

**IMPACT OF PRINCIPALS' LEADERSHIP STYLES ON KCSE  
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TANA  
RIVER COUNTY (KENYA)**

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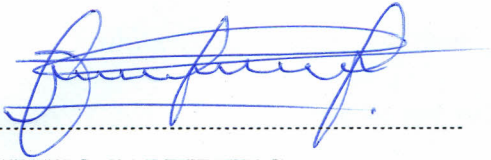
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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION  
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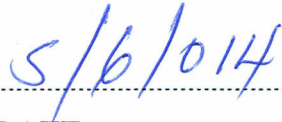
## DECLARATION

I declare that this research project is my original work and has not been presented for a degree or any other award in any other University.



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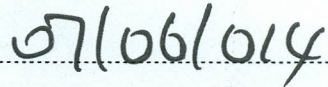
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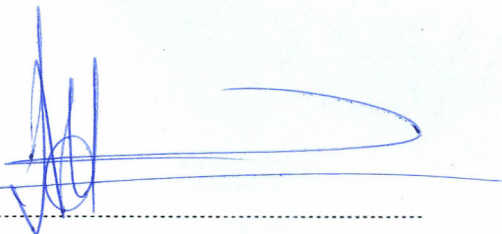
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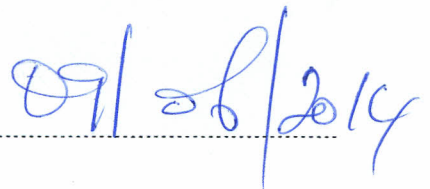
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## DEDICATION

This work is first and foremost dedicated to the Almighty God Who cares for us, reveals and inspires in us the works of our hands. Secondly, the work is dedicated with total respect and appreciation to my loving parents Mzee Semi Seth Magezo and Mama Filikita Emmy Semi for their prayers, nurture and sacrifice to educate me. Finally, I dedicate this work to my wife and children. To my wife Rosaniah whose love encouragement and support made this undertaking both possible and rewarding. To my children; Noreen, Redemption and Madeline for their understanding and patience that enabled me to bring it to a successful conclusion.

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I wish you all the abundant blessings from the Almighty Father.

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## ABBREVIATIONS AND ACRONYMS

- DEO: District Education Officer
- KCSE: Kenya Certificate of Secondary Education
- KNEC: Kenya National Examination Council
- MED: Master of Education
- TSC: Teachers Service Commission

## ABSTRACT

In the country, Kenya, many teachers have been elevated to leadership positions without formal training thus leading to mismanagement of schools, poor students' performance and disappointing results. The kind of leadership style adopted by a leader greatly determines the nature of performance in an institution. All around are many examples of schools whose once glorious reputations have been brought low through inadequacies in leadership and others greatly improved through effective leadership. Whereas good leadership initiates and sustains a slow but steady upward spiral, bad leadership makes academic standards plummet. Centrally the study was to examine the impact of principals' leadership style on KCSE performance in public secondary schools in the vast Tana River District. The samples included teachers and principals from the nine selected public schools in the district. Random sampling was employed to come up with the sample. Data was collected using questionnaires for teachers and principals. The Principals filled the profile of own behavior (form OB) and the teachers filled profile of leader behaviour (form LB). Both inferential and descriptive statistics were used to analyze the data collected. Precisely frequencies, simple percentages and measures of central tendency were used to analyze the data. Graphs and tables were used to present data. Correlation analysis was used to show the relationship between principals' leadership styles and student performance in K.C.S.E. Findings largely indicated that principals' leadership styles greatly affects students' KCSE performance. The autocratic leadership style dominant in Tana River County secondary schools has been found to have a significant positive correlation with the very poor grades being posted by the students at K.C.S.E. It is therefore recommended that principals need to shift to transformative approaches of leadership for effectiveness so as to improve the poor performance of their students at K.C.S.E. To this end, it is recommended that a one year mandatory leadership training programme be initiated during the holidays for the principals in Tana River County to update them with modern leadership trends and techniques. It also recommended that a reputation of fairness and equity should be fostered by the principals to the teachers as this would motivate a spirit of loyalty and love in them leading to high productivity and improved performance in particular.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The importance of students' achievement cannot be over emphasized, for there is so much to lose or gain depending on how well or poorly a student performs in school. In a study conducted by Eshiwani (1983) on the factors influencing students' performance in western Kenya he underscored the importance of students' achievement especially in examinations. Eshiwani attested that the Kenya certificate of education is a very important examination because it is the gate to many avenues either leading to higher education or employment. Those that perform poorly cannot compete effectively for the few opportunities that exist either in higher education or employment.

It is for this reason that many parents struggle to pay fees for their children. However, paying school fees is increasingly becoming expensive and it is therefore only fair that the consumers get returns from it and in particular, good results in the Kenya certificate of secondary education (KCSE). Eshiwani (1993) contends that pupils' learning is the main purpose of schools. If students do not perform well in their final examinations then their schools aren't to be perceived as effective. The effectiveness of any such must be measured by what contributions it has made to improve the learning of school children. Good leadership is essential for this effectiveness. Thus, leaders help members to become aware of new possibilities and more significant goals.

The education system in Kenya is examination oriented. The quality of education is seen in terms of the number of students passing national examinations (Eshiwani, 1993).

Educators and the general public have often expressed concern over factors that influence students' performance in examinations. The organizational management of schools greatly influences students' academic outcomes. Rutter, Maugham, Mortimer and Smith (1979) and Wekesa (1993) noted that to improve students' performance head-teachers are required first to improve the management of the schools. This can be done by setting a clear vision for the schools and communicating this vision to the students and support its achievement by giving instructional leadership, resources and being visible in every part of the institution that account for students' performance.

Generally, the results in KCSE have not been too good. A number of reasons have been put forward as to why most schools perform poorly. The daily nation pointed out poor staffing, frequent transfer of teachers and lack of equipment as the major cause of poor performance in National examinations (daily nation, April 26th, 1999:20). In Tana River County the poor results are mainly attributed to indiscipline and laxity among teachers.'

However, more responsibility is placed on the hands of head teachers to ensure that students perform well in their examinations. Olembo and Karugu (1988) explained that head teachers and principals have the overall responsibility over the operation of schools. Due to this, it can therefore be said that head teachers are accountable for the schools' performance not only to the students but to the country as a whole. The quality of leadership makes the difference between the success and failure of a school (Millette, 1988). He further explains that research and inspection clarify the extent to which the quality of leadership is crucial to improvement.

In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement, it is the headteacher who sets the pace, leading and motivating pupils and staff to perform to their highest potential. According to Sushila (2004), the head-teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. The head-teacher should be involved in making most of the decisions of the school. It is therefore important that the headteacher is a leader, a thinker and a decision maker, (Lipham, 1981). A discreet head-teacher will employ teamwork as a working strategy. He will set up committees and smaller groups of members of staff to investigate ideas or strategies. It therefore behooves the head teacher to be a good team player. It is important that the performance of a school be appraised against the performance of the person who leads it, (Antony, 2007).

The general performance at KCSE level in the district has been below average with the schools in the district trailing in the province, (Ongira and Abdi, 2004) The poor performance has persisted despite the fact that the schools in the district are assumed to be having adequate and well trained teachers, fairly well qualified pupils from primary schools, trained and qualified head teachers. Very few students qualify to join universities and sometimes none at all (see table 1.1 on page 10). The reasons for poor performance cannot be easily discerned without focused investigation. The question is: could the poor performance be attributed to headteachers' leadership style? And, are there other factors contributing?

It is common to hear parents, pupils and other interested parties complaining how a school is being run. The success and failure of a school depends on the quality of leadership (Millette, 1988). Logsdon and Weigmann (1973) contend that the effectiveness of the school is largely dependent upon the type of leadership the school provides. This is in line with the ministry of education circular 1/99 on The National Policy on appointment, deployment and training of head teachers of the schools in Kenya which states that “A school stands or falls by its leadership.” According to Sushila (2004), the headteacher is the leader in the school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. The headteacher should be involved in making most of the decisions of the school. It is therefore important that the headteacher be a leader, a thinker and a decision maker (Sushila, 2004).

Griffins (1994) says; “many schools have been brought down through inadequate leadership.” The school principal, more than any other individual, is responsible for the school’s climate for the outcome of productivity and for the satisfaction attained by the students and staff, Lubullelah (1998). Kwakwa (1973) describes the headteacher as the keeper of keys, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the divisor of intricate schedules, the publisher of handbooks, the director of public relations and the instructional leader. The head-teacher is therefore a key person in any education system. He takes care of the final arrangements for the education of students in a school. His role as a facilitator of all school activities cannot be taken for granted if he is expected to give the right kind of education to the students. Hence, this sets the focus of the study. Konchlar (1988) states that; Schools are bad or good, in a healthy or unhealthy, moral

or immoral and flourishing or perishing, as the principal is capable, energetic of high ideals or the reverse. Schools rise to fame or sink to obscurity as greater or lesser principals have charge over them. It is said 'the school is as great as the principal because everything in the school; the plant, the staff, human relationships, the curriculum methods and techniques of teaching, bear the impress of his or her personality'. Schools do not become great because of magnificent buildings but because of magnificent principals. The quality of education in Tana River County, as measured by students' achievement in the national examination, is considered as below average standards, (Ongiri and Abdi, 2004). This fact concurs with what the government of Kenya noted in its master plan on education and training (1997 - 2010) that the majority of schools fall short of providing for the learning needs of their students, leading to poor academic performance, (Republic of Kenya, 1998). Ongiri and Abdi (2004) reported that many of the country's over 4,000 secondary schools post bad examinations results year in year out and that there are only about 600 schools that excel and if a student is not in any of these schools he or she is not expected to get a credible grade.

The importance of the role of principals on the school organization cannot therefore be over looked. Principals are very unique in school organizations. This was confirmed by Amoloye (2004). He called them school managers. The job of managing according to Idowu (1998), involves among other things, the provision of leadership for men and women, coordinating both human and material resources to ensure the achievement of organizational goals. In the school system, the principal as an administrator influences his teachers to achieve the goals and objectives of the school. The fundamental goal of the school is to enhance the teaching and learning process

thus producing well educated boys and girls (Adetona, 2003). Hence the school administrators should endeavor to influence the behaviour of the teachers in order to achieve the goals of the school.

Transformational approaches to leadership have been advocated for effective management of the school system. Cohen, Frick, Gadon and Willits (1995) noted that a transformational leader is the leader who inspires people to excel and articulates meaningful vision for the organization. A leader acts in both formal and informal ways to build employee commitment in the organization.

Olaleye (2001), Ibukun (1997), Leithwood, Tantzi and Steinbach (1999) have cited empirical evidences suggesting that transformational leadership contributes to a range of organizational outcomes including motivation, commitment and capacity for teachers to develop new approaches to education. School principals are expected to exhibit this leadership quality to enhance teaching and learning in the school. Ukeje (1992) points out that the success of a leader depends on the readiness, the willingness, commitment and the ability of the followers to follow as well as the ability, the style and skills of the leaders. Consequently the success of educational administrators depends on their 'effectiveness as well as the effectiveness of the classroom teachers. Transparency and effectiveness leads to improvement, (Duignan, 2006).

Leadership style can roughly be referred to as the behaviour of a leader in which he influences his followers according to Lutherns (1989). Campbell (1986) added that, "what the leader chooses to do, when he /she does it, and the manner in which he /she

acts constitutes his /her leadership style.” Head teacher’s duties, responsibilities and problems a decade ago and those of today have little resemblance. Changes in school curriculum, such as the introduction of the 8-4-4 in January 1985 in Kenyan schools which required a lot of resources, extensive parents and community involvement in the maintenance of the schools and the demands laid in the schools by all the interested parties, have a significant effect on the leadership patterns of the school’s headteacher.

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

Two categories of behaviour in which the headteacher can place greater emphasis in fulfilling his /her role as a leader include initiating structures dimension of leadership behaviours and considerations dimensions of leadership behaviours. Initiating structures involves directing and organizing work, while considerations involve human relations and group maintenance. Silver (1983) explains that initiating structures refers to the establishment and classification of the role and interaction pattern within the organization. It refers to those actions whereby leaders define their own roles and let the followers know what is expected of them. It includes activities such as scheduling the work to be done, assigning members of the group to particular tasks and establishing standards of programmers.

William and Ingham (1974) explain that consideration refers to regard for comfort, well-being, status and contribution of followers. It is the behaviour which is indicative of friendship, mutual trust, respect and warmth to his /her staff .The two are independent dimensions which may range from high to low in any individual. The consensus of empirical researchers is that an individual who exhibit both dimensions of behaviour and has high score on both of them is the most effective leader (Cogan and Bateman 1993). Regardless of which characteristics are used to describe a leader today, it is generally recognized that the effective principal provides direction to the school while at the same time supporting the efforts of others (Lipham, 1981). In consideration of the principals in Tana River County, the question is; what is the leadership behaviour in terms of initiating structure and consideration leadership dimension?

In his theory based on management styles of leadership employed by an organization Likert (1973) identified four approaches ranging from system 1, system 2, system 3 and system 4. The systems are characterized by unique characteristics for each with system 1 being highly autocratic in nature to system 4 which is highly democratic.

