

**INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON
STUDENTS' KCSE PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS: MARAGUA DISTRICT, KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
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Ngugi, James Kamande
*Influence of
Headteachers'*



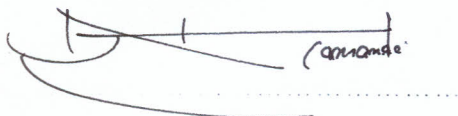
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DECLARATION

This Research Project is my original work and has not been presented for a degree in any other university



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This Research Project has been submitted with my approval as the University Supervisor



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DEDICATION

This research is dedicated to my parents Mr. Francis Ngugi Njuguna and Mrs. Julia Wanjiru Ngugi who brought me under the blue sky and sacrificed a lot to educate me in order to secure my future.

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ABSTRACT

The kind of leadership exhibited by a leader will greatly determine the level of performance of an organization. No institution can grow beyond the capacity of the human resources. From the school perspective, Headteacher plays a key role in achievement of educational goals and objectives. The quality of the school largely depends on the leadership of the headteacher.

Performance is determined by other parameters that are most closely interwoven but it is within the role of the Headteacher that the relationship can be most sensitive. There are many examples around us of schools whose once glorious reputations have been brought low through inadequate leadership.

The purpose of the study was to investigate the influence of headteacher's leadership styles on students KCSE performance at public secondary schools in Maragua District, Central Province of Kenya.

The study also sought to establish whether the leadership style exhibited by a headteacher could be used to predict performance of a school. The sample comprised of teachers and headteachers from some selected public secondary schools in Maragua District.

The sample was selected using simple random sampling procedure. Data was collected using questionnaires. To interpret that data, frequencies, simple percentages, measures of central tendency, a t-test and one-way Analysis Of Variance (ANOVA) was used.

The study established that the headteachers appraised themselves to be more concerned with people, (democratic) than with task (autocratic). On the other hand, teachers rated their headteachers as being more concerned with the task dimension than with people dimension. The headteachers concern for people related significantly with students'

academic performance whereby, high concern for people related with high academic performance. No significant relationship was found between headteachers concerned for task and students KCSE performance.

The findings of the study are discussed in relation to the improvement of academic performance in secondary schools.

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ACRONYMS

- DEO - District Education Officer
- KCSE - Kenya Certificate of Secondary Education
- TSC - Teachers Service Commission
- MEd - Master of Education

CHAPTER ONE

INTRODUCTION

1.0 Background to the Problem

A headteacher in a secondary school is charged with management duties (Cole, 1983), administrative duties and planning duties for the institutions (Mbiti, 1974). In the discharge of such duties, he is required to focus on the human resources available to him, to ensure full productivity (D'Souza, 1994). He should also focus on the curriculum and instruction (Saylor and Alexander, 1974), the school finances (Okumbe, 1998), the management of physical and material resources (Ministry of Education - Kenya (1999), and community relations (Campbell 1993).

If such duties were carried out effectively this would translate into an effective institution, characterized by among other things: -

- Firm and professional leadership
- Shared vision
- An orderly and attractive working environment
- Purposeful teaching
- Maximum utilization of working time (Ministry of Education, 1993).

Such schools will produce well-disciplined pupils, who excel in examinations and are well placed to contribute positively to the welfare of the society. In management, the headteacher will need to define the school philosophy, principles, practices, techniques, plans purpose, organization, creation, input allocation and monitor progress (Ministry of Education, 1993).

In planning, he needs to work the supply, demand and use of resources, adjustment proposals and evaluation (Okumbe, 1998). In administration, the headteacher needs to establish function, goals, objectives, target standards, responsibilities and duties, tasks, procedure and action schedules (Ministry of Education, 1993).

In the secondary schools, there is one person who is at the nerve centre of our educational process, around whom all the learning or teaching revolves. This is the headteacher Eshiwani (1993). Since the headteacher is normally regarded as the pivot, he or she should provide a good leadership in order to achieve the school's objectives. The effectiveness of any school will be measured by his or her contribution made to improve the learning of the school children (Rue and Byars, 1993).

In running the school the headteacher is assisted by a deputy head, heads of various departments, teachers and non-teaching staff. Campbell (1993:18) states that,

School administrators are responsible for the operations of the schools. To meet this responsibility they get the help of many others among them teachers. They must elicit the co-operation of others and direct them in a common enterprise.

The headteacher's role can be examined through their leadership behaviour as perceived by teachers and non-teaching staff. The school situation therefore, indicates the vital role of the teaching staff and their expectations on how the headteachers should behave. However, in cases where the teachers' expectations concur with the headteachers, then the headteachers do not encounter difficulties in orientating their behaviour towards the teachers. On the contrary, if their views differ conflicts must arise.

Commenting on how the headteacher should behave, Weldly (1979:30) questions,

How should the headteacher behave as a leader? Should he or she behave as the staff wants or board wants, or should he or she behave on his or her own way?

Quite often, the headteachers have failed to win their followers' support. The local media constantly highlights some of the causes of strikes in schools as headteachers insulting the teachers in front of the students (The Daily Nation, January 29, 1997). Such headteachers do not conceptualize members of staff as people with human feelings but rather as inanimate parts of the school. This often results in conflicts between teachers' values and beliefs with organizational goals. In performance of his or her duties, the headteacher has to have concern for the human element, in order to effectively achieve organizational goals

Furthermore, students have also fallen prey to headteachers dictatorial terms. This has led students to go on strikes and to demand for their headteachers' removal for being too strict (The Daily Nations, February 24, 1996). It is worth mentioning that some of these dictatorial headteachers also encounter other problems such as misappropriation of funds, poor and inadequate food and lack of adequate facilities, thus further compounding the relationship between school administration and students. The headteachers leadership behaviour and style is thus vital for effective achievement of organizational goals.

1.1 Statement of the Problem

Organizations are established to achieve specific aims. In order for this to be possible, every organization has a leader, who is responsible for directing people towards the set out goals. Bateman and Ziethaml (1993) acknowledge that leaders move people and organizations in directions they otherwise would not go.

Based on the foregoing background to the study, the major task of the study was to study the influence of the headteacher's leadership styles on students overall K.C.S.E performance at public schools in Maragua District.

Since its inception in 1996, Maragua district has continued to lag behind, the other Districts in Central Province, in K.C.S.E performance.

1.2 Purpose of the Study

The purpose of the study was to investigate the influence of the headteacher's leadership styles on students overall KCSE performance at public schools of Maragua District.

The specific objectives of the study were: -

- (i) To find out the different leadership styles portrayed by public secondary schools.
- (ii) To determine whether leadership styles of public secondary schools headteacher significantly differ according to gender, age and number of years of teaching service.
- (iii) To determine whether there was a significant relationship between students KCSE performance and leadership style of headteachers in public secondary schools of Maragua District.

1.3 Research Questions

The study was guided by the following research questions:

1. What is the leadership style exhibited by majority of headteachers in Maragua District?
2. Is there any significant difference in teachers' perception of headteachers' leadership styles when gender is considered?

3. Is there any significant difference in teachers' perception of headteachers' leadership style when age is considered?
4. Is there any significant difference in teachers perception of headteachers leadership styles when number of years of teaching service is considered
5. Is there any significant relationship between headteachers' leadership styles and the students KCSE performance in Maragua District?

1.4 Limitations of the Study

The study was limited to only one District, Maragua, due to financial constraints and time for the study.

1.5 Assumptions of the Study

In the study, the following assumptions were made:

1. The teachers had enough information to enable them see clearly a definite pattern in the headteacher administrative function.
2. The respondents co-operated and gave accurate and honest information.
3. All the students whose KCSE performance was being investigated had gone the same level of tuition in terms of teaching time and covered the same syllabus.

1.6 Significance of the Study

The findings of the study had both theoretical and practical implications since

1. The information that was gathered could be very useful to headteachers in re-examining their own leadership behaviour.

2. The study could probably provide educators with effective ways of assisting headteachers to improve leadership through training.
3. The information gathered could add to the literature for further studies in the education management field.

