

A STUDY OF LEADERSHIP BEHAVIOUR AMONG PRIMARY SCHOOL
HEADTEACHERS IN THIKA MUNICIPALITY

BY

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DEDICATION

For Loise Njeri

Dr. A.M. Karagu, my project supervisor, who has been with me in various stages of preparation of this project. I would like to thank him for his total support and his willingness to take the time to read and correct my work. I would also like to thank him for his invaluable support and guidance.

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CHAPTER ONE

THE PROBLEM AND ITS RELATED COMPONENTS

1.1 BACKGROUND TO THE PROBLEM

The headship of primary schools today is different and much more difficult than it was two decades ago. Headteachers' duties, responsibilities and problems a decade ago and those of today have little resemblance.

There has been drastic changes in the Kenyan schools' curriculum since independence and among such changes is the introduction of the 8-4-4 education system. This has placed more responsibilities and demands in the hands of the primary schools headteachers. For example, headteachers have to liaise with the local community as well as politicians to provide for facilities to implement the educational programme.

There has also been extensive parents and community involvement in the maintenance of the schools. The demands laid on the school by parents and society in general have also increased. Schools today do take more social responsibilities and there is evidence of greater involvement of society in the education of children in future.

Teachers, on their part, have become much aware of their rights and responsibilities. Areas of concern to them include their welfare and working conditions.

Should the headteacher treat the teachers in high-handed fashion, there is bound to be conflict.

There are other changes and all such changes have significant effect on leadership behaviour of school headteachers. This may have an effect on the relationship between the headteachers and teachers.

The headteacher is the officially designated head of the school. He has certain roles. As Olembo¹ et. al. explains, the headteacher has the overall responsibility over the operation of the school. He is responsible and accountable to his employer and other agents like the inspectorate. He is responsible and accountable to his profession. He is expected to demonstrate superior intellectual, moral and mature characteristics in his role as the head of the institution. He is a model for his staff and pupils to emulate. He looks at the welfare of all in the school. It is not uncommon to find that the headteacher is the first to be dismissed whenever a school encounters problems.

However, though the above are some roles of headteachers, Foskett² while analysing results of studies on the role of primary school headteachers concluded that there is no agreement among headteachers when it comes to defining their roles.

Jacobson et. al. has indicated that:

Elementary school administrators tend to view their roles overwhelmingly in old-style managerial terms. Increasingly however they see groups defying their identification of goals and desirable procedures and meet with difficulties in such matters as gaining acceptance for the introduction of innovations in the school, developing a cohesive approach to common problems, developing co-operative relationships among parents and community and groups and obtaining teachers support for evaluative and developmental programme within the schools.³

Thus, it is not unusual to hear parents, pupils and other interested parties complain on how a school is being run by a particular headteacher. As William et. al.⁴ explains, a common observation made about schools by parents, teachers and scholars alike, is that they suffer from poor administrative leadership. When there is poor administrative leadership in the school, then the school may not be effective. Jacobson et. al.⁵ contends that the effectiveness of a school is largely dependent upon the type of leadership the school provides.

It is also clear that where headteachers are at odds with teachers, then the headteachers as well as the teachers, may not operate with efficiency in their areas of responsibility. Since the headteacher is generally presumed to be the pivot and focus of the school, it is expected that he should provide good leadership in order to mould the school in accordance with expected goals

of education.

The effectiveness of any school must be measured by what contributions it has made to improve the learning of the school children. This may not be achieved when there is poor leadership. As Knezevich⁶ has said, the survival of an organization is dependent on quality of administrative services available.

Drucker⁷ considered administrators or managers as 'basic resource', the 'scarcest resource' and perhaps the most precious in an enterprise. Therefore headteachers are important in the school and as mentioned earlier, they can be considered to be the pivot and focus of the school.

There has been a misconception among administrators that status position such as headship automatically insures its existence. There has been headteachers who have misconcieved that since they hold the position of headship, they can derive loyalty from the teachers who are supposed to be followers. Prestige may be there on status position by virtue of office. However loyalty among the staff to the headteacher may not develop if there is weak leadership.

Leadership as defined by Carmichael et. al. is:

"... ability of a manager to accomplish group objectives by working with people through people."⁸

If then leadership is not there in a school, then the school may not be able to realize its objectives.

Each person who occupies a given role specified by institution personalizes that role. The way in which a primary school headteacher personalizes his role can be examined through his leadership behaviour as perceived by his staff.

Bruce⁹ et. al. explains that followers grant an individual the obeissance due to a leader when it is possible for them to explain the behaviour of that leader in terms that are consistent with their own pre-conceptions. The definition of leadership and its proper exercise depends heavily upon the perceptions of followers.

Most of the time the headteacher is with the teaching staff. The staff imposes expectations on how the headteacher should behave as a leader. If the expectations are similar to how the headteacher behaves, then the headteacher would not encounter difficulties in orienting his behaviour towards teachers. To the extent that the expectations are incompatible, the headteacher is placed in a position of potential role conflict.

Nolte wonders,

"How should he behave as a head? Should he behave as staff wants or board wants, or should he behave by his own man?"¹⁰

These practical questions plague most school headteachers and are of equal concern to those who are responsible for pre-service and in-service training. The way the headteacher perceives his role may determine his actions.

Two categories of behaviour in which the headteacher can place greater emphasis in fulfilling his role as a leader include initiating structure dimension of leadership behaviour and consideration dimension of leadership behaviour.

Bush¹¹ explains that initiating structure involves organizing and directing work, while consideration behaviour involves human relations and group maintenance.

Silver¹² explains that initiating structure refers to the establishment and clarification of roles and interaction patterns within the organization. It refers to those actions whereby leaders define their own role and let followers know what is expected of them. It includes such activities as scheduling the work that is to be done, assigning members of the group particular tasks and establishing standards of performance.

William et. al.¹³ explains that consideration refers to regard for comfort, well being, status and contribution of followers. It is behaviour which is indicative of friendship, mutual trust, respect and

warmth in relationship between the leader and members of his staff.

Studies by Hemphill¹⁴ on leadership behaviour indicate that initiating structure and consideration are fundamental dimensions of leadership behaviour. Effective leadership behaviour is associated with high performance on both dimensions.

Murray¹⁵ explains, the effective leader is the one that integrates the goals of the individual and goals of the organization.

Teachers in a school have needs and desires they seek to satisfy and they can meet some in the school. On the other hand the school has placed demands on teachers. There is an interplay to fulfill the demands of the organizations and those of teachers. The result may be conflict and as Owens¹⁶ explains, there exists fundamental, but inevitable conflict between individuals and organizations.

