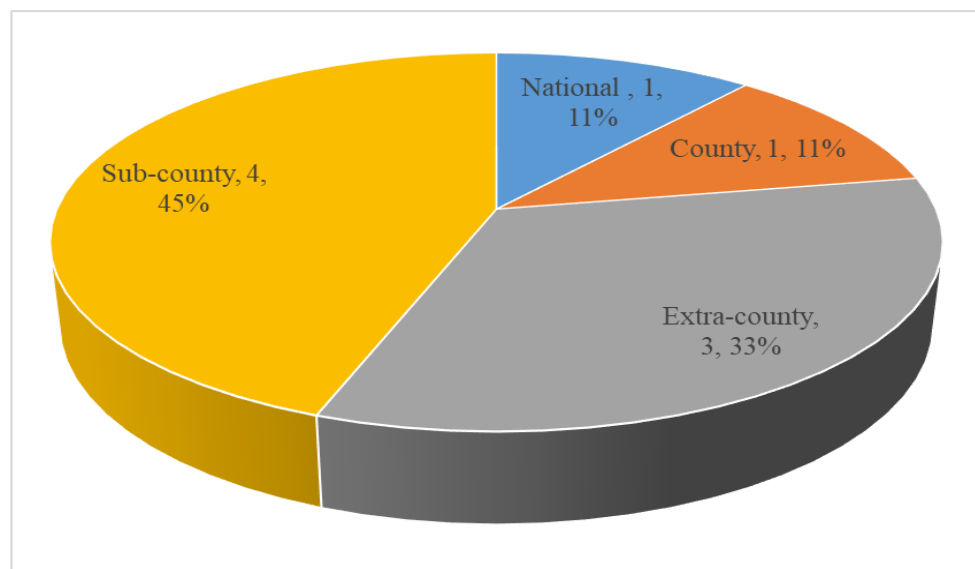


Figure 2: Category of Secondary Schools

Figure 2 indicates that out of the nine public secondary schools in Dagoretti Sub County, there is: one national (11%): Lenana School; three extra-county schools (33%): Precious Blood High School Riruta, Dagoretti High School and Nembu Girls High School; one county school (11%): Ruthimitu Girls High School; and four sub county schools (45%): Ruthimitu Mixed Secondary School, Dagoretti Day Mixed Secondary

School, Mutuini High School and Beth Mugo Secondary School. This implies that a majority of the students in these schools come from Dagoretti Sub County and Nairobi County.

Distribution by Response Rate

The study sampled 220 respondents distributed proportionately across the various categories of target population. Table 4.2 presents a summary of the number of respondents and response rate.

Table 4. 2 : Number of Respondents

Category	No. sample respondents	No. Actual respondents	Percent (%)
Board of Management Member	55	22	17.30
Principal	4	8	6.30
Staff: Teachers	152	85	66.90
Support staff	7	11	8.7
Sub County MOE Officer	1	1	0.8
Sub County TSC Officer	1	0	0
Total:	220	127	100
Response rate : (127*100/220)			57.73

According to table 4.2, out of a sample of 220, actual respondents were 127, representing a response rate of 57.73%, which is considered representative enough. This helps to reduce the possibility of sampling bias, and guarantees the validity of data collected (Saldivar, 2012). As a norm, Baruch (1999) states that the average response rate should be 60 ± 20 when targeting middle level managers: employees, managers or professionals who have no significant differences.

Respondents' Characteristics

Respondents in the study were described in terms of position or designation, length of service (years), highest level of academic qualification and gender characteristics.

Gender of Respondents

The respondents were characterized in terms of male or female as presented in table 4.3.

Table 4. 3 : Distribution by Gender

Gender	Frequency	Percent
Male	67	52.8
Female	60	47.2
Total	127	100

Out of 127 respondents, 67(52.8%) were male while 60 (47.2%) were female, representing a near gender parity. This is important in reducing possible response biases due to gender differences in such behavioral studies.

Designation of Respondents

Table 4.4 describes the distribution of respondents in terms of designation (position held) in the school or Sub County education office.

Table 4. 4 : Distribution by Designation

Designation	Frequency	Percent
Member of School Board of Management	22	17.3
School Principal	8	6.3
Deputy School Principal	7	5.5
Teacher	78	61.4
Support staff	11	8.7
MOE Officer	1	0.8

Most of the respondents (73.2%) were teachers who included: school principals, deputy school principals, senior teachers, heads of departments and class teachers. The members of the school BOM were 17.3%, and support staff were 8.7% of the respondents. Sub County education officers were 0.8% due to being out for field work aggravated by ongoing staff movements during the time of data collection.

Years of Service

Table 4.5 describes the distribution of respondents by the years of service.

Table 4. 5 : Distribution by years of service

Years of service	Frequency	Percent
0-5	45	36
5 -10	21	16.8
10-15	10	3.2
15 -20	4	8.0
20 and above	45	36

Out of 125 respondents, 47.2 % had served for at least 10 years and above while 52.8% had served 10 years and below. It is observable that a majority of staff within the public secondary schools are relatively young in service, especially the teaching staff. The findings indicate a proportional mix of age, experience, knowledge and skill amongst school staff, which provides a good foundation for effective leadership development, human resource planning and management within the public secondary schools. OECD (2018) research indicates that schools with more experienced teachers tend to perform better and have a classroom climate that is more conducive to learning.

Highest Level of Education

Table 4.6 describes the distribution of respondents by the highest level of academic qualification.

Table 4. 6: Distribution by Academic Qualification

Highest Academic Qualification	Frequency	Percent
PhD	6	4.7
Master	31	24.4
Bachelor	78	61.4
Diploma	7	5.5
Certificate	5	3.9

A majority (90.5%) of respondents had a minimum of a Bachelor's degree implying considerably high academic competencies in terms skill and knowledge. Higher academic competencies, career and professional development training are presumed to facilitate better leadership and management abilities and by extension better school performance. Effective and successful school leadership influences student learning and achievement, and improves staff performance through capacity development and favourable conditions of work (Day & Sammons, 2016).

Characteristics of School Leadership

The beliefs and behaviours of school leaders espouse their leadership values and in effect define the nature and commitment to ethical practices. Leadership values are critical in shaping the learning and teaching outcomes and conditions of work in any

school. Respondents were asked to indicate the extent to which they agreed with various statements about the characteristics of their school leadership.

Table 4.7 presents the mean scores of the perceptions of respondents on the characteristics of ethical leadership as espoused by the school leaders of public secondary schools within Dagoretti Sub County.

Table 4. 7 : Distribution by characteristics of Ethical Leadership

Characteristic	Frequency	Mean	Std. Error	Std. Deviation
School leadership keeps promises and commitments	123	3.76	.076	.843
School leadership evaluates and rewards ethical behaviour in performance	125	3.78	.085	.947
School leadership is accountable and responsible	121	3.87	.074	.816
School leadership is respectful and trustworthy	125	3.94	.069	.770
School leadership is dedicated to self-sacrifice	124	3.97	.083	.919
School leadership communicates the vision and goals	124	4.02	.069	.765
School leadership is committed to continuous improvement	125	4.05	.073	.822
School leadership values ethical and moral practices	126	4.06	.077	.861
School leadership values honesty and integrity	127	4.07	.078	.884
School leadership appreciates ethical behaviour in performance	127	4.11	.077	.866

To a great extent, a majority of school leaders were perceived to: appreciate ethical behaviour in school performance (mean of 4.11); value honesty and integrity (mean of 4.07) and appreciate ethical and moral practices (mean of 4.06). School leaders were moderately perceived to: keep promises and commitments (mean of 3.76); evaluate and reward ethical behaviour in performance (mean of 3.78); be accountable and responsible (mean of 3.87) and be respectful and trustworthy (mean of 3.94).

The findings show that public secondary school leaders demonstrate commitment to ethical practices and better performance within the Sub County. Caldwell and Jeane (2007) opine that in order to create a morally virtuous community, those who manage today's schools must invest in a continuous dialogue about their ethical duties to society and thoroughly examine both their roles and benefits that can come from honoring their responsibilities of ethical leadership.

Qualities Considered in School Leadership

Education reforms in Kenya have been aimed at strengthening stakeholder voice in school management with a view to improving learning and teaching outcomes. Respondents were asked to indicate the qualities considered when appointing BOM, teachers, students and other staff into positions of leadership within the public secondary schools in the sub county.

The in-depth interviews as summarized in Appendix IIB indicated the qualities that are considered in selecting leaders in the public schools within Dagoretti sub-county through emerging themes which included: communication skills, character: integrity, honesty; academic competence; commitment to the school. Seniority and gender considerations were considered not highly important for effective school leadership. One of the respondents asserted that, *“Everything that happens in an organization is a reflection of the leadership thus putting up people of ethics. Schools are weak in character development and rewards” (SC1-02).*

These observations agree with the assertions by Lorange (2010) that qualities of trust, passion, communication and consistency are fundamental to leadership integrity and efficacy in turbulent times. Therefore, focusing on developing the competencies of

school leaders in public secondary schools will build their capacity to deliver on desired performance in a manner that fosters mutual benefits.

Table 4.8 summarizes the distribution of qualities considered when appointing individuals into leadership positions within public secondary schools.