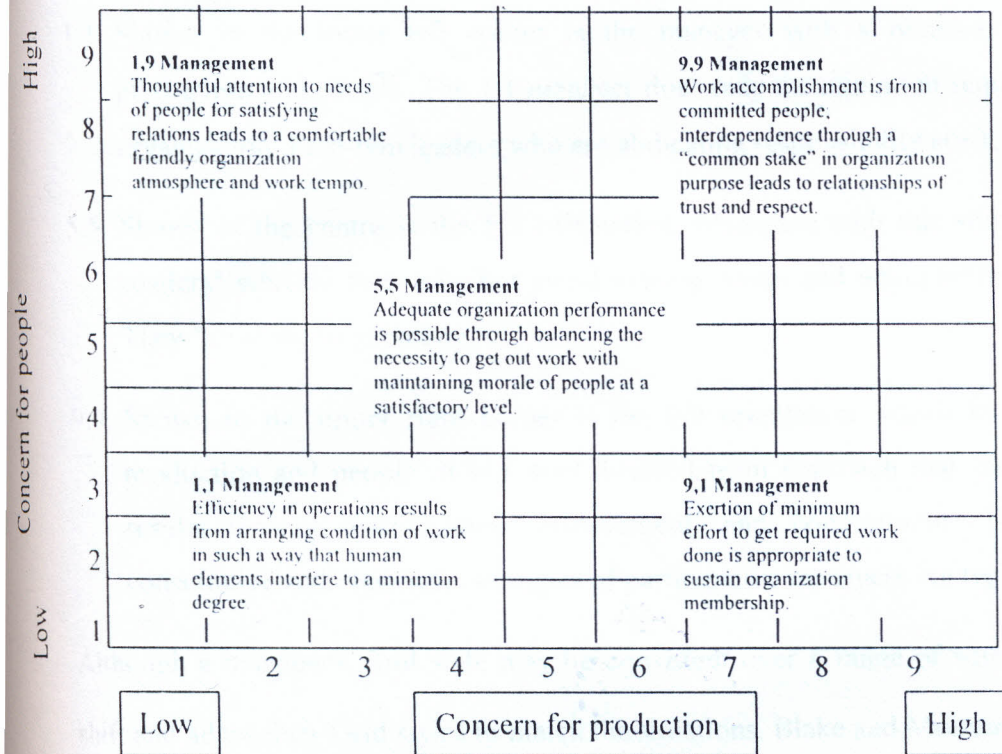
1.7 Theoretical Framework

The study was based on the Managerial Grids concept. The managerial grid is a framework for classifying leadership styles that examines a leader's concern for task accomplishment and people simultaneously. Developed over twenty years ago by Blake and Mouton (1985), the grid has been updated several times and has been tested with millions of managers throughout the world. The Managerial Grid is also a comprehensive system of leadership training and organization development. Blake and Mouton (1985) developed two core dimensions of the grid, people emphasis and production emphasis. These are attitudinal in character and are to be distinguished from the behavior dimensions identified in the research originating in the Ohio State University (OSU) studies. The OSU researchers found that two dimensions of leadership were particularly significant

Blake and Mouton (1985) continue to state that diversified business firms are those in which a decision is made to compete in two or more businesses of end-product markets. The Managerial Grid describes leadership style in terms of concerns for production and people. Concern for production includes results, bottom line, performance, profits, and mission. Concern for people includes subordinates and colleagues. Each of these concerns (or dimensions) exists in varying degrees along a continuum from 1 (low) to 9 (high). As with consideration and initiating structure, these dimensions are not mutually exclusive. Instead they

are independent; a manager's standing on each concern does not influence his or her standing on the other. To illustrate, a leader can show very high concern for both people and production.

Figure 1.1 The Managerial Grid



Source: Blake, R. R., and Mouton, S. J., (1985): **The Managerial Grid: The Key to Leadership Excellence**. Gulf Publishing Co. Houston, TX

Grid Styles

The styles described below represent the most important style differences among leaders, although 81 potential styles exist.

9,1 Shown in the lower right corner of the Grid is a maximum concern for production combined with a minimum concern for people. A leader with this orientation concentrates on maximizing production by exercising formal authority and power and dictating what people would do. Autocratic leaders are typically 9,1.

1.9 Shown in the top left corner is the manager with a minimum concern for production coupled with a maximum concern for people. Such leaders place primary emphasis on good feelings among co-workers and subordinates even at the expense of accomplishing work

1.1 Shown in the lower left corner is the manager with a minimum concern for both production and people. The 1.1 manager does only the minimum required to stay with the organization. Free-rein leaders who are abdicating responsibility are 1.1 managers.

5.5 Shown in the centre is the 5,5 orientation. Managers with this style are "middle-of-the-roaders" who do their jobs but avoid making waves and who conform to the status quo. They "go along to get along."

9.9 Shown in the upper right corner is the 9,9 orientation, which integrates concerns for production and people. It is a goal directed team approach that seeks to gain optimum results through participation, involvement, and commitment. The consultative and consensus subtypes of participative managers are typically 9,9 leaders.

Although a manager's Grid style may be consistent over a range of situations, managers also shift and adapt their Grid styles to match the situations. Blake and Mouton (1985) report that a manager's back-up style will surface when the manager is under pressure, tension or in conflict situations that cannot be resolved readily. An example of shifting to the backup style would take place when an employee performs poorly despite a 9,9 style.

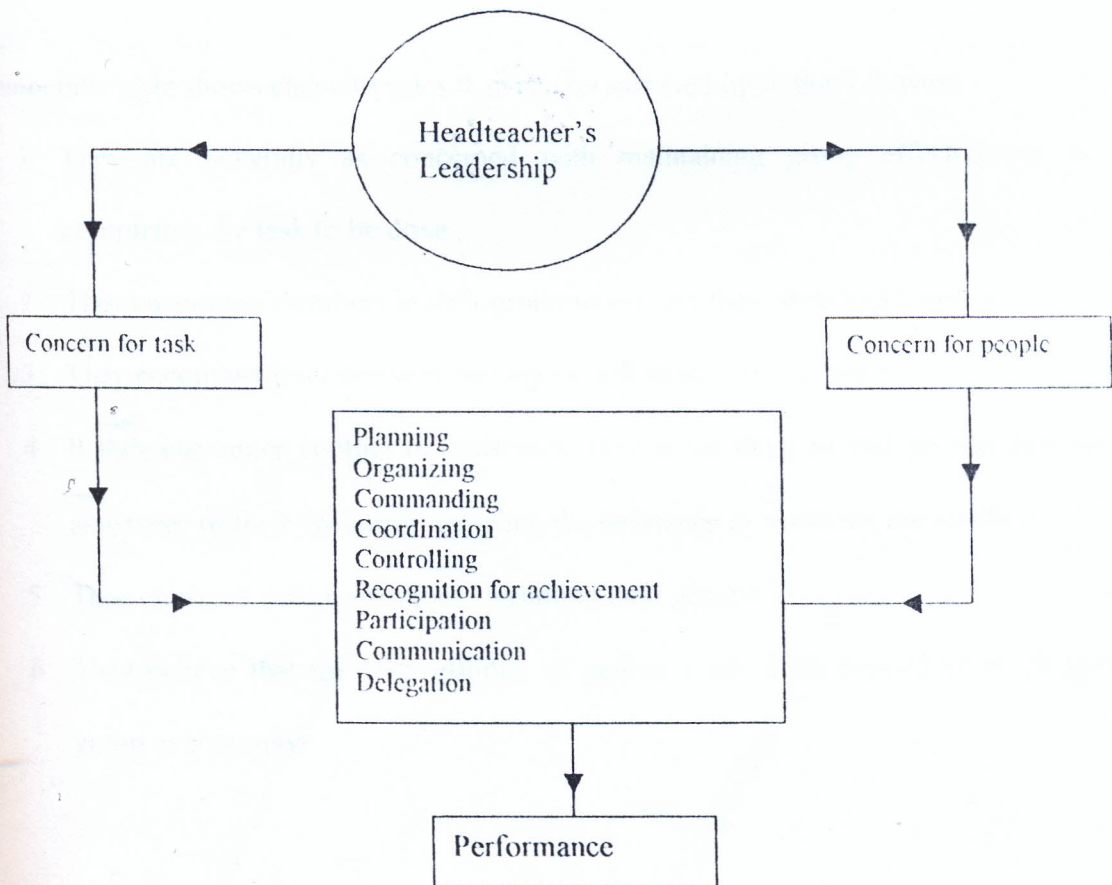
The manager then might shift to a 9,1 tactic of threats and punishments. The Grid philosophy that a 9,9 style is almost always best because it leads to such positive consequences as high productivity, satisfaction, creativity and good career development. Because sound human relationships are based on behavioral science principles that are not contingent upon situations, managers should attempt to apply them regularly. The 9,9 style is said to be almost universally

applicable because it involves practices and beliefs such as Conflict should be confronted and resolved rather than suppressed or subjected to ineffective compromises

The Managerial Grid continues to make a contribution to classifying leadership styles and training managers. A major concern about the Grid is that it seems to tout one leadership style (9,9) as universally applicable. Yet the 9,9 style is really one with built in flexibility. The manager evaluates the situation and then uses principles of human behavior to handle problems. How well a 9,9 style works is also contingent upon an organization's reward structure and culture. The 9,9 manager, for example, may find it difficult to work in a 5,5 organization.

1.9 Conceptual Framework

Figure 1.2 The Researcher's Conceptual Framework



In this model, two contrasting styles of leadership are discussed – authoritarian (concern for production) and democratic (concern for people)

Authoritarian styles shows certain characteristics that can be summed up as:-

1. Are generally strong-willed, domineering and to some extent aggressive
2. Must have their own way, which for them, seem the only way
3. Look upon subordinates more as of functionaries than as people
4. Ordinarily are not ready to listen to the views and suggestions of others
5. Do not encourage equal relationships (i.e. adult to adult) with underlings. As a rule they do not allow themselves to get close to employees.
6. Have business – like and task oriented attitudes
7. Generally blame poor results on the inability of others to carry out instructions correctly

Democratic style shows characteristics than can be summed up in the following:-

1. They are generally as concerned with maintaining group effectiveness as with completing the task to be done.
2. They encourage members in their group to express their ideas and feelings
3. They encourage joint decision-making as well as shared goal setting
4. If they encounter conflict or resistance, they allow them to surface and they seek the assistance of their groups in removing the resistance or resolving the conflicts
5. They rarely set policies without consulting their groups.
6. They believe that the responsibility of getting a job done depend as much upon the group as themselves

7. They allow group members a good deal of freedom in their work, once they have shown their ability to do it.
8. They keep looking for better ways to do things. They believe in the effectiveness of group work.