Nolte explains that,

"An executive holding a position in the hierarchy of an organization is under pressure from his superordinates to attain the goals of the organization, and he is under pressure from his subordinates to meet their personal needs."¹⁷

When we take school headteachers, they are under an obligation to parents and pupils and the community at

large to ensure the school attains its objectives. They are also answerable to their superordinates like the District Education Officers, for the performance of the school. At the same time they are under an obligation to fulfill the needs of teachers. Teachers have their desires and needs and as Pigors¹⁸ explains, every human being earnestly seeks a secure, friendly and supportive relationship and one that gives him a sense of personal worth in the face to face groups most important to him, that is the workgroup.

When there is poor relationship between superior and subordinate, as Murray¹⁹ explains, performance may suffer.

Berrelson and Steinner in Nolte, indicate,

"That holders of intermediate positions in the hierarchy are under pressure from their superiors for productivity and under pressure from their subordinates for human consideration, and this crosspressure is the source of actual or potential conflict in their behaviour."²⁰

The question is, how should headteachers behave as leaders? Should they only emphasize productivity at the expense of human consideration? Should they emphasize consideration at the expense of productivity? Should they strike a balance between the two? These are practical questions that should be of concern to all administrators.

Anderson²¹ has noted that although the headteacher should be closely associated with school patrons, his most immediate responsibility for leadership is with the school teachers and student body. It is with them that he works daily, and it is with them that he must develop a favourable climate for operation of the school. Teachers usually want professional leadership from the headteacher.

There has to be harmony between headteachers concern for productivity and concern for human element in the school. The headteacher has to bring compromise between concern for productivity and concern for human element in the school. As Nehru, quoted by Nolte²² once said, compromise that represents a step to attaining a desirable objective may be good, while that that leads to abandoning an objective or substituting it with an inferior one is bad.

Many scholars have often wondered what influences the executives behaviour. For example Nolte²³, while discussing executive behaviour, noted that the executive's behaviour is influenced by his own values or beliefs and by the values and beliefs of his subordinates. For example the executive who believes in the essential equality of all the people and their potentiality for growth will tend to develop a co-operative organization in which he is a leader as well as an executive.

There are headteachers who do not conceptualize their members of staff as living systems but rather as inanimate parts of the school. Such headteachers give little emphasis to human relations and the interaction of the social system. They give little consideration to what happens to human component of the school. They are usually concerned primarily with getting maximum output from the teachers.

Their values and beliefs conflict with the values and beliefs of teachers. Such headteachers are no longer seen as leaders in the school. They may continue to hold a command position because of their institutionalized authority, but they are not leaders.

There are numerous variables that have an impact on how headteachers behave. For example, Bush²⁴ explains that teachers defer to the headteacher and commit themselves to the ideals and pursuits he wishes to foster, not on rational grounds, but because his positional authority and experience may be greater than theirs.

Legitimation of the heads status may also rest predominantly upon the personal qualities of the incumbent, his commonsense or even his age.

Olembo et. al.²⁵, while discussing problems facing headteachers in their roles, cited one classification as personal factors. The personal constraints can be

either physical or psychological. Physical constraints may relate to such factors as the age, sex, stamina or general physical condition of the headteacher.

He further says that:

"Age may, for example, affect the headteacher's memory, understanding and adaptability to extrovert instructional and administrative requirements. A headteacher at the point of retirement may not take a lot of interest in the professional development of his staff or the physical development of the entire school. On the other hand, a younger headteacher may be enthusiastic to improve the existing conditions and have the strength to lobby for funds and services for such improvement."²⁶

Psychological constraints²⁷ relate to such aspects as the level of educational attainment of the headteacher, his personality and his personal ethics and values. All these factors affect the way a headteacher relates to his staff, parents and pupils.

In primary schools, as Olembo et. al.²⁸ explains, it is not unusual for some headteachers to have lower academic and professional qualifications than their staff. Such discrepancies affect their authority and may, in the long run, create misunderstanding among staff and the administration to the extent that remarks like "after all you are just a standard eight or a P3 ..." become common place in the school.

Therefore, age, sex and experience may have an influence on the headteacher's behaviour. There are other variables.

As have been seen, due to the various changes that are taking place in the Kenyan society, increased demands and responsibilities have been placed on the hands of headteachers. Such changes may affect the headteachers leadership behaviour.

The demands and responsibilities placed on headteachers requires that there should be enhanced managerial capacities and skills particularly at a time when various forms of accountability and participation as well as employment relations are emerging or being imposed on management.

The headteacher is the officially designated head of the school and has various roles. In pursuit of these roles, the school can be effective if the headteacher provides leadership.

In performance of his duties the headteacher has to have concern for the organization and concern for the human element in the organization. As studies indicate, those headteachers who are high in both initiating structure and consideration, are the ones considered as effective. They help the school to attain its goals as well as taking care of the welfare of those working

in the organization.

It is with this in mind that the researcher was interested in investigating the leadership behaviour of primary school headteachers in Thika Municipality as perceived by the teachers.

1.2 STATEMENT OF THE PROBLEM

The problem of the study was to investigate primary school teachers' perception of their headteachers' leadership behaviour in initiating structure and consideration dimensions in Thika Municipality.

The objectives of the study were:-

- (a) To investigate primary school teachers' perception of their headteachers' leadership behaviour in initiating structure dimension and consideration dimension.
- (b) To examine the influence of the headteachers' administrative experience on the headteachers' leadership behaviour.
- (c) To find out whether age of the headteacher has any influence on the headteacher's leadership behaviour.

1.3 RESEARCH QUESTIONS

- (a) How do the teachers perceive their headteachers' leadership behaviour in initiating structure and consideration dimension?
- (b) Does the headteacher's administrative experience have any influence on their leadership behaviour?
- (c) Do the headteachers' chronological age have any influence on their leadership behaviour?

1.4 SIGNIFICANCE OF THE PROBLEM

By studying headteachers' leadership behaviour, the researcher felt that it would be possible to help the headteachers by consultancy and training to improve their leadership.

The research findings could be made use^{of} by headteachers to re-examine their own leadership behaviour.

Pre-service training institutions involved in training of headteachers, as well as in-service institutes can benefit from information gathered from this study.

The research findings could provide more information in the field of school administration. The information can be useful in education of teacher trainees.

1.5 ASSUMPTIONS

The researcher made the following assumptions:-

- (a) The teachers were capable of describing the leadership behaviour of their headteachers.
- (b) The teachers had enough information that could help them discern a pattern in their headteachers' leadership behaviour.
- (c) That the headteachers were capable of being effective even in difficult environments.
- (d) Every headteacher engaged to some extent in both forms of leadership behaviour, initiating structure and consideration.

1.6 DEFINITION OF SIGNIFICANT TERMS

Administrative experience: Period of time, in years, a person has served as a headteacher.

Administrative Leadership: A social process concerned with identifying, maintaining, stimulating, controlling and unifying formally and informally organized human and material energies within an integrated system designed to accomplish pre-determined objectives.

