

**INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLE ON
STUDENTS' ACADEMIC PERFORMANCE IN PRIVATE
SECONDARY SCHOOL IN BANADIR REGION, SOMALIA**

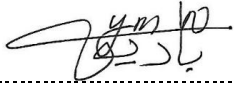
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**A RESEARCH PROJECT SUBMITTED TO DEPARTMENT OF
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THE REQUIREMENT FOR THE AWARD OF DEGREE OF
MASTER OF EDUCATION, SCHOOL OF EDUCATION,
KENYATTA UNIVERSITY**

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DECLARATION

I declare that this research scheme is my unique effort and has not been offered in any other university/institution for deliberation of any qualifications. This research project has been harmonized by referenced sources appropriately accepted. Where tables, graphics, data, pictures or text have been taken from other sources, including the internet, these are specifically recognized and references quoted utilizing existing APA style and in agreement with anti-plagiarism instructions.



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DEDICATION

The work is dedicated to the Creator the Almighty Allah who gave me the physical and mental strength to undertake and accomplish the research work in the prescribed period of time. I also dedicate the work to my whole family.

ACKNOWLEDGEMENT

Initially, I would like to thank Allah who assisted me to do this study. Secondly, several individuals have contributed to making the dream of earning this postgraduate project work to come true. I am deeply indebted to my advisor Dr. Hellen Guantai for her patience, guidance, reading and correcting my work. Without her this project would not be possible. “Dr., I thank you for the pains taken to go through my work”. Also, my gratitude goes to Kenyatta University for offering me a chance to undertake the master’s course. I would similar to acknowledge the assist and encouragement of my family for their motivation and support during this study. Lastly, my sincere appreciation also goes to all my friends and every person who without mentioning by name has contributed to make this study a success.

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LIST OF ABBREVIATIONS AND ACRONYMS

BR	Banadir Region
HTLS	Head Teachers' Leadership Styles
ISHF	Imam Shafi'i Foundation
MOE	Ministry of Education
PEU	Private Educational Umbrellas
SAP	Students' Academic Performance
SPSS	Statistical Package for Social Sciences
SS	Secondary Schools

ABSTRACT

The purpose of this study was to investigate the influence of head teachers' leadership styles on students' academic performance in secondary schools in Banadir region, Somalia. The study objectives were; to establish the influence of laissez-faire leadership style on students' academic performance in Banadir region, to determine how autocratic leadership style influences students' academic performance in secondary schools in Banadir region, to find out the influence of democratic leadership style on students' academic performance in secondary schools in Banadir region and to examine the influence of transformational leadership style on students' academic performance in secondary schools in Banadir region. The study was based on Fielder's contingency theory of leadership and employed descriptive survey research design. The target population consisted of 560 form four head teachers, 4480 form four teachers and 14000 form four students for a total of 19040 in Banadir region. Reliability was determined through Cronbach's Alpha coefficient method. The study had a sample of 400 respondents, which consisted of 40 head teachers, 120 teachers, and 240 students. A pilot study was conducted to pre-test the reliability and validity of the instrument. Quantitative data was analyzed using the SPSS software version 20. Frequencies and percentages were also used to discuss the findings, while the qualitative data was analyzed through the use of content analysis and presented in tables, pie charts and par graphs. The findings of this study exposed that democratic leadership style and the transformational leadership are the most commonly used styles in private schools and both have positively influenced the academic performance of students. Additionally, the study also revealed that both the head teachers' laissez faire and autocratic manners have negatively influenced academic performance of the students. The study has also found that democratic heads delegate some of their powers to the teaching staff to enhance the subordinates' self-worth. Transformational heads stimulate teaching staff and students. Unlike that, laissez faire leaders delegate their duties to the staff and not responsible. Like that, autocratic leaders are too rigid which might frustrate their subordinates leading to low morale. Finally, the study recommends that head teachers should employ democratic and transformational leadership styles for better performance. They should lug students' academic performance positively in a constructive Decentralized, self-directed and moderate manner because this will positively influence the academic fulfillment of the students. Head teachers should avoid the use of autocratic and the laissez-faire leadership styles which does not let the teachers and students to be on their most excellent and also permit to delegate responsibility to teachers and students respectively. The federal and regional governments should encourage head teachers to adopt democratic and transformational leadership. The ministry of education should organize courses for head teachers in leading practices that can lead to improved performance by the students. The study also recommends a replica of this study to be conducted in other regions.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This section presents the study background, objectives, research questions, statement of the problem, significance of the study, limitations and delimitations, assumptions, theoretical and conceptual framework and operational definitions of terms.

1.2 Study Background

Leadership, and in particular school heads' leadership, has been the purpose of research since the late '60s, however, the definition of leadership has not normally been established, nor has an agreement on its real role and real importance in the school setting so far been achieved. (Scheerens, 2016). It is on this foundation that the significance of leadership has turned out to be more stated today. This clarifies why various studies on leadership try to examine the different notions of leadership and construct novel thoughts on how they apply to different associations including secondary schools. According to (Yahya, 2015), leadership styles are important mainly in service organizations like schools since they are critical in determining the academic performance of students. Head teachers vary in the methods they exercise to carry out all these tasks. From that scenario, the study attempts to explain how different styles of leadership exercised head teachers' influence academic performance of the students in Banadir region. Stakeholders in education especially during the 21st century are rejecting poor head teachers' leadership styles, since they have contributed to poor performance.

Globally, most school leaders have not been qualified as school head teachers, but because of their experience, they take office (Ogalo, 2017). According to (Fullan, 2014), administrations of schools across the world have found that different styles of leadership influence students' academic performance. (Musharraf, 2015), states that potential and active head teachers are educated in school management in the United Kingdom and Switzerland.. The performance of students has been found to be influenced by leadership styles portrayed by head teachers in United Kingdom (Nicholls, 2018). In the (USA), students' academic performance difficulties have been trailed in the past years (Eisner, 2017). (Hallinger, 2018) highlighted, that student academic performance in USA is often understood as associated towards head teachers' leadership style.

It is the sole mandate of the head teacher to create a path towards excellence of educational institution which will later lead to improved performance. According to (Nyongesa, 2014), it is vital for the school leader to adopt an administrative manner that will cultivate, motivate and maintain facilitating atmosphere for academic performance. Additionally, the school leaders must create avenues of identifying strong and weak areas among their students. This will help in motivating them leading to improved performance.

Today, improved performance among students is a key requirement by stakeholders across the world (Feldman, 2017). According to Chemers (2014), a number of leaders employ an autocratic leadership approach; some exercise a democratic style, some use transformational style, while others use the laissez-faire leadership style.

All these styles influence performance differently. This study aimed at assessing how each of these styles of leadership influence student achievement.

Gammage, (2017) observed that some styles of leadership are open, some are closed, and some are flexible while others are rigid. Scholars have linked leadership styles to different personalities. Yusuf, (2016) demonstrates three styles of leadership being transactional, transformational and laissez-fair which determine the decision to be made. This study sets out to explain how the various leadership styles (laissez-faire, autocratic, democratic and transformational) are being applied by head teachers and the degree to which their choice influence academic achievement of students in private schools in Banadir region, Somalia. These styles with different aspects can enhance the productivity of the subordinate to influence students' performance Hopkins (2015). Nyongesa (2014), points out that autocratic leaders are rigid and do not allow subordinates to make decision, while leaders who demonstrate laissez-fair style leave all decisions to be made by subordinates presenting the two extreme cases. The study sought to unearth how these styles influence performance of students' in the selected locale with a view to generalize the findings to other contexts.

Democratic head teachers are strict and coercive. According to (Parsons, 2017), a head teacher who issues job directives to his staff and determines the management style alone discourages personal initiatives of staff members, which can in the end hurt performance. This leadership style is termed as autocratic (Chemers, 2014). A head teacher who subscribes to autocratic management style determines school policy alone. This hinders teaching staff creativity, principally in instances where

planning ingenuity are very vital to protected the academic performance of the students. Directives are given and must be followed without question meaning the staffs have no say. The research sought to determine the effect of the leadership style of head teachers on the academic performance of students.

Democratic style on the other hand, is characterized by harmonization, collaboration and association. According to (Roe, 2017), power and authority are distributed through democratic leadership, whereby decisions are taken by debates. The school leader agrees with the teachers on targets that he / she wants to be accomplished. He / she promotes individual projects and solutions to issues raised by team members.

In laissez-faire leadership, everybody has a sense of responsibility and thus there are no rules and regulations (Ball, 2017). This may enhance creativity and a feeling of fulfillment among the staff. However, some studies have shown that Laissez-faire leaders may only be successful where the staff members are skilled and have self-motivation.

In transformational leadership, the head teacher builds and encourages a desirable vision or picture of the organization. Transformational head teachers must be able to visualize and ensure this vision is shared by all stakeholders in the organization (Sallis, 2014). Furthermore, (Mahajan, 2015) posits that transformational chiefs ensure yield by enabling the teaching staff to interpret vision into action by instilling encouraging culture within the institution that can establish a cordial organizational environment and foster intellectual stimulation in the sense of school society. Therefore, the challenge of transformative leadership is embodied in the

characteristics of a school leader who transforms the beliefs and needs of teaching staff, inspires them to accomplish goals beyond their expectations, and provides leadership and encouragement through carefully conceived stages of transition, serving as a role model (Tschannen-Moran, 2014).

Transformational leader is also surely related to staff performance productivities. (Burke, 2017), affirms that by deciding dispersed targets within work groups, transformational leader affects team fulfillment in associations.

In general, transformational leaders are those who can lead progress in schools, according to (Burke, 2017). They're the repairers of the school community. They will manipulate the manner of the subordinate to a particular vision in order to change the whole scheme. This vision is shared even among the students which can in the end lead to improved performance.

Because of the shared vision in transformational leadership, subordinates feel liable to perform while the school heads are more concerned with what is accomplished by the staff. Nevertheless, the degree to which a school leader is successful in achieving the mission, goals, vision and attitude of the school depends on how he or she operates. Proper conduct techniques to a specific school contextual atmosphere to improve on students' academic performance (SAP). In line with different changes in teaching learning contexts, this works with allowance to consider changes in each management style (Hyland, 2015). This study therefore, intends to explain the extent to which leadership styles such as authoritarian, democratic, transformational or Laissez-faire influence performance among students in Banadir region.

The student's academic performance demonstrates both manners and results and the modification of partnership methods and attempts to acquire goods or results. (Hopkins, 2015), says good academic performance could be correlated to good head teachers' leadership style, while poor academic performance of students is comparatively equal to poor head teachers' leadership style. Academic achievement is broadly acknowledged by a number of statistical measures. (Rowntree, 2015), endorses this case and reports that success is the stage of accomplishment based on how one performs in an examination. Nyongesa, (2014), highlights that the managerial position of the school leader; engages guiding and showing direction in all themes that lead to improvement. Several scholars, for instance, (Borich, 2016), notes that to attain progress in students' improvement, there is need to boost the school's overall management. This can be realistic if the vision is communicated clearly to all the concerned as well as providing the resources required to improve pedagogy. In highly effective leadership styles, (Nyongesa, 2014) further identifies critical tasks of the school leader such as; testing and orienting students and teaching staff; guidance of staff and prudent financial management. Students are inspired on the way to achieving though teachers are inspired to to use the best pedagogical methods to enhance results, (Hopkins, 2015). This study therefore tried to carry out further investigation about school heads' leadership mode on students' academic performance.

Regionally, Students' academic performance troubles are sophisticated in the Sub-Saharan Africa. In Uganda, studies show strikes by students seeking to be heard are comment (Katolo, 2016). (Aweriale, 2017), highlights that Nsubunga on his paper

found out that school administrators had a duty to address matters on academic performance among students especially when the performance was deteriorating.

In case of Ethiopia, (Altinyelken, 2015), says that Ethiopia ensured quality education provision was part of her agenda and the responsibility of improved performance in schools was vested on head teachers. The head teachers' leadership styles thus became a major center of interest by the government (Altinyelken, 2015). Therefore, the schools' head teachers play important role in making teaching and learning successful.

In Kenya and according to Kitavi (2014), success of educational institutions is influenced by the head teachers' leadership styles. According to (Wekesa, 2016), the government of Kenya and the general public time after time put more blame in the hands of school leaders to guarantee that students carry out healthy in their examinations. Nyongesa, (2014), explains this argument and reports that the major duties of the school leader are to explain the policies guiding school management, maintain the school plant and curriculum implementation among others. (Kinyanjui & Orodho, 2014), contends that the leadership mode of the school heads is of ultimately significance in the school success. This shows the importance of the school head teacher in improving students' academic performances.

In the case of Somalia, like most other countries in Africa, there was no formal educational leadership during the pre-colonial period. In the colonial period, there were only very few secondary schools with head teachers. Somalia inherited secondary schools from the British and Italian colonial structures following

independence in the 1960s. All the schools were public and the government regulated them. The Ministry of Education was responsible for improving the quality of the head teachers, especially the head teacher of secondary schools, to improve students' academic performance. (Freund, 2016), says that after independence in 1960s, Somalia established more secondary schools with their head teachers. Somali head teachers were civil servants; their pay, training and lodging were the responsibility of the Ministry of Education. Working with the education ministry was an honorary career. The government created wonderful literature and songs to inspire head teachers to affect the academic performance of students.. For example, national teachers' college at Lafooley was preparing highly qualified head teachers to improve high quality performance to the students (Liberatore, 2017). Following the collapse of the central government in 1991, all educational institutions were destroyed, including head teachers' institutions.

In Somalia, majority of the old experienced school heads have either retired or changed their careers. Additionally, the destruction of schools by the civil strife of early 1990s made the situation in schools worse. Further, the top professionals in the education sector left the country for better prospects in other countries making the management of schools left with unqualified citizens. Many schools were thus left with no option but to employ people who are not trained as teachers to manage schools (Albrecht, 2015). In recent times, this has restricted the involvement of local authorities in the training of trained head teachers due to the absence of adequate resources within governmental organizations. Very few of the head teacher's training institutes in Federal or local authorities administer Somalia; almost half of them are governed by private sector organizations.

To further clarify, a study conducted by (Nur, 2013) indicated that performance in subjects such as Mathematics was very poor among secondary school students. (Nur, 2013), notes that data from Imam Shafi'i Foundation (ISHF), shown that almost half of students who sat the final secondary school examination in 2005-2006 failed. The results can be attributed to the reality that the achievement in secondary schools in the wider Somalia and specifically in Banadir region is poor and this study seeks to establish if the cause of the poor performance is due to wanting leadership styles by head teachers. Although other factors could cause poor performance, the school head could partly be blamed as noted by Sallis, (2014).

However, due to the insufficient resources within the governmental organizations and limited the local authorities' participation in the training of qualified head teachers that caused the scarcity of the trained and qualified head teachers and poor academic performance of the students in Banadir region, concerns about the positive effect of the leadership style of head teachers on the academic success of students. The study explores the effect of the leadership style of head teachers on the academic performance of students in private secondary schools in the Banadir region of Somalia.

1.3 Statement of the Problem

School leadership has become a highest importance in all over the world since it is expected to play a key role in strengthening the glue that links the outdoor environment with solitary classrooms, school policies and classroom practice. Much of the leadership efficacy of secondary school head teachers is judged by the academic success of the students. In Somalia, Banadir region in particular, the

problem of performance in secondary schools has been an alarm of all stakeholders and the situation has been getting worse due to the continuous students' poor academic performance since the outbreak of the Somali Civil War in 1991. Students' academic performance can be influenced by many different factors.