Table 4. 8 : Distribution by qualities considered in appointment of school leaders

Qualities	Frequency	Percent
Character	91	71.65
Qualifications	81	63.78
Commitment	64	50.39
Communication skills	28	22.05
Seniority	7	5.51
Gender balance	4	3.15

Majority of the respondents (71.65%) ranked individual character in terms of honesty, integrity, respect, trustworthiness, high moral standards, diligence and firmness as the most important leadership qualities for leadership appointment in the schools. This was followed by individual qualifications (63.78%), commitment (50.39%) and communication skills (22.05%). In contrast to expectations and practice in the Kenyan public service, the qualities of seniority (5.51%) and gender balance (3.15%) for leadership consideration were ranked least.

These findings support what Ezzani (2014) says that ethical leaders are expected to have necessary competencies and the moral conviction to challenge policies which are fundamental to a caring and inclusive learning and teaching environment.

School Core Values

Core values are often codified in the school code of conduct and ethics. In Kenya, the Ministry of Education requires public secondary schools to clearly articulate and communicate school vision, mandate and core values.

The prominent core values as captured in Appendix IIC that were displayed by a majority of public secondary schools in Dagoretti sub county were: integrity, teamwork, spirituality, commitment, discipline, respect, honesty, humility, hard work and excellence amongst others. Opportunity. The importance of core values was captured by the comments of two respondents, “*Core-values are guide posts to a well-balanced learner*” (SC1-03) and “*Better a boy comes out with a ‘D’ but a ‘man’ not a ‘brut’*”(SC2-14).

Murthy (2013) advocates for building a school culture that values ethical behaviour and moral foundational beliefs. Effective school leaders would commit to nurturing these core values as foundational elements of behaviour change by role modelling the values and mentoring their followers.

Figure 3 summarizes the core values as documented by the public secondary schools in Dagoretti Sub County. A majority of public secondary schools documented their core values of: integrity and trustworthiness; teamwork; hard work and excellence; spirituality (fear of God, godliness, perseverance and cleanliness); commitment, passion and diligence; discipline and obedience; responsibility, accountability, fairness and transparency (RAFT), reliability, access and equity; ethical, respect, honesty and humility; and excellence and professionalism. These core values resonate with the principles of ethical leadership: service to others, building community, justice to others, respect to others and honesty as identified by Northouse (2016).

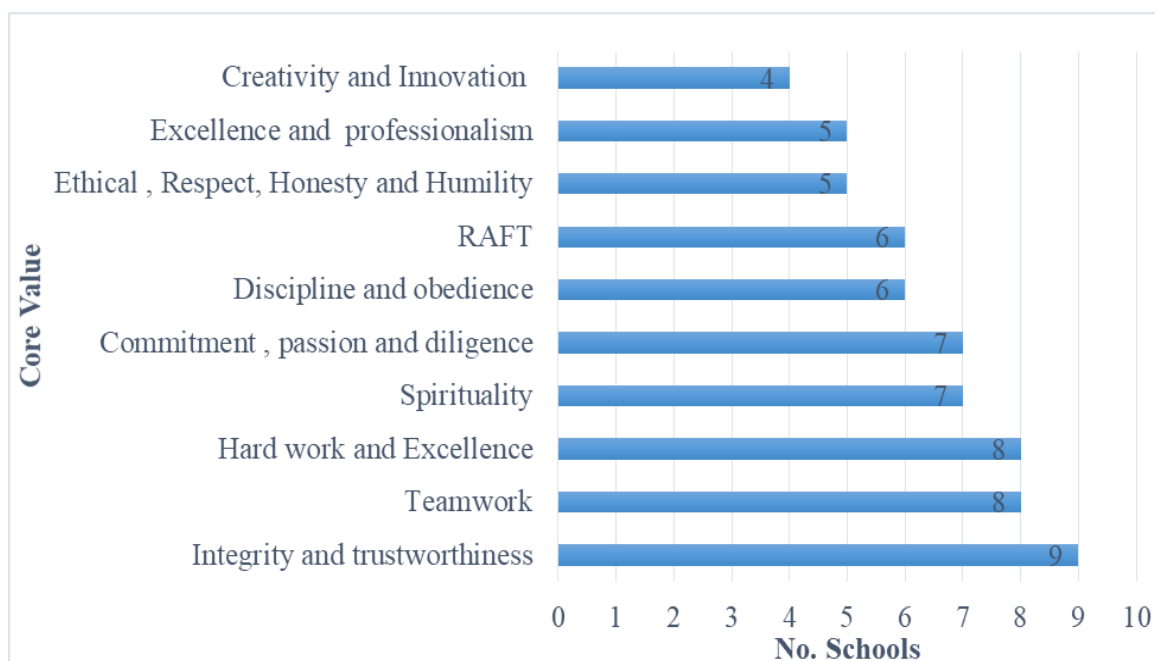


Figure 3: School Core Values

Guiding core values and beliefs are meant to promote corporate and individual responsibility and accountability in public secondary schools. Kenya Institute of Curriculum Development (KICD, 2017) guided by the vision of curriculum reforms in Kenya of developing ethical citizens, encapsulates that value based education is to nurture learners who do the right thing because it's the right thing to do. Such learners are able to differentiate and make the right choice between positive values and negative values.

Involvement of Internal stakeholders

Public secondary schools are complex and diverse environments. Involvement of internal stakeholders in decision making and problem solving is a mark of the ethic of care. Respondents were asked to rank the extent to which staff and students are involved in decision making and problem solving.

Table 4.9 presents the perceptions on the extent to which internal stakeholders are involved in decision making and problem solving.

Table 4. 9 : Distribution by internal stakeholder involvement in decision making

Extent of Involvement	Frequency	Percent
Not at all	4	3.2
To a small extent	7	5.6
Neither/Moderately	30	24.2
To a great extent	78	62.9
To a very great extent	5	4.0

A majority of the respondents (62.9%) indicated that the school leadership involved students and staff to a great extent in decision making and problem solving while 24.2% of respondents felt that such involvement was moderate. The finding resonates with assertions by Vogel (2012) that leaders in positions of decision-making ought to create opportunities for expanding the knowledge base of students, teachers and parents.

Stein (2013) reiterates that a school leader who is focused on creating a culture of success will pay particular attention to staff morale, student behaviour and safety, ‘esprit de corps’ (team work) and parental support. This has the potential to maximize organizational efficiency, productivity and competence for the achievement and happiness of all stakeholders. Ethical school leaders seek to build the community through honest engagement, respect and service for others hence the need for stakeholder ownership for optimal school performance.

Stakeholder Relationships

Stakeholders of a school would like their voice to be heard by the school leadership. Respondents were asked to indicate how they perceived the nature of the

relationship between the school and the surrounding community, parents and teachers, and teachers and students.

Table 4.10 presents a summary of respondents' perceptions of stakeholder relationships within public secondary schools in Dagoretti Sub County.

Table 4. 10 : Distribution by Stakeholder Relationships

Relationship type	N Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic
School- Community relationship	123	3.72	.064	.707
Parents-Teachers' relationship	126	3.72	.060	.677
Teacher-Student relationship	126	3.98	.046	.513

A majority of the respondents felt the relationship between the schools and community, parents and teachers, and teachers and students was moderate (an average mean of 3.81). Balyer (2012) and Brown and Trevino (2006) affirm that transformational and distributed leadership practices that value concern for others, ethical decision making, integrity and role modeling enable followers to engage in school activities with a sense of responsibility and mutual respect leading to higher performance.

School Learning and Working Environment

The learning and working environment in a school influences the level of performance. It indicates the efficacy of school leadership. Respondents were asked to rank the learning and working environment in each school in terms of being very good, good, moderate, poor or very poor. Table 4.11 presents the perceptions of respondents on the nature of the learning and working environment in each school.

Table 4. 11 : Ranking of learning and working environment in the school

Rank	Frequency	Percent
Very poor	1	.8
Poor	1	.8
Neither/Moderate	22	17.5
Good	75	59.5
Very good	27	21.4

Majority of the respondents (80.9%) ranked the learning and working conditions in the schools as generally good and conducive. A poor learning and working environment demotivates staff and students and jeopardizes desired school performance. Les (2016) observes that a school leader who is focused on creating a culture of success will pay particular attention to the four areas that have the greatest impact on a school's culture: staff morale, student behavior and safety, 'esprit de corps' and parental support.

School Reputation in the Sub County

The reputation of a school is determined by its image and brand built over time. Respondents were asked to describe how good or poor the reputation of each secondary school was, within the Sub County. Table 4.12 presents the perceptions of respondents about the reputation of public secondary schools in Dagoretti Sub County.

Table 4. 12 : Ranking of school reputation

Rank	Frequency	Percent
Very poor	1	0.8
Poor	1	0.8
Neither	26	20.6
Good	81	64.3
Very good	17	13.5

Majority (64.3%) of the respondents ranked as good the reputation of the schools while a considerable number (20.6%) felt that the reputation of the schools is neither good nor poor. Public secondary schools build reputation through consistent academic performance, levels of discipline and quality of resources. Students and parents are attracted to schools perceived to rank high in academic performance and discipline. Ethical school leaders responsibly build a favourable image as a unique selling point through strong stakeholder engagement, empowerment and stimulation for greater good.

Levels of Student Discipline

Student discipline is an indicator of the school climate, the conduciveness of the learning and teaching environment. Respondents were asked to describe levels of student discipline in terms of very poor, poor, moderate, good or very good. Table 4.13 presents the perceptions of respondents about the levels of student discipline within the public secondary schools in the Sub County.