Consideration: Refers to leader regard for comfort, well being, status and contribution of followers. It is behaviour which is indicative of friendship, mutual

trust, respect, warmth in relationship between the leader and members of staff.

Headteacher: The headteacher in the primary school is the officially designated head of the primary school.

Initiating Structure: Refers to those actions whereby leaders define their own role and let followers know what is expected of them. It involves such activities as scheduling the work that is to be done, assigning members of the group particular tasks and establishing standards of performance.

Leader: The individual in the group who is given the task of directing and co-ordinating the task relevant to group activity, in this context, the headteacher.

Leadership Behaviour: The behaviour expressed by a leader in pursuit of his duties. The leader can express consideration for the staff or can be involved in initiating structure or both.

Leadership: Enlisting and co-ordinating the efforts of members of a group to accomplish the purposes of the group.

Leader Behaviour Description Questionnaire - Real, Staff:
This is a questionnaire composed of a series of short descriptive statements of ways in which a leader may behave while leading. The members of a leader's group indicate

the frequency with which the leader engages in each form of behaviour by checking the statement against one of the following adverbs; Always, Often, Occasionally, Seldom, and Never. The leader behaviour description questionnaire - real, staff represents real, staff perception of how their leader behaves.

LBDQ - Real, Staff: Abbreviations for leader behaviour description questionnaire - real, staff.

The Primary School Teacher: Refers to the person who teaches in the primary school. Teaching in this respect refers to formal and orderly instruction, training and guidance to the pupils to cause to gain knowledge and skills.

1.7 SCOPE AND LIMITATIONS

The study was limited to fifteen schools in Thika Municipality. Ninety teachers and fifteen headteachers participated in the study. The researcher observed the following limitations:-

- (a) The fifteen schools were too few for generalization of results on a larger scale to be practicable.
- (b) The study was in an urban setting. The findings may not be generalized to headteachers in rural settings.

- (c) The researcher would have liked to carry out research within the whole district, but due to time limit and financial constraints, this could not be possible.
- (d) The researcher's aim was to supply questionnaires to one hundred and two teachers and seventeen headteachers. Due to lack of co-operation from headteachers in two schools, the researcher received responses from only ninety teachers and fifteen headteachers.

1.8 ORGANIZATION OF REST OF THE STUDY

In Chapter Two, literature on leadership has been reviewed. In Chapter Three, there is a discussion on the methodology of the study. In Chapter Four, there is summary of the respective chapters, conclusion based on findings and recommendations as well as suggestions for further research.

FOOTNOTES

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 TRENDS IN THE STUDY OF LEADERSHIP

As Silver¹ explains, leadership whether it be directed towards nations, armed forces, informal groups or large organizations, has been a topic of deep interest for centuries. Luthern et. al.² also notes that although leadership has been given more attention through the years very little is known about it. There is still much disagreement on the factors and circumstances of effective leadership.

Traditional approach to the study of leadership evolved into the search for traits or personal characteristics of effective leadership. Nolte³ indicates that the belief was that leaders must possess certain traits or qualities not possessed by followers.

The argument was that traits or characteristics of effective leadership are present at birth and there is nothing that can be done to improve ones leadership. Luthern et. al.⁴ explains that famous figures from history, for example Alexander the Great, Napoleon, John F. Kennedy, were used to support the 'great man' approach to study of leadership. It was considered that such leaders would have emerged as leaders out of any situation.

During this time researchers tried to build long lists of traits that supposedly led to effective leadership. Examples of such leadership traits included alertness, self confidence, enthusiasm, persistence, decisiveness and others.

Bruce et. al.⁵, quoting studies done by Stogdill, concluded that only a limited number of traits appeared to correlate with effective leadership. Such traits included intelligence, initiative, self confidence, energy and activity and task relevant knowledge. Other explanations on studies carried between 1900 - 1957 is that leaders tend to be more extroverted and have greater interpersonal sensitivity than non leaders.

Bruce et. al.⁶ also explains that in 1980, studies carried out by American National Association of Secondary Principals, came with conclusions that twelve key skills are required for performing well in school management. These included judgement, decisiveness, sensitivity, stress, tolerance, organizational ability, personal motivation, oral and written communication.

However, today it is generally recognized that there are many variables that enter into leadership process other than traits. Bush et. al.⁷ reports that Stogdill in his 1948 review of 128 studies on leadership traits, concluded that a person does not become a leader by virtue

of possession of some combination of traits. Situational variables evidently influences the leaders behaviour pattern.

Nolte notes that,

"Leadership is not a matter of passive status, nor does it devolve a person simply because he is the possessor of some combination of traits."⁸

Nolte⁹ further indicates that personality traits identified as being related to leadership are acquired traits and as such, they are subject to modification by training and experience. Nolte explains that most of the personality traits or characteristics that have been found to be associated with leadership should be classified as skills or competancies rather than personality traits and it is possible within limits to attain these skills and competancies through an appropriate programme of learning experiences.

Behavioural theorists, according to Lutherns et. al.¹⁰ have also tried to look for factors that lead to effective leadership. The behavioural theorists concern was on what leaders do. They were involved in an analysis and description of behaviours related to effectiveness and productivity of leaders.

Behavioural theorists recognized three main styles of leadership, that is democratic, autocratic and laissez faire.

Lutherns et. al.¹¹ notes the democratic leader helps to organize the group and to determine the group activities through voting. The leader assists the group to achieve its goals through a helping participative style.

The autocratic leader takes full responsibility for deciding on the groups projects by assigning tasks to members and permitting little or no participation in decision making process.

The laissez faire leader provides no direction at all for the group, neither praising nor criticizing members behaviours. The group has almost no control over their activities and there is very little discipline.

Lutherns et. al.¹² further notes behavioural theorists views that the participative and democratic styles of leadership should be emphasized. the observation is that those supervisors who use a general style and are oriented towards human relations are more productive than the task oriented close supervisors.

Another approach to the study of leadership is the one advanced by situational theorists or contingency theorists. According to the situational theory as noted in Bruce et. al.¹³, there is no one leadership style which will prove effective in all contexts. A person who displays qualities of leadership in one organizational environment may be judged to be a poor leader in another.

According to Lutherns¹⁴ the situational leadership approach recognizes the importance of situation. Accordingly the effective leadership style depends on the situation. The key is to identify the situation in which a particular style of leadership will be effective.

Lutherns¹⁵ quotes Fieldler who developed tests to identify leadership styles and situations. To Fieldler, as explained in Lutherns, for example, where the situation is extremely unfavourable, that is, there is poor relations between the supervisor and subordinates, few guidelines for performing the work and no authority or little to sanction employees, then the task oriented style of leadership was the most effective.

According to Bruce¹⁶, Fielder developed a model of leadership that views group performance or effectiveness as dependent upon the interaction of leadership style and favourableness of situation.