In consistent with the tasks, responsibilities and theoretical assumptions noted in the above literature, head teachers in Banadir region academic performance in secondary schools is expected to increase in line with the underlying leadership styles of appropriate head teachers. Hence, the head teachers' leadership styles of students' academic performance in the chosen area, secondary schools have numerous problems with the question of the academic performance of students, inadequate resources within the governmental organizations and poor the local authorities' participation in the training of qualified head teachers that causes the shortage of the trained and qualified head teachers. For instance, as indicated by the data from the study conducted by (Nur, 2013) from Imam Shafi'i Foundation (ISHF), almost half of students who sat the final secondary school examination in 2005-2006 failed therefore, the existence of these terrible students' academic performance appears to show that there might be problem of leadership style in Banadir region.

Moreover, in the past 30 years, There has been no concrete research on the leadership styles of head teachers on the academic performance of students in Somalia as a whole and specifically in the Banadir region, but this indicates that there is a major research gap to be filled, which is the main reason why the researcher is motivated to undertake this study.

1.4 Purpose of the Study

On the basis of the above issue, the goal of this study was to investigate the impact of the leadership styles of head teachers on the academic performance of students in the Banadir region of Somalia.

1.5 Objectives

The objectives of the study were:

- i) To establish the influence of laissez-faire leadership style on students' academic performance in Banadir region.
- ii) To determine how autocratic leadership style influences students' academic performance in secondary schools in Banadir region.
- iii) To find out the influence of democratic leadership style on students' academic performance in secondary schools in Banadir region.
- iv) To examine the influence of transformational leadership style on students' academic performance in secondary schools in Banadir region.

1.6 Research Questions

In order to address the research objectives mentioned above, the research must answer the following questions:

- i) To what extent does laissez-faire head teachers' leadership style have influence on students' academic performance in Banadir region?
- ii) How does autocratic head teachers' leadership style influence students' academic performance in secondary schools in Banadir region?
- iii) To what extent does democratic head teachers' leadership style influence of academic performance of the students in secondary schools in Banadir region?

- iv) How does transformational leadership style influence academic performance of the students in secondary schools in Banadir region?

1.7 Significance of the Study

The findings might be helpful to policy makers in the Ministry of Education and private umbrellas with an interest in education in making decisions concerning their programs in such schools.

Secondly, the findings may be beneficial to the Ministry of Education (MoE) policy making in determining the leadership styles that are appropriate in enhancing academic performance of the students.

Thirdly, the study findings may give a bright picture of the degree to which school leaders control the achievement of teachers and students in the effort to accomplish excellence products in secondary schools by preserving academic performance. The government, parents, students and the society at large might benefit socially and economically as a result of improved students' academic performance (SAP).

Finally, for people who want to do more research on relevant issues and other organizations who face similar problems, it can also be helpful. The findings may be important to the authority training institutions in order to enhance the academic performance of their pupils, it organizes instruction for head teachers in areas of educational leadership styles.

1.8 Limitation

The study is anticipated to have some limitations including:

- i) The shortage of the libraries restricting the sources of the research.
- ii) The absence of related studies in the context of Somalia, the researcher has been forced to rely on foreign sources.
- iii) The massiveness of the study respondents due to the vast geographical dispersion of schools.
- iv) Presence of some other factors that may affect the students' academic performance;

1.9 Delimitations of the Study

To keep the study under control, the researcher was supposed to:

- i) Try his best to surf the internet to find all the books and articles related to this study to collect substantial secondary data on the study.
- ii) Delimitate the absence of related studies in the context of Somalia, the maximum effort was exerted to make the study come up with relevant information that would assist in understanding the influence of head teachers' leadership styles on students' academic performance in private secondary schools in Banadir region, Somalia.
- iii) Lessen the massiveness of respondents due to the vast geographical dispersion of schools, sampled schools were used to represent the sampled population for the study.
- iv) Relieving the other factors that may affect the academic performance of students, this study focused only on the impact of the leadership styles of head

teachers on the academic performance of students in Banadir private secondary schools.

1.10 Assumptions

The study assumes that:

- i) During the administration of the questionnaires, the respondents would have been available.
- ii) Each head teacher in a private secondary school exercises a particular leadership style.
- iii) Questionnaire respondents respond respectfully, frankly and correctly to all survey questionnaires about the leadership style of their head teachers..
- iv) The survey responses are representative of the population to whom the research is of interest and can be used for generalization.
- v) The allocation of randomly selected respondents is usually allocated and provides a valid representation of the sample population.

1.11 Theoretical Framework

Fiedler's Contingency Theory

A theoretical structure provides what is being studied with order, unity and simplicity (Burgess, 2018). Leadership theories, according to (Thorpe, 2016), grant conceivable critical exegesis about how leadership habits and styles evolve. While this research focused on the impact of the leadership styles of head teachers on the academic performance of students, it is important that leadership styles are solely based on theory. In addition, theoretical insights can serve as a reference for

potential head teachers as they grow and seek the experience and skills to properly lead a school.

The research was driven by the Contingency Theory of Leadership of The Fiedler. In his seminal 1964 paper, the Austrian psychologist Fred Edward Fiedler suggested this theory, "A Contingency shape of Leadership usefulness". (Chemers, 2014), points out that the Fiedler's contingency theory underlines the significance of both the head's behavior and the state in which that principal functions. Two leadership types that are task-motivated and relationship-motivated are seen in this theory. Motivated work on the one hand means task accomplishment while motivated relationship implies interpersonal relationships (Thompson, 2010). The definition of position, which is defined by three aspects, is central to Fiedler's contingency theory: Leader-member relationships, the common environment of the grouping and the sense of trust, loyalty and self-confidence that the group has for its leader (DuBrin, 2015), believes that understanding Fiedler's contingency theory will assist head teachers in numerous ways. First, the theory aids in identifying outside variables that may have an impact on a school. Secondly, contingency theory assists to assess the influence of exterior demands that affect an organizational (school). According to Chamers (2014) Contingency theory tries to match styles of leadership what schools and communities need and take cognizance of the interrelationships that exist between teachers' dispositions and attitudes.

According to this theory head teacher practice different types of leadership that combine different conditions with different influences on the running of schools. This suggests that the leadership style of the school head teacher has an impact on

the academic performance of the students. The theory promotes the use of the acceptable style of leadership for a given situation. The styles of leadership that the study considers include laissez-faire, autocratic, democratic and transformative. However, this hypothesis helps to identify the link between the leadership styles of head teachers and academic achievement in schools.

1.12 Conceptual Framework

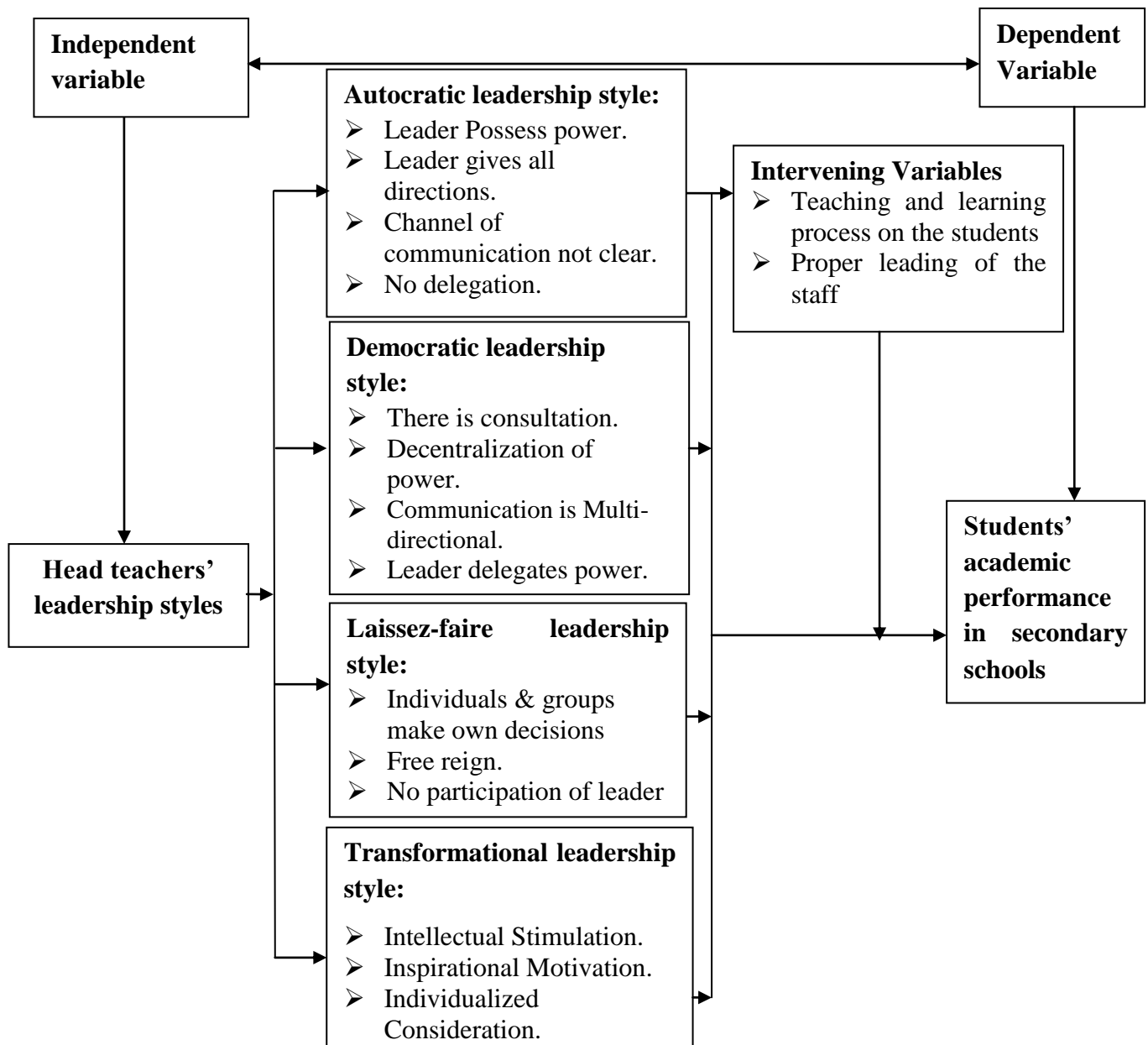


Figure 1.1: Conceptual Framework

Source: Researcher, (2017)

The conceptualization of the variables is presented in Figure 1.1. The Framework demonstrates the interrelationship of independent and dependent variables. This study conceptualized on an assumption that the variable of academic performance of the students is influenced by the other variable which is style of leadership. Various styles of leadership apply during interaction of the staff and teaching-learning process on the students, and these result in improved students' performance. Intervening variables are leading of the staff and teaching-learning process on the students. However, if head teachers manage well, they would increase the academic performance of students and vice versa. Also, if the head teachers are leading well, They can handle instructional materials efficiently, track and control the teaching-learning process and thus improve performance. Additionally, head teachers' leadership style may enable them to enforce performance, since it goes hand in hand with head teachers' leadership style. All these variables if properly handled may result into positive performance by the students.

1.13 Operational Definition of Terms

Academic performance: is an achievement and accomplishment in standardized national examinations.

Autocratic Leadership Style refers to a managerial strategy adopted by school managers who decide school policy alone and allocate responsibilities to the school team without consulting any of his or her subordinates not even their learners.

Democratic Leadership Style is a managerial strategy adopted by school managers who believe that the employees should be employed in managerial processes. Decisions are made after consultation with team and even learners.

Head teacher is the executive officer in a school who has been given the authoritative power in issues concerning the administration of the school by the educational authorities.

Leadership is the capability to motivate assurance and support among staff that are anticipated to attain definite goals of the organization.

Leadership Style: This is the way a leader affects his / her subordinates on the way to success.

Laissez-Faire Leadership Style is a managerial strategy adopted by school managers who recognize that individuals and groups of people within the school can make own decisions without getting directives from the head teacher.

Performance The grades per subject and overall grades obtained by a student in national examinations.

School This refers to an organization designed to provide learning spaces and environments for teachers to educate learners.

Students refer to persons formally engaged in learning, especially one enrolled in a school or college; is a learner or someone who attends an educational institution.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The section presents leadership styles by school heads and how they influence academic performance of the students. The literature reviewed consists of the following sub-headings: leadership styles, the influences of laissez-faire, autocratic, democratic, and transformational styles of leadership on academic performance of students and a brief literature review summary.

2.2 The Concept of Leadership Styles

It is too tricky to curve out a succinct description for management. The theory of leadership has been explained differently by various scholars. (Tharp, 2018), for instance, describes leadership as the process of manipulating an organized group's activities towards setting objectives and achieving goals. Organizations are lead by leaders who have specific roles to ensure the organization runs smoothly. Leaders therefore have unique styles of leadership that enable them achieve organizational goals. Daft (2014), posits that leader's style of leadership stimulates the employees to attain goals and objectives of the organization. According to (Yahya, 2015), the way the school leader performs these tasks and guides the organization's affairs is referred to as his / her style of guidance. Furthermore, (DuBrin, 2015), asserts that leaders have a duty to build the confidence of their juniors and together formulate a vision that all employees must focus on in order to achieve organizational goals. In a school environment, the head teacher in this situation must direct his teachers to ensure that quality teaching is available and learning in order to enhance students'

performance. In addition, how the head teacher relates with the staff determines their level of motivation which in the end contributes to effectiveness in the organization. Studies have shown that a strong and positive connection exists between a style of leadership and student success.

Studies have further established that students' academic performance is probable to be high in secondary schools where the head teacher is motivating, integrative, and collaborative. Above all, the head teacher ought to involve all those who are affected by decisions made in the organization. In a school environment, the head teachers' role is to create a for all stakeholders to do their part meritoriously and specially to guide students towards better performance. The study is therefore intended to observe the effect of the leadership strategies of school heads on the success of students in the Banadir region.

2.3 Laissez-faire leadership style and students' academic Performance

(Muthike, 2014), Laissez-faire leadership, also known as declarative leadership, is a form of method of leadership in which leaders are hands-off and allow members of the community to decide on the outcomes. Accordingly, (Faulkner, 2017), such a head teacher permits utmost freedom to matters. Employees are free to formulate their own policies and techniques that guide them. Contingency theorists posit that; laissez-faire leaders are leaders who are less concerned with what is happening in the organization. They are the leaders who leave the subordinates with the sole role to make their own decisions (Northouse, 2015). Freud, (2017), notes in this style, the school leader considers that every individual is born with some level of accountability and thus should not be directed on what to do. According Chemers,

(2014), the leader is only a sign so there is no power hierarchy and the primary responsibility of such a leader is barely providing resources needed by the group. (Chemers, 2014), argues that Laissez-faire leaders can be successful in situations where members of the community are highly qualified, empowered and willing to operate on their own. Once a leader is sure that his team is confident enough, able and highly motivated, he/she can step back and let the subordinates get on with their work without interference. The style is suitable for people who had produced good results in the past. (Kitavi, 2014), argues some advantages of laissez-faire leadership being that resolutions are simply accepted and subordinates provide their own stimulus. Also (Kitavi, 2014), points out disadvantages as follows. There is a high rate of unhealthy competition among the members of the group, since there is no monitoring, clutter and conflicts may happen due to unguided liberty. In this style of leadership, where the school leader sits back and allows every person to perform as they satisfy might lead to disorder which would make it hard for a school to achieve its goals and objectives. Jay (2014) argues that in some cases leaders who portray laissez-faire style of leadership may establish rapport with staff but this does not always lead to improved performance in schools.