Table 4. 13 : Ranking of student discipline

Rank	Frequency	Percent
Very poor	1	.8
Poor	5	4.0
Neither/Moderate	31	24.6
Good	75	59.5
Very good	14	11.1

Majority of the respondents (59.5%) perceived the levels of student discipline within the schools as good. However, 24.6% of respondents felt that the levels of student discipline are moderate but significant to help explore the possible reasons for such perceptions.

Public secondary schools within the Sub County face challenges due to the surrounding negative social, economic and cultural environmental influences. Eshiwani (1993) posits that school discipline must always be maintained because proper learning and optimal performance only takes place where there is discipline. The role of ethical school leaders should be to seek to understand the underlying reasons for cases of indiscipline and find creative approaches that inspire trust and commitment amongst students, teachers and parents.

Management of Resources

School leaders are responsible for efficient and effective management of school resources: finances, equipment and facilities for delivery of desired performance. Respondents were asked to describe how school resources are managed in terms: very poor, poor, moderate, good or very good. Table 4.14 presents the ranking of perceptions of respondents on management of school resources within the Sub County.

Table 4. 14 : Ranking of management of resources

Rank	Frequency	Percent
Neither	22	17.3
Good	84	66.1
Very good	20	15.7

Majority of respondents (66.1%) ranked management of resources within the public secondary schools as good. This shows a high level of confidence in the manner school leaders manage resources for better school performance. However, it is important to find out why 17.3% of respondents felt management of resources is neither good nor poor. Resources are scarce thus the pressure on school leaders to achieve more with very little, which demands prudent resource management and planning. The integrity of school

governance systems is as good as the integrity of the leaders who run the systems. Ethical and effective leaders build and run good systems to ensure optimal use of available resources (Ciulla, 2014).

Coaching, Counselling and Mentoring for students

Coaching, counselling and mentoring are important support services within public secondary schools. They enable holistic learning and teaching for better performance. Respondents were asked to describe the quality of coaching, counselling and mentoring support given to students within the public secondary schools in the Sub County.

Table 4.15 summarizes the perceptions of respondents about such support services by the public secondary schools in terms of: very poor, poor, moderate good or very good.

Table 4. 15 : Ranking of coaching, counselling and mentoring support for students

Ranking	Frequency	Percent
Poor	1	0.8
Neither/Moderate	27	21.6
Good	77	61.6
Very good	20	16.0

Most respondents (61.6%) described as good the coaching, counselling and mentoring support services offered to students. A moderate but significant ranking by 21.6% should trigger the school management to examine possible underlying reasons for such perceptions despite public secondary schools having operational guidance and counseling departments, supported by spiritual guidance to help address other social and cultural issues in school.

Coaching, Counselling and Mentoring for staff

Teachers and support staff within public secondary schools are crucial in the delivery of school mandate and building of a conducive learning and teaching environment. Respondents were requested to describe the quality of coaching, counselling and mentoring support given to staff within the public secondary schools in the Sub County. Table 4.16 presents the perceptions of respondents about such support services by the public secondary schools in terms of: very poor, poor, moderate good or very good.

Table 4. 16 : Ranking of coaching, counselling and mentoring support for staff

Ranking	Frequency	Percent
Very poor	2	1.6
Poor	5	4.0
Neither	45	35.7
Good	64	50.8
Very good	10	7.9

Majority (50.8%) of respondents felt that support services to staff is good. A significant number of respondents (35.7%) viewed such support services as neither good nor poor. It was observed that staff felt that the school leadership tended to focus more on students than staff issues, often facilitating an ‘I don’t care’ attitude. This finding resonates with Mulford (2003) who emphasized that teacher morale, efficacy, conditions of work and professional autonomy are crucial to the emotional lives of teachers. This is supported by Bush (2015) who opines that successful leaders are expected to engage with staff and other stakeholders to produce higher levels of commitment to achieving the goals of the organization.

Style of Leadership in Public Secondary Schools

Respondents were asked to describe the style of leadership within the public secondary schools in the Sub County.

The in-depth interviews revealed that leaders within the public secondary schools in Dagoretti sub-county are committed to more democratic, distributed and shared leadership styles demonstrated in the involvement through various school committees: academic, welfare, discipline amongst others. However, concerns were raised about excessive reactionary tendencies especially in implementation of circulars and policies from the MOE and TSC. This was captured by a respondent who said, *“There is “need to prepare manpower not threats” (SC3-29).*

Ethical school leaders have the responsibility to make efforts to develop the sense of justice in the organization by including their subordinates in the decision-making process (Gikonyo, 2020). By so doing, they will be creating a shared ownership of educational processes and outcomes, which is important for holistic school performance.

Figure 4 presents the distribution of responses of perceived leadership styles. Most of the respondents described the commonest leadership styles within public secondary schools as: shared/distributed leadership (43%); transformational leadership (26.4%); democratic leadership (12.4%); autocratic leadership (7.4%); servant leadership (5.8%); transactional leadership (4.1%) and free-for-all leadership (0.8%). These findings corroborate what Hulpia and Devos (2010) found out in a qualitative study involving 1,522 teachers from 46 large secondary schools in Flanders, Belgium that teachers were more committed to the school when school leaders were highly accessible and encouraged their participation in decision making. Effective school leaders motivate and

inspire others through distributed and inspirational leadership that stimulates greater responsibility and service for the mutual benefit.

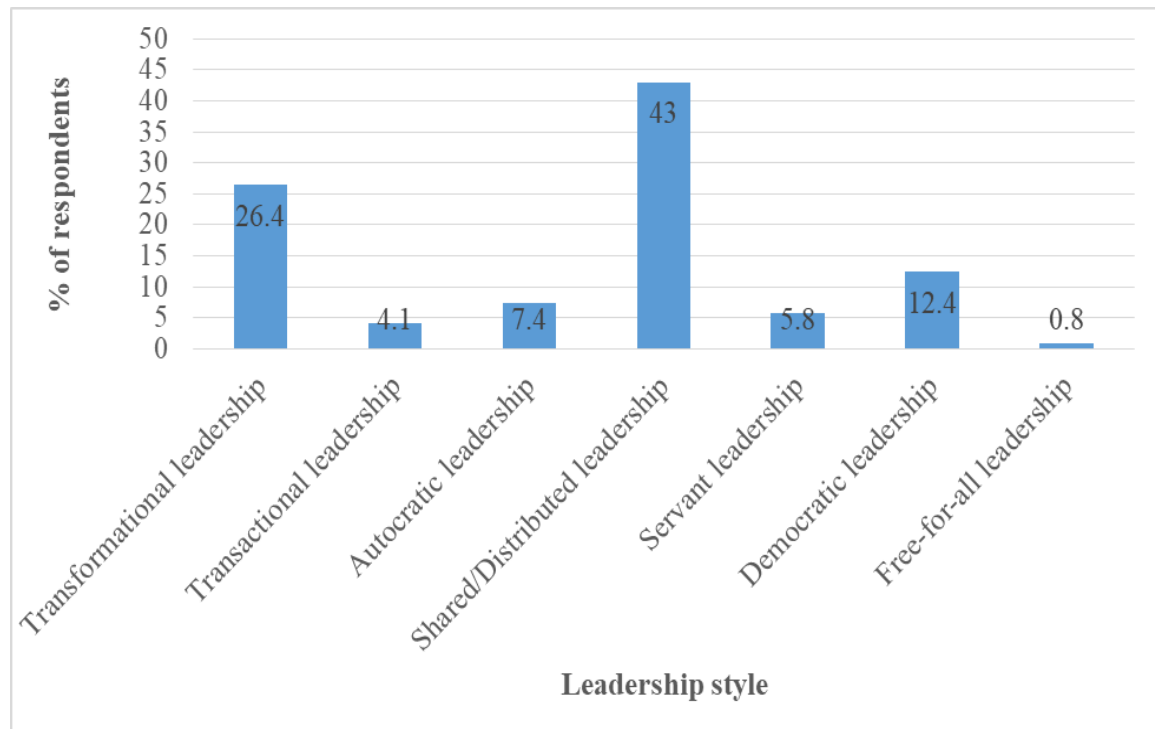


Figure 4: Leadership styles in public secondary schools

Influence of Leadership Values on School Performance

Respondents were asked to rank the extent to which the values of honesty, respect to others, service to others, justice and building community influenced the performance of public secondary schools within Dagoretti Sub County. Table 4.17 presents the perceptions of respondents on the influence of ethical leadership values on school performance.

Table 4. 17 : Influence of school leadership values on school performance

	N	Mean		Std. Deviation
Leadership Value	Statistic	Statistic	Std. Error	Statistic
Building community spirit	126	3.98	.072	.805
Service to others	126	4.10	.061	.686
Justice, fairness and equity	126	4.25	.069	.777
Respect to others	126	4.32	.061	.689
Honesty	126	4.48	.055	.616

Based on the mean score, respondents ranked the influence of ethical leadership values on school performance as follows: honesty (mean score of 4.48); respect to others (mean score of 4.32); justice (mean score of 4.25); service to others (4.10) and building community (mean score of 3.98). These results are supported by Brown and Treviño (2006) view of an ethical leader as a moral person who is driven by fairness, honesty, care, trust, and solid ethical principles. The findings reinforce the importance of honesty, respect to others, justice to others and service to others (Northouse, 2016) in shaping the relevance, responsiveness, appropriateness, standards and access to information with a school learning and teaching environment.