The situation theorists suggestion is that it is not leader behaviour alone that is the key to understanding leadership so much as it is the context in which behaviour occurs.

Another group involved in the study of leadership are the attribution theorists. To the attribution theorists as Bruce et. al.¹⁷ explains, the definition of leadership and its proper exercise depends heavily upon the perceptions of followers which may differ mightily from the perception of superiors and outsiders.

Followers grant an individual the obeissance due to a leader when it is possible for them to explain the behaviour of that leader in terms that are consistent with their own perceptions.

To the attribution theorists, for example teachers, have their own perceptions about their headteachers. They may expect the headteacher possibly to forward their needs to the authorities concerned or protect them from the community. If the headteacher does not show these characteristics then he may not get the obeissance due to a leader. The teachers may not see any leadership in him.

Subordinates are usually interested in the leadership behaviour and as Silver puts it,

"Employees within an organization observe their superiors actions and reactions countless times in many different situations. Over a period of time, they discern a pattern in the supervisor's behaviour that tells them what to expect in future interactions."²¹

2.3 LEADERSHIP BEHAVIOUR

The actual behaviour of headteachers in schools shows a wide variation. As Ronn reports in Baron,

"Critical appraissal of the head's behaviour, a popular staff pastime, frequently naively implies a unidimensional continuum from bad to good."²²

The schools headteacher's behaviour is important. As Williams et. al.²³ explains, the leader behaviour of an elementary school principal is one of the determinants of the ability of a school to attain its stated educational goals.

To avoid the constricting alternatives of bad or good leadership, a two- dimensional model of leadership behaviour has been used. In this model, 'initiating structure' and 'consideration' are regarded as independent measures of leadership. Ronn in Baron defines initiating structure as,

"... endeavours to establish well defined patterns of organization, channels of communication and methods of procedure."²⁴

Silver, while explaining initiating structure says that it refers to,

"... establishment and clarification of roles and interaction patterns within the organization. It refers to those actions whereby leaders define their own role and let followers know what is expected of them. It includes such activities as scheduling the work that is to be done, assigning members of the group particular tasks and establishing standards of performance."²⁵

Consideration as explained by William et. al. refers to,

"... regard for comfort, well being, status and contributions of followers. It is behaviour which is indicative of friendship, mutual trust, respect and warmth in relationship between the leader and members of his staff."²⁶

2.4 REVIEW OF STUDIES ON LEADERSHIP BEHAVIOUR

Halpin, as reported in Carver et. al.²⁷ explains that evidence indicates that initiating structure and consideration are fundamental dimensions of leader behaviour. He further explains that effective leader behaviour is associated with high performance in both dimensions.

Such leaders as studies indicate do define the role which they expect each member of workgroup to assume. They delineate patterns of organization and ways of getting the job done. They establish a relationship of

mutual trust and respect between the group members and themselves.

As Bush et. al.²⁸ explains, the initiating structure and consideration leadership behaviour dimensions can be present in behaviour in varying amounts and relationships at different times. Thus a school headteacher may rate high in initiating structure as contrasted to consideration; or may rate higher in consideration as opposed to initiating structure.

Nolte reports Berelson and Steiner, while reviewing difficulties of an executive in a hierarchy, as having explained that,

"... holders of intermediate positions in the hierarchy are under pressure from their subordinates for human consideration and this cross-pressure is the source of actual or potential conflict."²⁹

Pigors et. al.³⁰ on the other hand reports that there is a marked relationship between the kind of supervision an employee receives and his productivity and satisfaction he derives from his work. When the worker feels that his boss sees him as an instrument of production, as merely a cog in a machine, he is likely to be a poor producer. However, when he feels that his boss is genuinely interested in his well being he is more likely to be a high producer.

Yukl examined reported relationships between dimensions of leadership behaviour (consideration, initiating structure, and decision centralization).

He proposed that,

"Leaders' behaviour patterns affect situational variables (subordinate motivation, task-role organization and subordinate skill levels) that in turn affect the quality and quantity of subordinates performance."³¹

Studies by Kerr as reported by Halpin in Silver indicate that,

"The more subordinates depend on the leader to provide valued or needed services, the higher the positive relationship will be between leader behaviour measures and subordinate satisfaction and performance. The more the leader is able to provide subordinates with valued, needed or expected services, the higher the positive relationship will be between leader behaviour measures and subordinate satisfaction."³²

Halpin as reported in Silver, when examining leaders behaviour in an educational setting explains that,

"... administrators value consideration more highly than initiating structure."³³

This is contrary to Hemphill³⁴ whose observation is that the superior main concern is with the initiating structure aspects while the subordinates main concern is in consideration the leader extends to them.

Evanson, as reported in Silver³⁵, indicates that there is little agreement between superior and subordinates about how the leader does behave. He also noted that self descriptions of the leader's behaviour does not coincide with other descriptions of their behaviours.

Silver³⁶ also explains that leadership behaviour studies that included school administrators' personal characteristics have indicated that headteachers' sex and conceptual complexity affect their behaviour patterns. This is in agreement with Muchira's³⁷ findings on studies on primary school leadership in Nairobi, where he sought to investigate the difference in leadership between male and female primary school headteachers. Male headteachers were rated higher than females on both initiating structure and consideration dimensions of leader behaviour.

Other findings by Muchira³⁸ indicate that a difference existed in leadership behaviours of headteachers in three different categories of schools in Nairobi; that academic background has influence on headteachers leadership behaviour and that length of experience has influence on headteachers leadership behaviour.

Other studies as reported by Davey³⁹ indicate that the democractic leadership produced greatest satisfaction. The leader tends to identify with success of the group,

makes helpful suggestions for group policy; both the group and leader praise each others efforts; and the group works energetically when the leader is absent as when he was in the room.

Findings by Hemphill⁴⁰ indicate that changes in the attitudes of group members towards each other and group characteristics such as harmony, intimacy and procedural clarity are significantly associated with leadership style of the leader. High initiating structure combined with high consideration is associated with favourable group attitudes and favourable changes in group attitudes.

SUMMARY ON LITERATURE REVIEW

There has been various studies carried out on leadership trying to understand leadership and its effectiveness.

The trait theorists tried to seek out those personal characteristics that lead to successful leadership. Although some traits could be correlated with effective leadership, the conclusion was that one does not merely become a successful leader merely because of possession of some traits considered necessary for successful leadership.

Other studies on leadership concentrated on leaders' behaviour while leading. The behaviour theorists were seeking to identify the leadership style which more successful leaders display. Their conclusion was that the democratic leadership style is more appropriate than either the autocratic or laissez faire.

Other scholars explained that it is not the traits, nor the style of leadership which matters, but what matters most is the context under which that leadership is offered. Therefore their aim was to identify situation in which a given leadership style would be more appropriate.