2.4 Autocratic leadership style and students' academic performance

Chemers (2014), dictatorial leadership, often known as authoritarian leadership, is described as a method of leadership characterized by individual monitoring of all decisions and little feedback from staff members. It is a type of a leader who holds a lot of authority to himself with very little or no delegation of power to the subordinates. Bii (2015), asserts that head teacher utilizing this type of leadership permits for no contribution totally in resolution making. In this leadership style the

head teacher is task oriented, a hard-worker, keen on schedules, makes decisions unilaterally and does not expect people to question whatever they have been told to do. In this case, debates are not entertained. (Kitavi, 2014), found that a head teacher who exercises this style of leadership may face resistance from members of staff leading to declined performance by the students. In educational institutions where this manner is used, students not have motivation and they show minimal participation in their effort. According to (DuBrin, 2015), In some cases, dictatorial leadership may be beneficial, such as when resolutions need to be taken quickly without consulting a large number of people, since some tasks require strong leadership to accomplish things quickly and effectively. According to Kitavi (2014), organisations that use autocratic leadership models are obliged to work first and foremost for high performance because activities are prearranged and there is a specific set of rules and procedures to be followed.

According to some studies, autocratic style of leadership is often preferred during times of crisis. However, it usually discourages staff during normal routines and thus affects the performance of teachers and students. According to contingency theorists, autocratic head teachers create resolutions without consulting the employees. Members in the team may hate that they are powerless to contribute ideas. Additional studies by (Schechner, 2017), however, note that school leaders, who employ authority to obtain matters done, expect formality on how things are done leaving no space for flexibility. In addition, this style of leadership blocks staff creativity, particularly in cases where planning and creativity are essential in enhancing the academic performance of the students.

2.5 Influence of democratic leadership style and students' academic performance

Van Wart (2014) defined democratic leader as a type of leader who allows members of the organization to participate role in making decisions affecting the organization. This leader has to consider subordinates in any decision making. In this case, there is consultation in decision making process (Bii, 2015). In this case the input of employees in formulation of plans that affect the organization is highly valued (Bii, 2015). The head teachers consider the feelings, opinions and ideas of subordinates before making any decision. Northouse, (2015), points out that in this style of leadership the staff members are likely to care for the final products since they are involved in the process of producing it. (Van Wart, 2014), posits that a school leader who portrays democratic or participative leadership style, often influence the confidence of subordinates and stakeholders in general. (Nathan, 2013), observed that a school leader should be democratic combining traits such as firmness, ingenuity, self-confidence and friendliness among other traits in a work environment without necessarily issuing mere instructions which enhances productivity.

This style of leadership however has been criticized as it may lead to less productivity like in cases where some tasks are ambiguous. Additionally, there might be poor decisions made especially where the staff members lack vital knowledge to make quality decisions. Chemers, (2014), highlighted that Democratic head teachers work finest in conditions where staff members are willing to work as a team during decision making. This style of leadership also requires a lot of time in order to allow all members of staff to make valuable contribution. A democratic head teacher should thus be able to portray flexibility while at the same time

ensuring that he or she understands the techniques that can lead to achievement of goals while at the same being aware of those situations that can backfire. Chemers, (2014), noted that democratic leadership style promotes morale and flexibility among workers. However, Chalmers cautions that this style of leadership may lead to delays in making decisions since all the subordinates have to be consulted. In the democratic leadership style, the employees were involved in decision formulating and this promoted high morale among the member of staffs; which positively influence academic performance of the students.

2.6 Transformational style of leadership and students' academic performance

Transformational leadership centers on a diverse type of leaders' who build their staff to become leaders. These leaders create tasks that can enable subordinates to develop their own competencies especially in leadership. (DuBrin, 2015), notes that the transformational leader shares power with the group and therefore, the leader manages to empower the subordinates. According to Northouse (2015), transformational leaders empower their followers to do what they think is vital thus contributing to efficiency since there is spirit of ownership on what one does. According to Daft (2014), due to a sense of ownership created by these type of leaders, employees are likely to realize their full potential since the leader is concerned with the end product and not the process of realizing it. These heads are more concerned with what staff is completing rather than the process. (Joyce, 2016), illustrates transformational leadership as an 'extension of transactional leadership', which departs beyond 'exchange' using one or more transformational leadership qualities. According to (Sergiovanni, 2015), a transformative leader is vital in

transforming the teaching learning process. A school head teacher espousing to transformational leadership style will thus promote and ensure good teaching staffs' behavior to increase the students' academic performance (DuBrin, 2015). According to (Galassi, 2017), Transformational leadership style, which includes directing and encouragement, assists to elevate academic performance of the learners. Also, (Hopkins, 2015) noted that in schools lead by this style of leadership employees feel a sense of ownership to their school. As a result of this, there is a sense of possession and duty each stage of decision making.

In general, these studies found that students' academic performance is probable to be better in institutions where the head teacher inspires, incorporates and collaborates with subordinates in the administrative matters of the school. In such instances, there will be delegation of responsibilities which enhances growth of subordinates.

Many studies have shown, however, that many head teachers do not make use of this leadership style. This study therefore seeks to find out if head teachers in Banadir region apply this leadership style and the extent to which it influences academic performance among the learners

2.7 Summary and Gap identification

Literature related to various facets of leadership is the key subject of the literature review. In order to provide this term that is sensitive to this analysis, the views of different academics on the meaning and significance of leadership have been provided. While there are many ways to analyze leadership styles, and there are many styles of leadership, the focus of this research was on the styles of: Laissez-

Faire, autocratic, democratic and transformational. Leaders therefore have unique styles of leadership that enable them achieve organizational goals. In private schools, it is crucial to highlight the positive leadership style indicators in private schools, which include good subordinate leadership relationships, guiding teaching-learning process, motivation of teaching staff and high academic performance.

The literature and resources related to leadership was insufficient within the governmental organizations and limited the local authorities' participation in the training of trained head teachers in the Banadir region's private secondary schools. Moreover, due to the lack of proper head teachers' leadership style in schools and poor academic performance of the students, there is need of research in Banadir region to stablish which head teachers' leadership style has positive influence on students' academic performance. Therefore, this study attempted to fill the existing knowledge gap and generate new knowledge about the impact of the leadership styles of head teachers on the academic performance of students in the Banadir region, as was realized from the reviewed literature.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter presents the study design, locale, variables, population, sample and procedures of sampling, research instruments, reliability, validity, instruments of data collection, data collection procedures, data analysis and logistical and ethical considerations.

3.2 Research Design of the Study

The research followed the design of descriptive surveys. Neuendorf, (2016), noted that this design requires data collection to assess the current condition of the study subject. Descriptive survey research was used because it helped the researcher collect data describing current school trends by questioning head teachers, teachers and students about their views , attitudes, actions or values of current leadership behavior and performance of students. Since the study population is broad, the survey research helped to collect original data and allowed the researcher to directly observe the relationship between the leadership style of head teachers and the high academic performance of students.

3.2.1 Variables

A variable is a measurable function that assumes various values between subjects (Zhao, C., & Huang, B, 2018). It's also any trait that displays variability or variance. Two forms of variables were used in this research, the independent variables and the dependent variables. An independent variable is a variable used by a researcher to determine its effect on a different variable. The leadership style of head teachers was

used in this analysis as the independent variable that was manipulated to assess its effect on the high or low academic performance of the students, which is the dependent variable.

3.2.2 Research Methodology

The methodology of analysis is a method of systematically dealing with the study problem (Mertler, 2015). It defined the logical ways in which the entire research project was structured and revealed the various processes widely used to look for the constant problem, along with the explanation behind them. Descriptive survey research design was employed in the study. They analyzed both qualitative and quantitative data. Qualitative data in themes is organized in accordance with the study goals. Qualitative method enlarges a realization of people and events in their naturalistic world, taking account of the appropriate context. According to (Packer, 2017), qualitative research is a significant element of appropriate analysis for the objectives of searching further than the facts and the figures concerning organizations. Simultaneously, the quantitative approaches were used so as to run statistics from the closed questionnaires. Moreover, (Silverman, 2015), argues that quantitative procedures can be used to generate large quantities of data that can be compiled using statistical analysis for easy presentation. Studies have shown that qualitative methods may be raise ethical issues while at the same time being subject to manipulation (Silverman, 2015). To mitigate the weaknesses inherent in each of the approaches, the researcher applied qualitative as well as the quantitative approaches in analysis of data. Padgett (2016), asserts that qualitative and quantitative approaches complement each other rather than appearing as opposing each other.

3.2.3 Study Locale

Study locale refers to location where the research was conducted. The study was carried out in Banadir region. It is a region where the capital city of Somalia “Mogadishu” is located. Banadir region was chosen from the other regions for the study because it is the largest population and researcher lives in it. It also was selected for comparability purpose because the region has different resources, occupation, and life style and residents here were able to fund educational programs in schools. In addition, children are sent to school for their future development.

But despite this, the selected region’s secondary schools have different problems regarding the issue of low students’ academic performance that caused by the shortage of the trained and qualified head teachers. In particular, there was often a lack of school leadership ability.

3.3 Target Population

There are 560 secondary schools with their 560 head teachers, 4480 form four teachers teaching in these schools and 14000 students in their last year of schooling in Banadir region according to the PEUs’ office records in the year 2017. Hence the target population was limited to all school heads’, teachers and form four students in private secondary schools with total of **19040**, Presented in Table 3.1.

Table 3.1: Target Population

Respondents	Schools
Head teachers	560
Teachers	4480
Students	14000
Total	19040

Source: Researcher, 2017

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

In this analysis, the investigator used probability sampling techniques to pick 40 secondary schools out of 560 secondary schools, specifically simple random sampling technique. The research sample was collected in the following manner; first, since they were part of the school heads, the 40 head teachers of the studied schools were randomly selected, and thus, main informants. They presented information on setting school priorities, purpose and vision, clarifying the pathways and finding simple ways to make decisions by eliminating barriers that impede the better success of students and empowering teachers and students on the basis of performance and achievement.

Secondly, 120 teachers from 4480 out of four teachers were selected using Respondents to identify the strengths and skills of head teachers to lead and stick to leadership styles such as setting mission and vision for school goals, clarifying the directions to subordinates, and finding easy ways to make decisions and methods used to inspire teachers and students. Thirdly, a sample of 240 students were chosen from a total of 14,000 with four students.

3.4.2 Sample Size

The sample size of this study was 40 secondary schools out of 560 secondary schools, one school from each 14 secondary schools in Banadir region. These were selected based on accessibility, 40 head teachers from 560 head teachers in 7.14% of head teachers, one head teacher from each 14 head teachers were selected.; 120 teachers from a total of 4480 form four teachers in 2.69% were randomly selected,

one teacher from each 37 form four teachers. In addition, 240 students from a total of 14,000 form four students in 1.71% were randomly selected, one student from every 58 form four students. Therefore, the study had 400 respondents in total.

Table 3.2: Sample Size

Respondents	Target Population	Percentage	Sample size Sampled Method
Head teachers	560	7.14	40 simple random
Teachers	4480	2.69	120 simple random
Students	14000	1.71	240 simple random
Total	19040		400

Source: Researcher, 2017

3.5 Research Instruments

To gather data from head teachers, teachers and students, questionnaires were used. Besides that, an interview technique was used to gather data from 10 randomly selected head teachers out of 40, since the information could be well explained and obtained in detail.

3.5.1 Questionnaire for Head teachers

This questionnaire solicited information on head teachers' leadership styles and their influence on students' performance. Three parts of this questionnaire were. Section "A" was on demographic information; Section "B" solicited information on leadership styles while section "C" was information on attitudes and perceptions of the school heads on factors influencing academic performance. The Likert scale of five: Strongly agree (1), Agree (2), Neutral (3), Disagree (4), strongly disagree (5)

was used. There were also open-ended questions that were posed to the respondents in order to obtain full freedom of answer.

3.5.2 Questionnaire for Teachers

The questionnaires of teachers had three sections. Section “A” mainly focused on demographic and data related to the school. Section “B” entailed items focusing on head teachers’ leadership style as per the objectives. Section 'C' provided material on the behaviors and views of the heads of the school on variables affecting academic success. There were also open-ended questions that were posed to the respondents in order to obtain full freedom of answer..

3.5.3 Questionnaire for Students

There were three parts of the student questionnaire: Section A contained demographic information; Section 'B' contained information on leadership styles and their effect on academic performance, while Section C was used to collect information on the attitudes and opinions of the students on variables affecting academic performance. There were open-ended questions that were posed to the respondents in order to obtain absolute freedom of answer.

3.5.4 Interview of Head Teachers

To obtain data from the head teachers, a semi-structured interview schedule was used. These were meant to compliment data obtained through questionnaires. The researcher also sought for their understanding on how leadership styles influences performance of students.

3.6 Piloting

Pilot research shows bogus questions and flaws in the questionnaire, according to (Meister, 2014). 3 schools out of 40 randomly sampled schools were selected for piloting. In doing so, 24 respondents were targeted. A head teacher from each school, 9 randomly selected teachers from the 3 schools and 12 students randomly sampled from the 3 schools. Questionnaires were given to them to fill out. Until performing the pilot test, respondents were based on the aims of the pilot and how to fill out the products. Responses were then validated by offering input about the related products. Finally, draft questionnaires were circulated and filled out for the pilot study by the respondents chosen. The responses made sure that the information needed was provided. In looking for real data collection, questions that are vague, undefined or insignificant have been altered. It is important to note that schools selected for piloting had features comparable to the schools sampled.

3.6.1 Validity

In deciding whether the statement in the questionnaire instrument or interview method is relevant to the sample, validity is important. Content validity, according to (DeVellis, 2016), is a measure of the degree at which data obtained using a specific instrument represents a specific domain of a particular concept of concept. The validity of the content was ensured by thorough expert judgment, examination and scrutiny of the instruments by supervisors and experts at Kenyatta University in the field of educational management. The experts assisted the researcher in identifying items that were appropriate to obtain the relevant information.

3.6.2 Reliability

Reliability attempts to verify how accurate the methods used in the analysis are. According to (DeVellis, 2016), consistency is the degree to which a system evaluates the same way each time it is used with the same subjects under comparable conditions. In this study, they were pilot investigated to make sure that the study tools are accurate. The tools of pupils, teachers and school heads were used to discover reliability. To check the inner accuracy of the likert scale products in the questionnaires, the Cronbach's Alpha coefficient was exercised. It was determined with the aid of the SPSS 20 software to evaluate if the products used were accurate.

3.7 Data Collection Techniques

Data were gathered in three steps

Step one:

The researcher obtained research permits from all related authorities after scheduling the cost of data collection and training research assistants, and then went to the head teachers of selected secondary schools with a letter of introduction explaining the purpose of the study and presenting the research permit. The investigator visited the assigned schools personally and requested student approval, school heads and teachers to take part in the research. The researcher translated the questionnaire into Somali language in order to simplify the questions so respondents could fill it accurately.

Step two:

Actual administration of the instruments: The researcher personally briefed respondents, distributed the questionnaires and supervised their filling in. The researcher also advised on how the questionnaires were to be completed.

Step three:

After data gathering, the researcher checked on the accuracy of the items filled and thereafter analyzed it using content analysis technique.