Influence of School Leadership on School Performance

The respondents were asked to describe the extent to which the actions and decisions by school leadership influenced school performance within the public secondary schools in the Sub County. Table 4.18 presents the mean scores on perceptions of respondents on the influence of school leadership on performance.

Table 4. 18 : School leadership and Performance

	N	Mean		Std. Deviation
Performance Indicators	Statistic	Statistic	Std. Error	Statistic
Access to required information and services	126	4.08	.071	.796
Quality and clarity of performance standards	126	4.15	.058	.646
School responsiveness	125	4.22	.060	.670
Relevance of school programmes	126	4.31	.058	.651
Appropriateness of learning and teaching environment	126	4.35	.063	.708

The findings indicate that school leadership has the greatest influence on the appropriateness of learning and teaching environment (mean score of 4.35) within a public secondary school. However, the influence of school leadership on performance was least but high enough (mean score of 4.08) on the access to required information and services. Overall, with an average mean score of 4.22, it can be observed that school leadership has a great influence on school performance.

These results are supported by Leithwood and Jantzi (2009) who asserts that school leaders must efficiently manage relevant school operations, monitor performance and provide systems thinking to link school performance to administrative procedures. It is the responsibility of ethical school leaders to build an enabling environment that optimally integrates performance indicators.

Influence of School Policies, Plans and Environment on School Performance

Respondents were asked to rate the level of influence that school policies, plans, structure, environment and curriculum have on the performance of public secondary schools in Dagoretti Sub County. Table 4.19 summarizes the mean scores of the perceptions of respondents.

Table 4. 19 : School policies, plans, structure, environment and curriculum and performance

	N	Mean		Std. Deviation
Influence of School	Statistic	Statistic	Std. Error	Statistic
Organizational structure on school performance	126	3.81	.072	.807
Development plans on school performance	126	3.91	.068	.759
Education policies on school performance	125	4.12	.060	.667
School curriculum on school performance	126	4.29	.062	.694
Learning and teaching environment on school performance	126	4.33	.061	.679

The findings reveal the greatest influence on school performance was the learning and teaching environment (mean score of 4.33). The least perceived influence on school performance was organizational structure (mean score of 3.81). Overall, the influence of school policies, plans, structure, environment and school curriculum on school performance was high (mean score of 4.09). Ethical and transformational leaders work with others to optimally empower organizational resources (facilities, funds, organizational external factors, human resources) in order to achieve meaningful goals in accordance with the established targets (Suyatno, 2020).

CRELL (2009) advocates for necessary structural reforms within the educational system, devoid of the ups and downs of partisan ideology and appreciative of the capacity development of school leaders. The responsibility of ethical school leaders is to invest in favourable and well thought out education policies, plans, systems and structures, environment and curriculum so as to steer schools towards greater and sustainable performance.

Influence of School Leadership on Implementation of School Policies and Programs

The respondents were asked to indicate the extent to which the school leadership within public secondary schools in the Sub County effectively implements school policies, curriculum, plans, structure, appropriate learning and teaching environment. Table 4.20 presents the mean scores of the perceptions of respondents on the influence of school leaders on effective implementation of policies and regulations.

Table 4. 20 : Effective implementation of school policies and programs

	N	Mean		Std. Deviation
Effective Implementation:	Statistic	Statistic	Std. Error	Statistic
School organizational structure	126	3.99	.067	.754
School education policies	125	4.23	.059	.662
School curriculum	126	4.32	.062	.700
School development plans	126	4.33	.057	.645
School learning and teaching environment	126	4.37	.060	.676

The results indicate that school leadership has the greatest influence on school learning and teaching environment (mean score of 4.37) and least influence on the school organizational structure (mean score of 3.99). With an average mean score of 4.25, it can be deduced that school leadership highly influences effective implementation of school policies, plans, structure, curriculum, learning and teaching environment.

Preedy, Glatter, and Levacic (2004) hold the view that effective leaders focus on building holistic learning and teaching environment that fosters organizational learning for greater curriculum results. Therefore, ethical school leaders would commit to effective implementation of school policies, plans, structure, conducive teaching and learning environment and school curriculum if desired performance is to be achieved and sustained.

School Mean Score in KSCE

In Kenya, academic performance in KSCE is a key performance indicator of the quality of education outcomes and processes. An analysis of the mean scores in KSCE results of each public secondary school in the Sub County for the last five years (2015-2019) provided an indication of the effectiveness and efficiency of school leadership. Figure 5 presents the mean scores in KSCE of each public secondary school in the Sub County from the year 2015 to 2019.

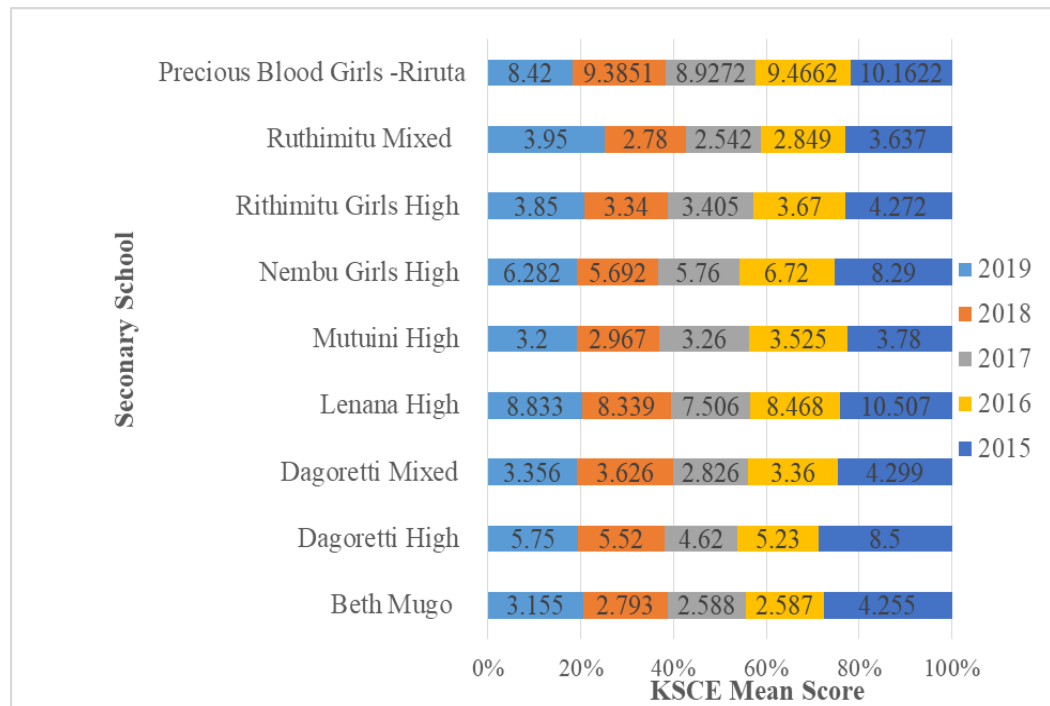


Figure 5: Academic performance in KSCE

The results indicate significant performance differences in KSCE mean scores between categories of schools. National and extra county schools posted higher mean scores in KSCE than county and sub-county schools. This could be explained by relatively better and adequate resources: financial, teaching staff, facilities and equipment in the national and extra county schools than the county and sub-county schools.

Beyond positing better results in national examinations, public secondary schools in the sub county require prudent management of the scarce resources to sustain performance. Ethical school leaders would manage resources with a moral consciousness guided by the values of respect, honesty, justice, service for others and building community. Successful educational leaders are transformational and learner-centred, hence focus on helping each child reach their potential irrespective of their background (Earley, 2016).

Student to Teacher Ratio

OECD (2020) describes student to teacher ratio as the total number of full time equivalent students enrolled at a specific level of education divided by the total number of full time equivalent teachers at the same level. The ratio of the number of students to teachers in each public secondary school helps infer the quality of curriculum leadership, teacher class workload, and quality of standards: monitoring and evaluation within a secondary school.

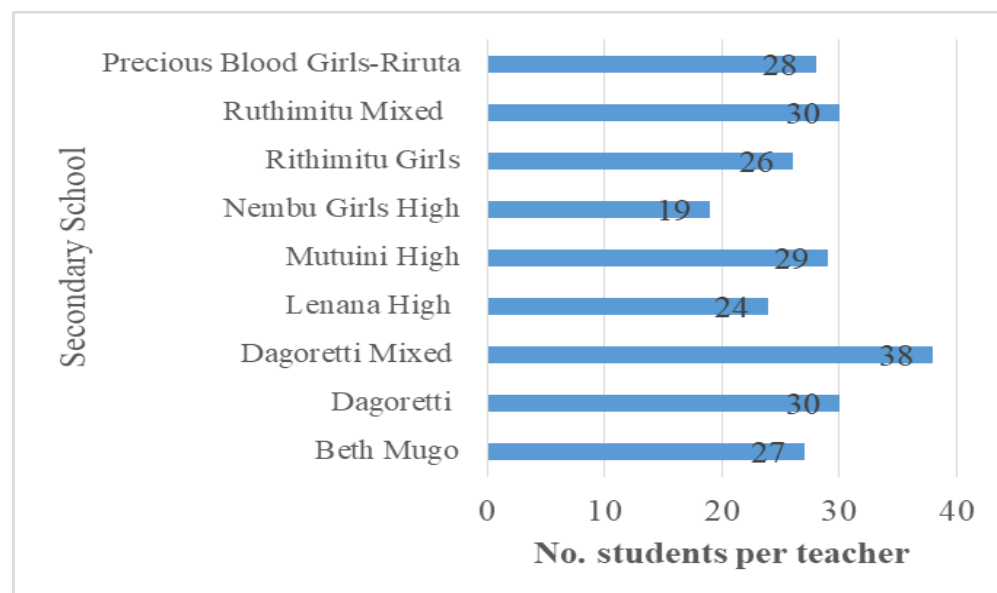


Figure 6: Student to Teacher ratio

Figure 6 above shows that all the public secondary schools in Dagoretti sub-county have a lower student to teacher ratio than the current national ratio of 45:1, with the average student to teacher ratio of 27:1. The national, extra county and county schools have a lower student to teacher ratio than the sub county schools. The number of teachers compared to students could explain the relatively better performance of the national, extra county and county public secondary schools in KCSE. By the virtue of school categorization, they attract more funding from MOE in addition to having better equipment and facilities.