System 1 is highly disfavoured by subordinates as they are forced to work under threats and punishment by the leader as he/she has all the authority. System 4 on the other, hand is the most favoured by the subordinates as they feel highly appreciated which greatly boosts their productivity. System 2 and 3 involve a moderation of the two extremes; extreme autocracy and extreme democracy respectively. All these have varying degrees of motivation in the continuum. Generally speaking, strong

administrative leadership by principals is the key variable that ties together all the elements identified as characteristics of effectiveness in school (Edmonds 1979).

Based on Likert's (1973) theory the researcher intended to carry out the study on leadership behaviour among principals in the district to determine the impact of their leadership styles on students' academic performance at KCSE. With the foregoing knowledge, a case study can apply for the head teachers in Tana River County.

Basically the study's key concern was the desire to answer the following questions: - how are they behaving as leaders and managers of the schools? In view of their schools' poor performance, could it be that the principals are rating low in their leadership behaviour in their schools? Are they only emphasizing productivity at the expense of human considerations or are they emphasizing considerations at the expense of productivity? Have they managed to strike a balance between the two? These practical questions are of concern to us and this is why the researcher had set out to carry out investigations into secondary school principals' leadership styles in the district (county) so as to establish if they have a positive bearing on the poor performance at KCSE.

The analysis of Tana River district performance at KCSE (2005-2009) shown in table 1 on page 10 indicates a very low performance. The results indicate that quality grades are absent. Quality grades are c+ and above. It may be a pointer to a problem that is making the children in Tana River County not to perform well in KCSE. With this scenario even the manpower in the district will negatively be affected. And apart from the development of the county there is a danger that the sons and daughters of the

county will not be represented in national matters as put by Eshiwani (1993:23) who states that;

*If any region of the country lags behind either in the number of people who attend school or in the number of people who pass important national exams, the region cannot effectively participate in the democratization of education.*

Unless the problems are unearthed, the students will continue to perform poorly in the KCSE and this will end in socio economic problems in the whole county and the country in future. Effectiveness can be measured in terms of performance in the students (Duignan, 2006). Studies of the instructionally effective schools in the inner cities of America have identified the principal as the key person who sets the climate for instructional effectiveness. In a study of urban schools that taught poor children, Edmond (1979) found that strong leadership and a climate of high expectations led to a higher achievement. He also observed that strong administrative leadership by the principal is the key variable that ties together all the elements identified as the characteristics of effectiveness in the schools. It is in view of this therefore that the researcher intended to carry out the study on the leadership behaviour among the head teachers in the county to determine the impact of principals' leadership styles on students' KCSE performance.

## **1.2 Statement of the Problem**

The Kenya Certificate of Secondary Education results in Tana River County have generally been poor all the years. As observed in table 1.1 on page 10, the county has had a very low mean score (2005-2009).

**Table1.1. Tana River District KCSE performance for the period 2005-2009**

YEAR	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	Y	X	Z	MS
2005	418	0	0	0	0	3	10	16	14	85	140	109	7	0	0	0	3.33
2006	415	0	0	0	2	2	12	22	57	123	219	118	7	0	0	0	3.41
2007	407	0	0	2	3	5	18	43	74	84	124	56	2	6	3	0	3.66
2008	305	0	0	0	1	1	9	18	32	60	114	56	7	2	2	1	3.44
2009	209	0	0	0	0	3	8	17	29	43	48	42	8	0	1	0	3.4+46

From the data it is evident that a large proportion of students have consistently attained low grades. This is in spite of the fact that they have appropriate resources and facilities such as laboratories, qualified teachers among others. The question is what could be the cause of this poor performance. Could school leadership be the main cause?

Studies have been carried out in Kenya as a whole to find out if there exist any significant relationship between leadership and performance. A case in point is Mbooni girls, which is a provincial school, which has displayed varied results with varying leadership (Antony, 2007). Examples here in the county abound. Schools like Tarasaa High School and Maumau memorial girls secondary school have displayed fluctuating results under different leadership and as at now they lie very low, thus confirming what Griffins (1994) says, and inconsequential schools like Wenje and Madogo secondary schools rose to be the giants of the county. From this it comes out clearly that students' performance seems to depend on leadership. In particular, such

studies have not been conducted in the county. The study therefore aimed at establishing the impact of head teachers' style of leadership on KCSE performance.

### **1.3 The Purpose of the Study**

The primary purpose of the study was to establish the impact of the head teachers' leadership style on KCSE performance. To achieve this, the following variables were investigated

Different types of leadership style and their effect on academic performance.

Different leadership styles resulting from differences in types of schools e.g. full boarding, day, boarding and day and the overall impact on performance.

The relationship between the principals' leadership style and students' KCSE performance.

### **1.4 Objectives of the Study**

The objectives of the study specifically were;

- i) To determine the leadership styles as perceived by the teachers in public schools in Tana River County.
- ii) To determine whether there is a difference in the perception of the principals' leadership styles of public secondary schools in Tana River County between headteachers and teachers.
- iii) To find out if there are differences in head teachers' leadership styles according to school types in Tana River County. The types are; full boarding, day, boarding and day schools.
- iv) To examine if there is a relationship between principals' leadership style and students' KCSE performance in Tana River County.

## **1.5 Research Questions**

- i) What are the different leadership styles exhibited by public secondary school principals as perceived by teachers in Tana River County?
- ii) What are the differences in the perception of the principals' leadership styles in public secondary schools in Tana River County between principals and teachers?
- iii) What are the differences in leadership styles of principals in relation to school type in Tana River County?
- iv) What is the relationship between the principals' leadership styles and students' performance in KCSE in Tana River County?

## **1.6 Significance of the Study**

The findings of the study would enable universities, training colleges and the Kenya Education Staff Institutes (KESI) to improve the scope and calibre of pre-service and in-service preparation programmes for school administrators. Possibly leadership could be taken as a unit of its own. The study is likely to benefit schools' head teachers as they would be able to re-examine and appraise their own leadership styles and thus improve on their weak areas and thereby improve on the overall academic performance of the schools. Head teachers may also realize that their leadership style can vary depending on who they are dealing with and the institutions they are in.

The findings are likely to make teachers appreciate the role played by good styles of leadership in the enhancement of the school's performance. Consequently, it is hoped that the study will bring out some of the ways in which leadership in schools might be applied in order to improve student performance. Finally the information Gathered

could help to provide more literature for further studies in the field of the school administration.

### **1.7 The Scope of the Study**

The study included a sample of nine schools that had KCSE results during the research period (2005-2009). The study focused on the impact of the principal's leadership style on KCSE performance in the district. The principals and teachers of the sample schools were the respondents.

### **1.8 Limitations of the Study**

The study was limited to Tana River County public secondary schools. This was because no such kind of research has been done in the county despite the persistent extremely poor performance in KCSE. Performance was limited to KCSE examination results. Formative evaluation was not considered. The researcher was also limited to only nine schools out of the fourteen because of the vastness of the county, security, financial and time constraints. Also the public secondary schools had been considered by the researcher because there were no private secondary schools in the district. They are also expected to be guided by the education act in their management.

It is very obvious that there are innumerable factors that influence the performance of students at secondary school level. Despite this, the study was restricted to principals' leadership styles exhibited and their impact on KCSE performance. Other variables that were not considered will form the basis for further research. Because the county has only fourteen schools it would be good to include all of them but this was not

possible because of the expansiveness of the county which would require a lot of unavailable money and time for travelling and accommodation.

### **1.9 Delimitations of the Study**

The study was confined to only principals and teachers in the nine public secondary schools in Tana River County. Secondly, the teachers in the sample involved were those in session in the respective institutions by the time of the study. Finally, Lack of enabling policies, funds inadequacies, internal wrangling and external interferences amongst others are factors that hamper effective and efficient leadership. However the study only focused on personal leadership style exhibited by public secondary school principals in the county.

### **1.10 Assumptions of the Study**

- i) The respondents gave accurate and honest information.
- ii) The teachers were capable of describing the head teachers' leadership style.
- iii) All the students whose KCSE results were being considered under the study had gone through the same level of tuition in terms of teaching time and covered the same syllabus.
- iv) The KCSE results were a valid and reliable measure of performance.

### **1.11 Theoretical Framework**

The study adopted a theory developed by Likert, (1973) which was based on the management styles of leadership employed by an organization. In this theory he identified four system approaches to leadership that he called system 1; system 2; system 3 and system 4. Each of these systems is characterized by its own unique

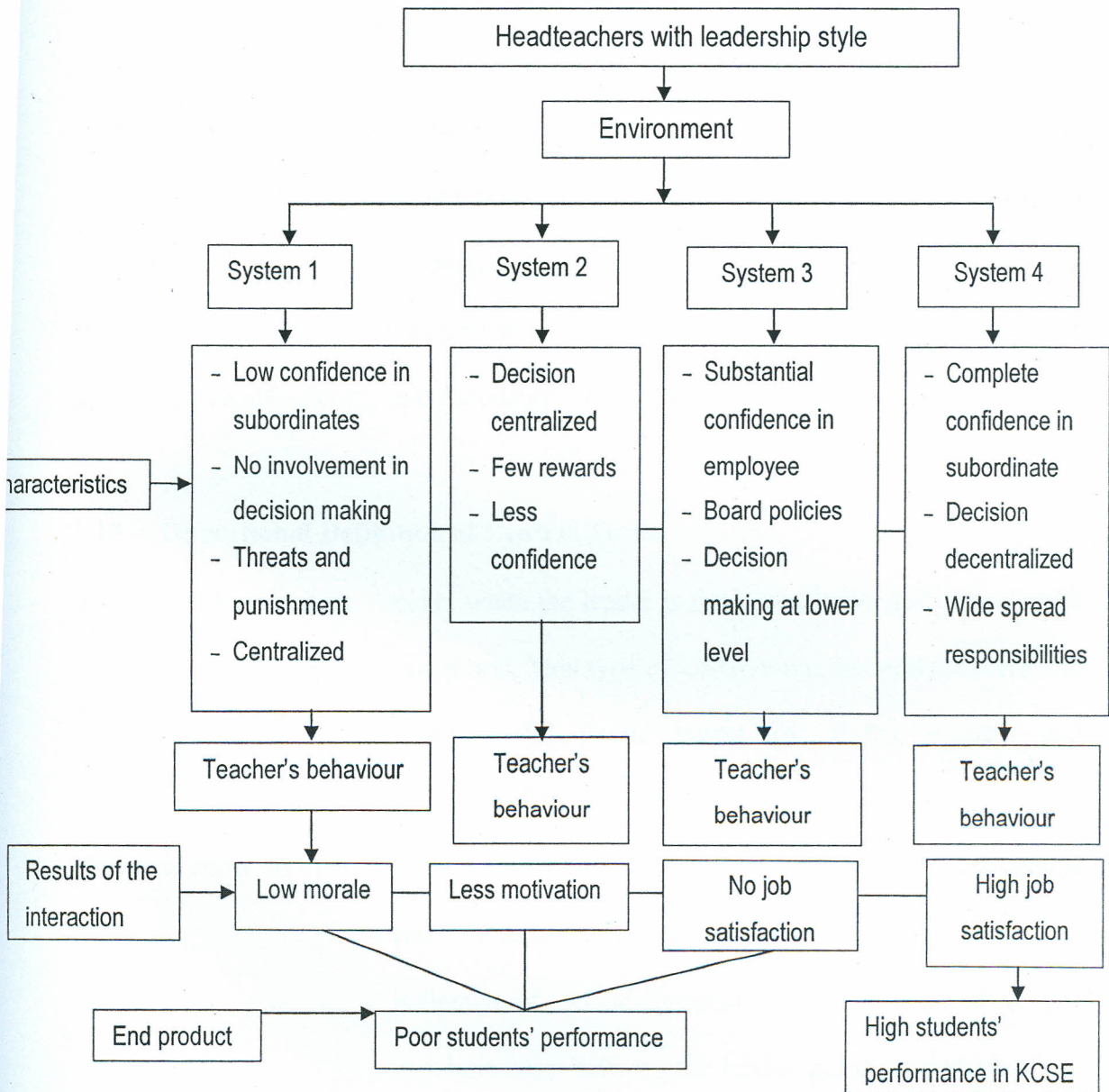
approaches ranging from system 1 that is extremely autocratic and its corresponding effects on overall leadership in an organization to system 4, that is extremely democratic in nature, characterized by its own unique approaches and therefore consequently with its resultant effects on overall leadership in an organization. System 2 and 3 are authoritarian and democratic approaches but at varying levels.

System 1 is characterized by low, even non-existent confidence in subordinates. They are also not involved in decision making and they are forced to work under threats and punishment. Authority is centralized at the top of the organization's structure. System 2 leadership style, also known as 'benevolent' authoritarian system of leadership, is a diluted dictator system and paternalistic in nature. Here the leader has some regards for subordinates. Whereas some few regards are given to subordinates motivation still remains low and they only make decisions that matter of little wait. The decisions that matter continue to be centralized at the top. Clearly the leader has little faith in the ability of the subordinates.