The attribution theorists on the other hand came up with the idea that followers give obeisance due to a leader if they have reasons to do so. If such reasons are not there, then the leader may not derive loyalty from the followers.

Leadership defined is enlisting and co-ordinating the efforts of members of a group to accomplish the purposes of the group. It was also explained that leadership in a school is necessary to propel the school towards achieving the set goals and to maintain the school on an even keel. This can only be achieved through effective leadership.

The leadership behaviour dimensions of initiating structure and consideration are fundamental dimensions for successful leadership. It is only the leader who scores high on both of these dimensions who can be considered to be effective.

Lastly, academic background, age, and length of experience as a leader, may have an influence on leadership behaviour as studies indicate.

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3.2 THE INSTRUMENTS

The research instruments consisted of two questionnaires. The first questionnaire was the Leadership Behaviour Description Questionnaire - Real Staff. This questionnaire was used to gather information about how teachers in the primary schools perceived their own leadership behaviour. The questionnaire consisted of thirty statements each describing a specific leadership

CHAPTER THREE

METHODOLOGY AND DATA ANALYSIS

3.1 THE SAMPLE

The study was carried out in Thika Municipality. Thika Municipality has nineteen public primary schools. Out of these nineteen schools, two schools were randomly picked and used for piloting. The pilot study was carried out to assist in determining the validity and reliability of the study.

Of the remaining seventeen schools, the researcher supplied questionnaires to one hundred and two teachers and seventeen headteachers. Ninety teachers and fifteen headteachers responded to the questionnaires.

The teachers who participated in the study had been picked randomly from the list of teachers provided by the headteacher of the respective school. Six teachers participated in the study in each of the schools.

3.2 THE INSTRUMENTS

The research instruments consisted of two questionnaires. The first questionnaire was the Leader Behaviour Description Questionnaire - Real Staff. This questionnaire was used to gather information on how teachers in the primary schools perceive their headteachers leadership behaviour. The questionnaire had thirty statements each describing a specific form of

leadership behaviour. The first fifteen statements expressed the initiating structure leadership behaviour, while the remaining fifteen statements expressed the consideration leadership behaviour (refer to Appendix I). Each teacher who participated in the study received a copy of this questionnaire and indicated for every statement the frequency with which the headteacher engaged in a particular form of leadership behaviour by checking the statements against five-point likert-scale that had the following adverbs; Always, Often, Occasionally, Seldom and Never. Each of the teachers participating in the study read each of the statements and circled the letter with the adverb which best described the leadership behaviour of the respective headteacher.

The second kind of questionnaires were completed by the headteachers. These questionnaires sought information from the headteachers concerning their sex (male or female), academic background, age and administrative experience.

3.3 ADMINISTRATION OF THE INSTRUMENT

The researcher visited each school personally. The researcher presented a letter of introduction to the headteacher from the Municipal Education Officer (see Appendix IV). The researcher explained the general

purpose of the study to the headteacher. Then from the list of teachers provided by the headteacher the researcher was able to pick six teachers randomly who formed the sample. The staff picked was provided with the LBDQ-real, staff instrument and they were assured that the answers to be provided would be treated in confidence.

The headteacher was also provided with the headteachers' questionnaire to complete. The researcher waited for the questionnaires to be filled and carried them away for analysis.

During this time there was no mention or reference to the concepts of initiating structure and consideration.

On the LBDQ-Real, Staff, the teachers indicated the frequency of their headteachers leadership behaviour by checking the statements on the questionnaires against the adverbs; Always, Often, Occasionally, Seldom and Never.

The headteachers completed questionnaires issued to them with their personal data like age, sex, academic experience and length of service as headteachers in years.

3.4 DATA ANALYSIS AND PRESENTATION

The raw data consisted of responses from the questionnaires. Each LBDQ-Real, Staff questionnaire had thirty statements as noted earlier of which fifteen described ways in which headteachers behave on initiating structure dimensions and the other fifteen described ways in which headteachers behave on consideration dimension.

Each item of these statements on each leadership behaviour dimension was scored on a scale from four to zero. For example the statement number four, section A of LBDQ-real, staff (refer to Appendix I);

'He criticizes poor work'

- (a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never.

If the respondent marked 'Always', then this carried a score of 'Zero'. This applied for positive statements. For negative statements such as statement number 5 section B of the questionnaire (refer to Appendix I) which reads;

'He keeps to himself'

- (a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never.

Scoring was 'four' for 'never' and 'zero' for 'always'.

Consequently the theoretical range of scoring on each leadership dimension was 0 - 60. For example on consideration dimension the highest score on the fifteen statements was to be sixty and the lowest was to be zero.

From each teacher for each headteacher, two scores were obtained. The two included;

LBDQ - Real, Staff Consideration

LBDQ - Real, Staff Initiating Structure.

Mean score on headteachers real leadership behaviour as perceived by the teachers was computed using the formula presented in Appendix IIIa.

The results were then tabulated (refer to Table I).

The researcher then calculated for LBDQ-Real, Staff, overall mean score for the headteachers who participated in the study. This was on both leadership dimensions, initiating structure and consideration. This was computed using the formula shown in Appendix IIIb.

The overall mean score having been obtained, was compared with mean score for each headteacher. Percentages of those headteachers who fell above or below the overall mean were calculated. This was in respect

of each of the leadership dimension, initiating structure and consideration. The formula used is shown in Appendix IIIc.

The results were then presented in a leader behaviour description quadrant (refer to Table II).

The upper right hand marked I, the researcher presented the percentages of headteachers who were above the overall mean on both initiating structure dimension and consideration dimension. These were rated high in terms of leadership.

Quadrant number II, the researcher presented the percentage of those headteachers who were above average on consideration and below average in initiating structure dimension. These were rated intermediate in terms of leadership.

Quadrant number III, the researcher presented the average of those headteachers who were below average on both initiating structure and consideration leadership dimension. These were rated lowest in terms of leadership.

Quadrant number IV, the researcher presented the percentage of those headteachers who were below average on consideration and above average in initiating structure. These were rated intermediate in terms of leadership.

CHAPTER FOUR

The researcher also analysed whether age, length of service as a teacher as well as headteacher variables have any influence on headteachers leadership behaviour by comparing these variables with mean scores obtained for each headteacher on each of the leadership dimension, initiating structure and consideration.

The study was carried out in Thika Municipality.

The researcher sought to answer three research questions:-

- (a) How do the primary school teachers perceive the headteachers' leadership behaviour on initiating structure and consideration dimension?
- (b) Does the headteachers' administrative experience have any influence on their leadership behaviour?
- (c) Does the headteachers' chronological age have any influence on their leadership behaviour?

Questionnaires were supplied to one hundred and two teachers and seventeen headteachers. Ninety teachers and fifteen headteachers responded to the questionnaire. The response represents eighty-eight per cent of expected responses.