3.8 Data Analysis

In this study, after all information is gathered, cross-checking of all instruments was done to make a decision regarding incomplete, mistaken and illogical data and then rectifications of revealed inaccuracies were done. The coding was assigned as per objectives of the research. The (SPSS) version 20 was utilized In order to disclose the outcomes. Consequently, in order to collect data, the investigator considered that the questioner was more accurate with a descriptive survey approach. Procedures for data collection are involved in both qualitative and quantitative methods. Using frequencies, percentages, tables, bar graphs and maps, quantitative information was analyzed. Qualitative research was used to expand realization of people and events in their natural environment, taking into account the context associated with them. Responses were rated on Likert scale of 5. The first objective was meant to establish how laissez-faire leadership style influences academic performance of the students in Banadir region Somalia. A number of items were presented to the head teachers, teachers and students to measure the extent to which laissez-faire head teachers' leadership mode influences the academic performance of the learners. They were

asked to demonstrate how these variables increase the academic performance of students by rating their response on a Likert scale of 5. Head teachers', Teachers' and students' responses A table displayed the findings and then the researcher evaluated them using basic random sampling analysis.

Objective two aimed at assessing how autocratic leadership style by head teachers' influence academic performance among secondary school students Banadir region Somalia. Head teachers, teachers and students a chain of statements were asked to mention their answers on a five-point Likert scale. School heads', students' and teachers' replies tables were seen and then the investigator evaluated the findings using basic random sampling analysis.

The third objective was to develop the impact of head teachers' democratic leadership style on the academic performance of secondary school students in the Banadir region of Somalia. Head teachers, teachers and a series of questions on methods related to the academic success of the students were asked to mention their answers on a Likert scale of five using a sequence of statements. Tables demonstrate the responses of head teachers, teachers and students, and then the researcher evaluated the findings using basic random sampling analysis.

Objective four the goal was to create the impact of head teachers' transformative leadership style on the academic performance of students in the Somalia region of Banadir. Responses were scored on a scale of five by Likert. Tables demonstrate the responses of head teachers, teachers and students, and then the researcher evaluated the findings using basic random sampling analysis.

Table 3.3: Data Analysis Plan

Objectives One	Nature of Data	of Statistical tool	Presentation
To find out the effects of laissez-faire head teachers' leadership style on students' academic performance in Banadir region.	Both qualitative and quantitative	frequencies and percentage Narrations	Tables, bar graphs and pie charts
To determine how autocratic head teachers' leadership style affects academic performance.	Both qualitative and quantitative	frequencies and percentage narrations	Tables, bar graphs and pie charts.
To describe the influence of democratic head teachers' leadership style influence student academic performance.	Both qualitative and quantitative	frequencies and percentage narrations	Tables, bar graphs and pie charts.
To establish the influence of head teachers' transformational leadership style on students' academic performance in secondary schools in Banadir region.	Both qualitative and quantitative	frequencies and percentage narrations	Tables, bar graphs and pie charts.

3.9 Logistical Considerations

In this report, formal letters were written requesting permission from organizational authorities including Somalia's Ministry of Education, Banadir region center and private umbrellas authorities after obtaining a letter of endorsement from the authorities of Kenyatta University. The copy of the permitted letter was dispersed to respondents and region chiefs before the commencement of data collection.

3.9.1 Ethical Considerations

Study ethics reveals the sort of arrangement the researcher is entering into with the participants of her / his research. In all research studies, ethical concern plays a role and all researchers must be conscious of it and engage in the ethical considerations relevant to their studies to protect the privacy of the respondent and the private responses of the respondent. In this study, the researcher made an introductory visit to the concerned authorities, sampled schools and education offices and fixed appointment dates with them prior to the administering of the questionnaires and the interviews. Assurance of confidentiality was given to the respondents. Before allowing the participants to participate in the analysis, the investigator requested permission first. Participation in the research was voluntary and it was not appropriate to write names in the questionnaire. The objective of the study for all participants was made transparent and understandable.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This section presents findings, interpretation of data and discussions on school leaders' leadership manner and its influence on students' academic performance. The quantitative as well as qualitative analysis of data was incorporated into this chapter. The qualitative part is complementary to the quantitative analysis. The statistics was compiled from a total of 400 respondents. An aggregate of 400 copies of questionnaires were distributed to 40 head teachers, 120 form four teachers and 240 form four students. Moreover, ten head teachers were interviewed. The outcomes were analyzed using SPSS version 20.0. Data were presented in tables, bar graphs and pie charts. Data were analyzed guided by study objectives.

The data analysis was guided by the following specific objectives: -

- i) To establish the influence of laissez-faire leadership style on students' academic performance in Banadir region.
- ii) To determine how autocratic leadership style influences students' academic performance in secondary schools in Banadir region.
- iii) To find out the influence of democratic leadership style on students' academic performance in secondary schools in Banadir region.
- iv) To determine the influence of transformational leadership style on students' academic performance in secondary schools in Banadir region.

4.2 Questionnaire Return Rate

The study had questionnaires for the head teachers, teachers and form four teachers.

Table 4.1 shows the questionnaire return rate.

Table 4.1: Response Rate

Category	Questionnaires administered	Questionnaires filled & returned	Percentage (%)
Head Teachers	40	40	100 %
Form four teachers	120	120	100 %
Form four students	240	240	100 %
Total	400	400	100 %

From Table 4.1, all the questionnaires were returned by the three categories of respondents representing a 100% return rate. Because the researcher made sure that every questionnaire was filled and returned on hand.

4.3 Demographic and General Information

The demographic information covered sought to seek information on the respondents' gender, Age, educational background and duration of service.

4.3.1 Head teachers according to their gender

The study sought to establish the distribution of school heads by gender and this is presented in Table 4.2.

Table 4.2: Head teachers gender (n= 40)

Gender	Frequency	Percentage (%)
Male	38	95%
Female	2	5%

Source: Head teachers' questionnaire

Table 4.2 reveals that 38 (95 percent) of the 40 school leaders who participated in the study were males, while 2 (5 percent) were females. This indicates that the majority of secondary schools within the region are headed by males. Although the cause of this imbalance is not clear, this may indicate that males due to harsh security conditions, priority is given to hiring leadership roles in the Banadir region. There are also social and cultural factors that makes men to be preferred for administrative posts, However, equal gender representation in head teachers' leadership style may influence head teacher's leadership performance.

4.3.2 Distribution of form four teachers by gender

The form four teachers were required to indicate their perceptions to the styles of leadership by head teachers and how they felt these influenced performances. The Figure 4.1 gives teachers' distribution by their gender.

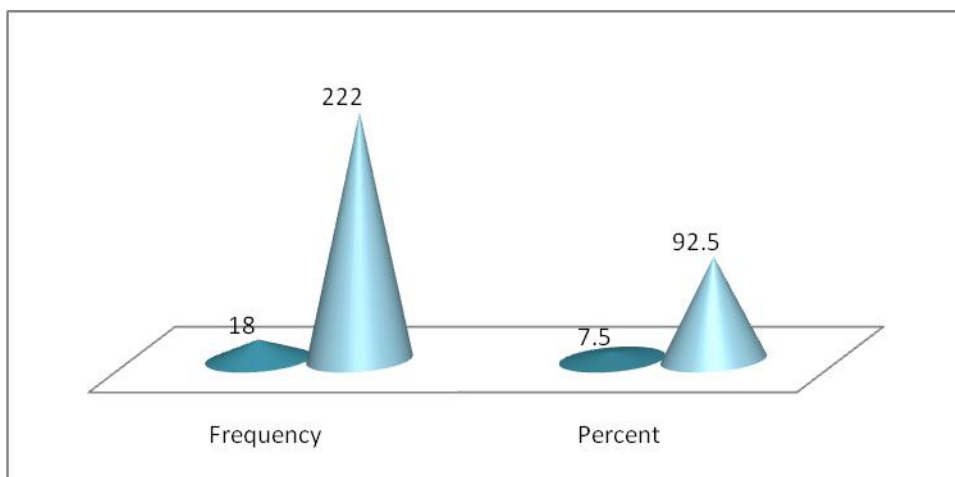


Figure 4.1: Form four teachers' distribution by their gender (n= 120)

Source: Teachers' questionnaire

From Figure 4.1, out of 120 form four teachers who participated in the study, 98(81.7%) were men and 22(18.3%) were women. This indicates that more males

than females teach in Banadir region. This may also be due to harsh security conditions in the Banadir region or female may not apply for these jobs. However, this may not influence head teachers' leadership performance since females culturally do not apply administrative posts.

4.3.3 Distribution of form four students by gender

The form four secondary students having been in school for a longer period experienced leadership styles practiced by their head teachers and hence were critical in this study. The figure 4.2 shows the gender of students who participated in the study.

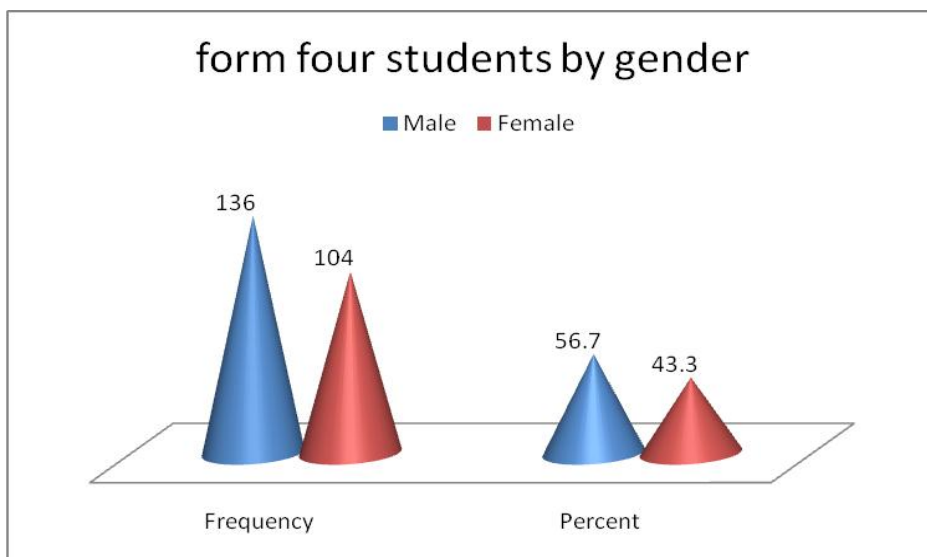


Figure 4.2: Form four students by gender (n= 240)

Source: students' questionnaire

Figure 4.2 above, indicates that 136(56.7%) form four students were males while 104(43.3%) were females. This indicates that the percentage of girls and boys in these secondary schools is comparatively close in Banadir region. However, boys were more and this could be explained to the insecurities in the region and so girls were more vulnerable.

4.4 Distribution of head teachers by age

The head teachers' distribution according to their age is shown in Figure 4.3.

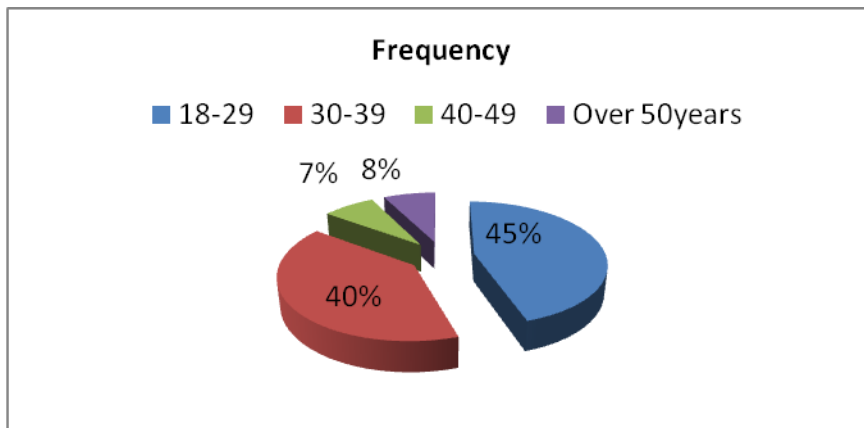


Figure 4.3: Distribution of head teachers by age (n=40)

Source: Head teachers' questionnaire

According to Figure 4.3 majority of head teachers' age ranged from 18-29 years, which is 18(45%). These were followed by those aged 30-39 years 16 (40%) while those aged between 40 and 49 years were 3(8%). Those aged over 50 years were 3(7%).

The results indicate that the majority of head teachers were between 18-29 years of age in their prime. It meant that most head teachers were in their energetic age., although, they need to be at maturity enough age. This means that experience is very important for everyone to rise to the level of head teacher in order to carry out leadership styles effectively and provide excellent academic performance of the students.

4.4.1 Distribution of form four teachers by age

The teachers' distribution according to their age is shown in Figure 4.4 below.

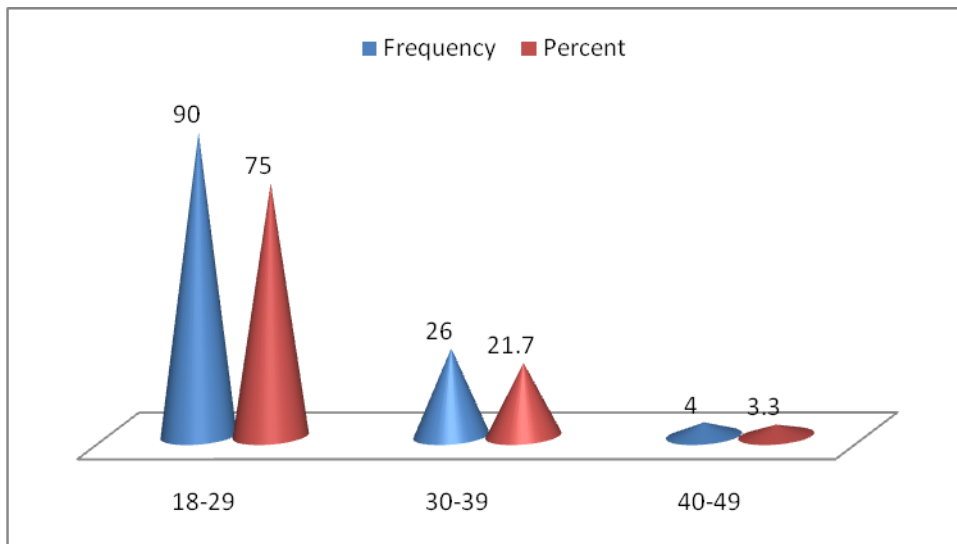


Figure 4.4: Distribution of form four teachers by age (n= 120)

Source: Teachers' questionnaire

The findings in Figure 4.4 shows age distribution was: 90(75%) were 18-29 years; 30-39 were 26(21.7%), while 4(3.3%) were between 40-49. These findings point out that most teachers were young that is between 18-29 years. These results suggest that most teachers were in their youthful age and needed head teachers to directly lead by observation of the lesson and provide them with input from class observation. Teachers of this era are in what he terms the Exploration stage of survival, according to (Glazer, 2018). During this time, it is important for teachers to be directed in ways that help them see teaching from a wider perspective. The leadership styles of head teachers must therefore be ready and able to assist their teachers in establishing good student success.

4.4.2 Distribution of form four students by age

The ages of students are presented in Figure 4.5.