Although there is no strong empirical evidence on the effects of reduced class size on student performance, research indicates a positive association of a smaller class size and higher teacher satisfaction (OECD, 2020). Care should be taken when using the ratio since a number of teachers take additional administrative duties aggravated by the increasing number and size of streams per class in the schools.

Challenges to Ethical Leadership and School Performance

Respondents were asked to identify possible challenges to ethical leadership and performance of public secondary schools in Dagoretti Sub County.

The responses from in-depth interviews as captured in Appendix IID identified various challenges to ethical leadership and school performance. The key challenges included: environmental influences; drugs addiction, poverty, parental indifference, flawed community culture; resource constraints; negative attitudes; misplaced priorities; weak stakeholder involvement; poor motivation; inadequate human capacity; and dilapidated infrastructure. This were captured by the sentiments of a respondent who said,

“Government has made parents and students big-headed leading to indiscipline issues”
(sc7-89)

The assertions by Wango (2011) that inefficiency, poor governance and management structures within educational institutions are still a poor mark in the present education leadership in Kenya support these findings. It is therefore important for all education stakeholders within Dagoretti sub-county to collaboratively address the challenges so as to ensure quality education processes and outcomes within public secondary schools.

Table 4.21 summarizes what respondents perceived as the challenges to ethical leadership and school performance within the sub county.

Table 4. 21 : Challenges to ethical leadership and school performance

Challenge	Frequency	Percent
Perceived attitudes	94	74.02
Inadequate capacity	86	67.72
School socio-cultural environment	82	64.57
Policy issues	63	49.61
Stakeholder involvement	34	26.77
Corruption, conflict of interest and gender bias	30	23.62
Political influence	5	3.94

The findings indicate perceived challenges to ethical leadership and school performance include: perceived negative attitude by school stakeholders (74.02%); inadequate capacity (67.72%); socio-cultural environment (64.57%); policy issues (49.61%); stakeholder involvement (26.77%); corruption, conflict of interest and gender bias (23.62%) and political influence (3.94%).

Given the rural and peri-urban cosmopolitan nature of the sub county, cases of student indiscipline, laxity, absenteeism especially in day schools, parental indifference, perceived poor pay and low motivation of teachers were mentioned as major factors leading to poor attitude towards learning and teaching. These are aggravated by inadequate resources to match student enrollment, perceived top-down education policy, low stakeholder involvement, corruption, conflict of interest, tribalism and gender bias.

Inside Africa (2019) asserts that a much deeper learning crisis is going on in schools since the available infrastructure, materials, trained and qualified teachers and education funding have not kept pace with the growing number of students. Monga (2015) is of the view that educational leaders should build professional learning communities so as to enhance educational effectiveness. School leaders of public secondary schools within Dagoretti sub-county bear the responsibility of objectively and purposefully addressing these challenges so as to ensure quality education to all stakeholders.

Possible Ways of Improving Ethical Leadership and School Performance

Respondents were asked to suggest possible ways of improving ethical leadership and performance of public secondary schools in Dagoretti Sub County.

In-depth interviews with respondents identified various possible mitigations to the challenges facing ethical leadership and school performance within Dagoretti sub-county. Appendix IIE captures the suggested mitigations as: stakeholder involvement especially parents and old boys, motivation of teachers, evaluation of performance, prudent resource management, innovative leadership, training of school managers, mainstreaming ethics

and governance in the curriculum, and balance between academic and holistic development.

These were well put by some respondents who said, *“Emphasis should be on value addition to each education stakeholder beyond chasing a mean grade” (SC1-02); “Focus on 100% quality not just transition” (SC-5-56); and “Strengthen family values and foundations since education minus integrity and God is nothing” (SC9-113)*

These findings are corroborated by Nsamenang and Tchombe (2011) who attribute falling education standards in Africa to challenges of inadequate facilities, poor management, poor community attitudes, learner problem behaviours, poor funding and political interference. Therefore, effective school leaders will commit to aligning available resources with desired performance so as to optimize results.

Table 4.22 summarizes the possible ways of improving ethical leadership and school performance.

Table 4. 22 : Possible ways of improving ethical leadership and school performance

Possible intervention	Frequency	Percent
Stakeholder involvement	58	45.67
Capacity building of stakeholders	58	45.67
Prudent resource planning and management	49	38.58
Social support	45	35.43
Delegated Leadership	30	23.62
Teach values at early age	26	20.47
Open communication	25	19.69

The results indicate that improving ethical leadership and school performance within public secondary schools in Dagoretti Sub County would require: intentional and

planned empowerment of stakeholders through involvement and capacity building (91.34%); prudent resource planning and management(38.58%) with strong emphasis on disaster and risk management, improved resource allocation and school infrastructure, clear goals and planning; social support (35.43%) through mentoring, counselling and coaching for staff and students so as to integrate discipline, spirituality and academic focus for better learning and teaching outcomes; delegated leadership (23.62%); value-based education (20.47%) so as to mainstream ethics and integrity within school curriculum; and open communication (19.69%) of school policies, plans and programs so as to enhance stakeholder ownership and participation.

Therefore, school leaders have the responsibility to develop team goals, improve and model a culture of trust promotes a sense of stakeholder ownership, conducive learning and teaching environment (Day & Antonakis, 2012; Macneil, Prater & Busch, 2009). Given the changing educational environment aggravated by resource constraints, effective school leaders will need to employ more creative and innovative approaches to deliver desired performance.

Correlation Analysis of School Leadership and Performance

Correlation analysis was done using the Spearman's Rank Correlation to test the nature of the influence of the independent variable of ethical leadership values: honesty, respect to others, service to others, justice to others and building community being on the dependent variable of school performance. The influence of the independent variable on the moderating factors: education policies, plans, school structure, learning and teaching environment and school curriculum on indicators of school performance was also tested.

Table 4.23 summarizes results of the correlation statistic.

Table 4. 23 : Spearman's correlation analysis of ethical leadership values and school performance

Spearman's rho		Statistic	Effective implementation of school curriculum	Effective implementation of school development plans	Learning and teaching environment on school performance
	Honesty of school leadership on performance	Correlation coefficient Sig (2-tailed) N	.203* .022 126		
	Service to others by school leadership on performance	Correlation coefficient Sig (2-tailed) N	.226* .011 126		
	Respect to others by school leadership on performance	Correlation coefficient Sig (2-tailed) N		.208* .019 126	
	Effective implementation of school curriculum	Correlation coefficient Sig (2-tailed) N			.203* .023 126
	Effective implementation of school development plans	Correlation coefficient Sig (2-tailed) N			.222* .013 126
	Effective implementation of school organizational structure	Correlation coefficient Sig (2-tailed) N			.177* .047 126
	School curriculum on school performance	Correlation coefficient Sig (2-tailed) N		.209* .019 126	

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

The results of Spearman's Rank correlation co-efficient indicate a significant but moderate positive relationship between ethical leadership values, moderating factors and school performance. The values of honesty, service and respect to others had a significant but moderate positive relationship on effective implementation of school curriculum and development plans. The influence of school development plans on the learning and teaching environment was moderately positive. The influence of school organization structure on school performance is positive but weak. These results resonate with findings by Gikonyo (2020) who asserted that ethical leadership develops a cultural environment that is governed by principles, rather than power, politics and personalities

Overall, the influence of ethical leadership values of honesty, respect and service to others on school performance are moderately higher than the influence of school plans, structure and curriculum on school performance. Effective school leaders invest in decision making approaches that stimulate commitment and performance. Pedro (2014) is of the view that effective management of change is premised on good communication and emotional support: organizational and human support, creating a culture for effective learning. This would positively influence the quality of secondary education in a sustainable and structured way.

Chapter Summary

Chapter four has presented an analysis and discussions of the results of the study in line with the research objectives, questions and reviewed empirical and theoretical literature. The results revealed a significant moderate positive relationship between ethical leadership values and school performance. A summary of the study's key findings, conclusions and recommendations are discussed in the next chapter.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND AREAS OF FURTHER RESEARCH

Introduction

The study aimed at determining the influence of ethical leadership on the performance of public secondary schools in Dagoretti Sub County. The target population included of the school BOM, teachers, support staff and sub county education managers. Through a descriptive survey research, the study sought to address the five objectives. This chapter provides a summary of the key findings, conclusions, implications, recommendations and areas of further research guided by the research questions on the influence of ethical leadership on school performance of public secondary schools.