The headteacher in a school has to carry the administrative processes and motivate both the teachers and students to achieve desired results. Bearing in mind that the headteachers assumptions, attitudes and expectations of others can bring about self-fulfilling prophecy the researcher would be interested to find out whether there is a relationship between leadership style and performance.

1.9 Definition of Central Terms

The following terms were used in the study and their operational meanings were as stated.

- (i) Efficiency refers to the extent to which inputs produce expected outputs in a school setting.
- (ii) Effectiveness refers to the extent to which the set goals or objectives of a school programme are achieved.
- (iii) Management refers to the term used to describe the process of development objectives and striving to achieve them.
- (iv) Administration refers to working with and through other people to achieve organizational goals.
- (v) Performance refers to students overall KCSE Mean score.
- (vi) Provincial school refers to school that select all Form one students at provincial level.
- (vii) District school refers to school that select all the Form one students at district level.

- (viii) Public school refers to a school where the Government meets the cost of teachers salaries and all the other costs of running the school is the sole responsibility of parents.
- (ix) Headteachers refers to the secondary school executive, male or female, who is in charge of running a school.
- (x) Teachers refer to the officer working in a school under the services of TSC.
- (xi) Leadership behaviour refers to the behaviour expressed by a leader in pursuit of his or her duties.
- (xii) Leadership style refers to the manner in which a leader conducts his/her activities. The leader can show consideration for the staff or can be involved in initiating structure or both.
- (xiii) Centres of excellence refer school, which attains a KCSE overall Mean Score of ten points or above.
- (xiv) Students' population refers to the students' enrolment at the time of study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains a review of literature related to the study. The chapter is divided into seven major sections. In the first section, a definition of leadership is given, while the second section contains an overview of the trends in the study of leadership. The third section discusses the various styles of leadership while section four presents a review of the major leadership theories. Section five of the chapter discusses the implications of leadership on performance, after which a review of studies done on leadership behaviour is presented. Finally a summary of the literature review is given.

2.1 Definition of Leadership

There are varied meanings of the term leadership due to different perspectives and context within which the word is observed. According to Koontz and Weihrich (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) defines leadership in an organization as a process in which one person successfully exerts influence over others to reach desired objectives. Dessler (1997) says that leadership is the managing of the human resources in order to manage their performance by inducing them to work willingly.

A leader is a person who has the ability to influence the behavior of others; Gibson and Harold (1955) define a leader as an individual who acts in a group with common interests, purposes or goals. Bass in Dessler (1997) also has a different way of defining leadership. He states that leadership is the process of influencing others to achieve specific objectives in specific

situations. However, such unduly coercive methods as influencing people with acts of violence are excluded from leadership. Without this exclusion, muggers and hostage-takers are leaders. Leadership thus refers to something a person accomplishes rather than to his or her personal characteristics.

However, characteristics may be used to influence people as in the case of Nelson Mandela, who is personally admired and respected. The definition of leadership presented in this study also implies that the leader has a sense of direction and the effectiveness of one's attempts to influence is contingent upon unique situational factors (Dessler 1984).

Therefore, leadership is the ability to influence others to meet defined objectives or goals. In this case the key words in the definition of leadership is the ability to influence others to achieve the desired objectives and goals - it involves attempts on the leader (influencer) to affect "influence" the behavior of a follower (influenced) in situations. Often the person who satisfies the needs of individuals in a group will emerge the leader.

2.2 Trends in the Study of Leadership

Traditional approach to leadership study was the 'Great man' theory approach. This meant searching for traits or personal characteristics of effective leaders. Leadership process is not only determined by traits. Behavioral theorist tried to look at the factors that lead to effective leadership. Their concern was what leaders do. Contingency theorist noted that the type of leadership style would depend on a number of factors. Different situations would call for different leadership styles.

2.3 Leadership Styles

According to Bennis (1998), effective organizational leaders are relatively consistent in the way they attempt to influence the behaviour of group members. The manager who makes all the major decisions in one situation is not likely to share decision-making in another. Also, the manager who is considerate 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 styles to match a situation; the concept of leadership style is useful.

2.3.1 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 favorite subordinates but they usually regard close interpersonal relationships with group members as superfluous. The autocratic style of leadership is generally in disfavor in modern organizations, as expressed by the consensus of several current leadership theorists, Aldag (2001).

As with any leadership style, there are some situations in which an autocratic style is appropriate. One example is a high-accident work is 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).

2.3.2 Participative Style

Aldag (2001) observes that a participative leader is one who shares decision-making authority with the group. Participative leadership occupies enough space on the continuum to warrant dividing it into three subtypes: 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's thinking. A standard 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 discussion about an issue and then makes a decision that reflects the consensus (general agreement) of group members. Consultative leaders thus turn out more authority to the group than do consultation 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. The consensual leadership style is used successfully by many Japanese managers.

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.

Aldag (2001) continues to say that the participative style of leadership has been recommended in the management literature dating back to the early 1950s. Many organizations today are achieving good results with participative management. As some companies have learned, participative leadership does create some problems. One executive has noted some managers personally feel 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.

2.3.3 Free-Rein Style

Newstrom and Keith (2002) say that a free-rein leader turns over almost all authority to group members and does as little leading as possible. Given a situation in which the work to be done by each employee is clearly defined; such leaders maintain a 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 scientists, 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).

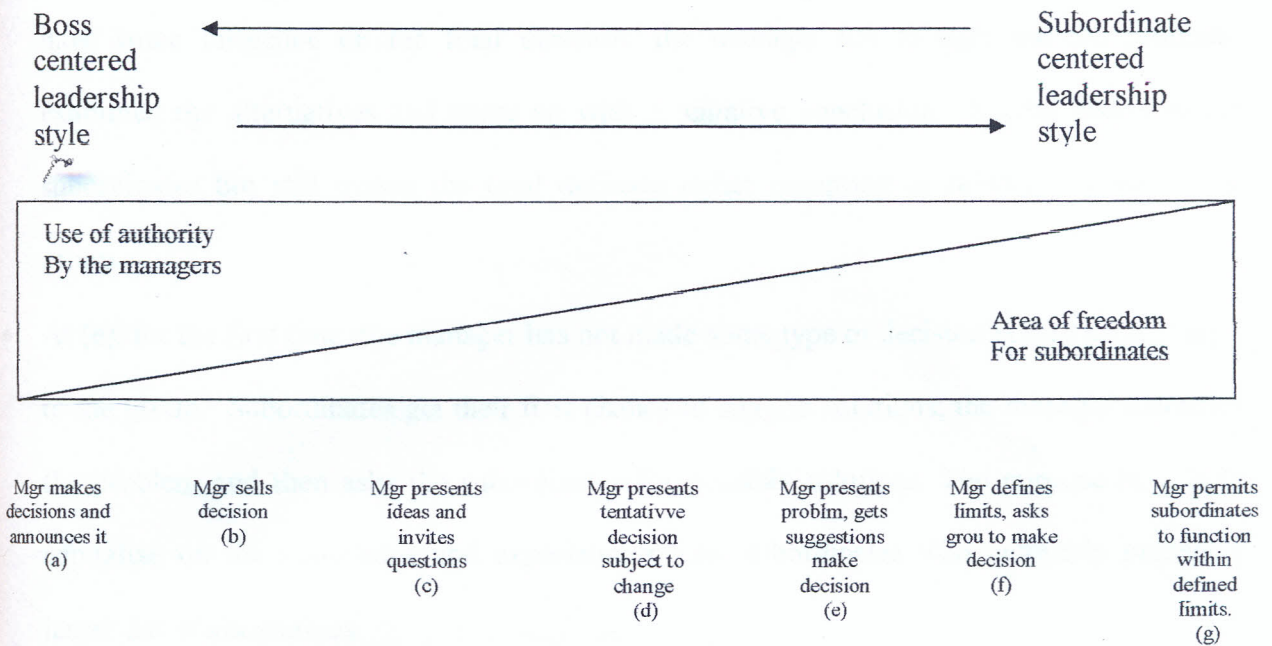
2.4 Theories of Leadership

In this study, four approaches to categorizing leadership style are considered. These approaches are the leadership continuum, the Managerial Grid, Theory X and Theory Y, and the transformational leader.

2.4.1 The Leadership Continuum

Robert and Warren (1978) drew the continuum of leadership styles from the classic studies and theories of leadership.

Figure 2.1 Leadership Continuum



Source: Robert T. and Warren H. S. (1978): **Leadership**. New York: Harper Collins

Extreme left – manager is primarily authoritarian

Extreme right – manager has a totally democratic style

- At point (a), the manager determines what the problem is, using decision making techniques and may or may not give consideration to decision making process. The managers usually depend on their authority to obtain compliance.
- At (b) the manager reaches a decision on his/her own like in (a) but takes the additional step of trying to persuade subordinates to accept it.
- At (c), the manager makes the decision on his/her own then presents it to the subordinates who are then given a chance to get a fuller explanation of the managers thinking and intention. The question and answer session serves to give the subordinates an opportunity to express their opinion about the matter.