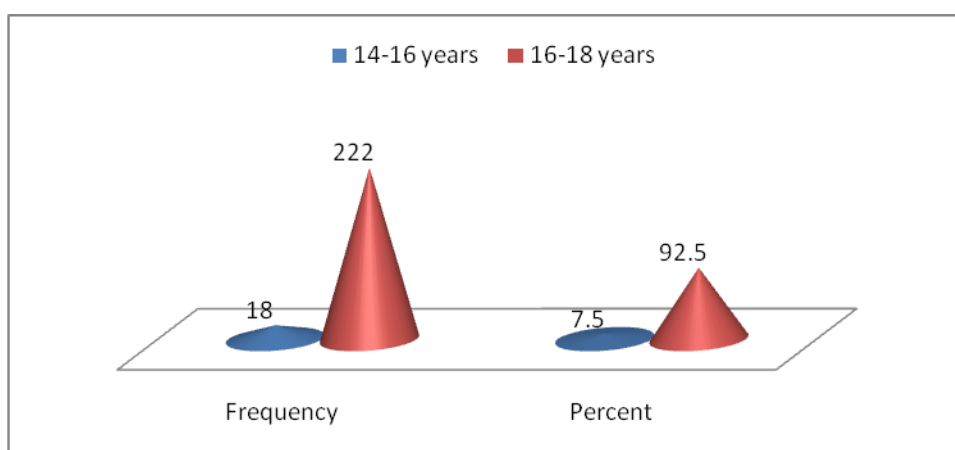


Figure 4.5: Students Distribution by age (n=240)

Source: students' questionnaire

Figure 4.5 shows that majority of the students, 222(92.5%) were aged between 16 to 18 years, while 18(7.5%) were aged 14 to 16 years. This shows that quite a number of students were in the right age to be at high school.

4.5 Distribution of Head Teachers and Teachers by their qualifications

The professional qualification of head teachers and teachers are tabulated in table 4.3.

Table 4.3: Qualifications of the head teachers (n=40) and teachers (n=240)

Level of qualification	Head Teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Diploma	2	5	27	22.5
Bachelor's degree	24	60	91	75.8
Master's degree	14	35	2	1.7
Doctorate degree	40	100	120	100
Total				

Source: Head teachers' and teachers' questionnaire

Findings on Table 4.3 indicate that the most of the school heads, 24(60%) had a Bachelor's degree in education. The head teachers who had a Master's qualification comprise of 14(35%). While 2(5%), a very low percentage of head teachers had a Diploma degree. There were no Doctorate degree holders at all.

According to Elbaz (2018), head teachers require to have the requisite professional qualifications at least a Bachelor of Education Degree in order to guide pedagogy. They need skills to guide in preparation of teaching and learning documents such as job scheme and lesson plans.

Results from Table 4.3 also indicate that 27(22.5%) of the teachers have a diploma level of education, 91(75.8%) have a bachelor of education degree and 2(1.7%) have master degree, while there were no doctorate degree holders.

The results show that most head teachers had the appropriate degree of education for a bachelor. This was in line with what the numerous commissions suggested that leadership styles should be professionally trained, especially head teachers. (Schleicher, 2018), believed that head teachers should have the requisite academic qualifications to enable them to interpret legislative acts and other policies related to the academic performance of leadership and students in their schools. Therefore, it is imperative that head teachers become citizens with good education and adequate realistic knowledge of educational leadership styles to maximize the academic success of high students.

4.6 Head teachers' duration of service

The duration the head teachers had served are shown in table 4.4 below.

Table 4.4: Duration of service (Head teachers)

Duration	Head Teachers	
	Frequency	Percentage
0-5 years	20	50
6-10years	12	30
above 10 years	8	20
Total	40	100

Source: Head teachers' questionnaire

The results on Figure 4.4 show that half of the school heads' 20(50%) possessed headship experience of below 5 years. This was closely followed by 12 (30 percent) who had 6-10 years of headship experience, and 8 (20 percent) who were over 10 years old. It can be inferred from the results that most of the sampled school heads for this study had a fundamental experience as a school head teacher and therefore given accurate answers on the factors affecting academic achievement of last year's students in private secondary schools in Banadir area.

4.7 Head teachers' and teachers' length of service in their current school

The period the head teachers and teachers had served in their current station was sought and the results are as shown in Table 4.5 shows this data.

Table 4.5: Teachers' and head teachers' duration of service

Length of service in the current school	Head Teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
1-5 years	21	52.5	79	65.8
6-10years	16	40	25	20.8
above 10 years	3	7.5	16	13.4
Total	40	100	120	100

Source: Head teachers' and teachers' questionnaire

Table 4.5 above indicates that 21(52.5 percent) of head teachers worked as head teachers in their current schools for a period of 1 to 5 years, while 16 (40 percent) of them served for a period of 6 to 10 years, and 3(7.5%) of them have served over 10 years. It can also mean that work-related experiences are important for the growth of academic performance of their students due to the fact that they are able to analyze a situation and decide on the suitable leadership styles to be used.

The data as presented above also indicated that 79(65.8%) of the teachers for a span of between 1 and 5 years, they worked at their current school, 25(20.8%) for a period of between 6 to 10 years while 16(13.4%) have served above 10 years. This therefore means that majority of head teachers had served in one station for a long time and thus they were able to provide relevant information pertaining styles of leadership of their head teachers.

4.8 Objective one, Laissez-faire leadership style and students' academic performance

In this objective, the study aimed at finding out how laissez-faire leadership influence academic performance. The researcher administered questionnaires to the respondents. This was to help find out how often the head teachers manage teaching and learning within their work environments. The researcher categorized the influence of laissez-faire leadership manner on academic performance of the students into three categories of head teachers; teachers and students and then analyzed them into tables for each category respectively.

4.8.1 Responses by Head teachers on laissez-faire leadership style

In this section, school heads were required to reply to leadership behavior described in questionnaire on matters related to laissez-faire. Responses are shown in Table 4.6 and questions noted under the table.

Table 4.6: Head teachers' responses on laissez-faire

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
	Q1	11	27.5	10	25	6	15	7	17.5	6
Q2	8	20	13	32.5	7	17.5	6	15	6	15
Q3	4	10	5	12.5	12	30	17	42.5	2	5
Q4	3	7.5	9	22.5	10	25	10	25	8	20
Q5	18	45	5	12.5	10	25	2	5	5	12.5

Source: head teachers' questionnaire

Note:

- Q1. Not necessary consult with staff before making conclusions pertaining to academic proceed.
- Q2. Teaching staff have the right to do what they think is best to encourage academic success in this school.
- Q3. It would be right to say that without their intervention, you absolutely leave teachers to make decisions about school results.
- Q4. I encourage my staff to conclude with no previous interference on the school program and activities.
- Q5. There are delegation of duties and responsibilities

Outcomes in table 4.6 show that 11(27.5%) head teachers strongly agreed that it was not necessary to consult teachers while 10(25%) agreed. 8(20%) strongly agreed that teaching staff have right to do what they think is preferable in order to encourage academic success in this school and 13(32.5%) agreed. 17(42.5%) disagreed that It school heads entirely allow teachers to make decisions regarding school achievement without their intervention and 2(5%) strongly disagreed. 3(7.5%) head teachers strongly agreed they leave their teachers to make school agenda and activities decisions without prior intervention and 9(22.5%) agreed. 18(45%) head teachers strongly agreed this school has free delegation of duties and responsibility for academic development and 5(12.5%) agreed.

From these findings, it is shown that nearly half of head teachers were using laissez-faire leadership style. For instance, as shown in the findings Head teachers often encourage members to take it easy in their job because the academic success of

students has certain repercussions that can adversely affect the school work atmosphere in a school where laissez-faire leadership is practiced. According to (Northouse, 2017), laissez-faire leadership style can be a failure by leaders to take control of situations affecting the organization. This means that head teachers that use Laissez-Faire negatively influence students' academic performance in Banadir region. Indeed, from the interview the same sentiments were expressed as shown by one of the responses below

“What are your roles and functions as a school leader in creating school Mission and objectives?” The results from this question indicated that more than two thirds of the head teachers were enforcing good school Mission and objectives to support teaching staff which can positively impact the academic performance of the students in their schools. Furthermore, in the interview the head teachers were asked “Do you participate and communicate concerned stakeholders in the preparation and implementations of the school plans?” Less than one third of the head teachers were mutually participating and communicating with concerned stakeholders in the preparation and implementations of the school plans”. These indicate that, when leadership wouldn't perform his/her duty properly teachers, students and staff workers could not have discharged their responsibility as it is needed. Consequently, students' academic performance could be affected.

4.8.2 Responses by teachers on head teachers' laissez-faire style of leadership

Responses were sought from teachers on their perceptions on school heads laissez-faire leadership style and how it influenced academic performance. Table 4.7 shows this information and questions noted under the table.

Table 4.7: Teachers' perceptions on laissez-faire style of leadership

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Q1	32	26.7	26	21.7	19	15.8	18	15	25	20.8
Q2	45	37.5	31	25.8	22	18.3	12	10	10	8.3
Q3	26	21.7	37	30.8	32	26.7	16	13.3	9	7.5
Q4	23	19.2	23	19.2	25	20.8	29	24.2	20	16.7
Q5	23	19.2	24	20	16	13.3	14	11.7	43	35.8

Source: Teachers' questionnaire

Note:

- Q1. Head teacher leaves resolutions to be made by staff without intervention on academic issues.
- Q2. He/she allows teachers to make decisions on their own
- Q3. He/she freely delegates of responsibilities & duties for all teachers in academic progress.
- Q4. He/she leaves teachers to construct resolution on school program and activities with no prior intervention.
- Q5. He/she ignores the ideas of teaching staff for improving higher academic performance.

The results from Table 4.7 show that 32(26.7%) teachers strongly agreed that head teachers leave resolutions to be complete by staff with no intervention on academic issues and 26(21.7%) agreed. 45(37.5%) teachers strongly agreed that head teachers give full freedom for teachers to do what they consider best in order to promote the academic success of students, and 31(25.8%) agreed. 26(21.7%) teachers strongly agreed that head teachers freely delegate responsibilities & duties for all teachers in

academic progress and 37(30.8%) agreed. 23(19.2%) teachers strongly agreed that head teachers leave teachers to construct resolutions on school agenda and activities with no prior intervention, and 23(19.2%) agreed. 23(19.2%) teachers strongly agreed that head teachers ignore the ideas of teaching staff for improving higher academic performance, and 24(20%) agreed.

As exhibited in table 4.7 majority of the school heads infrequently or rarely practiced laissez-faire leadership style that permit negligence and failure of scheduled work follow-up. From the literature, laissez faire leadership styles in schools enable full freedom of group decision-making without their involvement. This illustrates that the style of laissez-faire leadership is not the right approach to use in a school organization. According to Daft, (2015) laissez-faire leadership style is not the most excellent leadership mode to employ in the schools' organization. Therefore, it appears that head teachers who use this style are unsuccessful in following up those to whom they delegate the tasks which are likely to negatively influence the performance of students.

4.8.3 Students' reply on school heads laissez-faire style of leadership

The study sought to collect data on how students felt about their head teachers with regard to this style of leadership. The students' responses are shown in Table 4. 8 and questions noted under the table.

Table 4.8: Students' answer on laissez-faire leadership style

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Q1	133	55.4	26	10.8	37	15.4	16	6.7	28	11.7
Q2	16	6.7	43	17.9	55	22.9	71	29.6	55	22.9
Q3	27	11.2	25	10.4	42	17.5	73	30.4	73	30.4
Q4	42	17.5	44	18.3	50	20.8	60	25	44	18.3
Q5	28	11.7	33	13.8	45	18.8	58	24.2	76	31.7

Source: Students' questionnaire

Note:

Q1. The head teacher helps the members to use their own decisions.

Q2. He/she allows without consulting teachers.

Q3. He/she permits the group to set its own pace.

Q4. He/she fails to take necessary action when required

Q5. He/she allows the teachers get to do their job the way they want.

From the table 4.8, students' response indicated that 133(55.4%) students strongly agreed that their head teachers enable the members to use their own rulings and 26(10.8%) agreed. 16(6.7%) students strongly agreed that head teachers allow without consulting teachers and 43(17.9%) agreed. 27(11.2%) students strongly agreed that head teachers allow the group to regulate its own speed, and 25(10.4%) agreed. 42(17.5%) students strongly agreed that head teachers fail to take necessary action when required and 44(18.3%) agreed. 28(11.7%) students strongly agreed that Head teachers encourage teachers to go the way they want to do their job and 33(13.8%) agreed.

The above table indicates that approximately half of the school leaders embraced the Laissez faire leadership style. This shows that without their participation, some

school principals allow full freedom to group decisions. Laissez-faire managers build relationships with workers, according to (Northouse, 2015), but do not improve productivity in the performance of duties and learning, leading to low academic performance of students in secondary schools. This suggests that the style of laissez-faire leadership has a negative effect on the academic performance of students.

4.9 Autocratic leadership style and students' academic performance

To collect data on how autocratic school leaders' leadership approach influences on students' academic achievement; the respondents from Private schools in Banadir region filled in questionnaires and then the researcher analyzed the results.

4.9.1 Responses by school heads on autocratic leadership

In this section the school heads were requested items on the questionnaire regarding autocratic leadership style in private secondary schools in Banadir region. Table 4.9 shows this information and questions noted under the table.

Table 4.9: Responses by school heads on autocratic leadership style

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
	Q1	17	42.5	12	30	7	17.5	3	7.5	1
Q2	14	35	19	47.5	6	15	1	2.5	--	--
Q3	16	40	7	17.5	9	22.5	5	12.5	3	7.5
Q4	9	22.5	9	22.5	9	22.5	7	17.5	6	15
Q5	8	20	11	27.5	9	22.5	8	20	4	10

Source: head teachers' questionnaire

Note:

- Q1. It is only the head teacher who makes decisions regarding school progress.
- Q2. Teachers look upon me for ideas and recommendations on school progress.
- Q3. Top-down approach is used in administration of school.
- Q4. Decision making is usually authoritative.
- Q5. As a leader, all power must be centralized to me.

Table 4.9 indicates that 17(42.5%) of the school head teachers strongly agreed and 12(30%) noted that only the head teacher makes decisions regarding school progress. In addition, 14(35%) of the head teacher strongly agreed that teachers look upon head teacher for ideas and recommendations on school progress and 19(47.5) agreed with the statement. 16(40%) of the head teachers strongly agreed while 7(17.5%) observed that top-down approach is used in administration of school where another 9(22.5%) head teachers chose neutral. The replies of the head teachers were equally distributed across all answers when asked if teachers preferred authoritarian decision making. 8(20%) and 11(27.5%) of the head teachers strongly agreed and agreed respectively that all power must be centralized to them. A further 9 (22.5%) chose neutral.

Results thus indicate that the autocratic model of leadership adversely affects academic performance because they follow a harsh style of leadership that is commonly detested by teachers. This suggests that the more autocratic models are used, the worse student academic performance is influenced by them. The research (Simpson, 2016) endorsed the study's results when it found that head teachers who use strict control measures are likely to face opposition from students and teachers

and reduce academic performance because they appear to protest against the dictatorial measures used. However, the autocratic leadership style of leadership of a head teacher adversely affects the academic performance of students.

During the interview, school leaders were inquired “Do you participate and communicate with concerned stakeholders in the preparation and implementations of the school plans?” Less than one third of the head teachers answered that they mutually participated and communicated with concerned stakeholders in the preparation and implementations of the school plans through dictatorial leader repeatedly creates a time in power of consternation. This implies that head teachers don’t lead their schools through mutual participating and communicating with stakeholders which may negatively influence students’ academic performance.

4.9.2 Responses by teachers on autocratic style

The responses of teachers are captured in Table 4.10 and questions noted under the table.

Table 4.10: Head teachers’ leadership styles as responded by teachers

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
	Q1	32	26.7	42	35	24	20	13	10.8	9
Q2	28	23.3	43	35.8	15	12.5	12	10	22	18.3
Q3	26	21.7	30	25	38	31.7	17	14.2	9	7.5
Q4	40	33.3	45	37.5	15	12.5	13	10.8	7	5.8
Q5	43	35.8	28	23.3	22	18.3	15	12.5	12	10

Source: Teachers’ questionnaire

Note:

Q1. Our school head teacher makes solely decisions regarding students’ academic performance by the head of school.