In system 3, management has substantial though not complete confidence in the subordinates. Subordinates are fairly motivated and have a leeway in the decision making process-that leaves the subordinates feeling appreciated. Even low level subordinates are given responsibilities. Studies based on the above four systems reveal that system 4 is the best management style for an organization because it has little grievance, low employee turnover, absenteeism and increased job satisfaction resulting in general increased productivity. Subordinates are rewarded to be motivated. Since the decision making process is decentralized they feel appreciated and highly energized to work towards the achievement of organizational goals.

## 1.12 Conceptual Framework

Figure 1.1 on page 17 systematically represents the conceptual framework of the relationship between the people involved in the leadership styles of headteachers.



**Figure 1.1 The relationship between the people involved in the leadership styles of Headteachers**

Figure 1:1 represents a framework of all the components involved in the performance of students in the KCSE Examination.

The headteacher has his own internal value system, needs, leadership indications and behaviours. The teachers also have their own characteristics such as age, gender, academic level and teaching experience as well as maturity and needs. Students' characteristics are those of gender, school and home background. The environment consists of the school category such as boarding or day as well as the community, education, administration, directives, legal matters and parents. Also included in the environment are board of governors, parents teachers association, politics and socio economic factors. All these interact in the situations to produce the headteachers' leadership style. The leadership style affects the teachers and students' behavior and hence the overall outcome is the students' performance.

### 1.13 Operational Definition of Central Terms

**Autocratic leadership;** occurs when the leader is not consultative and stresses task completion. This type of leadership is forceful, positive and dogmatic and exerts power by giving rewards and punishment.

**Consideration structure;** refers to a leaders regard for comfort, well-being, status and contribution of followers. It is behaviour which is indicative of friendship, mutual trust, respect and warmth in relationship between the leader and the members of the group.

**Democratic leadership;** involves consultation, participation and the will power of the employees. In this Study, relationship oriented behavior has been used interchangeably to mean democratic.

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

**Leadership;** enlisting and influencing group members to willingly strive to accomplish the purpose of the group.

**Leadership behaviour;** the behaviour exhibited by the principal in pursuit of his/her duties.

**Leadership style;** relates to dimensions like the principals' administrative style, instructional leadership, concern for comfort, concern for academic performance and concern for students.

**Perception;** refers to how one attempts to understand and interpret ones influence, the environment and other behaviours.

**Principal/ headteacher;** the most senior officer in the school responsible for the formulation and implementation of policy at school level.

**Public secondary schools;** a post- primary school which is developed, equipped and provided with teachers by the government.

**Students' performance;** the scores by the students in KCSE measured in terms of grades.

**Teacher;** a qualified person equipped with knowledge and skills of guiding learners in their learning experiences in a given specific area of specialisation

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The effective management of education institutions hinges greatly around leadership. The centrality of leadership led to a significant body of literature which analyzed leadership styles and their influence to the leader of an organization and external bodies. This chapter is divided into three sections. The first section explores the definition and description of the nature of leadership and its importance to the society and the school in particular. The second section looks at the concept of leadership theories and behaviours. The final section covers leadership styles and their impact on student performance and a summary of the whole chapter.

#### **2.2 The Definition Nature and Importance of Leadership**

There are varied meanings of the term leadership due to different perspectives and contexts within which the word is observed. According to Koontz and Wehrich, (1988), leadership is defined as influence- the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. Burns (1978) defined leadership in an organization as a process in which one person successfully exerts influence over others to reach desired objectives. Dressler (1997) says that leadership is the management of the human resources in order to manage their performance by inducing them to work willingly. Further definition given by Hersey and Blanchard (1988) referred to leadership as the activity of influencing people to strive for group objectives. For an organization to be successful, leadership is indispensable. Effective leadership gives directions to the efforts of all workers in accomplishing the goals of the organization. Without leadership and

guidance, the link between individuals and organizational goals may become tenuous. Leadership is an important element in the process of direction. It is a universal phenomenon found in every group of people. According to Likert (1974), a leader is a person who has the ability to influence the behaviour of others in a group activity. He says that a person is said to have an influence on others when they are willing to carry out his wishes and accept his guidance. A leader guides and directs other people towards achieving their objectives. He creates and sustains enthusiasm among them and gives their effort a purpose. In discussing the importance of a leader, Likert quoted by Sergiovanni and Carver (1969) acknowledged that the leader helps members to become aware of new possibilities and more significance goals.

### **2.3 The Concept of Leadership**

Bars (1981) in quoting Stogdill says;

*Leadership is the process of directing and inspiring workers to perform the task –related activities of the group.*

He further defines leadership as the process of directing and influencing the related activities of the group. The definitions illuminate three important implications. First; leadership must involve people /followers. Through their willingness to accept directions from the leader, group members define the leader's status and make the leadership process possible .Without followers, all the leadership qualities of a manager would be irrelevant. Secondly, leadership involves an unequal distribution of power among leaders and group members. Though leaders have authority to direct the activities of the group, some group members will obviously affect those activities in a number of ways. Finally, on top of being legitimately able to give their followers orders or directions, leaders can influence their followers in a variety of other ways.

Cole (1997) explains that leadership is a vital element in the social relationships of groups at work. Groups need leaders and leaders need followers. He further says that leadership is a concept that many people have written about but few have defined it.

He suggested the following working definition;

*Leadership is a dynamic process at work in a group whereby one individual over a particular period of time and in a particular organizational context, influences the other group members to commit themselves freely to the achievement of group tasks or goals.*

*Cole (1997: 157).*

The above definition encompasses several important features of leadership: leadership is interpersonal influence exercised in a situation and directed through the communication process, towards the attainment of a specified goal or goals. Leadership is not necessarily confined to one person but may be shared between members. Usually an appointed leader is normally in charge of a group, but he/she may not always be the leader in practice.

Okumbe (1998) quoting Kahn defines leadership as the influential increment over and above mechanical compliance with routine directives of the organization. In this definition leadership is seen as a process whereby one person influences others to do something of their own volition, neither because it is required nor because of the fear of the consequences of non compliance.

Okumbe says further that leadership is therefore a process of encouraging and helping others to work enthusiastically towards objectives. He/she contends that it is the human factor that binds a group together and motivates it towards goals by transforming the group's potentials into reality.

Hoyle (2003) quoting Lunenburg says: “observers have pondered why some successful school leaders use a consistent leadership style in all situations and others use a more situational style.” Moreover, he says that researchers seem silent in seeking answers about the impact of certain leadership styles across schools, school leaders and situations and some findings about how some leaders appear to read the school culture and adjust their leadership style and address initial racial and social issues that impact on students’ learning. Stogdill (1957) and his group, the Bureau of Business Research in Ohio state University, leadership studies attempted to answer two questions;

- i) What does a leader do when he is acting as a leader?
- ii) How does he go about what he does?

From the above, there evolved the tentative definition of leadership as the behaviour of an individual who is directing the activities of a group towards goal achievement. From the foregoing definition, the term ‘leadership’ appears not to have a definite meaning and hence it can be concluded that there are as many definitions to the term as there are authors. Leadership might be interpreted simply as “getting people to do things willingly” or interpreted more precisely as “the use of authority in decision making.” Its exercise may be an attribute of position or because of personal knowledge or wisdom.

## **2.4 Leadership Styles**

According to Bennis (1998), effective organizational leaders are relatively consistent in the way they attempt to influence the behavior of group members. The manager who makes all the major decisions in one situation is not likely to be insensitive in another.

The relatively consistent pattern of behaviour of most managers is too complex to be described by a single style and some managers modify their style to match a situation; the concept of leadership styles is useful.

#### **2.4.1 Autocratic Style**

Burns (1978) states that an autocratic leader maintains most of the authority by issuing orders and telling group members what to do without consulting them. To the autocrat (or authoritarian) the basis for leadership is formal authority. Autocratic leaders may have a few favourite subordinates but they usually regard close interpersonal relations with group members as superfluous. The autocratic style of leadership is generally not favoured in modern organization as expressed by the consensus of several current leadership theorists, Aldag (2001). This system of leadership is the equivalent of systems 1 and 2 of the conceptual framework.

As with any leadership style, there are some situations in which an autocratic style is appropriate. For instance in a high-accident work where the employees are not particularly knowledgeable about the potential risks. Many autocratic leaders have been successful as high level leaders in the private and public sectors, Aldag (2001).

#### **2.4.2 Participative Style**

A participative leader is one who shares decision-making authority with the group, Aldag (2001). Participative leadership occupies enough space on the continuum to warrant being divided into three sub-types: consultative, consensual and democratic. A consultative leader solicits opinions from the group before making a decision yet does not feel obliged to accept the group thinking. An acceptable way to practice

consultative leadership would be to call a group meeting to discuss an issue before making a decision.

A consensual leader also encourages group discussions about an issue and then makes a decision that reflects the consensus (general agreement) of group members. Consensual leaders thus turn out more authority to the group than do consultative leaders. The consensus leadership style results in long delays in decision making because every party involved provides input. Yet consensus often leads to commitment to the decision. Again, this system of leadership parallels systems 3 and 4 of the conceptual framework. The consensual leadership style is used successfully by many Japanese managers.

Distributed leadership recognizes individuals in formal and informal positions to take responsibility for leadership activities by a network of interactions (Woods, et al., 2004; Harris, 2004, 2005; Spillane, 2006). Based on empirical studies, Harris (2004) found that distributed leadership has contributed to a sustainable improvement of schools in terms of achieving higher levels of both student attainment and achievements. In this context, distributed leadership was characterized by a form of collective leadership in which teachers developed expertise by working together, concluding that engaging many people in leadership activity was the core of distributed leadership in action. Day (2004) asserts that distributed leadership enhanced teacher participation and commitment while Duignan (2006) asserts that transparency and effectiveness of team management leads to improvement of the processes, content, and outcomes of teaching and learning. A democratic leader confers final authority on the group. He or she functions as a collector of opinions and

takes a vote before making a decision. Democratic leaders turn over so much authority to the group that they are sometimes classified as free-rein leaders.

The participative style of leadership has been recommended in the management literature dating back to the early 1950's (Aldag 2001). Many organizations today are achieving good results with participative management. As some companies have learned, participative leadership style does not create some problems. One executive has noted that some managers personally feel at a loss of power when participative management is implemented. Another problem is that participative leadership requires employees who want to participate and who have worthwhile input.

### **2.4.3 Free-Rein Style**

Newstrom and Keith (2002) say that a free rein leader turns over almost authority to group members and does as little as possible. Given a situation in which the work to be done by each employee is clearly defined; such leaders maintain hands –off policy. They make few attempts to increase productivity to their employees. At times the free–rein leader is an abdicator who cares very little for achieving productivity goals or developing subordinates.

At other times, the free –rein style is appropriate and leads to high productivity. Such leadership situations include directing the work of highly skilled advertising, copywriters, research scientist, or stock analysts. These individuals may neither require technical direction nor encouragement yet in the long run; even self-sufficient professionals require some feedback and recognition from their manager in order to sustain high performance (Newstrom and Keith 2002). The style of leadership adopted by a headteacher greatly determines his effectiveness and hence the

performance of the institution. It is also good to realize that effective leadership can be learned.

**D'souza (2003; 11) says:-**

*Some people have natural leadership gifts. With seeming ease they work well with others. They motivated co-workers and their Subordinate, and they never seem to make demands on people. Unfortunately most of us don't fall in that category.*

*We do the next best thing; to acquire these people's skills usually through experiences.*

This brings out clearly the fact that majority of people need education and training. To be able to motivate the teaching staff, guide the board of governors and satisfy the legitimate needs of parent customers, headteachers needs to develop skills of leadership and management. This should be in recognition of the fact that a leader has dual responsibility –to help the organization achieve its objectives and helping to satisfy the needs of the subordinates, D'Souza (2003).

## **2.5 Leadership Studies Trends and Their Perceptions**

Traditional approach to leadership studies are termed as the 'great man' theory approach. This meant searching for traits or personal characteristics of effective leaders. Leadership process is not only determined by traits. Behavioural theorists tried to look at the factors that led to effective leadership. Their concern was what leaders do. Contingency theorists noted that the type of leadership style will depend on a number of factors. Different situations will call for different leadership styles. Silver (1983) indicates that leadership whether it is directed towards the nations, armed forces, informed groups or large organizations, has been a topic of deep interest for centuries.

Three broad categories of practices have been identified as crucial for leadership's success in almost all settings and organizations, Riel (2003). They include:-

- i) Setting directions
- ii) Developing people
- iii) Developing the organization

Whereas the mastery of these basics provides no guarantee that a leader's work will be successful in a particular school context, lack of their mastery is likely to guarantee failure. The traditional approach to the study of leadership evolved into the search for traits or personal characteristics of effective leadership. The traits theory is the oldest leadership perspective. Bateman and Zeithanal (1993) emphasized that the trait approach assumes the existence of leadership personality and that leaders are born and not made. Davies (1990) also agrees that the trait approach stresses the personality of the leader above all factors. Stogdill (1974) quoted by D'Souza (1989) identified the clusters of traits as; capacity or intelligence, achievement, participation, responsibility, status and situation. He stresses that different leadership skills and traits are required in different situations.