- At (d), there is a significant move towards more participative decision-making. Subordinates have some influence on the final decision; the manager has thought out the problem, examined the alternatives and come up with a tentative conclusion. She/he listens to the subordinates but still makes the final decision either accepting or rejecting views of the group.
- At (e), for the first time, the manager has not made some type of decision before presenting it to the group. Subordinates get their first chance to suggest solutions; the manager identifies the problem and then asks the subordinates for possible solutions. The purpose here is to capitalize on the knowledge and experience of the subordinates who definitely present a larger list of alternatives.
- At (f), the manager passes on the right to make decisions to the subordinates. But, the managers are members of the group and they participate. They define the problem to be solved and the parameters within which the decision is to be made. The group comes up with alternatives and then chooses among them.
- At (g), this represents an extreme degree of democratic management. It rarely occurs in business situations but is usual in professional and research groups where managers are really "an equal among equals"

It is important to note that in the participative styles, (d), (e), (f), (g), the manager is still responsible for the quality of the decision made and they should accept whatever risk is involved when they delegate decision-making power to their subordinates.

The advantage of this is, if managers' confidence in the capabilities of their subordinates is justified, this risk is minimized, increasing the possibility of achieving better decisions, better implementation and more dynamic and stimulating work environment is enhanced.

The classical method of classifying leadership styles arranges leadership behaviour along a continuum of the amount of authority exerted by the leader. Most new approaches to leadership style are rooted in the leadership continuum.

2.4.2 Theory X and Theory Y

A widely quoted and historically important method of classifying leadership styles is based on differences in assumptions made about people. McGregor (1960) developed this explanation of leadership because he wanted managers to challenge their usual assumptions which he labeled Theory X. Theory X leadership style is based on these assumptions about people:

- People dislike work and therefore try to avoid it;
- People dislike work, so managers are forced to control, direct, coerce and threaten subordinates to get them to work toward organizational goals; and,
- People prefer to be directed, to avoid responsibility, and to seek security because they lack ambition.

McGregor (1960) urged managers to develop another set of assumptions about people to guide them in dealing with employees. He wanted managers to take a realistic view of people in which they examined their assumptions and then tested them against reality. Labeled Theory Y; these assumptions often lead to a different style of leadership. The assumptions behind the Theory Y style of leadership are as follows:

- Physical and mental work is a natural part of life and thus not disliked by people;
- People are self-motivated to reach goals to which they feel committed;
- People are committed to goals provided they attain rewards when the goals are reached;
- Under favorable conditions, people will seek and accept responsibility;
- People have the capacity to be innovative in solving job-related problems; and,

- People are basically bright, but in most job settings their potential are underutilized.

McGregor's (1960) formulation of leadership style receives considerable less attention from researchers and managers today than in the past. What he did accomplish with his Theory X and Theory Y is to focus on the importance of humanism in management, including the potential contribution of participative management. (Theory Y is closely associated with participative leadership).

2.5 Leadership and Performance

The kind of leadership exhibited by a leader will greatly determine the level of performance of an organization – A group of people who comes together to fulfill predetermined goals and objectives. Leadership concerns anyone else. Given time, one is under leadership of someone else. A follower needs to understand the leader and make it easier for him /her to lead.

It is agreed in management that no institution can grow beyond the capacity of human resources. This is because it is the human resource that possesses the knowledge, skills and attitudes. However, utilization of human resources is dependent upon the type and quality of leadership. This is the reason behind the global thinking that performance is a function of capacity and commitment.

Therefore performance of any school is dependent on the management qualities and caliber of the head teacher and their commitment. The good news is 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 motivate co-workers and subordinates, 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 skills" usually through experience.

This explains the fact that majority of people need education and training. Headteacher need to develop skills of leadership and management in order to motivate the teaching staff, guide the Board of Governors and satisfy the legitimate needs of parent customers.

Leaders within an organization affect everyone and everything within an organization.

Griffin (1996:12) says:

It is difficult to think of any other institution be it a hospital, a hotel, a regiment or whatever that depends so greatly on its leader as does a boarding school. This is a situation that offers splendid opportunities to the right person but which is also fraught with peril, because of an incompetent head can do serious harm in a brief space of time. Good management starts and sustains a slow but steady upward spiral, bad management makes standard fall like a lift. There are all too many examples around us of schools whose once glorious reputations have been brought low through inadequate leadership.

This emphasizes on the relationship that exists between leadership styles and the behaviour of the workers and the organizational climate it's a direct relationship. Therefore, if one is dissatisfied with the organizational climate and the result gotten from workers one needs to examine his/her leadership style.

D) Souza (2003) argues that a leader has dual responsibility - to help the organization achieve its objectives and helping to satisfy the needs of the subordinates. One does not do his/her job as a leader if he/she neglects either of these.

The headteacher should ensure that teachers perform to the full the duties for which they receive salaries. Managerial grid, developed by Blake and Mouton (1985) is another way of representing the production-oriented, relationship-oriented extremes as well as their intermediate versions.

Managerial grid illustrates this dual responsibility by plotting a leader's "concern for task" on horizontal axis and his/her "Concern for people" on vertical axis.

2.6 Review of Studies on Leadership Behaviour

A study carried out by Anyango (2001) had the following findings amongst others:

1. That the prevalent leadership style exhibited by public secondary schools headteachers in Mombasa District was democratic (relationship oriented behaviour).
2. There was statistical difference between male and female teachers perception of their headteachers leadership styles.
3. Teachers' perception of their headteachers leadership styles significantly differ when teachers aged below 30 years and those aged above 31 years were compared.
4. Perception of teachers who had served below 10 years and those above 11 years significantly differs according to the headteachers leadership styles.
5. Good academic performance in KCSE was exhibited by schools whose headteachers were having a mixture of autocratic (task oriented behaviour) and democratic (relationship oriented behaviour).

Another study carried out by Kihara (1999) seems to contradict one of these findings. He noted that generally headteachers in Thika municipality do put more emphasis on initiating structure in comparison to consideration.

2.7 Summary of the Chapter

Leadership is the ability to influence thoughts and behaviour of others. Leadership binds people together and motivates them towards achievement of goals. One of the key factors influencing school effectiveness is the nature and quality of the leadership and management provided by each school head.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter will give the description of the procedures that will be used to conduct the study. It focuses on location of study, research design, target population, sample and sampling procedures, research instruments, data collection and data analysis.

3.2 Location of the Study

The researcher limited the range of the study to only Maragua District, Central Province of Kenya. The justification of choosing one District to be studied was based on financial and other constraints such as time frame for the study.

Another criterion of choosing the District was that the researcher had served in the District for a period of more than eight years. Further, the researcher was born and brought up in the District.

3.3 Study Population

The study was focused on public secondary schools teachers and headteachers serving in Maragua District, Central Province.

3.4 Sample and Sampling Procedures

Slavin (1984) observed that a study can be carried out from a carefully selected sample to represent the entire population. A sample of twenty percent of the entire population was considered a good representation.

The researcher selected a sample of twenty five percent of the entire population in order to obtain sample for this study. All the secondary schools in the district were initially categorized as Provincial or District school. Schools in each category were ranked according to the KCSE performance for the period 2002 - 2004. A proportional number of schools were picked from each category. Simple random sampling was used to select the individual schools. The justification of this sampling was due to lack of homogenous student population at the time of form one admission.

Orodho (2004:38) noted that: -

If the population from which a sample is to be drawn does not constitute a homogenous group; then stratified sampling technique is applied so as to obtain a representative sample.

As for simple random sampling, most statisticians regard the method as the most practical and free of bias.

The teachers who participated in the study were picked at random from the list that was availed by their respective headteachers from each category of selected school is twenty five percent of the teachers, serving in the schools then, were selected. The individual teachers who participated in the study were picked at random from the list availed by their headteacher.

3.5 Research Design

Descriptive survey design was adopted in conducting this study. The design was considered appropriate for the study because according to Kothari (1985) survey is concerned with describing, recording, analyzing and reporting conditions that exist or existed. Kerlinger (1973) argues that survey method is widely used to obtain data useful in evaluating present practices and in providing basis for decisions.

3.6 Research Instruments

The main research instrument consisted of one questionnaire. The questionnaire was adopted from Halpin (1969:291)

The questionnaire consisted of thirty statements each describing a specific form of leadership behaviour. It was used to gather information on the degree to which the headteacher exhibited initiating structure leadership behaviours. The remaining fifteen sought information on the extent to which the headteacher exhibited consideration leadership behaviours (see Appendix 1) This rating form was similar to the one used by Kihara (1991) and Gichui (1992) in their studies on teachers' perception of their studies headteachers leadership.

In addition, two general questionnaires were completed - one by the headteacher and the other one by individual teachers - to suit the purpose of this study.

3.7 Data Collection

The researcher got an introduction letter from Kenyatta University and a research permit from the Ministry of Education, Science and Technology (MoEST). After this, the researcher booked an appointment with the sample schools through the headteachers to visit and administer the questionnaires. The researcher then visited each of the schools and administered the questionnaires himself. The respondents were given instructions and assured of confidentiality and given enough time to fill in the questionnaires, after which the researcher collected the filled-in questionnaires.