The researcher used two instruments, the LBD (Level of Staff, and the Headteachers' questionnaire (see Appendix I and II respectively).

CHAPTER FOUR

DATA ANALYSIS

4.0 INTRODUCTION

The purpose of the study was to investigate primary school teachers' perception of their headteachers' leadership behaviour in initiating structure and consideration. The study was carried out in Thika Municipality.

The researcher sought to answer three research questions:-

- (a) How do the primary school teachers perceive their headteachers' leadership behaviour in initiating structure and consideration dimension?
- (b) Does the headteachers' administrative experience have any influence on their leadership behaviour?
- (c) Does the headteachers' chronological age have any influence on their leadership behaviour?

Questionnaires were supplied to one hundred and two teachers and seventeen headteachers. Ninety teachers and fifteen headteachers responded to the questionnaires. The response represents eighty-eight per cent of expected responses.

The researcher used two instruments; the LBDQ - Real, Staff, and the Headteachers' questionnaire (see Appendix I and II respectively).

The raw data for the study consisted of responses from the questionnaires.

4.1 PRESENTATION AND ANALYSIS OF DATA

The first research question to be answered was; how do primary school teachers in Thika Municipality perceive their headteachers' leadership behaviour on initiating structure and consideration?

To do this, the researcher computed the mean scores on leadership behaviour on initiating structure and consideration dimension respectively for each of the fifteen headteachers. This was as perceived by the teachers. The range of score was expected to lie from 0 - 60 on each leadership dimension as explained earlier. The formula used to compute the mean is shown in Appendix IIIa. The results are presented below.

11	44
12	47
13	57
14	46
15	42
OVERALL MEAN SCORE	43

TABLE I

MEAN SCORES ON LEADERSHIP BEHAVIOUR ON INITIATING
STRUCTURE AND CONSIDERATION FOR PRIMARY SCHOOL
HEADTEACHERS IN THIKA MUNICIPALITY

HEAD TEACHER	MEAN SCORE	INITIATING STRUCTURE	CONSIDERATION
1		43	36
2		45	48
3		35	14
4		37	23
5		46	48
6		35	23
7		50	52
8		44	47
9		44	33
10		40	23
11		44	21
12		47	43
13		47	44
14		46	43
15		42	46
OVERALL MEAN SCORE		43	36

As can be observed from Table I, for example, headteacher number one had a mean score of 43 out of 60 on initiating structure and 36 on consideration. The implication is that the headteacher puts more emphasis on initiating structure when contrasted with consideration.

The overall mean score on each leadership behaviour dimension for all the fifteen headteachers was also calculated. This was computed by summing the mean score on each leadership dimension (initiating structure and consideration) of all the fifteen headteachers and dividing the sum by the total number of headteachers who participated in the study. The results indicate that the headteachers scored an overall average of 43 and 36 on initiating structure and consideration respectively, as shown in Table I. In general, the implication is that the headteachers are more concerned about attending to the needs of the system than the needs of the staff they work with. Such headteachers do define roles which they expect each staff member of the school to assume, they delineate patterns of organization and ways of getting the job done. They do this at the expense of consideration. One of the areas identified as a source of problems in organizations, the school included, involves difficulty in establishing and maintaining sound and successful human relation. If there is poor human relations in a school, this may affect teacher morale. Although the researcher has no

clear cut evidence that teachers' satisfaction with the job and effectiveness of performance are related, it seems logical that some kind of direct relationship exist. As mentioned in the literature review, the effective leader behaviour is associated with high performance in both dimensions of leadership, initiating structure and consideration. The key attribute of the effective headteacher is the skill he displays in personal relations, the effectiveness in personal relations, the effectiveness of his human relations, the capacity to work with and through others combined with the capacity to establish well defined patterns of organization, channels of communication and methods of doing things within the school to accomplish the goals of the school.

From the research findings, the researcher is of the opinion that the headteachers rated low in the area of human consideration while leading. Of course there were some headteachers who scored higher in the consideration than initiating structure as can be observed in Table I. It is essential that the headteachers improve in the area of human consideration to avoid problems with their teachers and especially to improve on the teachers' morale.

When the headteachers were rated in accordance with how they scored on initiating structure and consideration compared to overall mean, data indicated that only fifty three per cent rated highest.

TABLE II
PERCENTAGE OF HEADTEACHERS SCORING ABOVE OR
BELOW OVERALL MEAN ON INITIATING STRUCTURE AND
CONSIDERATION

20% IV	53% I
20% III	7% II

The upper right hand quadrant marked I indicates the percentage of headteachers that were above the overall average on both the initiating structure dimension and consideration. They represented 53% of the 15 headteachers who participated in the study. They can be considered to have rated highest in terms of leadership. Effective leader behaviour, as explained in the literature review, is associated with high performance in both leadership dimensions of initiating structure and consideration.

In quadrant number II, it is indicated that only 7% of the headteachers who were above average on consideration and below average on initiating structure. They were considered to have rated intermediate in terms of their leadership. These headteachers express behaviour which is indicative of friendship, mutual trust, respect and warmth in relationship between them and the teachers. However, when it comes to initiating structure, like scheduling the work that is to be done by the teachers and assigning teachers particular tasks or establishing standards of performance, they are weak. Such headteachers may not steer the school well to achieve the goals of the school. These kind of headteachers need to improve on their skills in initiating structure.

In quadrant number III, the researcher presented the percentage of those headteachers who are below average on both initiating structure and consideration. They represent 20% of the headteachers. They are rated lowest in leadership. This is a significant percentage. If parents, pupils and superiors as well as teachers are concerned with the headteachers' leader behaviour on initiating structure and consideration, then these headteachers who score so low in both leadership behaviour dimension, are in a position of potential conflict with the mentioned parties. These kinds of headteachers need to be helped by consultancy and training in the field of

educational administration. In-service training for them in institutions like Kenya Education Staff Institute may help them. However, there is always the question whether such kind of headteachers can be persuaded to undertake the training their actual behaviour demands. They need to be encouraged to seek the insights necessary to change and improve their own performance.

Quadrant number IV represents the percentage of those headteachers who are below average on consideration and above average in initiating structure. They represent 20% of the headteachers and in terms of their leadership they are rated intermediate. While it may be the case that superiors concern is with initiating structure aspects of the organization, the subordinates concern may be mainly with the consideration that leaders extend to them as group members. There may be role conflict if there is no harmony between the two. These headteachers who spend more time on initiating structure, ignoring consideration dimension of leadership, need to be educated on the virtue of working with people. They need to be made aware that the capacity to work with and through others is important and they ought to improve skills in personal relationships.