Despite its importance, the trait theory has some limitations too. Gordon (1987) agrees that traits associated with leadership in one situation do not predict leadership in another. He says that there is also no consensus as to what exhibit the behaviour of the leader. This has ignored the role of subordinates and its effects on leadership. Hersey and Blanchard (1988) agree that leadership is a dynamic process varying from situation to situation with changes in leaders, followers and situations.

Ralph Stogdill in his review of 124 empirical studies on leaders' attributes concluded that leaders exhibited the following characteristics

- a) **Capacity:** intelligence, alertness, verbal facility, originality and judgment.
- b) **Achievement:** scholarship knowledge, athletics and accomplishments
- c) **Responsibility:** dependability, initiative, persistence, aggressiveness, self-confidence and desire to excel.
- d) **Participation:** sociability, cooperation, adaptability and humour.
- e) **Status:** socio-economic, position and popularity.
- f) **Situation:** mental level, status, skills, needs and interests of followers and objectives to be achieved.

Stogdill concluded that a person does not become a leader by virtue of possession of some combination of traits. He also concluded that situational variables evidently influenced the leader's behaviour patterns. He pointed out that different types of group of activities require different types of leaders. His findings shifted the trait theories research activities on leadership towards establishing how leaders interact with groups under various conditions. Research has shown that leadership behaviour appropriate in one situation is not appropriate in another; (Stonner and Freeman 1989). Desirable leadership qualities and behaviour may also change as organization's culture changes.

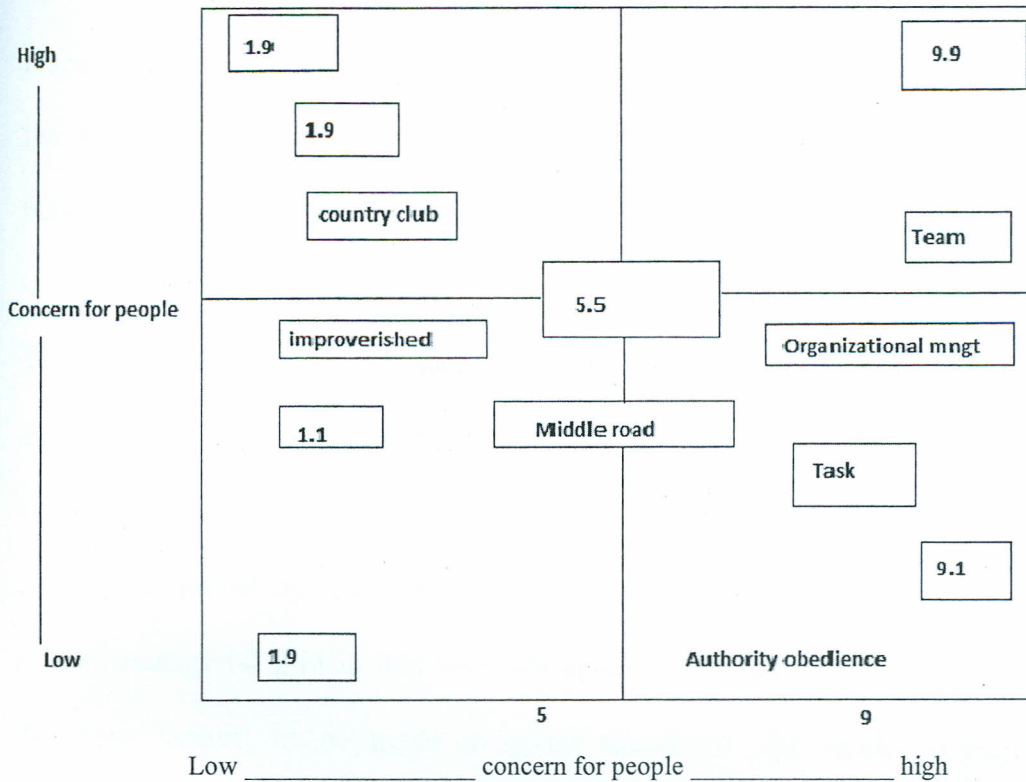
The research board at Ohio State University carried out a research using the behaviour approach to study leadership. They identified two leader behaviours; initiating structure and consideration dimension. They preferred the leader behaviour than leadership styles as it could be described. The situational approach was a further extension of the behavioural and the trait theory and was commonly referred to as

contingency theories (Silver 1983). Silver (1983) described the contingency theory as that which maintained that a group's success in accomplishing its tasks depended on the appropriate matching of the leader and the situation. Tannenbaum and Schmidt (1961) as quoted by Betts (1963) contended that a different combination of situational elements required different styles of leadership. They suggested that there were three important factors or forces involved in finding the most effective leadership style; forces in the manager, the subordinate and the situation.

Fielder's contingency model (1967) as quoted by Dixon (1994) suggested that there were three factors which influence a leader; a member's relations, tasks structure and position power. The theory identified two basic leader motivations: task motivation and relationship motivation. Task motivation emphasized on completing the task while the relationship motivation emphasized a machinery good interpersonal relations. The leader behaviour research has also stimulated the development of frameworks for the design of management training program of which the managerial grid approach is one of the best known examples.

Blake and Mouton (1978) took dimensions of the earlier studies done by Ohio and labeled them concern for production (task) and concern for people (relationship). In the managerial grid, different types of leadership based on concern for production and concern for people were located in four quadrants similar to those identified by the Ohio State studies. These leadership types were; impoverished management, country club management, authority obedience, Organization management and team management.

## 2.5.1 Management Grid



**Figure 2.1 Management Grid leadership styles.**

Source: Paul Hersey and Kenneth H. Blanchard, (1977)

The five leadership styles are described as follows:

**Impoverished-** exertion of minimum efforts to get required work done is appropriate to sustain organization membership.

**Country club-** thoughtful attention to needs of people for satisfying relations leads to a comfortable friendly organizational atmosphere and work tempo.

**Task (Authority obedience) –**Efficiency in operation results from arranging conditions of work in such a way that human elements interfere to a minimum degree.

**Middle of the road (Organization management) -** Adequate organization performance is possible through balancing the necessity to get out while maintaining morale of people at satisfactory level.

**Team management-**Work accomplished is from committed people. Interdependence through a 'common Stake' in organizational purpose leads to relationship of trust and respect. However the management grid tends to be an attitudinal model that measures the predisposition of a manager, while the Ohio state framework tends to be a behavioural model that examines how leaders' actions are perceived by others.

The best contingency model, Aldair's model (1968), effectively complemented Blake and Mouton analysis. Aldair argued that for a group to be successful there were three types of needs; task needs, group needs and individual needs. Vroom- Yetton -Jago (1993), as quoted by Luthans (1981) model went beyond the Blake and Mouton (1978) managerial grid in that they attempted to provide a specific model i.e. how decisions 'ought' to be made in given situations. The model emphasized the participative dimension of leadership. Vroom-Yetton-Jago (1993) model differed from Fielders (1967) and Hersey and Blanchard's model (1988) in that it stressed on assessing the situation before determining the best leadership style. The path goal theory differed from Fielder's contingency model (1967) as it suggested that the same leaders in different situations could use various styles. Unlike other contingency models, the path goal approach not only suggested what type of leadership **might be** most effective in a given situation but also attempted to explain that it was the most effective.

Leader member relations determine the effectiveness of the leader. A survey conducted by Bennis (1959) to find out what differentiates a leader from a good manager; found that there are four competencies evident to some extent in every individual in the group. They include:

- a) Management by attention
- b) Management by meaning
- c) Management by trust
- d) Management by self

According to Bennis, in management by attention a good leader attracts the interest of subordinates mainly because of his commitment to the job. He knows and understands the job and also what he wants. In the management by meaning leaders know exactly what they are doing. In management by trust the leader creates an atmosphere of trust through what Bennis (1959) calls a constancy factor. The constancy factor is inherent in the leaders. The subordinates see him as a person who can be relied upon. In other words, they will be able to predict that, given a set of situations, the leader would behave in exactly the same way. In management self, according to Bennis (1959), the leader knows what his strengths are and deploys them effectively. To the leader, failure is only a tool to perform more effectively. The leader learns from his failure.

## **2.6 Leadership Styles and Their Impact on Performance**

Various types of educational organizations ranging from nursery school to universities and research organizations exist in society. Though they highly differ in terms of their administrative departments, they all have a responsibility of imparting knowledge, skills and cherishable human qualities in the learners. Administrative support to teachers is generally important for teachers' well-being, (Edmond,1979). Research studies have shown that administrative support is associated with job satisfaction and teacher motivation. Lack of principal's support on the other hand can create an

atmosphere of helplessness and ill-will and leads teachers to feel unimportant and frustrated, (Lipham, 1981).

Indeed, the literature and current studies on transformational leadership have strongly been influenced by Burns. He (1978: 20) contrasted transformational leadership with transactional leadership which promotes personal and mutual interests between individuals and the leader in transactional leadership with that of transformational leadership which primarily seeks common purposes in uniting the group to go beyond individual interests in search of higher goals. Similarly, Yukl (2006) affirms that the essence of transformational leadership is to inspire commitment of the followers to share objectives, increase their social identification even to the extent of developing their skills and collective efficacy.

Many scholars found that transformational leadership with empowerment of transforming competent staff contributes to commitment, which in turn leads to extra efforts towards greater productivity, ownership, a healthier organizational climate and cultures towards greater effectiveness (Gamage, Sipple, and Partridge, 1996; Leithwood and Jantzi, 1999; Gamage and Pang, 2003; Huber, 2004). Researchers also found that transformational leadership has impacted in changing the attitudes of subordinates towards school improvement and has altered their instructional behaviour (Leithwood, Begley and Cousins, 1992).

James, Dunning, Connolly and Elliot (2007) conducted a study on how school leadership relates to improved quality of school environments in Wales primary schools employing semi-structured interview schedules and group discussions,

involving the relevant stakeholders and analyses of school policy documents, inspection reports and school development plans. They have concluded that all elements of the collaborative practices were important in enhancing school improvement and increasing student achievements. Rutherford (2002) conducted a study on the impact of collaborative working environments in enhancing student performance and achievements, involving head-teachers of six high-achieving Catholic primary schools in Birmingham. Based on the data, he concluded that the successful head-teachers promoted collegial approaches while practicing positive, dynamic, and flexible leadership styles.

Marsh and LeFever (2004) also have conducted studies on the educational role of school leaders in two different policy contexts. In Policy Context 1, standards of student performance were common and well-established with authority devolved to schools for restructuring in meeting these standards. In contrast, within Policy context 2, the student performance standards were just emerging while authority was not devolved to the schools. As Policy Context 1 was rarely found in the USA, three participants for the Policy Contexts were selected from English elementary schools and the fourth from the Kentucky elementary schools, which was similar to Policy Context 1. For the Policy Context 2, the participants were selected from three other states in the USA. The main purpose of the study was twofold: (i) to understand how the new era of school reform, particularly the role of student performance standards with the devolution of authority and resources to school level, have affected the work of principals; and (ii) to determine how and when the role of school principals can be made more feasible and effective. For the collection of data, an open-ended questionnaire and a semi-structured interview schedule were designed and employed.

In reporting the findings, Marsh and LeFever (2004: 392) assert that even though in both policy contexts, the school principals had developed school visions; the focus of principals' visions in the two policy contexts was different. The principals in Policy Context 1 focused their visions primarily on student results with a strong linkage of their visions on curriculum and instruction to student achievements. It rarely existed as a vision on teaching and learning that was isolated from student achievements.

Principal support not only affects commitment directly. It also influences commitment indirectly through peer support. It is presumed that when principals foster shared goals, values and professional growth, solidarity and supportive learning community are likely to result.

This is to say that when a principal's leadership style is perceived strong and positive, teachers are more likely to work cooperatively and share a common sense of purpose. Therefore the principal not only exerts a direct influence on teacher's commitment, but also enhances commitment through fostering a collegial environment. Leadership is not a single act without the commitment and support of teachers. The commitment of effective followers bridges the gap between what is possible for a leader as an individual and what is possible through the combined efforts of followers. Leadership is therefore a process through which followers and leaders commit to accomplish the aims of an organization.

Considerable research indicates that there is a relationship between leadership style and performance. According to William (1974:19) the leadership behaviour of elementary school principal is one of the determinants of a school to attain its stated

educational goals. The leadership styles are generally based on a two dimensional model, (Rue and Byan, 1993). These are the task –oriented and relationship oriented. These two types of relationship behaviours roughly parallel the autocratic and democratic styles of leadership respectively. Based on the conceptual framework, they are the equivalent of systems 1, 2 and 3, 4 respectively. They are sometimes referred to as initiating structure and consideration. Initiating structure and consideration leadership tendencies can be present in behavior in varying amounts and relationship at different times.

The main duty of the principal is to enhance teaching and learning in the school. Adetona (2003) noted that the task of the principal is to produce well educated boys and girls through effective teaching and learning. Positive school cultures are associated with higher student motivation, good academic performance, and improved attitudes of teachers towards their job. A review of literature showed that the relationship between principal leadership and student learning outcomes is mediated by school conditions including purposes and goals, school structure, and school culture (Hallinger and Hech, 1998). Evidence has also suggested that principals are in a unique position to influence school learning culture; (Deal and Peterson, 1990; Leithwood and Jantz, 1997; Ajayi and Ayodele, 2002).