- Q2. He/she doesn't consider ideas and suggestions of teachers on academic performance of students.
- Q3. What is important for leader is completion of the job at hand and it is not curing staff wants in the school.
- Q4. He/she ensures teachers understand and follow rules and regulations.
- Q5. He/she supervises closely to ensure standards are met.

From table 4.10 it is shown that 32(26.7%) of the teachers strongly agreed and 42(35%) agreed that school head teachers make solely decisions regarding students' academic performance by the head of school. 28(23.3%) of the teachers strongly agreed and 43(35.8%) agreed that head teacher doesn't consider ideas and suggestions of teachers on academic performance of students. 26(21.7%) of the teachers strongly agreed and 30(25%) agreed that head teachers see the importance for leader is accomplishment of the task at hand and it is not addressing staff needs in the school. 40(33.3%) of the teachers strongly agreed and 45(37.5%) agreed that head teachers ensure teachers understand and follow rules and regulations. 43(35.8%) teachers strongly agreed and 28(23.3%) agreed that the head teachers supervise closely to ensure standards are met.

From these findings, more than half of school heads manifested use of autocratic leadership method. This leadership style is forcible and uses coercive communication. These may cause resistance from members of staff which hinder teaching staff creativity and negatively influence students' academic performance. This study can be supported by (Goleman, 2017) who argues that this leadership

style is often characterized by coerciveness. Also (Western, 2019), highlights that autocratic head teachers often used coercive power to get tasks accomplished.

4.9.3 Autocratic leadership style as responded by students

The responses by students on this style of leadership are shown in Table 4.11 and questions noted under the table.

Table 4.11: Responses by Students' on autocratic leadership style

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Q1	42	17.5	44	18.3	50	20.8	60	25	44	18.3
Q2	94	39.2	67	27.9	34	14.2	26	10.8	19	7.9
Q3	25	10.4	23	9.6	57	23.8	52	21.7	83	34.6
Q4	29	12.1	23	9.6	42	17.5	64	26.7	82	34.2
Q5	49	20.4	25	10.4	45	18.8	43	17.9	78	32.5

Source: Students' questionnaire

Note:

- Q1. Head teacher orders teachers to follow standard rules and regulations.
- Q2. He encourages continual improvement in teachers' performance.
- Q3. He says things that hurt teachers' personal feelings.
- Q4. He demonstrates that he has concerns about the capacity of educators to accomplish most goals.
- Q5. He continually sets difficult targets for teachers to accomplish.

Answers in table 4.11 designate that 42(17.5%) of the learners strongly agreed and 44(18.3) agreed that the head teacher orders teachers to follow standard rules and

regulations. 94(39.2%) students strongly agreed while 67(27.9%) noted that head teachers encourage continual improvement in teachers' performance. 25(10.4%) of the students strongly agreed and 23(9.6%) agreed that head teachers say things that harm staffs' heart. 29(12.1%) students strongly agreed and 23(9.6%) agreed that head teachers show that he / she has reservations about teachers' ability to achieve most goals. (20.4%) students strongly agreed that head teachers constantly set challenging goals for teachers to attain. A further 25(10.4%) agreed with the statement.

These results show that about one third of the head teachers were using autocratic leadership style. (Western, 2019), support that these kind of leaders are feared since they manifested dictatorial tendencies for the tasks to be accomplished. So, this type of leadership couldn't inspire students leading to poor performance, since the students were not given space to be innovative.

4.10 Democratic leadership style and students' academic performance

Objective three intended to find the Influence of democratic leadership style on the performance of students. This was to help find out how often the democratic head teachers manage teaching and learning within their work environments and hence having an influence on performance.

4.10.1 Responses by school heads

The school heads responses on democratic leadership style are captured in Table 4.12. Below and questions noted under the table.

Table 4.12: Democratic leadership style as responded by school heads

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Q1	17	42.5	12	30	5	12.5	2	5	4	10
Q2	8	20	19	47.5	8	20	2	5	3	7.5
Q3	5	12.5	14	35	12	30	7	17.5	2	5
Q4	15	37.5	9	22.5	15	37.5	1	2.5	--	--
Q5	12	30	5	12.5	9	22.5	9	22.5	5	12.5

Source: Head teachers' questionnaire

Note:

- Q1. I consult teachers before resolutions pertaining to educational progress.
- Q2. Solving managerial difficulties with mate employees improves academic performance of the student.
- Q3. Deputation of authorities to staff in this school robustly is present.
- Q4. Opinions of staff are regarded.
- Q5. Teachers engage in school resource decision-making.

The results from Table 4.12 indicate that 17(42.5%) of head teachers strongly agreed and 12(30%) agreed that it's important to consult with the teachers before resolution pertaining to educational progress. 8(20%) of head teachers strongly agreed and 19(47.5%) agreed Solving managerial difficulties with mate employees improves academic performance of the student. 5 (12.5%) of head teachers strongly agreed and 14(35%) agreed Deputation of authorities to staff in this school robustly is present. 15(37.5%) of head teachers strongly agreed and 9(22.5%) agreed that there is reverence in the school for the views of teachers on school change.. 12(30%) of head

teachers strongly agreed and 5(12.5%) agreed teachers participate in making decisions on school resources allocation.

This showed that most school heads frequently encouraged their staff to resolve differences between them amicably. In addition, this style of leadership ensures that staffs feel recognized which in the end promotes motivation leading to improved performance.

Northouse, (2018), also noted that the school heads hoping to improve the levels of confidence amongst the teachers and students should practice democratic leadership style to enhance students' academic performance. Additionally, Gunter, (2016), highlighted that this style of leadership if properly utilized can enhance performance among students since it enhances motivation among staff and learners.

During the interview, the head teachers were asked “What leadership styles do you usually employ in order to be effective on your leadership and to increase students' academic performance?” The answers of the majority of the school leaders supports that they are exercising democratic leadership mode to some extent in turn to increase morale of staff, promote group productivity by showing positive attitudes towards their opinions and increasing their interest to help in performance.

Furthermore, the interviewed head teachers were asked “What leadership style do you think is more suitable for the academic achievement of the students in your school?” Half of the head teachers thought democratic leadership style more suitable for the performance of students, while one third of the head teachers thought transformational leadership style suitable for the performance of students. These results indicate that democratic leadership manner was the most used leadership mode and transformational was used occasionally in private secondary schools in Banadir region.

4.10.2 Teachers' responses on democratic leadership style of head teachers

The teachers' responses on democratic leadership style are shown in Table 4.13 and questions noted under the table.

Table 4.13: Democratic leadership style s responded by teachers

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
	Q1	50	41.7	31	25.8	21	17.5	11	9.2	7
Q2	33	27.5	44	36.7	17	14.2	13	10.8	13	10.8
Q3	32	26.7	42	35	24	20	13	10.8	9	7.5
Q4	24	20	36	30	33	27.5	21	17.5	6	5
Q5	35	29.2	35	29.2	24	20	14	11.7	12	10

Source: Teachers' questionnaire

Note:

- Q1. Teachers are promoted to take part in decision-making.
- Q2. Staffs are involved in making school program.
- Q3. He/she solves administrative problems with staff to improve students' academic progress.
- Q4. He/she promotes delegation of powers to subordinates.
- Q5. He/she considers teachers' opinion regarding students' academic performance.

The outcomes from Table 4.13 show that 50 (41.7) of the teachers strongly agreed and 31(25.8) agreed that school head teachers encouraged them to freely take part in making decisions pertaining school matters. Additionally, 33(27.5) and 44(36.7) of the teachers fully supported and agreed that their head teachers were interested in the

drafting of the student school curriculum to increase performance.. 32(26.7) teachers strongly agreed and 42(35) teachers agreed that head teachers solve administrative problems with staff to improve students' academic progress. 24(20) of the teachers strongly agreed and 36(30) agreed that head teachers promote delegation of powers to subordinates. 35(29.2) of the teachers strongly agreed that head teachers consider teachers' opinion regarding students' academic performance. Additionally, further 35(29.2) teachers responded positively to this statement.

It is a clear that most of the school heads were frequently using democratic leadership technique. Literature also points that head teachers employ democratic leadership styles create faith, appreciation and dedication because their style enables individuals to have a say in choices that impact their priorities and how they do their job. For example, head teachers must inspire teachers to take part in decision-making, since the academic success of students depends on the standard of teaching seen. The style of democratic leadership is therefore crucial to the academic success of students in the Banadir region.

4.10.3 Students' responses regarding democratic leadership style manifested by school heads

To determine if school heads practiced democratic leadership style, and how this influenced students' academic performance, students were requested to give their responses on the items on the questionnaire. This is shown in Table 4.14 and questions noted under the table.

Table 4.14: Responses by students on democratic leadership style

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Q1	170	70.8	36	15	19	7.9	7	2.9	8	3.3
Q2	124	51.7	78	32.5	25	10.4	8	3.3	5	2.1
Q3	125	52.1	66	27.5	34	14.2	8	3.3	7	2.9
Q4	126	52.5	55	22.9	32	13.3	15	6.2	12	5
Q5	121	50.4	55	22.9	45	18.8	6	2.5	13	5.4

Source: Students' questionnaire

Note:

- Q1. My Head teacher makes teachers understand that they are required to perform at their highest level.
- Q2. He/she consults with teachers when facing a problem.
- Q3. He/she pay attentions openly to teacher's ideas and suggestions.
- Q4. He/she keeps up a friendly working connection with teachers.
- Q5. Teachers are told about what needs to be done and how to do it.

The results from Table 4.14 indicated that 170(70.8%) students strongly agreed that Head teacher tells teachers that he wants them to perform at the highest level. Another 36(15) agreed. 124(51.7%) and 78(32.5%) students strongly agreed and agreed respectively that head teachers consult with teachers when facing a problem. 125(52%) students strongly agreed and 66(27.5%) agreed that they listen receptively to teacher's ideas and suggestions. 126(52.5%) students strongly agreed and 55(22.9%) agreed that head teachers maintain a friendly working relationship with

teachers. 121(50.4%) students strongly agreed that Head advises educators about what needs to be done and how to do it. An additional 55(22.9%) students agreed.

The results in table 4.14 present that most of the school heads were using democratic leadership styles. There is also a positive impact in the literature of the democratic leadership style of head teachers on the academic success of students. One of the dimensions of the leadership style of head teachers is that it focuses on participative leadership in which all teaching staff feel part of the process of transformation and have a sense of success ownership. So, they partner with the head of the school to form school improvement efforts. Therefore, this style of leadership could possibly stimulate students through the motivation of teachers and their skills which positively influence the students' academic performance in Banadir region, Somalia.

4.11 Objective four: Transformational leadership and academic performance

Objective four dealt with influence of the transformational leadership method on performance. The researcher in this objective wants to establish the how transformational leadership styles possessed by head teachers' influenced performance in Banadir region. Researcher categorized the influence of transformational leadership behavior on performance into three categories of head teachers; teachers and students and then analyzed them into tables each category independently.

4.11.1 Responses by school heads on transformational leadership style

Table 4.15 shows the responses by School heads and questions noted under the table.

Table 4.15: Responses by school heads

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
	Q1	51	42.5	33	27.5	21	17.5	8	6.7	7
Q2	34	28.3	33	27.5	27	22.5	16	13.3	10	8.3
Q3	36	30	32	26.7	30	25	11	9.2	11	9.2
Q4	28	23.3	36	30	35	29.2	12	10	9	7.5
Q5	34	28.3	36	30	26	21.7	14	11.7	10	8.3

Source: Head teachers' questionnaire

Note:

- Q1. Teachers visions are encouraged and stimulated
- Q2. Regularly encourages teachers to assess their advance toward fulfilling school objectives.
- Q3. Vision of school is communicated to stakeholders.
- Q4. Show favoritism toward individuals or groups.
- Q5. There is an atmosphere of trust.

The outcomes from Table 4.15 show that 51(42.5%) Strongly agreed and 33(27.5%) agreed that the head teachers Stimulate teachers with dreams of what we will be able to accomplish if we work together to change our agendas. 34(28.3%) Strongly agreed and 33(27.5%) agreed that the head teachers regularly encourage teachers to assess their advance toward fulfilling school objectives.36(30%) strongly agreed and

32(26.7%) agreed that the school heads communicate school vision to staff and students. 28(23.3%) strongly agreed and 36(30%) agreed that the head teachers show favoritism toward individuals or groups. 34(28.3%) strongly agreed and 36(30%) agreed that the head teachers promote an atmosphere of caring and trust amongst employees.

The findings illustrate that a fair percentage of the head teachers usually applied transformational leadership style in private secondary schools in Banadir region which could influence students' academic performance.

In the data obtained from the interviews, head teachers were asked "On what types of leadership activities do you usually spend your time in the school?" More than half of the head teachers recognized that they mostly led their subordinates through individual moral support and concentrating the school's vision and mission to be strictly followed and implemented. They direct, encourage and build their people to realize their own potentials". As a result, it can be summarized that implementation of this transformational leadership Style of leadership for students' performance is improved positively.

4.11.2 Responses by teachers on school heads use of transformational leadership style

The researcher requested the teachers to respond to items on the questionnaire with regard to transformational leadership style among their school heads as shown in Table 4.16 and questions noted under the table.

Table 4.16: Teachers’ responses on transformational leadership style

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
	Q1	51	42.5	33	27.5	21	17.5	8	6.7	7
Q2	34	28.3	33	27.5	27	22.5	16	13.3	10	8.3
Q3	36	30	32	26.7	30	25	11	9.2	11	9.2
Q4	28	23.3	36	30	35	29.2	12	10	9	7.5
Q5	34	28.3	36	30	26	21.7	14	11.7	10	8.3

Source: Teachers’ questionnaire

Note:

- Q1. Head teacher conveys school vision to employees and students to promote students’ performance.
- Q2. He/she shows favoritism toward individuals or groups for academic progress in his/her school.
- Q3. He/she offers moral support by making teachers feel appreciated for their contribution to the performance of the students.
- Q4. He/she models problem-solving manners that teacher can easily adapt for job with partners and students to make their performance high.
- Q5. He/she works to entire staff unanimity in founding primacies for school objectives for promoting students’ academic progress.

Findings as shown in Table 4.16 show that 51(42.5%) teachers strongly agreed and 33(27.5%) agreed that head teacher perform in a mode that is thoughtful of personal needs of the teachers. 34(28.3%) teachers strongly agreed and 33(27.5%) agreed that Head instructor offers ambiguous descriptions about what teachers on the job are

supposed to do. 36(30%) teachers strongly agreed and 32(26.7%) agreed that Head teachers help teachers resolve challenges that hinder them from fulfilling their duties. 28(23.3%) of the teachers strongly agreed that The level of performance required of teachers is clarified by head teachers and 36(30%) agreed. 34(28.3%) teachers strongly agreed that head teachers encourage continual improvement in teachers' performance and 36 (30%) agreed.

This suggests that transformational leadership was also used by most of the head teachers, because such matters depict the head teachers' practice this leadership style thus promoting academic achievement of students in Banadir region.

4.11.3 Transformational style of leadership as responded by students

Additionally, students were requested to respond to items on the questionnaire regarding their feelings towards transformational leadership styles possessed by the school heads and how this style influenced academic performance. Table 4.17 shows this and questions noted under the table.