Summary of key findings

Ethical leadership was conceptualized in terms of the respect to others, service to others, justice for others, honesty and building community. School performance was conceptualized as the effectiveness and efficiency of school processes and outcomes in terms of relevance, access, responsiveness, appropriateness and standards of school programs beyond the standard academic achievements.

Effective ethical leadership drives better school performance taking into account existing school development plans, education policies, structure, learning and teaching environment and school curriculum. Overall, the findings show that ethical leadership practices greatly influenced the effectiveness and efficiency of school programs (average mean score of 4.22) and therefore the desired performance.

A summary of key findings on each objective explains the degree of influence of ethical leadership on school performance.

Objective 1: To identify the qualities considered in selecting and appointing leaders in public secondary schools within Dagoretti Sub County

Leadership in public secondary schools in Kenya is exercised by the BOM, Principal, teachers, parents-teachers' association, heads of support functions and sub-county education officers. Respondents were asked indicate the qualities considered in selecting and appointing leaders in public secondary schools in Dagoretti Sub County.

Individual character: honesty, integrity, respect, trustworthiness, high moral standards, diligence and firmness, was ranked by the majority of the respondents (71.65%) as the most important leadership quality followed by individual qualifications (63.78%), commitment (50.39%) and communication skills (22.05%). The qualities of seniority (5.51%) and gender balance (3.15%) were considered least in selecting and appointing leaders in public secondary schools in contrast to expectations and practice in the Kenyan public service. Lorange (2010) affirms that qualities of trust, passion, communication and consistency are fundamental to leadership integrity and efficacy in turbulent times. Therefore, the commitment to ensuring that persons with desired competencies are elected and appointed into leadership positions is the responsibility of school administrators both at the MOE, TSC, PTA and BOM.

Objective 2: To assess the influence of ethical leadership values on the performance of public secondary schools within Dagoretti Sub County.

Respondents were asked to rate the influence of ethical leadership values of honesty, respect to others, justice, service to others and building community on the relevance, responsiveness, access to information, quality and clarity of standards, and

appropriateness of learning and teaching environment within public secondary schools in Dagoretti Sub County.

With an average mean score of 4.23, the influence of ethical leadership values on various indicators of school performance is to a great extent high. Specifically, respondents ranked: honesty (mean score of 4.48); respect to others (mean score of 4.32); justice (mean score of 4.25); service to others (4.10) and building community (mean score of 3.98). Ethical leadership in its true sense promotes ethical conduct by practicing, managing ethics and holding everyone accountable (Treviño & Brown, 2006; Vogel, 2012). Leaders of public secondary schools should of necessity reinforce ethical leadership values and practices that build an enabling learning and teaching environment for greater performance beyond standard academic measures.

Objective 3: To assess the influence of ethical leadership values on effective implementation of school policies, plans, structure, environment, and curriculum in public secondary schools within Dagoretti Sub County.

Respondents were asked to indicate how ethical leadership values influence effective implementation of school policies, plans, structure, learning and teaching environment and curriculum for better performance.

Results indicated a moderate positive relationship between effective implementation of school curriculum and ethical leadership values of honesty and service to others. Despite the challenges of changing education policies within the country, the responsibility of ethical school leaders within the country is to ensure effective design, development, implementation and evaluation of programs and activities within public secondary schools that optimize school performance. The quality and clarity of

academic, operational and financial performance standards is the responsibility of effective ethical leadership in public secondary schools so as to ensure holistic teaching and learning.

Objective 4: To determine the influence of school policies, plans, structure, environment, and curriculum on the performance of public secondary schools within Dagoretti Sub County.

The findings reveal that the greatest influence on school performance was the learning and teaching environment (mean score of 4.33). The least perceived influence on school performance was organizational structure (mean score of 3.81). Overall, the influence of school policies, plans, structure, environment and school curriculum on school performance was high (mean score of 4.09). It is imperative that school leaders invest in development and effective implementation of appropriate policies, plans, structures, curriculum and environment for optimal school performance.

Ethical leadership develops a cultural environment governed by principles, rather than power, politics and personalities (Gikonyo, 2020). Despite the socio-cultural and economic challenges within Dagoretti Sub County, most of the school leaders showed commitment to providing an appropriate learning and teaching environment to stimulate better performance.

Objective 5: To identify the challenges and possible mitigations to ethical leadership and school performance in public secondary schools within Dagoretti Sub County.

Various challenges were perceived to hinder ethical leadership practices and school performance within public secondary schools in Dagoretti sub county: negative attitude by school stakeholders (74.02%); inadequate capacity (67.72%); socio-cultural environment (64.57%); policy issues (49.61%); stakeholder involvement (26.77%); corruption, conflict of interest and gender bias (23.62%) and political influence (3.94%). These were aggravated by aggravated by inadequate resources to match student enrollment, and top-down changes in education policy. Wango (2011) asserts that inefficiency, poor governance and management structures within educational institutions are still a poor mark in the present education leadership in Kenya.

The study is of the view that possible mitigations to the challenges include: intentional and planned empowerment of stakeholders through involvement and capacity building (91.34%); prudent resource planning and management (38.58%) with strong emphasis on disaster and risk management, improved resource allocation and school infrastructure, clear goals and planning; social support (35.43%); delegated leadership (23.62%); value-based education (20.47%); and open communication (19.69%).

Ethical leadership practices in the management of public secondary schools, builds community, trust, honesty and sense of ownership within the education system. Day and Antonakis (2012) and Macneil, Prater and Busch (2009) suggest that school leaders would have to develop team goals, improve and model a culture of trust that is appropriate for the leader and the followers to promote a sense of stakeholder ownership, conducive learning and teaching environment.

Conclusions of the study

The influence of ethical leadership on school performance in public secondary schools provides an opportunity to assess the place of ethical values in educational leadership. The conclusions made are based on the findings on the influence of ethical leadership on school performance.

The desired qualities and competencies for electing and appointing public secondary school leaders were individual character, strong academic qualifications, commitment to work, good and communicational skills. These qualities were considered more appropriate than seniority and gender balance. Gikonyo (2020) is of the view that staff in the school organization will generally embrace value-based leadership that is premised on trust, personal integrity and a team work. Pellicer (2008) supports these views affirming that skills and knowledge of a leader are not enough to replace honesty, integrity, care, commitment and the consistency of a leader being,

Ethical leadership values of honesty, service and respect to others are fundamental in school leadership for optimal school performance and stakeholder ownership in public secondary schools. Cumbo (2009) is of the opinion that effective school leaders should be viewed ethical when inward virtues direct the leader's decision making process and followers become beneficiaries of the leader's virtuous life.

Effective implementation of school programs and activities is a necessary condition for optimal school performance: academic, operational and financial within public secondary schools. The relevance, responsiveness, appropriateness, information access and quality of standards of school programs cannot be achieved and sustained without supportive school policies, curriculum, structures, plans and supportive

environment. The responsibility of optimal school performance is not the preserve of school principals but all stakeholders. Consequently, effective school leaders shape quality and outcomes of learning and teaching programs, policies, priorities, plans and procedures within public secondary schools (Amanchukwu et al., 2015).

Public secondary schools within Dagoretti Sub County are plagued with various challenges, key of which include: inadequate resources, stakeholder apathy, top-down education policies and political interference. These greatly impede effective implementation of school programs and activities and subsequently desired performance. Despite the constraints, it is imperative that those in the leadership of these schools demonstrate efficiency and effectiveness in implementing various programs and activities. Ciulla (2014) suggests that successful and good leaders should not only be judged by what they do but also on the basis of being ethical and effective.

The study affirms that ethical leaders have a responsibility to build and nurture a culture of care for effective implementation of school programs and activities for optimal school performance. Buhere (2007) argues that the quality of leadership also plays a vital role in students' achievement as it is concerned with teachers, rules, regulations and policies that govern the school. Therefore, any school leader who is focused on creating a positive impact should pay particular attention to key success areas by exercising transformational and distributed leadership.

Recommendations of the Study

Education stakeholders within the Dagoretti Sub county look forward to quality education processes and outcomes. The onus of achieving and delivering this objective is on the educational leaders. Based on the findings, the study recommends capacity development, value-based education, stakeholder involvement and improved communication to improve ethical leadership practices and school performance of public secondary schools in Dagoretti Sub county.

The values and decisions of school leaders make a difference in the effectiveness and efficiency of schooling. However, the training and development of school BOM, principals, teachers, and other school stakeholders is more skewed towards managing schools for academic excellence than holistic learning. Continuous development of the leadership and technical capacity of educational leaders across cadres should be a priority policy in educational leadership and management.

Public secondary schools within Dagoretti Sub county are plagued with social, cultural and economic challenges relating to learner and teacher apathy, indiscipline, drugs and substance abuse and parental indifference amongst others. Addressing these challenges requires more than enforcement of regulations and policies but mainstreaming of ethical values throughout education processes.

Objective and intentional stakeholder involvement would inspire intellectual and moral commitment for optimal school performance within public secondary schools in Dagoretti Sub County. Effective school leadership goes beyond academic competence to inspiring stakeholders to perform beyond expectations while transcending self-interest for the good of the organization (Avolio, Walumbwa & Weber, 2009).