A significant challenge for principals today is to identify the situations of the school, such as school culture, the likely direct effects on students and the type of leadership behaviour the principal should employ. A Leadership model developed by Bass and Avolio (1997) identified three leadership behaviours. Transformational is identified by certain behaviours which include inspirational, motivation, intellectual stimulation, and individualized consideration. Transactional leadership is identified with exchange

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of rewards for meeting agreed – upon objectives. Monitors followers to ensure mistakes are not made but allows group to exist. In this case, the leader intervenes only when things go wrong. A non-leadership construct, laissez-faire leadership, is an absence of leadership.

According to another model, namely the *organizational development phase model*, Gones (1988), the culture and the organization of a school is influenced by its principal. This belief stems from the work of Rutter (1979) cited in Jones (1988) who showed that among the important factors related to better student achievements such as examination performance, are styles and rules of the organization. This implies that the leadership style of the principal as an organizational leader in the school plays an important role in bringing about outstanding scholastic performance.

What are the main factors associated with effective schools? In his study on four schools in the United States, Weber, cited in Clark, Jacobson, Romkey and Salwen. (1989) found eight factors present in successful or effective schools. Among these factors were strong administrative leadership, high expectation for student achievement, positive school atmosphere and regular evaluation of students' progress. The literature on *In Search of Excellence* (ISE) has shown the importance of the role of the principal as a key factor in school effectiveness (Clark et al. 1989). Principals' leadership has an effect on the school in many ways, such as on school climate (Alageswari, 1980; Rahimah, Ahmad, 1981), its learning situation and level of professionalism among teachers (Mukherjee, 1970), satisfaction among teachers (Thandi, 1972; Noran and Sharifah, 1990), mediating between school and parents (Cohen and Manion, 1981), and school performance (Ogawa, 1985; Eberts and Stone, 1988).

Halpin (1969) as quoted by Sergivoann and Carver (1969) carried out another similar study. He studied the behavior of superintendent in fifty Ohio schools. His finding seemed to agree with the Hemphill (1969) study that effective leader behavior was associated with high performance on both dimension. The same studies done in Kenya by Omondi (1985) and Kihara (1991) led to the same conclusion. Omondi (1985) in his study on leadership behavior of Nairobi Secondary School headteachers found that the headteachers of Nairobi secondary schools were high in both consideration and initiating structure.

Keller and Andrew (1963) also pointed to a significant influence between leadership and student achievement and staff morale. In a study of school productivity they said:-

*All of the statistics give strong support to the hypothesis that the leadership behavior of the principal was significantly productive of the schools....The weight of evidence supported the hypothesis that morale of the staff of school....Was related to productivity*

*Keller and Andrew (1963: 182).*

For this study a school that achieves highly has to have a head that gets high score on both consideration and initiating structure. This is the headteacher who will be committed to improving the quality of performance and welfare of both teachers and students.

A study that investigated the relationship between the leadership styles of principals and the organization climate in secondary schools in the republic of South Africa was done by Gibbon (1992). It was basically to determine the statistical significance of the

relationship between selected demographic variables and leadership styles. The variables were, age, sex, professional experiences of the principal and the size of the students body. He used LBDQ form (Leader Behavior Description Questionnaire) which was filled by teachers.

The findings were that significant differences in the leadership styles of principals existed as the function of the age sex and professional experiences of the principal. Also schools with enrolment of 601-800 students were found to be more participative than higher or lower ones. These findings contradicted the findings by Matula (1986) maybe due to cultural differences. Gibbon suggested in his recommendations that other variables could be examined.

This study intended to include the gender of the students' body in addition to the variables used in Gibbon's study. Mangoka (2003) undertook a study of leadership behavior in Nairobi and Machakos district secondary headteachers. The purpose of the study was to investigate the relationship between leadership behaviour of secondary schools' headteachers and their academic background and administrative experience among others. He used leader behavior questionnaire that was filled by teachers. He found that the leadership behaviour was characterized by higher scores on both initiating structure (system 1 and 2) and consideration (systems 3 and 4).

## **2.7 Summary of Literature Review**

It is obvious that there is no monopoly of a particular style of leadership claiming to be the perfect one leading to improved school performance and students' achievement. School principals are required to be more flexible in adapting appropriate leadership styles with the creation of collaborative working environments

with higher-levels of commitment, motivation, ownership, developing, trusting and healthier school cultures, facilitating higher productivity and increased student achievements.

The research findings discussed above have clearly demonstrated that leadership roles of school principals have led to increased student performances and achievements both in academic and extra-curricular activities. In particular, the research on effective schools indicates the importance of strong administrative leadership, high expectations and focus on student achievements. Changes to school culture, dedicated and qualified staff, setting appropriate school goals in conformity with school and systemic expectations, monitoring students' progress with adequate resources are factors that encourage and stimulate school performances and student achievements.

Leadership is the ability to influence the thoughts and behavior of others. Leadership binds people together and motivates them towards achievement of goals in their organizations. A key factor influencing effectiveness of schools is the nature and quality of the leadership and management provided by each school head. Most of the studies in the literature review in relation to the impact of principal's leadership style on KCSE performance have been conducted in foreign environments. This study therefore sought to establish whether the same factors apply in the KCSE performance in Tana River County as suggested.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

The aim of the study was to assess the impact of leadership styles of principals on students' K.C.S.E performance in public secondary schools in Tana River County in coast Province in Kenya. This chapter deals with the various aspect of methodology that was used for the research. The chapter describes the research design, research locale, target population, sample and sampling procedures, research instruments, data collection techniques and analysis approaches that were used by the researcher.

#### 3.2 Research Design

Research design is an outline or a plan that is used to generate answers to the research problem; Orodho (2005). The researcher used an explanatory approach using a descriptive analysis design. A descriptive analysis design is a method that involves asking a large group of people questions about a particular issue. Information is obtained from a sample rather than the entire population at one point in time which may range from one day to a few weeks. The study employed descriptive analysis to establish opinions and knowledge about the impact of principals 'leadership style on KCSE performance in Tana River County. Any research undertaking involves lots of costs implications hence this design has deliberately been selected for the study because it allows for quick data collection at a comparatively cheap cost (Grinnel, 1993). The study aimed at collecting information about teachers' opinions and attitudes on head teachers' leadership styles in the county.

### 3.3 Research Locale

The study as carried out in Tana River County in nine out of the fourteen secondary schools then. The county was chosen because the researcher is familiar to it as he hails and works in it. Tana River is one of the seven districts that constituted Coast province before it was split recently into several other small districts. Currently it has been split into three districts; Tana Delta, Tana River, and Tana North. Factors like limitations of time security and finance influenced the researcher in choosing the county.

### 3.4 Target Population

A target population is a group of individuals who have one or more characteristics in common that are of interest to the researcher. The study targeted nine public secondary schools in the county. A total of nine head teachers and forty teachers from the sampled schools were involved.

The county has fourteen secondary schools out of which two are girls' and two boys' schools and the rest are mixed schools. Eight of these are day and boarding schools, three are day and three are full boarding. The secondary schools considered in the study were those that presented candidates for The Kenya Certificate of Secondary Education (KCSE) examination in the period 2005-2009.

**Table 3.1 Distribution of Schools by Gender and Number of Teachers per School**

Schools type	Number of school	Schools in the sample	Number of teachers	Sample
Boys' schools	2	2	38	10
Girls' schools	2	2	30	8
Mixed schools	10	5	90	22

### **3.5 Sample and Sampling technique**

A sample is a small subset or a small part of the total number that could be studied. Sampling is the process of selecting or getting a representative part of the population for determining characteristics of the whole population (Orodho, 2005). All the nine head teachers of the nine schools were included in this study. The study involved 25% of the teachers, in each school randomly picked, in order of convenience. This gave a total of 9 principals and 40 teachers. Simple random sampling was preferred as most statisticians regard the method as the most practical and free of bias (Orodho, 2005).

### **3.6 Research Instruments**

The main data collection instruments were questionnaires for teachers and principals. A questionnaire is an instrument used to gather data which allows measurement for or against a particular view point (Orodho, 2005). Questionnaires are self formulated simple questions which generate responses from individuals. They are time saving to both the researcher and the respondents, hence the researchers choice of them. The researcher prepared two questionnaires: The profile of leadership behaviour (Form LB) and profile of own behaviour (Form OB).

In addition general questions for the head teacher of secondary schools to collect data on demographic information and other variables like sex, age and administrative experience were used. The questions also elicited information on school size and gender of student body. Below is brief description of each questionnaire.

### **3.6.1 Profile of Own Behavior (OB)**

This questionnaire has been designed to enable group members engaged, to describe their own styles of leadership. This was felt appropriate for principals since their work in school is basically that of problem solving. The form OB was used to measure the head teacher's style of leadership according to them. The headteacher was required to respond to a number of questions which needed answers on official statistics about the school (see appendix B).

### **3.6.2 Profile Leader Behaviour (LB)**

Like profile of own behavior (OB) this questionnaire may be filled by members of an organization with an aim of seeing how these members perceived their leader's behaviour. The form, designed by Likert and Likert (1976) was aimed at enabling teachers to describe the leadership styles of their headteachers (see appendix C).

## **3.7 Piloting**

Piloting was done in two schools that were not included in the sample for the study. The schools were randomly picked out of the four schools not in the sample. Piloting was necessary to find out if the respondents would find the instruments clear, precise and comprehensive. This was to enhance their reliability. The procedure used was similar to that which was used during data collection.

### **3.7.1 Reliability of the Instruments**

Mugenda (1999) defines reliability as a measure of the degree to which a results yield consistent outcome or data after repeated trials. Orodho (2005) defined reliability of a research instrument as the consistency in producing reliable results. However reliability in research is influenced by random error. Random error is a deviation from

true measurement due to factors that have not been effectively addressed by the researcher. These errors might arise from inaccurate coding, ambiguous instructions to the subject, interviewing fatigue and interviewers bias. As random error increases the reliability decreases. However, in designing and administering the research instruments the researcher took care of these errors by being extra careful during the process.

To determine the reliability of the instruments the researcher adopted the test –retest method. Using the technique the researcher administered the instruments twice to the same group of respondents within intervals of two weeks. The completed questionnaires were analyzed manually and comparison of answers in the first and the second was done.

Pearson product moment formula for test retest was used to compute the correlation coefficient to determine the extent to which the contents were consistent in eliciting the same response every time the instrument was administered. A coefficient of 0.8 would make the instrument be judged as reliable for the study.

### **3.7.2 Validity of Research Instrument**

Orodho (2005) defines validity as the degree to which a test measures what it purports to be measuring. The questionnaires were tested and pretested (piloted) on two randomly picked schools not in the study to make sure that the research instruments were valid to the study and other groups would be comfortable using them.

### **3.8 Data Collection Procedure**

The researcher got an introductory letter from Kenyatta University and a research permit to conduct the research in Tana River County from the Ministry of Education. The researcher booked appointments with the schools through the head teachers to visit the schools and administer the questionnaires. The researcher visited the schools to administer the questionnaires to the principals and to the teachers, through the assistance of the headteacher. Each principal and teacher who participated in the study received a copy of the questionnaire. They then read and filled them in by ticking their chosen response for the item from among the options given. In both the Leader Behaviour and Own Behaviour forms the item were 24, the same and the options were; never, little, some, considerate and very great (see appendix B and C.) Then researcher picked the filled in questionnaires for analysis.

### **3.9 Data Analysis Techniques**

Data analysis is the process of systematically searching and arranging interview transcripts, field notes, data and other materials obtained from the field with the aim of increasing an understanding of them and enabling the researcher present them to others, Orodho (2005). Analysis involves working with data, organizing items, breaking them into manageable units, synthesizing them and searching for Pattern.

After fieldwork the data collected through use of questionnaires was classified into usable categories. The categories were turned into raw data through coding and tabulations. The data was further analyzed to provide meaningful final results. Descriptive statistics to answer the research questions and objectives in the research topic was used.

The simplest way to present data according to Brinker (1988) is in frequency or percentage tables which summarize data about a single variable. Frequencies are converted into percentages so that they are easier to interpret. The researcher analyzed the data and presented the findings of the research in percentages and frequencies. SPSS was used to facilitate the data analysis of the coded data and this helped to draw conclusions and recommendations.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1 Introduction

This chapter highlights the findings of the study based on the data collected from respondents. The chapter is organized under sub-sections guided by the research questions. Section 4.2 deals with the response rate and demographic information. Section 4.3 presents information on the analysis and interpretation of the findings on the different leadership styles exhibited by public secondary schools' principals in Tana-River County. Section 4.4 discusses the differences in the perception of the principals' leadership style between principals and teachers while section 4.5 deals with the findings on the differences in principals' leadership styles according to school type. Finally Section 4.6 deals with the findings on the relationship between academic performance of students in KCSE and leadership styles of principals in Tana-River County.