Table 4.17: Transformational leadership style as responded by students

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Q1	127	52.9	45	18.8	36	15	14	5.8	18	7.5
Q2	52	21.7	49	20.4	61	25.4	37	15.4	41	17.1
Q3	91	37.9	63	26.2	50	20.8	26	10.8	10	4.2
Q4	91	37.9	59	24.6	53	22.1	18	7.5	19	7.9
Q5	120	50	44	18.3	39	16.2	14	5.8	23	9.6

Source: Students' questionnaire

Note:

- Q1. My head teacher consults with teachers when facing a problem.
- Q2. Provides vague details of what is expected of teachers on the work.
- Q3. He / she helps educators solve challenges that hinder them from fulfilling their duties.
- Q4. He / she defines the level of productivity required of teachers.
- Q5. He/she encourages continual improvement in teachers' performance.

The results from Table 4.17 indicate that 127(52.9%) students strongly agreed and 45(18.8%) students agreed that head teacher consults with teachers when facing a problem. 52(21.7%) students strongly agreed that Head teachers offer ambiguous examples about what teachers are supposed to do at work. A further 49(20.4%) students agreed. 91(37.9%) and 63(26.2%) students strongly agreed and agreed respectively that help teachers overcome troubles that inhibit them from carrying out their duties. 91(37.9%) students strongly agreed and 59(24.6%) students agreed that the level of success that teachers are required to reach. 120(50%) students strongly agreed that head teachers and encourage continual improvement in teachers' performance. An additional 44(18.3%) students agreed.

Table 4.17 shows that more than two thirds of head teachers were regularly using transformational leadership style. Literature also refers to the use of transformative leadership styles by head teachers is a leader who creates vision for the organization and brings every stakeholder on board to work towards its achievement. Additionally, this leader builds his/her employee to realize their own potentials. This was seen to motivate the entire school community. This will also enable everyone to

work towards the common goal of the organization. Therefore, this type of transformational leadership method could inspire students through the empowering, and ensuring of teaching staffs' moral to increase the students' academic performance in Banadir region, Somalia.

4.12 Students' Academic Performance Rating

The results of how respondents rated academic performance were sought.

4.12.1 Head teachers' response on students' academic performance rating.

The research questions sought to establish head teachers' response on students' academic performance rating. Responses are shown in Table 4.18 and questions noted under the table.

Table 4.18: Head teachers' rating on students' performance

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Q1	23	57.5	9	22.5	6	15.0	1	2.5	1	2.5
Q2	10	25	18	45	7	17.5	3	7.5	2	5
Q3	22	55	13	32.5	1	2.5	2	5	2	5
Q4	7	17.5	18	45	9	22.5	3	7.5	3	7.5
Q5	9	22.5	18	45	9	22.5	2	5	2	5

Source: Head teachers' questionnaire

Note:

- Q1. Students' academic outcome is needy on the leadership behavior used in the school.
- Q2. Intelligence is related to students' academic performance.

Q3. When teaching staff have good head teachers' leadership style practices, the students' performance is high.

Q4. Academic performance of students in school is rated by examinations and tests.

Q5. Students' activities in the class improve performance in their education.

The results from Table 4.18 show that 23(57.5%) head teachers strongly agreed and 9(22.5%) agreed that students' academic performance is reliant on the leadership approach used in the school. 10(25%) head teachers strongly agreed and an additional 18(45%) agreed that intelligence is related to students' academic performance. 22(55%) head teachers strongly agreed that when teaching staff have good leadership style practices, the students' performance is high. A further 13(32.5%) agreed. 7(17.5%) head teachers strongly agreed that academic achievement of learners in school is rated by examinations and tests and an additional 18(45%) agreed. 9(22.5%) head teachers strongly agreed that students' activities in the class concern their education and 18(45%) agreed.

The findings in Table 4.18 revealed that the most of the school heads used democratic and transformational leadership styles. As the results of this table shows the influence of democratic and transformational leadership styles of head teachers on students' academic performances positively enhances students' achievement and working environment. Literature pointed that the democratic was one of the best leadership strategy. for example, democratic leader is characterized by intelligence leading, promoting teaching staff, proper rating examinations and tests, and concerning students' activities in their rating of students' academic performance.

Literature also pointed that the transformational leader creates vision for the organization, builds his people to realize their own potentials, enables everyone to work towards the common goal of the school to enhance students' academic performance. Hence, both democratic and transformational leadership styles have a positive are the best models of leadership that boost the academic performance of students.

In the data obtained from the interview, head teachers were asked "How do you rate the academic performance of the students in your school?" The majority of the head teachers replied that they rate the academic performance of the students in their school through proper leading and promoting teaching staff and also through proper rating of the students' activities in their tests and examinations results. Moreover, the interviewed head teachers were asked "How do you follow and assist the teaching learning process?" The majority of the school heads gave almost similar responses by; preferring to assist the teaching learning process through encouraging teachers to participate in academic resolution making, involving staff in making school program for students' success, solving administrative problems with staff, and promoting delegation of powers to subordinates to improve students' academic progress which positively influence academic performance of the students.

4.12.2 Teachers' reply on Students' Academic performance rating.

The study further evaluated Teachers' perception profile on Students' Academic performance rating of head teachers. This is shown in Table 4.19 and questions noted under the table.

Table 4.19: Responses by teachers' on Students' Academic performance rating

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
	Q1	57	47.5	37	30.8	13	10.8	5	4.2	8
Q2	41	34.2	49	40.8	18	15	6	5	6	5
Q3	61	50.8	31	25.8	18	15	6	5	4	3.3
Q4	40	33.3	45	37.5	17	14.2	11	9.2	7	5.8
Q5	55	45.8	30	25	21	17.5	8	6.7	6	5

Source: Teachers' questionnaire

Note:

- Q1. Academic performance depends on leadership style.
- Q2. Better supervision leads to better performance.
- Q3. Motivation by head teacher leads to better performance.
- Q4. A positive relationship exists between the growth of staff and student success.
- Q5. Teaching and learning resources lead to better performance.

The results from Table 4.19 indicate that 57(47.5%) teachers strongly agreed and 37(30.8%) agreed that head teachers believe the academic performance of the students is reliant on the head teachers' leadership method practices. 41(34.2%) teachers strongly agreed and 49(40.8%) agreed that when head teachers' supervision students tend to do better when it comes to teaching and learning. 61(50.8%) Teachers firmly believe that when the head teacher motivates students and teachers, the school's success improves. A further 31(25.8%) agreed. 40(33.3%) teachers strongly agreed that head teachers felt that There was a strong link between the growth of staff and the overall academic performance of school students. An additional 45(37.5%) agreed with the statement. 55(45.8%) and 30(25%) teachers

strongly agreed and agreed respectively Head teachers agree that the academic performance of students will be improved when teachers are provided with ample teaching / learning tools in the school.

As shown in table 4.19 more than two thirds of the head teachers were using better supervision of the teachers, good motivation of the subordinate, positive relationship between staff development and suitable teaching learning process. This also suggests that head teachers who use these types of leadership have a positive effect on the academic performance of students.

4.12.3 Students' response on Students' Academic performance rating

The researcher intended to get responses from students on the students' academic performance rating of school head teacher. This is shown in Table 4.20 and questions noted under the table.

Table 4.20: Students' rating on Academic performance rating

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
	Q1	141	58.8	55	22.9	24	10	7	2.9	13
Q2	89	37.1	79	32.9	42	17.5	8	3.3	22	9.2
Q3	129	53.8	48	20	49	20.4	7	2.9	7	2.9
Q4	118	49.2	61	25.4	25	10.4	27	11.2	9	3.8
Q5	115	47.9	44	18.3	39	16.2	14	5.8	28	11.6

Source: Students' questionnaire

Note:

- Q1. Our school head teacher tells students, teachers and parents about the school opening and closing days.
- Q2. He / she holds general meetings with all school students to discuss our success in school.
- Q3. He / she wants me to be punctual in class..
- Q4. He / she wants me to work hard to pass the exams.
- Q5. He / she needs me to obtain teacher assistance to strengthen my poor areas.

Students' responses from Table 4.20 indicated that 141(58.8%) students strongly agreed and 55(22.9%) agreed that The school leader tells pupils, teachers and parents of the opening and closing days of the school. 89(37.1%) students strongly agreed and 79(32.9%) agreed that Their head teachers hold general meetings with all school students to discuss their success in school.. 129(53.8%) students strongly agreed and 48(20%) agreed that their head teachers require that students should be punctual to class. 118(49.2%) students strongly agreed and 61(25.4%) agreed that their head teachers require that students should work hard to pass the examinations. 115(47.9%) students strongly agreed and 44(18.3%) agreed that their head teachers require that students seek assistance from teachers to improve my weak areas.

These findings show that the majority of the head teachers require that students should work hard to pass the examinations which have led to strong positive influence towards academic performance of the students in Banadir region, Somalia.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The section presents the summary, conclusions and recommendations and areas for further research.

5.2 Study Summary

The research intended to determine how leadership styles by school heads influenced academic performance in Banadir, Somalia. The research study concentrated on: the influence of school heads' laissez-faire, autocratic, democratic and transformational styles of leadership the academic performance of students. So, study questions were developed.

The literature review had themes that formed the study objectives. The research was based on Fielder's contingency theory of leadership. The study was based on descriptive survey design. Using questionnaires and interview schedules, data was gathered. In particular, the data was analyzed using descriptive statistics; percentages, frequencies, tables, bar graphs and pie charts.

5.3 Summary of the Findings

The demographic data of the respondents showed that the majority of teaching staff were males, so there was a gender difference in the distribution of respondents, whereas the proportion of boys and girls in these secondary schools was relatively similar to the students.

The majority of the head teachers were relatively young, aged below 35, and generally balanced their leadership styles. Due to their experience and youthful age, the head teacher leadership style can be influenced by their school environment.

Most teachers were young and aged 29 years or below and were in their youthful age and required direct leadership from head teachers by observing the lesson and giving them input from class observation.

The majority of the students were younger than 18 years of age and below, so the leadership style of head teachers impacts them and motivates students to boost the academic performance of students.

The research also showed that head teachers and teachers were qualified; almost all teachers had a bachelor of education degree with a few head teachers getting a master of education degree.

The study further showed that with the long appropriate working experience possessed by head teachers, there was expectation of them being able to handle complex matters related to school management and thus better performance.

The study found out that head teachers' leadership style used in the schools were a combination of laissez-faire, autocratic, democratic and transformational but in different proportions.

The study found that both democratic and transformational styles of leadership have a positive effect on the academic success of students in private secondary schools.

The findings, on the other hand, show that both autocratic and Laissez-faire leadership styles have a negative effect on the academic performance of students.

On laissez-faire leadership style, this project acknowledges that this type of leadership is sometimes used by a limited number of head teachers. The study found that these leaders delegate their roles, which can also lead to poor staff results if they are not accountable. This may in turn lead to declined performance in schools. Therefore, sometimes one can delegate duties, while in other cases, one cannot delegate responsibilities. However, the findings of this research revealed that there is a strong negative influence of laissez-faire leadership approaches on students' academic performance.

On autocratic leadership method, the autocratic leadership approach of the school leaders has a negative impact on the success of students in the Banadir area from the research results. Studies have established that autocratic leaders are too rigid which may frustrate their subordinates leading to low morale. This may in turn lead to declined performance. In most states, such school leaders are afraid to disperse or allocate leadership to teachers either because of a lack of confidence or the assumption that teachers will not effectively implement the necessary standards. This hinders teaching staff from coming out with new ways of doing things. This also, may hinder the students' academic performance in Banadir region, Somalia. The autocratic leadership system of school leaders was found to have a negative effect on success in the area of Banadir, Somalia, from the findings of the study.

On democratic leadership style, this study reported that the achievement of students in secondary schools in the Banadir area is positively related to the method of democratic leadership engaged by school leaders and it's the most commonly used technique. The study established that democratic style of leadership encourages employees to participate in making decisions pertaining school management which often brings out teamwork and a feeling of ownership. This motivates them to work hard and all school agendas are thus enforced and the overall performance of teaching staff improves.

The study established that it is imperative for organizations to have a culture of collaboration and participative processes in decision making. These in end promote a democratic leadership style. In such a style the head teacher any of his or her authority will be delegated to others. Empowering teaching staff to undertake management positions enhances the subordinates' self-worth which eventually promote motivation leading to higher levels of performance. By being more collaborative and more democratic, most schools will increase their performance. Therefore, this study suggested that head teachers of secondary schools should be encouraged to use this leadership style in secondary school management in particular. For that reason, this research has shown that the academic excellence of students in private secondary schools is positively affected by the democratic leadership style of head teachers and that the style of democratic leadership is the most used style in private secondary schools in Banadir, Somalia.

On transformational leadership style, from the study findings, Transformative head teachers were conscious that their core mission was to continually enhance the

performance of students. They complete this task by clarifying the significance of the vision of the school in terms of its practical consequences for programs and training, providing their staff with the necessary details about how to enhance the academic performance of the students, And to instill a sense of belonging and ownership of the school in the employees. With individual expectations, transformational school leaders apply school goals and inspire teaching staff to think more deeply about what they do for their students. It employs by developing a constructive partnership with subordinates to get their help to continue the standards of excellence and quality of teaching and learning that advance the study's academic success by transformative head teachers. By offering strike and appreciation, transformational school heads inspire teachers and organize learners by class evaluation and discuss their performance indefinitely with them.

On the students' academic performance rating, the study showed that enhancing teaching learning process is an excellent indicator for approving students' academic performance. The results suggested that the rating of the academic performance of students by head teachers was very successful in affecting the academic achievement of students. The study further showed that the majority of the head teachers practiced proper leadership styles such as properly communicating issues to help achieve better academic performance, intelligence leading, promoting teaching staff, proper rating examinations and tests, and concerning students' activities are tools indicating Academic Performance Rating for Students. The study's results showed that there is a negative or positive effect of students' academic performance by the leadership style used.

Consequently, academic performance of students and contribution of head teachers to students' performance was greatly impacted negatively when head teachers are practicing Laissez-faire or autocratic leadership style, while it was greatly impacted positive when head teachers are practicing democratic besides transformational leadership style.

5.4 Conclusions

- i) The consequences of this research exposed that laissez faire leadership styles in schools allow for complete freedom to group decisions, negligence and lack of monitoring on routine work as well. Therefore, this indicates that this style of leadership has a negative influence on students' academic performance.
- ii) The research also found that the autocratic style of leadership of head teachers always uses strict control measures and coercive communication for the staff to work. Hence, this denotes that autocratic leadership style has also a negative influence on students' academic performance in private secondary schools in Banadir region, Somalia.
- iii) The analysis also found that the most used style is the democratic leadership style. in private secondary schools in Banadir region, Somalia and uses building trust, respect and commitment as their leadership tools. Nevertheless, this shows that democratic leadership style has a positive influence on academic performance of the students.
- iv) This study also found that the transformational leadership method creates vision for the organization, motivate the entire school community, inspire students through empowering, and ensuring teaching staffs' moral. However, this also implies that this style of leadership had positive effect on the

academic performance of students in private secondary schools in the Banadir region.

- v) Academic performance of students and contribution of head teachers to students' academic performance was greatly impacted negatively when head teachers were practicing Laissez-faire or autocratic leadership style, while it was greatly impacted positively when head teachers were practicing democratic besides transformational leadership style.

5.5 Recommendations

The report makes the following suggestions in light of the conclusions and consequences of the study:

- i) Head teachers should stop using both autocratic and laissez-faire leadership styles in school management because they contribute to negligence and lack of monitoring on routine work and hostility and demotivation by employees as well which hinders students' academic performance.
- ii) Head teachers as they improve the academic success of students in a constructive way should employ democratic and transformational leadership styles, helpful decentralized, self-controlled and self-directed manner and not be too liberal, too flexible, strict or harsh which conversely influences the academic achievement of the learners.
- iii) Teachers and students should be involved in decision-making by the school administration. Furthermore, the head teachers should assign duties to staff in order to promote the performance of students.