Public secondary school leaders within Dagoretti Sub county would be more effective and efficient if they built a culture of honest and open communication. Consequently, ethical school leaders strive to achieve desired outcomes through objective, clear and consultative communication with all stakeholders.

Contributions of the Study

Research on ethical leadership in education leadership and management is still developing. Quality education in Africa would remain a mirage if educational processes and outcomes are not driven by ethical leadership values. The findings of the study contribute to knowledge in education leadership and research by reinforcing theoretical underpinnings of education leadership and suggesting possible ways of developing the capacity of education leaders and stakeholders in ethical leadership for better teaching and learning outcomes. Furthermore, a more comprehensive approach to measuring school performance beyond academic indicators should help address the extant empirical and theoretical gaps in performance of public secondary schools.

Areas for Further Research

Murphy and Meyers (2009) state that leadership is a central variable in the equation of school success. The development of school leaders in Kenya is under researched, rarely evaluated, ad-hoc, haphazard and not responsive to the current educational need (Asuga, Eacott & Scevak, 2015). The findings of this study revealed challenges to ethical leadership and performance in public secondary schools which have created integrity lapses impeding the quality of education processes and outcomes.

Since the study could not sample a larger population due to limitations of resources and to enhance knowledge and understanding of ethical leadership and performance in public secondary schools, the following areas are recommended for possible further research:

- a) How to mainstreaming value based education in teacher training and development?
- b) How to ensure effective measurement of school performance in developing countries?
- c) What is the contribution of education stakeholders in the leadership and performance of public secondary schools in Kenya?

It is argued that a well-educated and skilled workforce is essential for sustainable national development. There is urgent need to pay close attention to the effectiveness of educational leadership, who greatly impact the quality of education processes and outcomes.

Chapter Summary

Chapter five presented a summary of the key findings, conclusions, implications and recommendations based on the study's objectives and research questions. Suggestions of areas for further research informed by research findings have been made so as to enhance knowledge on education leadership and management.

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APPENDIX I: RESEARCH INSTRUMENTS
APPENDIX 1A: BACKGROUND INFORMATION OF SCHOOL

1. Name of School:.....

2. Year of Establishment:

3. Category of school:

National ☐ County ☐

Sub County ☐ Extra County ☐

4. School Core Values:.....
.....

5. No. of Members of Board of Management, Students and Teachers

No. girls	No. boys	Total	No. teachers	Student: Teacher ratio	No. BOM

6. Academic performance: Mean Score in KSCE

School	Year				
	2019	2018	2017	2016	2015

APPENDIX IB: QUESTIONNAIRE
“THE INFLUENCE OF ETHICAL LEADERSHIP ON PERFORMANCE OF PUBLIC
SECONDARY SCHOOLS IN DAGORETTI SUB-COUNTY, NAIROBI, KENYA”

The purpose of this questionnaire is to determine the influence of ethical leadership on the performance of public secondary schools in Dagoretti Sub-county, Nairobi County, Kenya. The information provided will be used for purely academic purposes thus treated with utmost confidentiality. The findings and recommendations of the study is expected to enrich educational leadership and management in Kenya. Kindly take your time and fill in (or tick as appropriate) the questionnaire honestly and sincerely.

I: INTRODUCTION

1. Gender: Male () Female ()

2. Name of Secondary School:

- | | | | |
|---------------------|--------------------------|---------------------|--------------------------|
| (a) Ruthimitu Mixed | ☐ | (f) Lenana High | ☐ |
| (b) Beth Mugo | ☐ | (g) Mutuini High | ☐ |
| (c) Ruthimitu Girls | ☐ | (h) Dagoretti Mixed | ☐ |
| (d) Nembu Girls | ☐ | (i) Dagoretti High | ☐ |
| (e) Precious Blood | ☐ | | |

3. Category of school:

National ☐ Extra-County ☐ County ☐ Sub-county ☐

4. Position held in School:

5. No. of years of service:

0-5 ☐ 5-10 ☐ 10-15 ☐
15-20 ☐ 20 and above ☐

6. Highest academic qualification:

PhD ☐ Masters ☐ Bachelors ☐ Diploma ☐ Certificate ☐

7. Indicate when you were last trained in school leadership and management?

0 -2 years ☐ 3-5 years ☐ 5 years and above ☐ None ☐

II. SCHOOL LEADERSHIP AND PERFORMANCE

8. Indicate the extent to which you agree with the following statements about the leadership of your school (*Tick as appropriate*)

	Rating				
	5. To a very Great extent	4. To a Great extent	3. Neither /moderate extent	2. To a small extent	1. Not at all
School Leadership					
Communicates the vision and goals clearly					
Is respectful and trustworthy					
Keeps promises and commitments					
Is committed to continuous improvement: flexible and adaptable					
Consistently does what is fair and right even if not popular					
Is accountable and responsible for their mistakes					
Values honesty and integrity					
Is dedicated and values self-sacrifice					
Appreciates ethical behaviour in performance					
Evaluates and rewards ethical behaviour in performance					
Values ethical and moral practices					
Believes in and does what they say					

9. To what extent do these values in leadership influence the performance of your school? *Tick as appropriate*

Value	Rating				
	5. To a very Great extent	4. To a Great extent	3. Neither /moderate extent	2. To a small extent	1. Not at all
Honesty					
Service to others					
Justice : fairness and equity					
Building community					
Respect to others					

10. To what extent does the school leadership influence the following indicators of performance in your school? *Tick as appropriate*

Value	Rating				
	5. To a very Great extent	4. To a Great extent	3. Neither /moderate extent	2. To a small extent	1. Not at all
Relevance of school programmes					
Responsiveness of school leadership					
Access to required information and services					
Quality and clarity of standards					
Appropriateness of learning and teaching environment					

11. To what extent does the school leadership influence effective implementation of the following in your school? *Tick as appropriate*

Issue	Rating				
	5. To a very Great extent	4. To a Great extent	3. Moderate	2. To a small extent	1. Not at all
School development plans					
Education polices					
School organizational structure					
Learning and teaching environment					
School curriculum					

12. How would you rate the level of influence of the following issues on the performance of your school? *Tick as appropriate*

Issue	Rating				
	5. Very high	4. High	3. Moderate	2. Less	1. Not at all
School development plans					
Education polices					
School organizational structure					
Learning and teaching environment					
School curriculum					

13. How would you describe the style of leadership in your school?

Transformational leadership ☐

Shared/Distributed leadership ☐

Transactional leadership ☐

Servant leadership ☐

Autocratic leadership ☐

Democratic leadership ☐

Free-for-all leadership

14. How would you rate the following in the school?

Characteristic	Rating				
	5. Very Good	4. Good	3. Neither	2. Poor	1. Very Poor
Learning and working environment in the school					
Teacher-student relationship					
School-Community relationship					
School's image /reputation					
Parents- teachers relationship					
Level of student discipline in the school					
Management of school resources: Finances, facilities and equipment					
Coaching, counselling and mentoring support to students					
Coaching, counselling and mentoring support to staff					

15. To what extent does the school involve staff and students in decision making and problem solving?

To a very great extent ☐ To a great extent ☐ Neither/Moderate ☐
 To a small extent ☐ Not at all ☐

Please, give three (3) reasons for your answer in No. 15:

.....

16. Which five (5) qualities does the school look for when appointing various teachers, and students into positions of leadership?

.....

.....

17. Suggest three (3) possible challenges to ethical leadership and performance in your school

.....
.....
.....

18. Suggest three (3) possible ways of improving ethical leadership and performance in your school

.....
.....
.....

Signature:..... Date:.....

Thank you!

APPENDIX IC: IN-DEPTH INTERVIEW GUIDE

“THE INFLUENCE OF ETHICAL LEADERSHIP ON PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN DAGORETTI SUB-COUNTY, NAIROBI, KENYA”

The purpose of this in-depth interview is to determine the influence of ethical leadership on the performance of public secondary schools in Dagoretti Sub-county, Nairobi County, Kenya. The information provided will be used for purely academic purposes thus treated with utmost confidentiality. The findings and recommendations of the study is expected to enrich educational leadership and management in Kenya. Your kind and honest response is highly appreciated.

I: INTRODUCTION

1. Gender: Male () Female ()
2. Name of sub-county:.....
3. Position /Designation:Duration in current position:.....
4. No. of years of service:
5. Highest academic qualification:.....
6. Any training in school leadership and management?.....