3.7.1 Piloting of the Instruments

Piloting of the instruments was done in two schools which were not included in the sample for this study. Piloting was necessary to find out if the respondents found the instruments clear, precise and comprehensive enough thus enhancing reliability. The procedure used in the piloting was identical to those that were used during the data collection.

3.7.2 Administration of the Instruments

The researcher started with the office of the headteacher to introduce himself. The researcher explained to the headteacher the general purpose of the study and presented the introduction letter from the District Education Officer (DEO). This helped to create the necessary rapport. No prior arrangements to conduct research were made. The researcher briefly explained to the headteacher the part to be played by those who participated in the study.

Teachers to participate in the study were requested to assemble in a convenient room, from where the researcher explained of what was expected. The thirty statements of the questionnaire were explained. Each statement had five answers out of each the teacher was expected to tick against the statement, and according to his/her situation as far as the leadership behaviour of the item under discussion was considered.

The respondents were given the questionnaire and left to respond individually at their convenience. The researcher collected the duly completed questionnaire at a time convenient to all the parties involved.

3.8 Data Analysis

The data from the respondents was quantified and tabulated. Data was quantified by having each of the items of the thirty statements on the questionnaire score on a scale of five to zero for example, statement eight Section A: ‘ He maintained a definite standard of performance’

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

If the respondent marked ‘always’ then this carried a score of one; ‘often’; a score of two; ‘occasionally’; a score of three; ‘seldom’; a score of four; and ‘never’ a score of five. This applied for all the positive statements. All the negative statements were scored negatively. For example, statement number nine, section B; ‘He is slow to accept new ideas’

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

If the respondent marked “always”; then this carried a score of zero, often ‘a score of one; ‘occasionally, a score of two; ‘seldom’ a score of three; and “I never”, a score of four. Thus, theoretical range of scoring on each leadership behavior was zero to seventy-five.

For every teacher, the respective headteacher had two scores- one on concern for task dimension, the other on concern for people dimension. The scores were recorded in a tabular form. To find out different leadership, styles portrayed by headteachers in public secondary schools in Maragua District, frequencies and simple percentages were relied on.

Descriptive and some inferential statistics were used to analyze the data generated from the headteachers demographic valuables and teachers’ demographic variables. Measures of central tendency and one way analysis of variance (ANOVA) were used to analyze the data on KCSE performance and leadership styles.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

In this section of the research report, the researcher embarks on presenting the data collected from the field. In doing so, the researcher provides answers to the six questions guiding the study, which are:

1. What is the leadership style exhibited by majority of headteachers in Maragua District?
2. Is there any significant difference in teachers' perception of headteachers' leadership styles when gender is considered?
3. Is there any significant difference in teachers' perception of headteachers' leadership style when age is considered?
4. Is there any significant difference in teachers perception of headteachers leadership styles when number of years of teaching service is considered
5. Is there any significant relationship between headteachers' leadership styles and the students KCSE performance in Maragua District?

Each of these five research questions is answered in the sub-sections that follow. To allow for comparison between valuables of interest the researcher developed the following statistical hypothesis.

H₀₁ There are no significant gender differences in teachers' perception of headteachers' leadership styles

Ho2 There are no significant age differences in teachers' perception of headteachers' leadership style

Ho3 There is no significant difference between teachers perception of headteachers leadership style across teachers teaching experience

Ho4 There is no significant relationship between headteachers' leadership style and the students' performance in KCSE.

4.1 Personal Data of Study Participants

The researcher collected data from 28 headteachers and 168 teachers selected from 28 secondary schools in Maragua District, Central Province. In each school six teachers and the headteachers were involved. Below is a presentation of personal data of the participants

4.1.1 Headteachers Personal Data

The table below presents the gender, age and level of education of the principals.

Table 4.1 Headteachers Personal Data

Gender	Frequency	%
Male	23	82.1
Female	5	17.9
Total	28	100.0
Age in years	Frequency	%
30-39 years	9	32.1
40-49 years	15	53.6
50 years plus	4	14.3
Total	28	100.0
Highest level of education	Frequency	%
Diploma	4	14.3
Degree	22	78.6
Masters	2	7.1
Total	28	100.0

Twenty-three headteachers (82.1%) were males while five were females. Fifteen of them were aged between 40-49 years while 9 were aged between 30-39 years. There were four (14.3%) teachers aged 50 years and above. The highest level of education attained by most of teachers was bachelor's degree (78.6%). Others had diploma (14.75%) and masters (7.1%).

4.1.2 Teachers' Personal Data

Table 4.2 presents the demographic data of the 165 teachers who took part in the study.

Table 4.2 Teachers' Personal Data

Gender	Frequency	%
Male	101	60.1
Female	67	39.9
Total	168	100.0
Age in years	Frequency	%
Below 30years	51	30.4
Above 30 years	117	69.6
Total	168	100.0
Years served as a teacher	Frequency	%
1-3 years	42	25.0
4-6 years	23	13.7
7-9 years	33	19.6
10 years plus	70	41.7
Total	168	100.0

Of the 168 teachers, 101 were male and 67 female. 51 of them were aged between 30 years while 117 were aged above 30 years. The age distribution of teachers is as shown in Table 4.2.

4.2 Leadership Styles Exhibited by Headteachers

The first research question asked: "What is the leadership style exhibited by the majority of the headteachers in Maragua District?"

In order to measure the leadership style of the headteachers, the researcher used the scale with 30 items to measure various aspects of leadership behaviors. Fifteen items in the scale

(comprising the odd number) measured the headteachers concern for people, while the other fifteen items (comprising of even items) measured their concern for their production (refer Appendix 2). The headteachers self-ratings were measured using a five point Likert type scale ranging between 1 and 5. A response of always in an item was given a score of 1, 2 for frequently, 3 for occasionally, 4 for seldom and 5 for rarely.

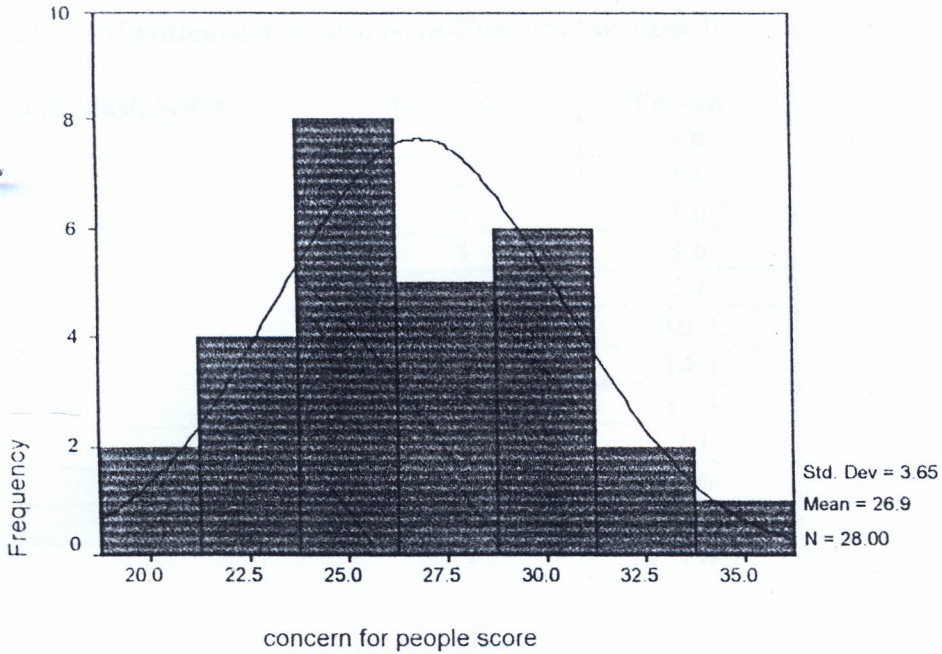
Using this scale an overall score was computed for each headteacher. The higher the score the lesser the extent to which that headteacher exhibited the given leadership style. The highest that one could get for concern for people was 75 (15x5) while the lowest that one could get was 15 (15x1). A score of fifteen would imply a perfect demonstration of a headteachers concern people while a score of 75 would imply lack of concern for people. The same interpretation was used for concern for production. Below is a presentation of the principals self-rating in the two dimensions.