5.5.1 Policy Recommendations

- i) Since the study has found that democratic and transformational models are the most effective leadership styles, the educational stakeholders should endorse in education system for enhancing students' academic performance.
- ii) Since most head teachers have a bachelor's degree and they are at a young age, the MoE should plan in service training for these teachers to sensitize on modern leadership styles that can improve performance of students.

5.5.2 Recommendations for Further Research

- i) The study was carried out in private secondary schools in the Banadir district, the researcher recommends that similar further studies are required to be carried out in public secondary schools in Banadir region as well as other regions elsewhere in the country.
- ii) Future research should be broader to include other potential causes of performance weaknesses in the Banadir area, such as the existing curriculum, school boards overseeing the teaching and learning process, and the school environment.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Department of Educational Management,
Policy and Curriculum Studies,
Kenyatta University,
P.O. Box: 43844,
NAIROBI

The Head Teacher,
_____ Secondary School

Dear Sir/Madam,

RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a Kenyatta University student pursuing a post-graduate degree. I am undertaking a research on “head teachers’ leadership styles on students’ academic performance in secondary schools in Wadajir District, Banadir region, Somalia.” I please ask permission to collect some data from your school.

Thank you.

Yours Faithfully,



Ahmed-Rashid Mohamed Abdi

APPENDIX II: RESEARCH QUESTIONNAIRE

HEAD TEACHERS' QUESTIONNAIRE

This study is intended for scholarly purposes. It will attempt to discover the leadership styles of the "head teacher on the academic success of students in Banadir Area secondary schools." The items on the questionnaire are kindly answered. Your answers will be handled with the utmost privacy.

SECTION A: DEMOGRAPHIC INFORMATION

If appropriate, please answer the questions below by ticking (✓) the correct choice and do not enter your name on any list.

1. Your gender is:

Male Female

2. Your age is:

18-29 30-39 40-49 Over 50years

3. Your Level of Education is:

Diploma Bachelor's degree

Master's degree Doctorate degree

4. How many years have you been employed as a head teacher?

0-5 years 6-10years above 10 years

5. State the length of stay in this school:

1-5 years 6-10 years Over 10 years

6. State the total number of students in your school?

<500 501-800 801-1,000

1,001-1,500 >1,500

SECTION (B):

Objective 1: Finding out the impact of Laissez-Faire Leadership Styles on the academic performance of students

The following table includes items concerning the leadership style of the head teachers.

The degree to which the head teacher conducts them in your school by ticking (√) against the item in the table below is indicated: Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

No	This style characterizes the head teacher as follows:	1	2	3	4	5
1	There is no need to consult teachers before making decisions on academic success.					
2	Teaching staff have freedom to make their own decisions pertaining academic matters					
3	Teachers are left to make decisions pertaining to school performance.					
4	Teachers are left to make decisions with regard to school programs and activities.					
5	Duties regarding academic progress are delegated to teachers.					

Objective 2: Determine how the leadership style of autocratic head teachers affects the academic performance of students in secondary schools in the Banadir region.

The following table includes items concerning the leadership style of the head teachers.

The degree to which the head teacher conducts them in your school by ticking (√) against the item in the table below is indicated: Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

No	This style characterizes the head teacher as follows:	1	2	3	4	5
1	It is only the head teacher who makes decisions regarding school progress.					
2	Teachers look upon me for ideas and recommendations on school progress.					
3	Top-down approach is used in administration of school.					
4	Decision making is usually authoritative.					
5	All control must be concentrated for me as a leader					

Objective 3: Describing the effect of the leadership style of democratic head teachers on the academic performance of students in high schools in the Banadir area.

The following table includes items concerning the leadership style of the head teachers.

The degree to which the head teacher conducts them in your school by ticking (√) against the item in the table below is indicated:

Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

No	This style characterizes the head teacher as follows:	1	2	3	4	5
1	Teachers are consulted before making any decision pertaining the progress of the school.					
2	Academic performance is improved if all teaching staff are involved in resolving administrative matters with regard to academic progress.					
3	Power in this school is assigned to subordinates.					
4	Respect for the views of teachers on school development in the school exists.					
5	The participation of teachers in deciding the distribution and usage of school resources in this school					

Objective 4: Examine how transformative leadership affects the academic performance of students in secondary schools in the Banadir region.

The following table includes items concerning the leadership style of the head teachers.

The degree to which the head teacher conducts them in your school by ticking (√) against the item in the table below is indicated:

Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

No	This style characterizes the head teacher as follows:	1	2	3	4	5
1	Excite teachers with dreams of what we can do if we work together to alter our programs.					
2	Teachers are constantly motivated to measure their progress in achieving school targets.					
3	Communicating the vision of the school to staff and students.					
4	Show favoritism toward individuals or groups					
5	Promote an environment of care and trust among employees.					

SECTION (C): Students’ Academic performance rating

The following statements show the Students’ Academic performance rating of school head teacher.

Indicate the degree to which the head teacher conducts them in your school by ticking (almost) against the item in the table below:

Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

No	This style characterizes the head teacher as follows:	1	2	3	4	5
1	The academic success of students depends on the type of leadership used in school.					
2	Intelligence contributes to the academic success of students.					
3	When teaching staff have good head teachers’ leader ship style practices, the students’ performance is high.					
4	Academic performance of students in school is rated examinations and tests.					
5	Students’ activities in the class improve performance in their education.					

===== *Thank you for your co-operation!!* =====

APPENDIX III: INTERVIEW GUIDE FOR HEAD TEACHERS

The main aim of this interview is to collect relevant data on the leadership style of head teachers on the academic performance of students in Banadir area high schools. The obtained data will be used solely for research purposes. Therefore, it is of great importance to be genuine in answering the questions and to keep the answers to the interview confidential.

Thank you in advance for your mutual aid!

Part I: General Information and Personal Data

1. Sex _____
2. Age _____
3. Qualification _____
4. Experience: As a head teacher _____

Part II: please, give your response to the questions in short, and be precise

What are your roles and functions as a school leader in creating school Mission and objectives?

How do you play your role as instructional leader and influence students' academic performance?

Do you participate and communicate concerned stakeholders in the preparation and implementations of the school plans?

How do you follow and assist the teaching learning process?

On what types of leadership activities do you usually spend your time in the school?

What leadership styles do you usually employ in order to be effective on your leadership and to increase students' academic performance?

How do you rate the students' academic performance in your school?

What leadership style do you think is more suitable for the academic performance of students in your school?

APPENDIX IV: RESEARCH QUESTIONNAIRE

TEACHERS' QUESTIONNAIRE

This research is meant for academic purpose. It will try to find out the “head teacher’s leadership styles on students’ academic performance” in secondary schools in Banadir region. Kindly respond to the items on the questionnaire. Your responses will be treated as confidential.

SECTION A: DEMOGRAPHIC INFORMATION

Please respond to the questions below by ticking (√) the correct option where applicable and do not write down your name on any page.

1. Your Gender is:

Male [] Female []

2. Your Age is:

18-29 [] 30-39 [] 40-49 [] Over 50years []

3. Your Level of Education is:

Diploma [] Bachelor's degree []

Master's degree [] Doctorate degree []

4. How long have you been in this school?

1-5 years [] 6-10years [] above 10 years []

SECTION (B):

Objective 1: To discover the effect of the leadership style of laissez-faire head teachers on the academic performance of students in the area of Banadir.

The following table includes items concerning the leadership style of the head teachers.

Indicate the degree to which the head teacher conducts them in your school by ticking (almost) against the item in the table below:

Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

No	Our School Head Teacher:	1	2	3	4	5
1	Allows teachers to make decisions on academic matters without interference					
2	Gives teachers room to think on the best decisions pertaining students' academic progress					
3	Delegates responsibilities and duties to teachers on matters pertaining academic progress					
4	Allows teachers to make decisions pertaining school program and activities and does not interfere with us					
5	ignores the ideas of teaching staff for improving higher academic performance					

Objective 2: Determine how the leadership style of autocratic head teachers affects the academic performance of students in secondary schools in the Banadir region.

The following table includes items concerning the leadership style of the head teachers.

Indicate the degree to which the head teacher conducts them in your school by ticking (almost) against the item in the table below:

Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

No	<i>Our School Head Teacher:</i>	1	2	3	4	5
1	Makes solely decisions regarding students' academic performance by the head of school					
2	Doesn't consider ideas and suggestion of teachers on academic performance of students					
3	Only considers accomplishment of duties with little regard for staff needs in the school					
4	ensures all rules and regulations are followed by teachers					
5	Supervises all the activities of the school closely					

Objective 3: Describing the effect of the leadership style of democratic head teachers on the academic performance of students in high schools in the Banadir area.

The following table includes items concerning the leadership style of the head teachers.

Indicate the degree to which the head teacher conducts them in your school by ticking (almost) against the item in the table below:

Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

No	<i>Our School Head Teacher:</i>	1	2	3	4	5
1	Encourages the role of teachers in instructional decision-making					
2	Involves staff in making school program for students' success					
3	Solves administrative problems with staff to improve students' academic progress					
4	Promotes delegation of powers to subordinates					
5	Considers teachers' opinion regarding students' academic performance					

Objective 4: To develop the effect of the transformative leadership style of head teachers on the academic performance of students in secondary schools in the Banadir region.

The following table includes items concerning the leadership style of the head teachers.

Indicate the degree to which the head teacher conducts them in your school by ticking (√) against the item in the table below is indicated:

Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

No	<i>Our School Head Teacher:</i>	1	2	3	4	5
1	Communicates school vision to employees and learners to promote the success of students.					
2	Shows favoritism toward individuals or groups for academic progress in this school.					
3	Provides emotional support by making teaching staff acknowledge their contribution to the success of the students.					
4	Models problem-solving methods that teachers can easily apply and work with peers and students to make their success high.					
5	Works toward full staff agreement in setting school target goals to facilitate academic success for students					

SECTION (C): Students' Academic Performance Rating

The following statements show the Students' Academic performance rating of school head teacher. Indicate the degree to which the head teacher conducts them in your school by ticking (√) against the item in the table below:

Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

No	Statement	1	2	3	4	5
1	The academic success of students depends on the leadership style of the head teachers.					
2	Students tend to do well when management of teaching and learning is handled properly.					
3	When the head teacher motivates students and staff, the school's success improves.					
4	There is a strong link between the growth of staff and the overall academic success of school students.					
5	The academic performance of the students is better when teachers are provided with ample teaching / learning tools in the school.					

APPENDIX V: RESEARCH QUESTIONNAIRE

STUDENTS' QUESTIONNAIRE

This study is intended to determine the effect of the leadership styles of head teachers on the academic performance of students. Kindly respond to the items of the questionnaire provided. All information given will be treated with utmost confidentiality.

SECTION A: DEMOGRAPHIC INFORMATION

If appropriate, please answer the questions below by ticking (✓) the correct choice and do not enter your name on any list.

1. Your gender is:

Male Female

2. Your age is:

13 years and below 14-16 years 16-18 years

SECTION (B):

The following table includes items concerning the leadership style of the head teachers.

Indicate the degree to which the head teacher conducts them in your school by ticking (almost) against the item in the table below:

Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

Objective 1: To find out the effects of laissez-faire head teachers' leadership style on students' academic performance in Banadir region.

No	<i>My Head teacher:</i>	1	2	3	4	5
1	Permits the members to use their own judgments					
2	Allows without consulting teachers.					
3	permits the group to set its own pace					
4	fail to take necessary action					
5	Allows the teachers to go about their work the way they want					

Objective 2: Determine how the leadership style of autocratic head teachers affects the academic performance of students in secondary schools in the Banadir region.

The table below provides elements on the leadership style of the head teachers.

Indicate the degree to which the head teacher conducts them in your school by ticking (almost) against the item in the table below:

Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

No	<i>My Head teacher:</i>	1	2	3	4	5
1	Asks teachers to comply with regular rules and laws					
2	Encourages continual improvement in teachers' performance.					
3	Says things that hurt teachers' personal feelings.					
4	Shows that he has concerns about teachers' ability to achieve most targets.					
5	It regularly sets difficult targets for teachers to achieve.					

Objective 3: Describing the effect of the leadership style of democratic head teachers on the academic performance of students in high schools in the Banadir area.

The following table includes items concerning the leadership style of the head teachers.

The degree to which the head teacher conducts them in your school by ticking (√) against the item in the table below is indicated:

Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

No	<i>My Head teacher:</i>	1	2	3	4	5
1	Lest teachers recognize that he wants them to perform at their highest level.					
2	Consults with teachers when facing a problem.					
3	Listen receptively to teacher's ideas and suggestions.					
4	Maintains a friendly working relationship with teachers.					
5	Informs educators on what needs to be done and how to do it.					

Objective 4: To determine the effect of the transformational leadership style of head teachers on the academic performance of students in secondary schools in Banadir region.

The following table includes items concerning the leadership style of the head teachers.

Indicate the degree to which the head teacher conducts them in your school by ticking (√) against the item in the table below is indicated:

Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

No	<i>My Head teacher:</i>	1	2	3	4	5
1	My head teacher consults with teachers when facing a problem.					
2	Provides ambiguous examples about what teachers are supposed to do at work.					
3	Helps teachers address issues that prohibit them from carrying out their assignments.					
4	Explains the level of performance that is expected of teachers.					
5	Encourages continual improvement in teachers' performance.					

SECTION (C): Students' Academic performance rating

The following statements show the Students' Academic performance rating of school head teacher. Indicate the degree to which the head teacher conducts them in your school by ticking (almost) against the item in the table below:

Key: 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

No	<i>My Head teacher:</i>	1	2	3	4	5
1	Informs pupils, teachers and parents about the school opening and closing days					
2	General meetings are held for all school students to discuss the success of our school.					
3	Needs me to be punctual with the class					
4	It needs me to work hard to pass my tests.					
5	Requires that I seek teacher help to strengthen my poor areas					

===== *Thank you for your co-operation!!* =====

APPENDIX VI: ESTIMATE BUDGET

ITEM	APPROXIMATE COST
Stationeries	\$124
Computer & internet services	\$130
Literature research	\$50
Data analyses	\$150
Proposal production	\$100
Transport	\$186
Research assistant incentives	\$300
Proof reading cost	\$100
Printing cost	\$175
Field visit & data collection	\$150
Total cost	\$ 1750

APPENDIX VII: WORK PLAN

Phase	Period
Proposal writing	January 2017– July 2018
Presentation to supervisors	August –2018
Instrumentation	
a. Pilot test	December – 2018
b. Refinement	December – 2018
c. Administration of questionnaires	January –2019
d. Data Analysis	January – 2019
e. Submission of the project	February – 2019

**APPENDIX VIII: RESEARCH APPROVAL FROM KENYATTA
UNIVERSITY**



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 6th February, 2019

TO: Ahmed-Rashid Mohamed Abdi
C/o Ed. Mgt. Pol & Curriculum Studies Dept.

REF: EMP/29358/2014


SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 30th January, 2019 approved your Research Project Proposal for the M.ED Degree Entitled, **“Influence of head teachers’ leadership style on students’ academic performance in private secondary schools in Banaadir region, Somalia”**.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.


ANNBELL MWANIKI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Education Management Policy and Curriculum Studies Department.

Supervisors:

1. Dr. Hellen Guantai
C/o Department of Edu. Mgt Policy & Curriculum Studies
Kenyatta University

AM/ik