II. SCHOOL LEADERSHIP AND PERFORMANCE

7. How would describe the kind of leadership practices: values and actions in your school / public secondary schools within the sub-county? Kindly consider issues of:
 - Communication of vision and goals
 - Respect and trustworthy
 - Keeps promises and commitments
 - Commitment continuous improvement: flexible and adaptable
 - Honesty and integrity
 - Evaluates and rewards ethical behaviour in performance
 - Believes in and does what they say
 - Values ethical and moral practices
 - Appreciates ethical behaviour in performance
 - Consistently does what is fair and right even if not popular
 - Accountability and responsiveness

8. What are some of the qualities that public secondary schools look for when appointing various teachers, and students into positions of leadership?.....
9. How would you describe the style of leadership in your school/ other public secondary schools within the sub-county?.....
10. How would you describe the extent to which the values of honesty, service to others, justice, building community and respect to others; influence the performance of your school /public secondary schools within the sub-county?...
11. How would you describe the extent to which factors such as: relevance of school programmes; responsiveness of school leadership; access to required information and services; quality and clarity of standards; and appropriateness of learning and teaching environment, influence the performance of your school /public secondary schools within the sub-county?.....
12. How would you describe the influence of school leadership values on implementation of school development plans, policies, organizational structure, and learning and teaching environment and curriculum in your school /public secondary schools within the sub-county?.....
13. How would you describe the influence of school development plans, policies, organizational structure, learning and teaching environment and school curriculum on the performance of your school /public secondary schools within the sub-county?.....
14. What kind of relationships exist between the various school stakeholders: Student-Student relationship; Teacher-student relationship; Parents-teachers' relationship; Student-school prefects' relationship; Student and other staff relationship; and School-Community relationship in your school/ other public secondary schools within the sub-county?.....
15. How would you describe the: learning and working environment in the school; school's image /reputation; and level of student discipline in the school/ other public secondary schools within the sub-county?.....
16. What could be done by the school and other stakeholders to improve the issues raised in 12 and 13?.....
17. How would you describe the management of school resources: Finances, facilities and equipment: quality of coaching, counselling and mentoring support to students and staff in your school/ other public secondary schools within the sub-county?.....

18. To what extent are staff and students involved in decision making and problem solving in your school/ other public secondary schools within the sub-county and how can this be improved?.....
19. What would you consider as the challenges to ethical leadership and performance of your school/ other public secondary schools within the sub-county?.....
20. What suggestions would you make to improve ethical leadership practices and the performance of your school / other public secondary schools within the sub-county?.....

Date:.....

Thank You!

APPENDIX II: LEADERSHIP QUALITIES CONSIDERED IN APPOINTMENT

Qualities	Frequency	Percent
Character: honesty, integrity, respect, trustworthy, high moral standards, diligence, firmness,	91	71.65
Qualifications: experience, hard work, merit, academic performance, personal development, financial and discipline, risk and disaster management	81	63.78
Commitment: availability, teamwork, reliability, discipline, attitude, responsible, work ethic	64	50.39
Communication skills: People relations, social skills, organizational skills	28	22.05
Seniority : age, job group,	7	5.51
Gender balance i.e. considerations	4	3.15

APPENDIX III: SCHOOL CORE VALUES (n=9)

No.	Core value	Frequency	Percent (%)
1.	Integrity and trustworthiness	9	100
2.	Teamwork	8	88.89
3.	Spirituality/Fear of God /Godliness and perseverance	6	66.67
4.	Commitment	5	55.57
5.	Discipline	5	55.57
6.	Ethical , Respect, Honesty and Humility	5	55.57
7.	Hard work	5	55.57
8.	Excellence	3	33.33
9.	Accountability and Responsibility	3	33.33
10.	Creativity	3	33.33
11.	Access and Equity	2	22.22
12.	Leadership	2	22.22
13.	Professionalism	2	22.22
14.	Self-confidence	2	22.22
15.	Education for sustainable development	1	11.11
16.	Obedience	1	11.11
17.	Reliability and Fairness	1	11.11
18.	Cleanliness	1	11.11
19.	Innovation	1	11.11
20.	Diversity	1	11.11
21.	Diligence	1	11.11
22.	Love	1	11.11
23.	Opportunity	1	11.11
24.	Passion	1	11.11
25.	Service	1	11.11
26.	Timeliness	1	11.11
27.	Transformation	1	11.11

NB: All schools are required by the MOE to prepare strategic plans with clear vision, mission, and mandate and core values

**APPENDIX IV: CHALLENGE TO ETHICAL LEADERSHIP AND SCHOOL
PERFORMANCE (n=127)**

	Challenge	Frequency(n)	Percent
1.	Perceived Attitude: • Student attitude: diverse background, laxity, absenteeism, indiscipline • Parental negligence: unsupportive/indifferent parents, single parents, absent parents, in disciplined parents • Perceived low pay : poor staff motivation, low student motivation, focus more on students than teachers	94	74.02
2.	Inadequate capacity: • Inadequate resources: dilapidated resources, inadequate teachers, finances, poor fee payment • Inadequate leadership capacity: skills, evidenced by poor leadership, dictatorship, self-centred, lack of trust, • Poor decision making: low involvement, poor teamwork, poor communication, poor implementation • BOM: indiscipline, capacity, payment	86	67.72
3.	School environment: cultural orientation: • School environment: community, location, boda-boda, societal decadence, flawed cultural orientation, village mentality • Peer influence: negative, no role models, group think • Drug and substance abuse • Focus on academic performance: too many exams, • Size of school: nature of school –day vs boarding	82	64.57
4.	Policy Issues • Policy directives: 100% transition, slow government response, unclear policy priorities and contradictions, manpower training is reactionary, excessive response to circulars • Low entry behaviour: marks, requirements • Poor planning: poor implementation • Pressure of curriculum implementation: no. lessons, school programs, late finishing of syllabus, low contact hours: e.g. TPAD	63	49.61
5.	Stakeholder Involvement • Poor relationships: student-teacher-parents: teacher-principal relationship, poor teacher attitude, parents' laxity, no sense of duty by administration • Poor collaboration : with other schools, stakeholder involvement and interests, inadequate teamwork,	34	26.77
6.	Corruption, Conflict of interest, and Gender biases: tribalism, nepotism	30	23.62
7.	Political influence: • commercialization of education • politically driven policy initiatives	5	3.94

APPENDIX V: POSSIBLE WAYS OF IMPROVING ETHICAL LEADERSHIP
AND SCHOOL PERFORMANCE (n=127)

	Possible intervention	Frequency	Percent
1.	Stakeholder involvement • Build teams and consensus • Stakeholder ownership: old, boys, community, students' parents and teachers • Culture change, collaboration • Government involvement: not top-down approach	58	45.67
2.	Capacity building of stakeholders • Continuous empowerment i.e. through training • Training on governance • Benchmarking • Rewarding performance : evaluate and remunerate performance	58	45.67
3.	Prudent resource planning and management • Improve infrastructure • Improve allocation and access to resource • Rework at education policies i.e. levies –allow necessary levies, clear goals and planning • Emphasize on TVET education: reprioritize education • Mainstream disaster recovery plans (DRP)	49	38.58
4.	Social support • Counselling, mentoring and guidance • Role modelling • Motivational talks • Cultural re-orientation i.e. reading culture • Spiritual help : Trust in God	45	35.43
5.	Delegated Leadership • Shared leadership, teamwork, • Develop creative and innovative leadership • Improve responsiveness, accountability, fairness and transparency • Clear and firm supervision • Enhanced M& E and adapt creative and innovative ideas • Develop talents through creative and innovative teaching	30	23.62
6.	Teach values at early age: • strengthen value systems in schools, in families • Focus on value education throughout the education system • Balance exams and teaching : holistic learning	26	20.47
7.	Open communication • Ethical awareness and transparency • Conducive learning and teaching environment: listening, meetings	25	19.69

APPENDIX VI: PAC UNIVERSITY INTRODUCTION LETTER

23rd July, 2019



P.O. Box 56875 - 00200
Nairobi, Kenya
Lumumba Drive, Roysambu
off Kamiti Rd, off Thika Rd
Tel: 0734 400694/0721 932050
Email: enquiries@pacuniversity.ac.ke
website: www.pacuniversity.ac.ke

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: ATELA OKEYO SOLOMON REG. NO. MAI.D/9008/0/17

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing a Master of Arts in Leadership.

He is at the final stage of the programme and he is preparing to collect data to enable him finalise on his thesis. The thesis title is **'The Influence of Ethical Leadership on Performance of Public Secondary Schools in Dagoretti Sub-County, Nairobi, Kenya'**.

We therefore kindly request that you allow him conduct research at your organization.

Warm Regards,

Dr. Lilian Vikiru
Registrar Academics

23rd July, 2019

PAN AFRICA CHRISTIAN UNIVERSITY
P. O. Box 56875, NAIROBI - 00200.
TEL: 0561820 / 0561945 / 2013146

Where Leaders are Made

APPENDIX VII: NACOSTI PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 469013	Date of Issue: 14/August/2019
RESEARCH LICENSE	
	
This is to Certify that Mr. Solomon Atela of Pan Africa Christian University, has been licensed to conduct research in Nairobi on the topic: THE INFLUENCE OF ETHICAL LEADERSHIP ON PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN DAGORETTI SUB-COUNTY, NAIROBI, KENYA for the period ending : 14/August/2020.	
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COUNTY COMMISSIONER
NAIROBI COUNTY
P.O. Box 30124-00100, NBI
29/08/2019 41866

APPENDIX VIII: RESEARCH AUTHORIZATION LETTER



Republic of Kenya

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2453699
Email: rce:nairobi@gmail.com
cd:nairobi@gmail.com

REGIONAL COORDINATOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

When replying please quote:

Ref: RCE/NRB/GEN/VOL.1

DATE: 29th August, 2019

Solomon Atela
Pan Africa Christian University
NAIROBI.

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on *"The Influence of Ethical Leadership on Performance of Public Secondary Schools in Dagoretti Sub-County, Nairobi Kenya."*

This office has no objection and authority is hereby granted for a period ending 24th July, 2020 as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.


KINOTI KIOGORA
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI.



Copy to: Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI.