The second research question to be answered was whether the headteachers' administrative experience have any influence on their leadership behaviour. The researcher

classified the headteachers into three main categories. The researcher computed the headteachers' mean score on initiating structure and consideration dimensions. The results are indicated in Table III below.

TABLE III
MEAN SCORE ON INITIATING STRUCTURE AND
CONSIDERATION IN RELATION TO NUMBER OF YEARS OF
EXPERIENCE AS A HEADTEACHER

YEARS OF EXPERIENCE	MEAN SCORE ON	
	INITIATING STRUCTURE	CONSIDERATION
1 - 5	43	34
6 - 10	42	38
Over 10	45	40

As can be observed from the table, those headteachers who had served for more than ten years as headteachers rated highly both on consideration and initiating structure leadership in comparison to those headteachers with less years of service. If other variables are held constant, the researcher is of the opinion that this category of

headteachers had amassed a wealth of experience over the years and their success may be attributed to this experience.

The headteachers who had served between one and five years scored an overall mean of 43 on initiating structure compared to mean 42 of those headteachers who had served between 6 - 10 years. Though the difference is small, the researcher is of the view that those who had served between one to five years were still fresh and were enthusiastic in scheduling work to be done and assigning tasks to teachers as well as establishing standards of performance.

However, these headteachers who had served between one and five years performed poorly in terms of consideration when compared with their counterparts who had served for more than five years. They scored an average of 34, while those who had served between 6 - 10 years and over ten years scored 38 and 40 respectively. This reflects a significant difference and the researcher is of the opinion that those headteachers who have served between one and five years have not yet fully developed the interpersonal skills to deal with their teachers and have not acquired enough experience on how to get along with teachers and that is why they may be weak in consideration.

The third research question to be answered was whether the headteachers chronological age had any influence on their leadership behaviour. The researcher classified the headteachers that participated in terms of age in years into three categories: (a) 31 - 35 years, (b) 36 - 40 years, and, (c) above 40 years. Their mean scores on both initiating structure and consideration were computed. The results are tabulated in Table IV below.

TABLE IV
MEAN SCORES ON INITIATING STRUCTURE AND
CONSIDERATION IN RELATION TO AGE OF THE HEADTEACHERS

AGE IN YEARS	MEAN SCORE ON	
	INITIATING STRUCTURE	CONSIDERATION
31- 35	44	37
36 - 40	43	38
Above 40	43	35

Headteachers who were between 31 and 35 years old rated highly in terms of initiating structure and consideration in comparison to those who were above forty years old. The researcher is of the opinion that the young headteachers are still fresh and energetic to attend to the needs of the school through initiating structure and consideration.

On the other hand, those headteachers who were over 40 years old may have been in the school system for quite some length of time both as teachers and headteachers. They may have lost the interest to work to improve the school physically or to improve the welfare of the staff. Their effort may be directed towards their own welfare on retirement.

There seems to be very small difference on mean scores of headteachers who are aged between 31 and 35 years and those between 36 and 40 years old both on initiating structure respectively as can be seen from Table IV.

SUMMARY OF THE FINDINGS

- (a) Generally, headteachers in Thika Municipality do put more emphasis on initiating structure in comparison to consideration.

- (b) Only fifty three per cent of the headteachers rated above average on both initiating structure and consideration. Twenty per cent rated below average on both initiating structure and consideration. The remaining twenty seven per cent put more emphasis either on consideration or initiating structure at the expense of the other respectively. Therefore, twenty per cent of the headteachers in Thika Municipality primary schools can be considered to have rated as low in both consideration and initiating structure, while twenty seven per cent can be considered to be intermediate in terms of rating.
- (c) The research findings also indicate that headteachers who had served for more than six years as headteachers were rated higher in terms of initiating structure and consideration leadership behaviour when compared to those who have served for a lesser number of years.
- (d) Headteachers who had served between one to five years were rated higher in initiating structure than in consideration.
- (e) Headteachers who were between thirty one and thirty five years old rated high in terms of initiating structure and consideration in comparison to those aged above forty years old.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

The objectives of this study which was carried out in Thika Municipality primary schools were:-

- (a) To investigate primary school teachers' perception of their headteachers' leadership behaviour in initiating structure dimension and consideration dimension.
- (b) To examine the influence of the headteachers' administrative experience on the headteachers' leadership behaviour.
- (c) To find out whether age of the headteacher has any influence on the headteachers' leadership behaviour.

The instruments used were two questionnaires, one completed by teachers and the other completed by headteachers.

The responses were obtained from ninety teachers out of one hundred and two who had received the questionnaires. Fifteen headteachers from Thika Municipality participated.

Data was analysed using descriptive statistics.

In chapter one, the researcher has looked at the problem and its related components. In chapter two, there is review of related literature on leadership. In chapter three, there is a discussion on the methodology of study. Chapter four, there is data analysis. In chapter five, there is summary, conclusion and recommendations.

CONCLUSION

(a) This study indicates that headteachers in Thika Municipality primary schools generally put more emphasis on initiating structure than consideration. The researcher is of the opinion that one of the reasons the headteachers express the foregoing leadership behaviour is because of pressure from parents and superiors for productivity.

Also the headteachers may be lacking the interpersonal skills when they relate with their staff and this may be the reason why they rate low in consideration.

Other headteachers may not be caring much as to what happens to the staff. They may be viewing the staff as instruments of production and may be caring less as to the welfare of the staff.

While it may be the case that in organizations, the school included, the leaders are under pressure from their superiors for productivity, it is necessary to realise that there is pressure from subordinates for human consideration. In schools teachers have become enlightened on their rights and often they are concerned about their welfare. When teachers in a school see their headteachers as considering them only as instruments of production, this may be the source of actual or potential conflict.

- (b) According to the research findings, headteachers who have served for more than six years rate high in both initiating structure and consideration in comparison to those who have served for less than six years. The researcher concludes that the more length of service as a headteacher, the more the wealth of experience on leadership is acquired.
- (c) Headteachers who are between thirty one and thirty five years of age rated high in terms of initiating structure and consideration in comparison to those aged above forty years. The conclusion is that headteachers, as they grow in age within the profession, may become rather carefree and incompetent in terms of their administration. They may be concerned more about their retirement

rather than promoting the schools physical growth and professional development of teachers.

RECOMMENDATIONS

- (a) To avoid conflict with their teachers, headteachers ought not to view teachers only as instruments of production. Apart from being task specialists, the headteachers ought also to be human relations specialists. The effective headteacher, as perceived by work associates, should be the one who scores high in both initiating structure and consideration.
- (b) The researcher is of the opinion that such leadership skills as initiating structure and consideration need to be learned as is with all other learning. Therefore headteachers need to attend in-service courses on leadership in institutions like Kenya Education Staff Institute to update their leadership skills.
- (c) Ample opportunities to practice as a leader need to be provided to teachers before they assume positions of leadership. It is the researcher's opinion that teachers ought not to be promoted directly from the classroom to positions of headteachers before they have acted as deputy headteachers for a reasonable time, possibly two years.