#### 4.2 Response Rate and Demographic Characteristics of Respondents

##### Response Rate

Nine secondary schools out fourteen in the county formed the sample of the study. Two of these were boarding girls' schools and two were boarding boys' schools. The other five were mixed boarding and day schools. The researcher collected data from all the nine principals and 25% of the teachers from each school randomly picked in order of convenience. This gave a total of 40 teachers who filled the description of Leader Behaviour form (form LB). The nine principals filled the description of Own Behaviour form (form OB).

**Table 4.1 Profiles of Respondents and Response Rate**

		<b>Male</b>	<b>%</b>	<b>Female</b>	<b>%</b>
Class	Principals	6	66.7	3	33.3
	Teachers	32	79.4	8	20.6

From table 4.1 six principals were males (66.7%) and three were females (33.3%). This represented a fair distribution of principals by gender. Again from table 4.1, the number of teachers in the distribution represented 32 males (79.4%) and 8 females (20.6%). This shows that there are fewer female teachers in the county than male teachers; an indication that affirmative action is yet to be realized in secondary schools' appointments. It is also an indication that the schools in Tana-River County are mainly male dominated.

The researcher's personal involvement contributed to a high and acceptable response rate of 100% for the principals and 85% for the teachers. Besides that, the research topic also created enthusiasm among the different categories of respondents. Those two factors positively influenced the response rate. The purpose of the study was to investigate the impact of principal's leadership styles on KCSE performance in public schools in Tana River County. Presented here are the findings that are based on the research questions that guided the study undertaken by the researcher.

### **4.3 Leadership styles Exhibited by Principals**

The research was conducted to establish the impact of principals' leadership styles on KCSE performance in Tana River County. In order to measure the leadership style of headteachers the researcher used a scale with 24 items to measure various aspects of

leadership tendencies. 14 items in the scale measured the headteachers leadership tendencies for system 1 and 2 (autocracy) and the rest were based on systems 3 and 4 (democracy).

The 24 items were measured using a Likert scale ranging between 0 and 4. A response, 'never' in an item was given a score of 0, 1 for 'little', 2 for 'some' 3 for 'considerate' and 4 for 'very great'. A score of between 0 and 1 falls under system one (extreme autocracy), a score of 2 falls under system two (moderate autocracy), a score of 3 falls under system three (moderate democracy) and a score of 4 falls under system four (extreme democracy). As said earlier on, systems 1 and 2 are the autocratic styles while systems 3 and 4 are the democratic ones. A high score on an item implied a democratic one (system 3 and 4) and a low score implied an autocratic leadership tendency (system 1 and 2).

According to the data analyzed majority of the principals appraised themselves to be more democratic in their leadership tendencies at 66.6%. The teachers appraised their principals as being autocratic at 59.6%. The perception of the headteachers leadership styles was different as the principals indicated that they were democratic while the teachers rated them as autocratic. Therefore the leadership styles exhibited by the principals are dictatorial going by the teachers' appraisal as they are the recipients of the principal's orders and directions.

**Table 4.2: Friendly and Easy to Talk to According to Principals**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Little	1	11.1%	11.1%
Some	1	11.1%	11.1%
Considerate	4	44.4%	44.4%
Very great	3	33.3%	33.3%
<b>Total</b>	<b>9</b>	<b>100.0</b>	<b>100.0</b>

Table 4.2 is a sample of the response pattern of the principals in item one. It shows that principals appraised themselves as highly democratic at 77.7% (total high score). According to the data analyses generally, in all the items, in total the principals averagely appraised themselves to be more democratic in their leadership tendencies at 66.6%.

**Table 4.3: Friendly and Easy to Talk to According to Teachers**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Never	1	2.9	2.9
Little	4	8.8	8.8
Some	7	17.6	17.6
Considerate	15	38.2	38.2
Very great	13	32.4	32.4
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>100.0</b>

Table 4.3 is a sample of the response pattern of the teachers in item one. It shows that the teachers appraised their principals as highly democratic at 70.6% (total high score). And according to the data analyses generally, in all the items, in total the

teachers averagely appraised their principals to be more autocratic in their leadership tendencies at 59.6%.

#### 4.4 Perception of the Principals and Teachers on the Principals Leadership Styles in Tana River County.

Table 4.4 shows the Principals' perception of their own leadership style by themselves

**Table 4.4 Principals' Perception of their Leadership Styles**

ITEM	Never		Little		Some		Considerate		Very great	
	F	%	F	%	F	%	F	%	F	%
States points and views of others even though they disagree			1	11.1%	3	33.3%	4	44.4%	1	11.1%
Allows members of staff to question his views			2	22.2%	2	22.2%	3	33.3%	2	22.2%
Encourage others to express their feelings frankly			2	22.2%	3	33.3%	3	33.3%	1	11.1%
Display confidence and trust in others					2	22.2%	5	55.5%	2	22.2%
Friendly and easy to talk to			1	11.1%	2	22.2%	5	55.5%	1	11.1%
Expect others to do their very best			1	11.1%	3	33.3%	3	33.3%	2	22.2%
Encourage members to bring new changes as well as creative ideas			2	22.2%	1	11.1%	3	33.3%	3	33.3%
Are willing to take risks (E.g. try new ideas)			2	22.2%	3	33.3%	2	22.2%	2	22.2%
Are not defensive when criticized			2	22.2%	2	22.2%	3	33.3%	2	22.2%
Avoid treating others in a condescending (patronizing manner)					3	33.3%	4	44.4%	2	22.2%
Accept that you are capable of making mistakes			1	11.1%	2	22.2%	3	33.3%	3	33.3%
Avoid being impatient with the progress being made by the group					3	33.3%	2	22.2%	4	44.4%
Avoid dominating the discussion			1	11.1%	2	22.2%	4	44.4%	2	22.2%
Use 'we' and 'our' rather than 'I' then 'head' or 'my'			1	11.1%	2	22.2%	2	22.2%	4	44.4%
Show no favouritism, treat all members equally			1	11.1%	2	22.2%	3	22.2%	4	44.4%
Give credit and recognition generously							4	44.4%	5	55.5%
Accept more blame than may be warranted for any failure or mistake					3	33.3%	2	22.2%	4	44.4%
Avoid imposing a decision upon the group					2	22.2%	3	33.3%	4	44.4%

N=9

From table 4.4 which was constructed by the direct counting from the questionnaires is an indication of how head teachers perceive their own leadership styles. According to the data analyses generally, in all the items, in total the principals averagely appraised themselves to be more democratic in their leadership tendencies at 66.6%. It can therefore be said that principals perceive themselves democratic. Bars (1981) in quoting Stogdill says that leadership is the process of directing and inspiring workers to perform the task –related activities of the group. He further defines leadership as the process of directing and influencing the related activities of the group. The definitions illuminate three important implications. First; leadership must involve people /followers. Through their willingness to accept directions from the leader, group members define the leader’s status and make the leadership process possible. Without followers, all the leadership qualities of a manager would be irrelevant. Secondly, leadership involves an unequal distribution of power among leaders and group members. Though leaders have authority to direct the activities of the group, some group members will obviously affect those activities in a number of ways. Finally, on top of being legitimately able to give their followers orders or directions, leaders can influence their followers in a variety of other ways. Cole (1997) explains that leadership is a vital element in the social relationships of groups at work. Groups need leaders and leaders need followers.

**Table 4.5: Teachers' Perception of Their Principals' Leadership Style**

	F	%	F	%	F	%	F	%	F	%
States points and views of others even though they disagree	1	2.9%	12	35.3%	8	23.5%	6	17.6%	5	14.7%
Allows members of staff to question his views	7	20.6%	10	29.4%	6	17.6%	9	26.5%	2	5.9%
Encourage others to express their feelings frankly	4	11.8%	14	41.2%	7	20.6%	6	17.6%	3	8.8%
Display confidence and trust in others	3	8.8%	11	32.4%	8	23.5%	5	14.7%	7	20.6%
Friendly and easy to talk to	1	2.9%	6	17.6%	8	23.5%	10	29.4%	9	26.5%
Shares information frankly	3	8.8%	6	17.6%	9	26.5%	7	20.6%	9	26.5%
Expect others to do their very best	2	5.9%	5	14.7%	10	29.4%	9	26.5%	8	23.5%
Encourage members to bring new changes as well as creative ideas	5	14.7%	5	14.7%	8	23.5%	7	20.6%	9	26.5%
Are willing to take risks (E.g. try new ideas)	5	14.7%	7	20.6%	8	23.5%	6	17.6%	8	23.5%
Are not defensive when criticized	4	11.8%	10	29.4%	7	20.6%	7	20.6%	6	17.6%
Avoid treating others in a condescending (patronizing manner)	4	11.8%	6	17.6%	8	23.5%	9	26.5%	7	20.6%
Accept that you are capable of making mistakes	3	8.8%	9	26.5%	10	29.4%	6	17.6%	6	17.6%
Avoid being impatient with the progress being made by the group	4	11.8%	8	23.5%	9	26.5%	5	14.7%	8	23.5%
Avoid dominating the discussion	5	14.7%	7	20.6%	8	23.5%	9	26.5%	5	14.7%
Use 'we' and 'our' rather than 'I' then 'head' or 'my'	2	5.9%	10	29.4%	9	26.5%	8	23.5%	5	14.7%
Show no favouritism, treat all members equally	4	11.8%	7	20.6%	10	29.4%	6	17.6%	7	20.6%
Give credit and recognition generously	4	11.8%	6	17.6%	9	26.5%	8	23.5%	7	20.6%
Accept more blame than may be warranted for any failure or mistake	3	8.8%	10	29.4%	7	20.6%	8	23.5%	6	17.6%

N=40

Table 4.5 which was again constructed by direct counting from the questionnaires is an indication on how teachers perceive their principals' leadership styles. According to the data analyses generally, in all the items, in total the teachers averagely appraised their principals to be more autocratic in their leadership tendencies at 59.6%. It can therefore be said that the principals are autocratic in nature since the

teachers are the ones who follow the principals' orders and demands. From the findings therefore it can be deduced that most of the head teachers were found to be using some approaches which are autocratic at times, democratic at other times and sometime reacting depending on the situation at hand. This style of leadership could be described as transformative style. Transformational approaches to leadership have been advocated for effective management of the school system. Cohen, Frick, Gadon and Willits (1995) noted that a transformational leader is the leader who inspires people to excel and articulates meaningful vision for the organization. A leader acts in both formal and informal ways to build employee commitment in the organization. Olaleye (2001), Ibukun (1997), Leithwood, Tantzzi and Steinbach (1999) have cited empirical evidences suggesting that transformational leadership contributes to a range of organizational outcomes including motivation, commitment and capacity for teachers to develop new approaches to education. School principals are expected to exhibit this leadership quality to enhance teaching and learning in the school. Ukeje (1992) points out that the success of a leader depends on the readiness, the willingness, commitment and the ability of the followers to follow as well as the ability, the style and skills of the leaders. Consequently the success of educational administrators depends on their 'effectiveness as well as the effectiveness of the classroom teachers. From the data in table 4.5 and table 4.6 there appears to be a significant differences in perception between the principals and the teachers in relation to the principals' leadership styles.

#### 4.4.1 Analysis of variance for perception of teachers and principals on leadership styles used by head teachers in schools

In order to measure the leadership style of head teachers the researcher used a scale with 24 items to measure various aspects of leadership tendencies. 14 items in the scale measured the head teachers leadership tendencies for system 1 and 2 (autocracy) and the rest were based on systems 3 and 4 (democracy). The 24 items were measured using a likert scale ranging between 0 and 4.

**Table 4.6 Leadership Styles in Different Types of Schools**

Type of School	N	Mean	S.D	S.E
Teachers	40	1.24	0.4760	0.0321
Principals	9	3.61	0.2898	0.0123

As shown in the table 4.6, teachers perceive the headteachers to be either autocratic or extremely autocratic since their mean score of perception was found to be 1.24, A score of between 0 and 1 falls under system one (extreme autocracy), a score of 2 falls under system two (moderate autocracy), while the headteachers perceive themselves to be democratic or very democratic as can be shown by a score of 3.61. A score of 3 falls under system three (moderate democracy) and a score of 4 falls under system four (extreme democracy). As said earlier on, system 1 and 2 are the autocratic styles while systems 3 and 4 are the democratic ones. A high score on an item implied a democratic one (system 3 and 4) and a low score implied an autocratic leadership tendency (system 1 and 2). It is also clear that where headteachers are at odds with teachers then the headteacher as well as the teachers may not operate with efficiency in their areas of responsibility. Since he is generally presumed to be the pivot and the focus of the school, it is expected that he/she should provide good leadership in order

to mould the school in accordance with expected goals of education. Two categories of behaviour in which the headteacher can place greater emphasis in fulfilling his/her role as a leader include initiating structures dimension of leadership behaviours and considerations dimensions of leadership behaviours. Initiating structures involves directing and organizing work, while considerations involve human relations and group maintenance. Silver (1983) explains that initiating structures refers to the establishment and classification of the role and interaction pattern within the organization. It refers to those actions whereby leaders define their own roles and let the followers know what is expected of them. It includes activities such as scheduling the work to be done, assigning members of the group to particular tasks and establishing standards of programmers.

A significant difference in perception by the teacher was established with a lower F value (0.0031) than the critical value (1.98).