4.2.1 Headteachers' Self Ratings on Concern for People Dimension

Table 4.3 Headteachers' Self Rating on Concern for people Dimension

Concern for people score	Frequency	Percent
19	1	3.6
21	1	3.6
22	1	3.6
23	3	10.7
25	3	10.7
26	5	17.9
27	2	7.1
28	3	10.7
29	3	10.7
30	1	3.6
31	2	7.1
32	2	7.1
35	1	3.6
Total	28	100.0

Figure 4.1 Frequency Histogram for Concern for People Dimension



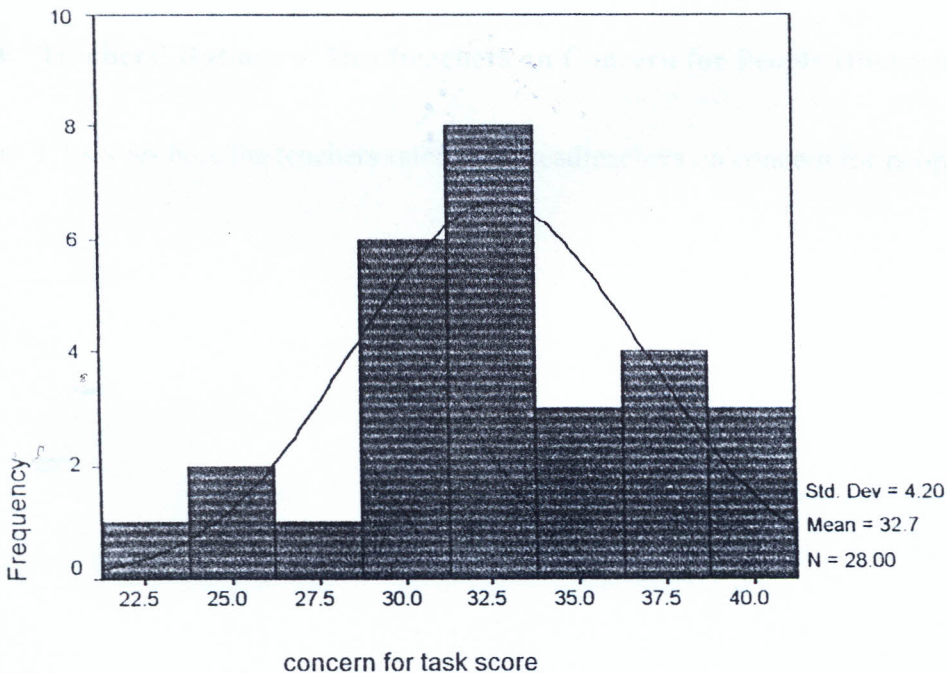
The mean score of headteachers on concern for people dimension was 26.9. The range of their scores on this dimension was 19 to 35. Considering the midpoints of the scale, which was a score of 45, all the headteachers viewed themselves to be higher on the concern for people dimension (their scores fell below the mid point).

4.2.2 Headteachers Self-Ratings on Concern for Task Dimension

Table 4.4 Headteachers Ratings on Concern for Task Dimension

Concern for task score	Frequency	Percent
23	1	3.6
26	2	7.1
28	1	3.6
29	1	3.6
30	2	7.1
31	3	10.7
32	4	14.3
33	4	14.3
34	2	7.1
36	1	3.6
37	3	10.7
38	1	3.6
39	2	7.1
40	1	3.6
Total	28	100.0

Figure 4.2 Frequency Histogram for Concern for Task Dimension



The mean score for the headteachers on concern for task dimension was 32.7. This mean is higher than for concern for people (26.9) meaning the headteachers appraised themselves to be

more concerned with people than with task. The range for concern for task dimension was 23-40. All of them scored lower than the mid-point (45).

4.2.3 Teachers' Ratings of their Headteachers' Leadership Styles

Before concluding about the leadership styles exhibited by headteachers, it was important to compare the self-ratings of headteachers with the ratings by their teachers on the same

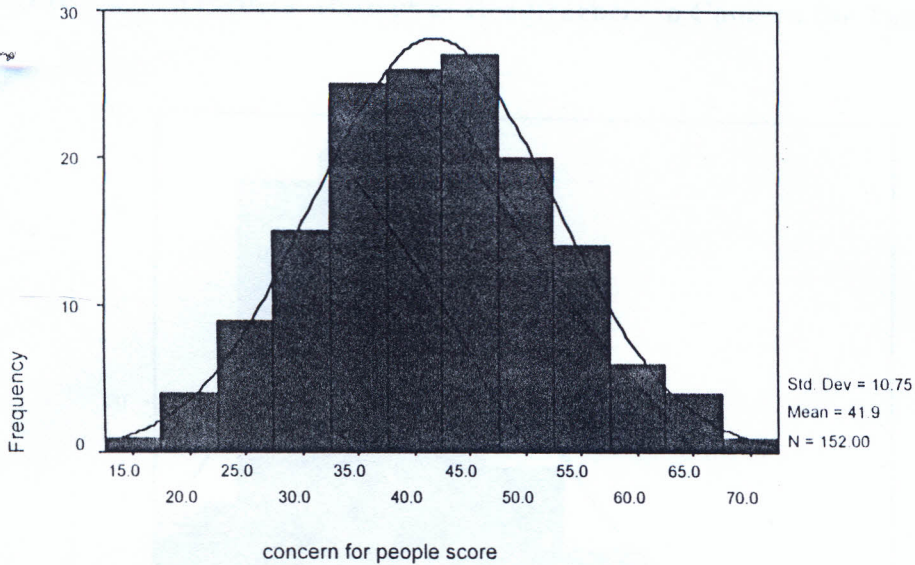
In order to measure the leadership styles of the headteachers, teachers were given each a questionnaire. The questionnaire had 30 statements. The first 15 items expressed the headteacher's concern for task while the remaining 15 items expressed the consideration for people (Refer Appendix 1)

Interpretation of the scale was the same as that for headteachers. Below is a presentation of the teachers' ratings of their headteachers.

4.2.4 Teachers' Ratings of Headteachers on Concern for People Dimension

Figure 4.3 shows how the teachers rated their headteachers on concern for people dimension

Figure 4.3 Teachers' Ratings of Headteachers on Concern for People Dimension



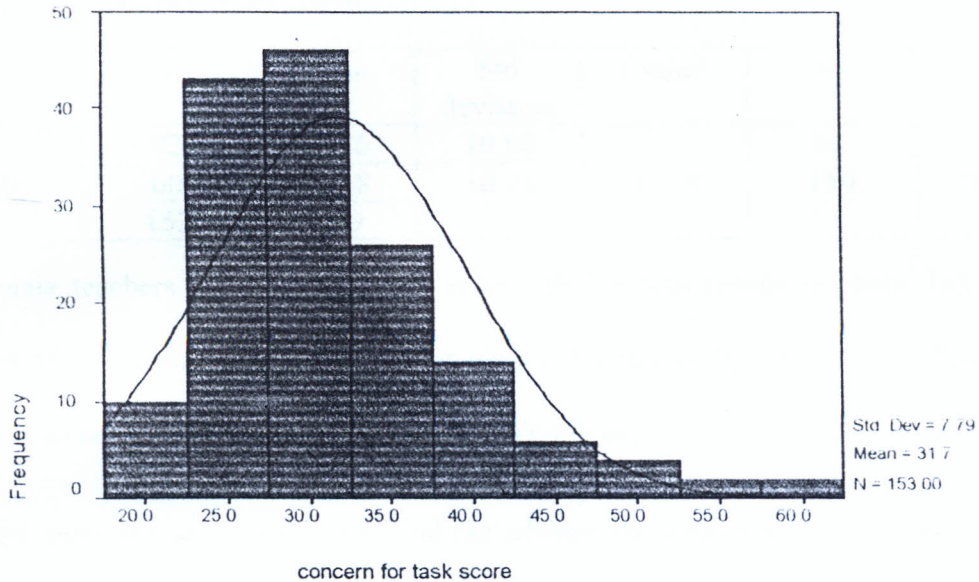
As can be seen from the figure, the mean score of teachers on their headteachers concern for people was 41.9. Comparing this with the headteachers self ratings (see Figure 4.1) whereby they reported a mean score of 26.9, it is clear that the teachers' ratings differed with the headteachers' self ratings.

While the headteachers saw themselves to be highly concerned with the people, the teachers found them to be less concerned. Since the study is concerned with establishing the influence of the headteachers' leadership styles on students' academic performance, and teachers being the key curriculum implementers, it is logical to go by how the teachers view their headteacher's leadership styles. This is so because behavior is shaped by our view of things and not necessarily the way things are in reality. The range of scores for teachers' ratings of headteachers in concern for people was between 16 and 69. There were 53 teachers who rated their headteachers as scoring above mid point (45) on the concern for people dimension.

4.2.5 Teachers' ratings of headteachers on concern for task dimension

Figure 4.4 shows the teachers ratings of their headteachers in concern for task dimension.

Figure 4.4 Teachers' Ratings of Headteachers in Concern for Task



The mean score for the teachers' ratings of their headteachers on the concern for task dimension was 31.7. This was lower than that for concern to people (41.9). This means that the teachers viewed their headteachers to be more concerned with task than people.

4.3 Gender Differences in Teachers' Perception of Headteachers' Leadership Styles

The second question of study asked: "Is there any significant difference in teachers' perception of headteachers' leadership styles when gender is considered?"

The research sought to establish whether there were gender differences in teachers' perception of their headteachers' leadership styles. The analysis for this is disclosed below.

In order to establish for gender differences in teachers' scores in concern for people dimension, the teachers overall ratings were compared across their gender, using the t-test. The results below were obtained.

Table 4.5 Gender Differences in Teachers' Ratings of Headteachers Concern for People Dimension

Gender	N	Mean	Std deviation	t value	df	Sig
Male	92	40.76	10.88	-1.590	150	0.114
Female	60	43.58	10.41			
Total	152	41.9				

The male teachers had a lower mean score (40.76) than female teachers' (43.58) on their ratings of their headteachers concern for people dimension. However, this difference in mean scores was not significant at the 0.05 level of significance.