- (d) Headteachers ought also to be encouraged to establish more personal contacts with their staff. They ought to be seen and known as persons rather than being dehumanized and remote from their staff.
- (e) It is necessary for the community to give chance to headteachers who have joined that rank for the first time to improve on their leadership, rather than pointing an accusing finger at their incompetencies.
- (f) Performance of headteachers who have advanced in age need to be assessed often and if necessary such headteachers can be retired with benefits for the sake of avoiding the collapse of the school.

SUGGESTIONS FOR FURTHER RESEARCH

- (a) Since the research carried out involved an investigation on how headteachers behave in their leadership on initiating structure and consideration as perceived by their teachers, more research ought to be done to investigate the headteachers' own leadership ideology using the Leader Behaviour Description Questionnaire - Ideal, Staff instrument.
- (b) The research carried out in Thika Municipality involved only a small sample of respondents. It is necessary that more research be done on a larger scale.

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- (c) The research was carried out in an urban setting. More research ought to be carried out in a rural setting.

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APPENDIX I

Leader Behaviour Description Questionnaire - Real, Staff

The purpose of this questionnaire is to seek information on your headteacher's leadership behaviour. The information provided is purely for academic purposes and will be treated in confidence. You are kindly requested to afford the researcher time out of your busy schedule to respond to the items presented below.

Read the following statements carefully and circle the letter which best describes the leadership behaviour of your headteacher.

Section A

1. He makes his attitudes clear to the staff.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never.
2. He tries out his new ideas with the staff.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
3. He rules with an iron hand.*
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
4. He criticizes poor work.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never.

5. He speaks in a manner not to be questioned.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
6. He assigns staff members particular tasks.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
7. He works without a plan.*
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
8. He maintains definite standards of performance.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
9. He emphasizes the meeting of deadlines.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
10. He encourages the use of uniform procedures.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
11. He makes sure that his part in the school is understood by all teachers.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never

12. He asks that staff members follow standard rules and regulations.
- (a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
13. He lets staff members know what is expected of them.
- (a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
14. He sees to it that staff members are working to capacity.
- (a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
15. He sees to it that the work of staff members is well co-ordinated.
- (a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never

Section B

1. He does personal favours for staff members.
- (a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
2. He does little things to make it pleasant to be a member of staff.
- (a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never

3. He is easy to understand.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
4. He finds time to listen to staff members.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
5. He keeps to himself.*
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
6. He looks out for the personal welfare of individual staff members.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
7. He refuses to explain his actions.*
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
8. He acts without consulting the staff.*
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
9. He is slow to accept new ideas.*
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never

10. He treats all staff members as his equals.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
11. He is willing to make changes.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
12. He is friendly and approachable.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
13. He makes staff members feel at ease when talking
with them.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
14. He puts suggestions made by staff into operation.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never
15. He gets staff approval on important matters before
going ahead.
(a) Always (b) Often (c) Occasionally
(d) Seldom (e) Never

* (To be scored negatively).

Source: Adapted from Halpin A.W. in Carver and
Sergiovanni (Editors), Organizations and Human Behaviour.
McGraw-Hill Book Company, New York. (1969), p. 291.

APPENDIX II

Kenyatta University
Faculty of Education

To be completed by the headteacher.

Please do not write your name.

Put a tick in one of the boxes as it applies to you.

(a) Sex Male

Female

(b) Age Below 25 years

25 - 30 years

31 - 35 years

36 - 40 years

41 and above

(c) Number of years of service as a
teacher before becoming a headteacher.

Less than 1 year

1 - 5 years

6 - 10 years

11 - 15 years

16 - 20 years

Over 20 years

(d) Number of years of service as a headteacher.

- Less than 1 year ()
- 1 - 5 years ()
- 6 - 10 years ()
- 11 - 15 years ()
- 16 - 20 years ()
- Over 20 years ()

(e) Put a tick in the box that indicates your highest academic qualifications.

- K.A.P.E./K.P.E./C.P.E. ()
- K.J.S.E. ()
- C.S.C./E.A.C.E./K.C.E. ()
- H.S.C./E.A.A.C.E./K.A.C.E. ()
- B.A./B.Sc./B.Ed. ()
- Others (Specify)

7. Indicate any professional certificate you have. For example, if you have both PI and SI Certificates, you will tick two boxes.

- P3 () P2 () P1 () S1 ()
- Dip. Ed. () Graduate/Approved Teacher ()
- Others (specify) _____

APPENDIX IIIa

Formula to calculate mean score on headteacher' real - leadership behaviour as perceived by teachers;

$$\bar{x} = \frac{\sum x}{n}$$

Where;

\bar{x} - represents the mean score on the respective leadership behaviour dimension.

$\sum x$ - represents sum of scores on the respective leadership behaviour (initiating structure and consideration dimension) as obtained from the six teachers' LBDQ in each of the primary schools.

n - represents number of teachers in the school who participated in the study in each of the schools.

APPENDIX IIIb

Formula to calculate overall mean score on the head-teachers' leadership behaviour as perceived by teachers.

$$\bar{x}_1 = \frac{\sum x_1}{n_1}$$

Where:

\bar{x} - will represent the overall mean score for all the headteachers who participated in the study on initiating structure and consideration respectively.

$\sum x_1$ - Total mean score computed by summing the mean score of the fifteen head-teachers on each leadership dimension.

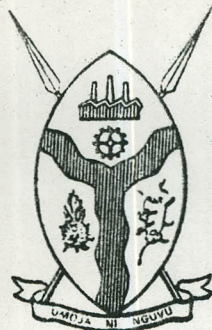
n_1 - The total number of headteachers who participated in the study.

APPENDIX IV
MUNICIPAL COUNCIL OF THIKA

Telephone: 21901
THIKA, Kenya

Your Ref No.

Our Ref No. G.1/825



EDUCATION DEPARTMENT
TOWN HALL
P. O. Box 262,
THIKA, Kenya

IN REPLY PLEASE QUOTE REF. NO. AND DATE

30th September, 1991

To: All Headteachers,
Thika Municipality
Primary Schools,
THIKA.

Re: MR KIHARA DUNCAN MDUNGU M/ED PRIMARY
TEACHER EDUCATION - LEADERSHIP BEHAVIOUR

The above named graduate student is doing research work for his M/Ed degree. Please accord him any assistance he may seek.

A handwritten signature in black ink, appearing to read 'Bernard N Njonjo', is written over the typed name.

BERNARD N NJONJO
MUNICIPAL EDUCATION OFFICER

C.C. District Officer 1, (As per your request)
P.O. Box 128,
THIKA.

The Town Clerk,
THIKA.

BNN/mn