**Table 4.7 Analysis of Variance for Perception of Teachers and Headteachers Leadership Style used by Head teachers**

Source of Variation	DF	Sum of Squares	Mean Square	F Ratio	F Probability
Between Groups	28	2.321	0.3212	4.019*	0.0012
Within Groups	1	65.901	0.0127		
Total	12	57.8043			

\*significant at 0.05

Table 4.8 shows a summary of the one-Way Analysis of Variance for the perception of head teachers and teachers on the leadership style used by the head teachers in the schools under the study. The F value obtained is 4.019 which is less than the critical value of 5.231 and the p value shows a significant level of 0.001 which is less than the set value of the study which is 0.05. This implies that there is a significant difference in perception between the head teachers and teachers on the leadership style used by school head teachers. While head teachers perceive themselves democratic, teachers perceive them autocratic. School principals are required to be more flexible in adapting appropriate leadership styles with the creation of collaborative working environments with higher-levels of commitment, motivation, ownership, developing, trusting and healthier school cultures, facilitating higher productivity and increased student achievements.

#### 4.5 Leadership Styles in Different Types of Schools

Leadership distinction was found to exist as a function of the school type.

Table 4.8 is a description of the leadership style prevalent in the schools.

**Table 4.8 Description of Leadership Styles in Schools**

Type of School	N	Mean	S.D	S.E
Boys boarding	2	1.32	0.5740	0.0538
Girls boarding	2	1.12	0.4898	0.0714
Mixed Boarding	5	3.45	0.555	0.1061

The mean scores indicate that the head teachers use different styles of leadership depending on the type of school which are boys boarding, girls boarding or mixed day and boarding schools. The mean score indicates that in both boys' and girls' boarding schools (1.32 and 1.12 respectively) the head teachers were found to be practicing

either autocracy or moderate autocracy while in mixed day and boarding schools (3.45) they were democratic and more relaxed in their administrative approach. Therefore it can be deduced that the administrative styles of head teachers were different depending on the type of school. These findings concur with the findings of another study in the literature review that investigated the relationship between the leadership styles of principals and the organization climate in secondary schools in the republic of South Africa which was done by Gibbon (1992). It was basically to determine the statistical significance of the relationship between selected demographic variables and leadership styles. The variables were, age, sex, professional experiences of the principal and the type of the school. The findings were that significant differences in the leadership styles of principals existed as a function of the type of school and professional experiences of the principal. Also schools with enrolment of 601-800 students were found to be more participative than higher or lower ones. These findings contradicted the findings by Matula (1986) maybe due to cultural differences.

There is a significant difference in leadership styles according to school types. Unisex schools were led with high levels of autocracy and mix day and boarding schools were led with positive significant degrees of democracy.

**Table 4.9 Analysis of Variance for Type of School and Leadership Style Used by Principals**

Source of Variation	DF	Sum of Squares	Mean Square	F Ratio	F Probability
Between Groups	11	3.9393	0.9848	2.3488*	0.0031
Within Groups	1	53.865	0.2867		
<b>Total</b>	<b>12</b>	<b>57.8043</b>			

\*significant at 0.05

The F ratio obtained in table 4.10 is 2.3488 which is greater than the critical value of 1.98, and the F value of 0.0031 which is less than 0.05 (the significance level of our study) which therefore indicates that there is significant differences in leadership styles of principals in Tana River county according to school type noted.

#### 4.6 Relationship Between Principals' Leadership Styles and Students' KCSE Performance

This is in an effort to answer the final research question; is there any significant relationship between principal's leadership style and KCSE performance in Tana River County? Table 4.6 below is a representation of the schools' performances for the period 2005-2009.

**Table 4.10 Individual Schools Mean Score for the Period 2005-2009**

School	Mean score for				
	2005	2006	2007	2008	2009
Garden	2.93	3.10	3.50	2.92	3.00
Hirimani	4.63	3.43	2.65	3.59	3.15
Hola	3.81	3.90	4.55	4.06	3.92
Kipini	2.90	2.80	3.90	2.40	3.23
Madogo	3.41	3.88	5.34	3.33	3.71
Maumau	3.61	3.33	3.25	3.45	3.09
Ngao	3.17	2.95	4.40	3.27	3.07
Tarasaa	3.39	3.58	4.33	4.06	3.18
Wenje	2.12	3.72	2.02	3.88	3.06

Source: DEO'S Office 2013

From table 4.11 the mean score of the sampled schools within the research period is 3.08. This means the performance in the schools is below average. With about 59.6% of the teachers perceiving their principals to be autocratic and 40.4% perceiving their principals as democratic and the very low kind of performance posted by the sampled schools it comes out clearly that the leadership styles affect performance.

The correlation analysis on table 4.11 further confirms that the leadership styles have a direct bearing on performance.

**Table 4.11 Correlation Analysis of the Relationship Between Principals' Leadership Styles and Students' KCSE Performance**

<b>Correlations</b>		Principals' leadership styles	Students performance in secondary schools
Principals' leadership styles	Pearson Correlation	1	.766
	Sig. (2-tailed)	240	.001
	N	0.766	240
Students Performance in public secondary schools	Pearson Correlation	.001	1
	Sig. (2-tailed)		
	N	240	240

The analysis shows that the correlation coefficient of 0.766 is statistically significant. Since the value of "Sig." 0.001 reported is less than 0.05 (at the 95% level of confidence) the relationship is statistically significant. This shows that there is a strong relationship. The Pearson Correlation states that if the coefficient obtained is between 0.7 and 1 it's an indication of a strong relationship between the tested variables. Therefore after running a correlation test in the SPSS the 0.766 correlation coefficient obtained demonstrates that there is a strong positive correlation between

the independent and dependent variable. This implies that there is a strong relationship between the leadership style used by head teachers and the performance of the students at KCSE. The autocratic leadership styles of Tana River county principals have a direct impact on the poor performance. The principals were autocratic and this related significantly positive with the very poor results posted by the students at KCSE. These findings concur with the literature review where several scholars agree that leadership style of headteachers has an impact on students' performance. Research studies have shown that administrative support is associated with job satisfaction and teacher motivation. Lack of principal's support on the other hand can create an atmosphere of helplessness and ill-will and lead teachers to feel unimportant and frustrated.

Many scholars found that transformational leadership with empowerment of competent staff contributes to commitment, which in turn leads to extra efforts towards greater productivity, ownership, a healthier organizational climate and cultures towards greater effectiveness; (Gamage, Sipple, and Partridge, 1996; Leithwood and Jantzi, 1999; Gamage and Pang, 2003; Huber, 2004). Considerable research indicates that there is a relationship between leadership style and performance. According to William et al (1974:19) the leadership behavior of elementary school principal is one of the determinants of a school to attain its stated educational goals. The leadership styles are generally based on a two dimensional models; Rue and Byan (1993). These are the task –oriented and relationship oriented. These two types of relationship behaviours roughly parallel the autocratic and democratic styles of leadership respectively. Based on the conceptual framework, they are the equivalent of systems 1, 2 and 3, 4 respectively. They are sometimes referred to as initiating structure and consideration.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary discussion, conclusion and recommendations that are based on the research findings

#### 5.2 Summary of the Study

The purpose of the study was to investigate the impact of principal's leadership styles on KCSE performance in public schools in Tana River County. Precisely, the study sought to find out the different leadership styles exhibited by public secondary schools' principals in Tana River county as perceived by teachers; if there is any significant differences in the perception of the principals' leadership style between head teachers and teachers, if there are differences in principals' leadership styles depending on school type and if there is any relationship between academic performance of students in KCSE and leadership styles of head teachers in Tana-River County. The literature review was organized under the guidance of research questions. From the literature review an integrated approach to the objectives of the study produced a conceptual framework which indicated the relationship between dependent and independent variables. The study employed descriptive design to establish opinions and knowledge about the impact of principals 'leadership style on KCSE performance in Tana River County. The researcher prepared two questionnaires: The profile of leadership behaviour (Form LB) and profile of own behaviour (Form OB). In addition general questions for the head teacher of secondary schools to collect data on demographic information and other variables like sex, age and administrative experience were used. Piloting was done in two schools that were not included in the sample for the study. The schools were randomly picked out of the

four schools not in the sample. To determine the reliability of the instruments the researcher adopted the test –retest method. Using the technique the researcher administered the instruments twice to the same group of respondents within intervals of two weeks. The completed questionnaires were analyzed manually and comparison of answers in the first and the second was done. Pearson product moment formula for test retest was used to compute the correlation coefficient to determine the extent to which the contents were consistent in eliciting the same response every time the instrument was administered. A coefficient of 0.8 would make the instrument be judged as reliable for the study.

Nine secondary schools out fourteen in the county formed the sample of the study. Two of these were boarding girls' schools and two were boarding boys' schools. The other five were mixed boarding and day schools. The researcher collected data from all the nine schools and 25% of the teachers from each school randomly picked in order of convenience. The analysis of data consisted of a two-tailed t-test and one way analysis of variance (ANOVA) and a correlation analysis level of significance of 0.05.

### **5.3 Summary of the Findings**

The summary of the findings are organized according to the research questions

#### **5.3.1 Leadership Styles Exhibited by public secondary school head teachers in Tana-River County**

Majority of the principals appraised themselves to be more democratic in their leadership tendencies. The teachers appraised their principals as being autocratic. Therefore the leadership styles exhibited by the principals are an inclination towards

systems 1 and 2 which is autocratic going by the teachers' appraisal as they are the recipients of the principal's orders and directives.

### **5.3.2 Whether the Perceptions of Teachers and Principals on principals' leadership style in Tana River County differ**

The study established that there was a notable significant difference in perception between the principals and the teachers in relation to the principals' leadership styles being used in the schools at 0.05 levels of confidence. While on the extreme level head teachers perceive themselves as democratic the teachers perceive them as autocratic. One cannot be one's own judge due to the possibility of one favouring oneself. The teachers, being on the receiving end of the principals' orders and directives, are better positioned to make objective judgment of their principals' style of leadership. Hence, their perception is the most valid. It can therefore be concluded confidently without fear of contradiction that most of the principals in Tana River County were autocratic in their leadership style.

It is obvious that there is no monopoly of a particular style of leadership claiming to be the perfect one leading to improved school performance and students' achievement. Schools' principals are required to be more flexible in adapting appropriate leadership styles with the creation of collaborative working environments with higher-levels of commitment, motivation, and ownership, developing trusting and healthier school cultures thereby facilitating higher productivity and increased student achievements.

### **5.3.3 Whether there are any significant differences in leadership styles in relation to school type in Tana River County**

The F ratio obtained which is greater than the critical value and the F value which is less than the significance level of the study indicate therefore that there is a significant difference in principals' leadership styles in Tana River district according to school type. In boys' and girls' boarding schools, the head teachers were found to practice either autocracy or moderate autocracy while in mixed day and boarding schools they were democratic and more relaxed in their administrative approach. Conclusively the administrative styles of head teachers in Tana River County were different depending on the type of the school.

### **5.3.4 Whether there is any Significant Relationship between Leadership styles and students' KCSE performance in Tana River County**

The findings reveal that there is a significant relationship between head teacher' leadership style and students' performance at KCSE. The significant relationship between leadership styles and poor performance of students at K.C.S.E. is a pointer to a need for the review of the leadership styles the head teachers are employing for enhanced performance of their students at KCSE.

The strong positive correlation coefficient obtained in the SPSS also shows a strong positive relationship between principals' leadership styles and students' performance at KCSE in Tana River County. The principals in Tana River County had an average of autocratic leadership styles which related very well with their students' poor performance. The findings also agree with Millette (1988) who stated that the quality of leadership makes the difference between the success and failure of a school. This

confirms that leadership styles are varied and they influence the outcome of students' academic achievements.

#### **5.4 Conclusions**

From the findings of the study it can be concluded that there is a discrepancy between what is advocated for by the headteachers and what they actually practice. Whereas most headteachers in Tana-River County appraised themselves to be more democratic in their leadership tendencies the teachers appraised them as being autocratic. Generally the dominant leadership styles exhibited by the principals in the county are an inclination towards systems 1 and 2, which is autocratic, going by the teachers' appraisal as they are the recipients of the principal's orders and directives. It is obvious that there is no monopoly of a particular style of leadership claiming to be the perfect one leading to improved school performance and students' achievement.

School principals are required to be more flexible in adopting appropriate leadership styles with the creation of collaborative working environments with higher-levels of commitment, motivation, ownership, developing, trusting and healthier school cultures, facilitating higher productivity and increased student achievements

Also it can conclusively be said that significant difference in perception between head teachers and teachers on the principals' leadership style used in secondary schools exist. While head teachers perceive themselves as democratic, the teachers perceive them as autocratic on the other hand. To this end one cannot be one's own judge due to possible bias. The researcher also came to conclusions that the type of school in Tana River County affects the leadership style of the head teacher with both

boys and girls boarding schools having more restrictive or autocratic type while mixed day and boarding schools having more relaxed and democratic type.