A t-test analysis was carried out to find out whether there were gender differences in teachers' ratings of headteachers concern for task dimension. The result was given below.

Table 4.6 Gender Difference on Teachers' Ratings of Headteachers Concern Task for Dimension

Gender	N	Mean	Std deviation	t-value	Df	Sg
Male	93	31.00	7.557	0.236	151	0.145
Female	60	32.88	8.07			
Total	153	31.7				

Again here the mean score for male teachers (31.0) was slightly lower than that of female teachers (32.88). However, this difference in mean scores was not significant at the 0.05 level of significance.

In conclusion therefore, the first hypothesis of the study, which stated that:

H01 'There is no significance gender in teachers' perception of headteachers' leadership styles

Was retained at the 0.05 level of significance. It was concluded that male and female teachers did not differ in their perception of their headteachers' leadership styles.

4.4 Age Differences in Teachers' Perception of Headteachers' Leadership Style

The third question of the study asked: "Is there any significant difference in teacher's perception of headteacher's leadership style when age is considered?"

In order to answer this question the second hypothesis of the study was tested using one-way analysis of variance (ANOVA) at $p < 0.05$. The second hypothesis stated:

H₀₂: There are no significant age differences in teachers' perception of headteachers leadership styles

The table below represents the ANOVA test results for teachers rating of headteachers on the concern for people dimension.

Table 4.7 Age Differences in Teachers Rating Headteachers Concern for People Dimension

Teachers age	N	Mean	Standard deviation	ANOVA statistics	
				F value	Sig
Below 30 years	47	41.13	11.9	0.327	0.568
Above 30 years	105	42.21	10.1		
Total	152	41.88	10.7		

As can be seen in the table, those teachers below 30 years rated their headteachers higher in the concern for people dimension (mean =41.13) than did those above 30 years (mean 42.21). However, this mean difference was not significant at the 0.05 level.

Table 4.8 presents ANOVA test result for teachers rating of headteachers on concern for task dimension.

Table 4.8 Age Differences in Teachers' Ratings of Headteachers Concern for Task Dimension

Teachers' age	N	Mean	Std dev	ANOVA statistics	
				F value	Sig
Below 30 yr	47	32.98	9.35	1.727	0.191
Above 30yrs	106	31.19	6.97		
Total	153	31.74	7.79		

Those below 30 years rated their headteachers lower on the concern task dimension (mean 32.98) than did those above 30 years (mean = 31.19). However, this differences in mean scores was not significant at $p < 0.05$.

In conclusion, the second statistical hypothesis was retained at $p < 0.05$ and the conclusion reached that teachers did not differ across age in their perception of headteachers leadership styles.

4.5 Teachers' Perception of Headteachers' Leadership Styles across Teachers' Teaching Experience

The fourth research question asked: "Is there any significant difference in teachers' perception of headteachers leadership style when number of years of teachers' teaching experience is considered?"

In order to answer this research question, the researcher carried out an ANOVA test to test the third hypothesis of the study which stated: There is no significant difference between teachers' perception of headteachers leadership style across teachers' teaching experience

Table 4.9 presents the ANOVA results for teacher's ratings of their headteachers in concern for people across teachers' teaching experience.

Table 4.9 Teachers' Ratings of Headteachers' Concern for People across Teachers' Teaching Experience

Teaching experience	N	Concerned people mean	Std dev	ANOVA statistics	
				F value	Sig
1-3 yrs	38	40.68	12.7	1.145	0.333
4-6yrs	21	40.19	9.2		
7-9yrs	30	44.93	9.4		
10-plus yrs	63	41.70	10.4		
Total	152	41.88	10.7		

The ANOVA test result revealed that there were no significant differences in the teachers rating of their headteachers concern for people dimension.

In Table 4.10, the ANOVA result for teachers rating of their headteachers concern for task across teaching experience are presented.

Table 4.10 Teachers' Ratings of Headteachers Concern for Task across Teaching Experience

Teaching experience	N	Concern for task mean	Std dev	ANOVA statistics	
				F value	Sig
1-3 yrs	37	33.00	9.3	0.461	0.710
4-6yrs	22	31.14	5.7		
7-9yrs	29	31.00	5.6		
10plus yrs	65	31.55	8.3		
Total	153	31.74	7.8		

Again there it was established that there were no significant differences in the teachers' rating of their headteachers concern for task dimension across teaching experience. The third null hypothesis was thus accepted at the 0.05 level of significance and a conclusion reached that the teachers did not differ in their perception of headteachers' leadership styles across teaching experience.

4.6 Relationship Between Headteachers Leadership Styles and Students KCSE Performance

The fifth research question of the study asked: "Is there any significant relationship between headteachers leadership styles and the student KCSE performance in Maragua District?"

In order to answer this research question the researcher tested the fourth study hypothesis which stated

Ho4: There is no significant relationship between headteacher's leadership styles and the students' performance in KCSE.

To test this hypothesis the researcher considered the overall ratings of the teachers concerning their headteachers' leadership styles.

The teachers were divided into two groups - those rating headteachers as scoring high on concern for people and task, and those rating them as scoring low on the concern for people and task. Using these two categories of teachers, a one-way analysis of variance (ANOVA) test was carried out to test the hypothesis stated above. The results are presented below.

Table 4.11 Teachers' Ratings of Headteachers Concern for Task across Students' Performance

Teachers ratings on concern for task	N	Average KCSE mean score 2002-2004	Std dev	ANOVA statistics	
				F	Sig
High	124	4.2537	1.35	0.573	0.450
Low	28	4.4669	1.31		
Total	152	4.2929	1.34		

As can be seen in the table, there were 124 teachers who rated their headteachers as having a high concern for task. Their schools had a mean score of 4.2537 in KCSE for the years 2002-2004. Twenty-eight of the teachers rated their headteachers as having a low concern for task.

The mean score for this group in KCSE was 4.4669. ANOVA test results showed that there were no significant KCSE mean differences between the two groups.

Table 4.12 shows the ANOVA test results for teachers' rating headteachers on concern for people against KCSE performance for the years 2002 to 2004.

Table 4.12 Teachers' Ratings of Headteachers on Concern for People across Students' Performance

Teachers ratings on concern for people	N	Average KCSE mean score 2002-2004	Std dev	ANOVA statistics	
				F value	Sig
High	56	4.4636	1.47	6.183	0.014
Low	96	3.9109	1.01		
Total	152	4.299	1.34		

There were 56 teachers who rated their headteachers as scoring high on the concern of people dimension. Their students KCSE mean score was 4.4636 for the years 2002-2004. Further 96 teachers rated their headteachers as scoring low on the concern of people dimension. This group had a student's KCSE mean score of 3.9109 for the years 2002-2004. ANOVA test results revealed that there were significant differences between the two groups of teachers and the students mean performance in KCSE specifically. Teachers from schools with a high mean score rated their head teaches highly on the concern for people dimension while those from schools with a low mean score rated their headteachers low on this dimension. The forth research hypothesis was thus retained for the concern for task dimension but rejected for the concern for people dimension. A conclusion was reached that -

- Headteachers scoring high on the concern for people dimensions are associated with higher student's performance in KCSE then those showing less concern for people

- Headteachers concern for task did not significantly affect students' academic performance

SUMMARY OF RESEARCH, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study was conducted in a secondary school in the Eastern Cape province of South Africa. The study was designed to investigate the impact of headteachers' concern for task on students' academic performance.

Summary of the Research Findings

The majority of the headteachers in the sample reported a high level of concern for task. The mean score for headteachers' concern for task was 4.19, with a standard deviation of 0.41. The mean score for students' academic performance was 51.5, with a standard deviation of 11.7. There was no significant difference between the mean scores of headteachers' concern for task and students' academic performance.

The results of the study indicate that headteachers' concern for task did not significantly affect students' academic performance. This finding is consistent with previous research which has found that headteachers' concern for task is not a significant predictor of students' academic performance.

There was no significant difference between the mean scores of headteachers' concern for task and students' academic performance. This finding is consistent with previous research which has found that headteachers' concern for task is not a significant predictor of students' academic performance.

The study was limited to a single secondary school in the Eastern Cape province of South Africa. The results of the study may not be generalizable to other schools in other provinces of South Africa. The study was also limited to the investigation of the impact of headteachers' concern for task on students' academic performance. Other factors that may affect students' academic performance were not investigated.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter contains a summary, discussion, conclusion and recommendations based the research findings.

5.1 Summary of the Research Findings

1. Majority of the headteachers in Maragua District appraised themselves to be more concerned with people (democratic) than being concerned with task (Autocratic). On self-rating, the mean score for headteachers concern for task was 32.7 while that of concern for people dimension was 26.9.
2. Majority of the teachers in Maragua District appraised the headteachers to be more concerned with task dimension and with people dimension. The mean score for teacher's ratings of the headteachers concern for task dimension was 31.7 while that of concern for the people dimension was 41.9.
3. There was no statistical difference between male and female teachers' ratings of the Headteachers concern for people dimension. The ratings for male teachers had a mean score of 40.76 while those of the female teachers had a mean score of 43.58. However, this difference in mean scores was not significant at the 0.05 level of significance.
4. There was no statistical difference between the male and female teachers' ratings of the Headteachers concern for task dimension. The ratings for the male teachers had a mean score of 31 while those of the female teachers had a mean score of 32.88. However, this difference in mean scores was not significant at the 0.05 level of significance.