From the findings of the study the researcher came into conclusion that there is generally a relationship between headteacher' leadership behaviour and student's performance at KCSE. The autocratic nature of the principals' leadership styles in Tana River County related significantly positive to the poor performance of the students .This emphasizes the fact that leadership styles are varied and they have a direct impact on students' performance as reflected in the students' poor performance in KCSE. This concurs with Goldhaber (2002) and Harris (2004) who stated that good leadership can certainly contribute to school improvement by abetting the motivation, participation, and coordination of the teachers.

In conclusion, it should be stressed that headteachers' leadership styles make or break schools. They should be transparent and perform what they promise to undertake. They should represent integrity in the workforce. Mutual trust should be promoted through delegation. Openness of conduct, communication and free exchange of ideas should highly be upheld. The team leaders (headteachers) should be able to delegate tasks and authority. Problem-solving and the management of competing forces finally, must be key components of leadership training for School improvement if Schools are to become the high-achieving learning communities espoused by governments in the changing times of the new millennium.

## 5.5 Recommendations

It is recommended that principals need to establish fair administrative policies well understood by staff members. The policies should be applied with fairness and openness to individuals and the staff in general in relation to assignment of duties and promotions. A reputation of fairness should be fostered by the principals as this would motivate a spirit of loyalty and love in the people under him, leading to a high productivity and improved performance in particular.

The autocratic leadership styles have been found to have a significant positive correlation with the very poor grades being posted by the students at K.C.S.E. It is therefore recommended that principals need to shift to transformative approaches of leadership for effectiveness so as to improve the very poor performance of their students at K.C.S.E. To this end, it is recommended that a one year mandatory leadership training programme be initiated during the holidays for the principals in Tana River County to update them with modern leadership trends and techniques to enhance their schools' poor KCSE performances. The in-service leadership training programme should be organized for the principals (including their deputies) in various leadership areas after their promotion to those positions. In training them, it is recommended that the major areas to be included in the training modules should include; leadership, human resource management and general public relations.

It is further recommend that school principals are should be more flexible in adopting appropriate leadership styles with the creation of collaborative working environments with higher-levels of commitment, motivation, ownership, developing, trusting and healthier school cultures, facilitating higher productivity and increased student

achievements. The researcher is of the opinion that performance standards are influenced by human factors in organizations, schools included.

The implication is that for a school to be effective in achieving improved KCSE performance standards, adjustments need to be made in significant ways to the needs and goals of their teachers.

### **5.6 Suggestions for further Research**

This study was conducted only in Tana River County. There is therefore, a need to conduct a similar study in other counties in the region to establish whether there is an impact of the principals' leadership styles on students' KCSE Performance in public schools.

If research on the same is to give a clear picture, a large area sample would be necessary. This would reveal the possible facts and reasons as to why it has been largely alleged that principals' leadership styles has an impact on KCSE performance. Possibly, parents' opinions should be included in the study. Observational studies aimed at finding the leadership styles approved or disapproved by principals who encourage improved performance in KCSE in Tana River County, are encouraged for future researchers as the use of questionnaires in this research could have influenced the responses of the respondents.

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## APPENDICES

### APPENDIX A: PERMISSION LETTER

MADOGOSECONDARY SCHOOL,  
P.O. BOX 1089-70100.  
GARISSA.

THE PRINCIPAL,  
.....SEC.SCHOOL.

Dear sir/ madam,

**RE: IMPACT OF PRINCIPAL'S LEADERSHIP STYLE ON K.C.S.E  
PERFORMANCE IN TANA RIVER COUNTY**

I am a post graduate student at Kenyatta University pursuing a Masters of Education Degree. I am conducting a research on the above in the county. The research intends to involve headteachers/principals and some of their teachers.

The information gathered will be treated with absolute confidence for the purpose of this research only. Participants are not supposed to write their names anywhere in the research instruments used.

Your cooperation will highly be appreciated

Yours faithfully,

Japheth S. Gwiyo.

*E55/CE/11771/07*

## APPENDIX B: QUESTIONNAIRE FOR HEAD TEACHERS

### PROFILE OF OWN BEHAVIOUR (FORM OB)

#### PART 1

#### Background Information

To be completed by the head teacher .It seeks to obtain information about the head teacher and the school. Put a tick in the blank space as it applies to you. All your responses will be held in strict confidence.

1. Gender (i) Male .....  
(ii) Female.....
  
2. How many years have you served as a head teacher in this school?  
10 years [ ]  
11 years [ ]
  
3. What is your school's gender?  
Mixed [ ]  
Boys only [ ]  
Girls only [ ]
  
4. What is your school's category?  
Day school [ ]  
Full boarding [ ]  
Partly boarding [ ]
  
6. How long did you serve as a classroom teacher? .....years
7. As a school head teacher what is your judgment of schools performance in this district?  
(a) Below average [ ]  
(b) Average [ ]  
(c) Above average [ ]

**Kindly answer the following questions in the space provided**

1. What are the different resources and school activities that help to improve academic performance of students? And what is their adequacy in your school.

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

2. What criteria do you follow to admit the form 1 students in your school? Or what percentage of marks do you accept in form one .....

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

3. As the head of this institution, what problems do you encounter in carrying out your administrative duties? .....

.....  
.....

4. The above problems are a hindrance to good performance. What solutions can you provide to them? .....

.....  
.....

5. Have you attended seminars, conferences or further training since your appointment as head teacher? Which one(s) .....

.....

6. Are you involved in other leadership roles outside the school? If yes, how? .....

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

**PART 2: Description and Background of the Instrument**

This questionnaire is designed to enable a member of a group engaged in problem solving to describe his or her own style (behaviors). In completing the questionnaire, it is important that you answer each question, as thoughtfully and frankly as possible. There are no right or wrong answers.

The answers will be summarized in statistical form so that individuals cannot be identified. To ensure complete confidentiality, please do not write your name, or the name of the school anywhere.

Please indicate your answer to each question by circling under the best choice that describes your view on that question. For example, suppose the question is:

How does the sun shine in your town?	1	2	3	4
	Rarely	sometimes	Often	Very often

If you think that the sun shines often, you would circle 3. You would circle 2, if you feel that the situation is closer to 'sometimes' than 'very often' you would circle 4 if you feel that the situation is closer to 'very often'.

## Answer sheet for Head Teachers

To what extent do you feel that you		1 Never	2 Little	3 Some	4 Considerate	5 Very great
1	Are friendly and easy to talk to.					
2	Listen well to others whether you agree or disagree.					
3	State the points of view of other as well or better than they can even though you disagree.					
4	Encourage others to express their feelings frankly.					
5	Encourage others to express their feelings frankly					
6	Display confidence and trust in others or not you agree.					
7	Shares information frankly					
8	Expect others to do their very best.					
9	Expect a high quality					
10	Think what you and the members of staff are doing is important.					
11	Encourage members of staff to bring new changes as well as creative ideas.					
12	Are willing to take risks (e.g. by trying new ideas).					
13	Are not defensive when criticized.					
14	Avoid treating others in a condescending (patronizing manner)					
15	Accept that you are capable of making mistakes.					
16	Allow members of staff to question your views.					
17	Avoid being impatient with the progress being made by the group.					
18	Avoid dominating the discussion.					
19	Encourage members of staff to work through disagreements by not suppressing them.					
20	Use 'we' and 'our' rather than 'I', then 'head' or 'my'.					
21	Show no favouritism, treat all members equally.					
22	Give credit and recognition generously.					
23	Accept more blame than may be warranted for any failure or mistake.					
24	Avoid imposing a decision upon the group.					

## APPENDIX C: QUESTIONNAIRE FOR TEACHERS

### PROFILE OF LEADERSHIP BEHAVIOUR (FORM LB)

Dear Sir/Madam,

I would be grateful if you supply information about yourself and your head teacher's leadership behaviour for the use in the study, 'impact of principal's leadership style on K.C.S.E. performance in Tana River District.

You are assured that your answers will be confidential. Therefore, DO NOT WRITE YOUR NAME OR THE NAME OF YOUR SCHOOL.

Please indicate the correct option as correctly and honestly as possible by putting a tick (✓) on one of the options according to you. You are kindly requested to respond to all times.

#### PART A

##### BACKGROUND INFORMATION

You are assured that your answers will be kept confidential. Therefore, DO NOT WRITE YOUR NAME OR THE NAME OF YOUR SCHOOL.

Please indicate the correct option as correctly and honestly as possible by putting a tick (✓) on one of the options according to you. You are kindly requested to respond to all items.

1. Indicate your sex

Male [ ]

Female [ ]

2. What has been the overall academic performance of this school for the last 5 years?

Poor [ ]

Average [ ]

Above average [ ]

3. Listed below are resource and school activities that help to improve academic performance of students. Indicate with (yes) in the relevant column their adequacy in your school.

School resource/activities	Very adequate	adequate	Not adequate	Not available
Library				
Laboratory				
Teaching aids				
Debating club				
Guiding and counseling				
Programme				
Science club				
Head teachers leadership Guidance				
Teacher's commitment to Their work.				
Students' efforts in school Work.				

4. Do you think there is reason to improved leadership?

Yes [ ]

No [ ]

5. If the answer in (a) is yes, what you think needs to be done to improve on the head teacher's leadership behavior.....

.....

.....

6. In your opinion is there a relationship between head teacher' leadership behavior and student's academic performance at Kenya Certificate of Secondary Education?

Yes [ ]

No [ ]

Explain.....

.....

.....

## PART B

This questionnaire is designed to describe the style of the leader (head teacher) in any group engaged in problem solving. In completing the questionnaire, it is important that you answer the questions as thoughtfully as possible. There is no right or wrong answers.

The answer will be summarized in statistical form so that individuals cannot be identified. To ensure complete confidentiality, please do not write your name or the name of the school anywhere.

Please indicate your answer to each question by ticking the best choice that describes your view on that question. For example suppose the question is;

How often does the MP visit the area in question?	1 Rarely	2 Sometimes	3 Often	4 Very Often
---	-------------	----------------	------------	-----------------

If you think the MP visits often, you would tick 3. If you feel that the situation is closer to 'sometimes' than 'very often' you would tick 2. You would tick 4 if you feel that the situation is closer to 'very often'.

## Answer sheet for Teachers

To what extend do you feel that the Head Teacher;	1 Never	2 Little	3 some	4 Considerate	5 Very great
1. Is friendly and easy to talk to					
2. Listens well to others whether he agrees or disagrees.					
3. States the points of view of others as well or better than they can even though he disagrees.					
4. Encourages others to express their ideas fully frankly.					
5. Encourages others to express their feelings frankly.					
6. Displays confidence and trust in others Whether or not he agrees.					
7. Shares information frankly.					
8. Expects others to do their very best.					
9. Expects a high quality job from					
10. Yourself.					
11. Thinks what you and the members of staff are doing is important.					
12. Encourages members of staff to bring new changes as well as creative idea.					
13. Is willing to take risks (e.g. by trying new ideas).					
14. Is not defensive when criticized.					
15. Avoids treating others in a					
16. Condescending (patronizing manner).					
17. Accepts that you are capable of making mistakes.					
18. Allows members of staff to question his views.					
19. Avoids being impatient with the progress being made by the group.					
20. Avoids dominating the discussion.					

To what extend do you feel that the Head Teacher;	1 Never	2 Little	3 some	4 Considerate	5 Very great
21. Encourages members of staff to work through disagreements by not suppressing them.					
22. Use 'we' and 'our' rather than 'I', then 'head' or 'my'.					
23. Shows no favoritism, treats all members equally.					
24. Gives credit and recognition generously.					
25. Accepts more blame than may be warranted for any failure or mistake.					
26. Avoids imposing a decision upon the group.					

## APPENDIX D: WORK PLAN

PERIOD	ACTIVITY
August 2013	Producing and presentation the 1 <sup>st</sup> copy of proposal together with instrument.
September-October 2013	Producing the fair copy of proposal together with instrument
October 2013	Piloting instruments.
October –November 2013	Data collection.
November 2013	Data analysis and report writing.
November 2013	Report submission.

## APPENDIX E: THE PROJECT BUDGET

Typing and printing proposal draft	5,000.00
Stationery	4000.00
Typing and printing questionnaires and photocopy	5,000.00
Binding costs	2,000.00
Travelling costs	9,000.00
Accommodation	8,000.00
Internet charges	3,000.00
Typing and printing final report	7,000.00
Miscellaneous	6,000.00
<b>TOTAL</b>	<b>50,000.00</b>

## APPENDIX F: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 719 787, 0735 404 245  
Fax: 254-020-22 3215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/013/710

Date: 17<sup>th</sup> May, 2013

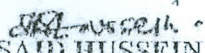
Japheth Semi Gwiyo  
Kenyatta University  
P.O Box 43844-00100  
Nairobi

#### RE: RESEARCH AUTHORIZATION

Following your application dated 3<sup>rd</sup> May, 2013 for authority to carry out research on "*Impact of Principal's leadership styles on KCSE performance in public secondary schools in Tana-River County.*" I am pleased to inform you that you have been authorized to undertake research in Tana River County for a period ending 31<sup>st</sup> December, 2013.

You are advised to report to the County Commissioner and County Director of Education, Tana River County before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
SAID HUSSEIN  
FOR: SECRETARY/CEO

Copy to:

The County Commissioner  
The County Director of Education  
Tana River County