5. Teachers' perception of the head-teachers concern for people dimension when teachers' aged below 30 years and those aged above 30 years were compared, did not statistically differ. The ratings for the teachers aged below 30 years had a mean score of 41.13 while those of teachers aged above 30 years had a means score of 42.21. However, this difference in mean scores was not significant at the 0.05 level of significance.
6. Teachers' perception of the headteachers concern for task dimension when teachers aged below 30 years and those aged above 30 years were compared did not statistically differ. The ratings for the teachers aged below 30 years had a mean score of 32.98 while those of teachers aged above 30 years had a mean score of 31.19. However, this difference in mean scores was not significant at the 0.05 level of significance.
7. Teachers' ratings of the headteachers concern for task dimension did not statistically differ across the teachers' teaching experience.
8. Teachers' ratings of the headteachers concern for people dimension did not statistically differ across the teachers' teaching experience.
9. There was no statistical difference between students KCSE mean scores (2002-2004) when comparing high teachers' ratings of the headteachers' concern for task dimension and low teachers' rating of headteachers' concern for task dimension. The KCSE mean score (2002-2004) for the group of teachers who rated the headteachers high on concern for task dimension was 4.2537. The KCSE mean score (2002-2004) for the group of teachers who rated the headteachers low on concern for task dimension was 4.4669. However, ANOVA test results showed that the difference in students KCSE mean scores (2002-2004), for the two groups, was not significant.
10. There was statistical difference between students KCSE mean scores (2002-2004) when comparing high teachers' ratings of the headteachers concern for people dimension and low

teachers' ratings of headteachers concern for people dimension. The KCSE mean score (2002-2004) for the group of teachers who rated the headteachers high on concern for people dimension was 4.4636. The students KCSE mean score (2002-2004) for the group of teachers that rated the headteacher low on concern for people was 3.9109. However ANOVA tests results revealed that the difference in students KCSE mean scores (2002-2004), for the two groups was significant.

5.2 Discussion

1. Majority of the headteachers in Maragua Districts appraised themselves to be more concerned with people than being concerned with task.

This is so because what people think of themselves greatly affect their abilities as leaders. The way people view themselves also affect their actions. With positive self-image, they actively determine the leadership roles they want to have and have the courage to take the necessary risks. Successful leaders use words and phrases that look to the positive side of every situation. However, teachers' perception towards the role of the headteacher is important in determining the administrative practices the headteacher adopts.

2. There was no statistical difference between male and female teachers perception of their headteachers leadership styles.

This finding seemed to contradict that of Jikobu (1977). Jikobu, as quoted by Wanyama (1990:62), carried out a study and found out that secondary school teachers in their perception of leadership functions preferred male heads because they (male headteachers) were perceived to be more of initiating structure whereas female heads were perceived to be strong in consideration structure.

Majority of the teachers appraised the headteachers to be more concerned with task dimension. This finding contradicts that of Anyango (2001) who found that the prevalent leadership style exhibited by public school headteachers in Mombasa District was democratic (relationship oriented/concern for people dimension).

3. There was no statistical difference in teachers' perception of the headteachers leadership styles when teachers' aged below 30 years and those aged above 30 years were compared. A study carried by Anyango (2001) seemed to contradict this finding since the study found that teachers perception of the headteachers leadership styles significantly differed when teachers aged below 30 years and those aged above 30 years were compared.
4. There was no statistical difference in teachers' perception of the headteachers leadership style across the teachers' teaching experience.

This finding agree with that of Njagi (1987). A study carried out by Njagi (1987),as quoted by Wanyama (1990:62), came out with one of the findings that there was no difference in attitudes among teachers of different teaching experiences.

5. Headteachers scoring high on the concern for people dimension are associated with higher students performance in KCSE than those showing less concern for people.

Headteachers can improve their performance and their effectiveness by their ability to influence the group and its members in achieving a common task. There is a direct relationship between leadership style and the behaviour of people and the organizational climate. Leaders are responsible to get work done with and through people.

5.3 Conclusion

The study was concerned with the influence of the Headteachers leadership styles on students KCSE performance.

There was statistical difference between students KCSE performance (2002-2004) when comparing high teachers' ratings of the headteachers concern for task dimension and low teachers' ratings of headteachers concern for task dimension. Headteachers concern for task dimension appears to have neutral influence on students KCSE performance.

There was statistical difference between students KCSE mean scores (2002- 2004) when comparing headteachers ratings of the headteachers concern for people dimension and low teachers' ratings of headteachers concern for the people dimension.

Headteachers concern for people dimension appears to be the key influence on students KCSE performance.

Headteachers should have the work done with and through people. If there are no people on the way of the headteachers, they (headteachers) are going nowhere.

5.4 Recommendations

1. The TSC should appoint, through interviews, the very best and qualified teachers to head schools.
2. KESI should organize regular refresher courses for the secondary school headteachers. This will instill in them new ideas and skills on how to manage the schools.
3. Formal preparation should be given before a teacher is appointed to headship.
4. Heads association to organize regular conferences for head teachers to share experiences and compare notes on managing secondary schools.

5.5 Suggestions for Further Research

1. A similar study could be carried out to cover several districts in Kenya to enable generalized conclusions in the whole country.
2. There is need to carry out research on the relationship between the qualifications on the headteacher and his/her leadership ability.

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6. Indicate the school enrolment

No. of boys

No. of girls

Total

7. Period served as a headteacher in this particular school in years.....

8. Years of experience in headship.....

Section 2: Leadership Style Survey

Directions

This survey describes various aspects of leadership behaviour. Please measure your leadership style by responding to the items below. Put a tick [√] on the box corresponding to the rating you give yourself on each of the items.

	Always	Frequently	Occasionally	Seldom	Never
1. I allow staff members the freedom to do their jobs in their own way					
2. I make important decisions on my own initiative without consulting the teachers					
3. I allow the staff members to make their own decisions.					
4. I do not try to socialize with the teachers					
5. I allow staff members to do their jobs as they see fit.					
6. I consider myself to be the group's spokesperson					
7. I am warm, friendly, and approachable					
8. I make sure that the teachers understand and follow all the rules and regulations					
9. I demonstrate a real concern for the teachers' welfare					

III

	Always	Frequently	Occasionally	Seldom	Never
10. I am the one who decides what is to be done and how it is to be done					
11. I delegate authority to the teachers					
12. I urge the teachers to meet production quotas					
13. I trust the teachers to use good judgement in decision-making					
14. I assign specific tasks to specific people.					
15. I let the teachers establish their own work pace.					
16. I do not feel that I have to explain my decisions to teachers					
17. I try to make each teacher feel that his/her contribution is important					
18. I establish the work schedules					
19. I encourage teachers to get involved in setting work goals					
20. I am action oriented and results oriented					
21. I get the teachers involved in making decisions					
22. I outline needed changes and monitor actions closely					
23. I help the group achieve consensus on important changes					
24. I supervise closely to ensure standards are met.					
25. I consistently reinforce good work					
26. I nip problems in the bud					
27. I consult the group before making decisions					
28. I try to maintain specific standards of performance					
29. I ask the group for ideas and use them					
30. I make certain that everyone understands my task and role					

Thank You for Your Cooperation

APPENDIX 2

QUESTIONNAIRE FOR TEACHERS

Please do not write your name or that of your school anywhere on this questionnaire. This questionnaire is designed to gather information on your head teacher's leadership behaviour. The information gathered will be used purely for academic purposes and will be treated in confidence. You are kindly requested to accord the researcher time, out of your busy schedule, to respond to the items presented below. Be as thoughtful and as frank as possible.

Section 1: Personal Data

Please respond to the following by putting a tick (✓) in any one of the boxes as it applies to you

1. Your gender (i) Male [] (ii) Female []
2. Your age (i) Below 30 years [] (ii) 31 years and above []
3. Number of years of service as a teacher
 - (i) 1 - 3 years []
 - (ii) 4 - 6 years []
 - (iii) 7 - 9 years []
 - (iv) 10 - plus years []

Section 2: Head Teacher's Leadership Behaviour

Please indicate your answer to each of the questions below by circling the letter which best describes, in your own view, the leadership behaviour of your headteacher.

Part A

1. He/she makes his/her attitudes clear to the staff
 - a. Always b. Often
 - c. Occasionally d. Seldom e. Never

2. He/she tries out his/her new ideas with the staff
 - a. Always
 - b. Often
 - c. Occasionally
 - d. Seldom
 - e. Never
3. He/she rules with iron hand*
 - a. Always
 - b. Often
 - c. Occasionally
 - d. Seldom
 - e. Never
4. He/she criticizes poor work.
 - a. Always
 - b. Often
 - c. Occasionally
 - d. Seldom
 - e. Never
5. He/she speaks in a manner not to be questioned
 - a. Always
 - b. Often
 - c. Occasionally
 - d. Seldom
 - e. Never
6. He/she assigns staff members' particular tasks
 - a. Always
 - b. Often
 - c. Occasionally
 - d. Seldom
 - e. Never
7. He/she works without a plan*
 - a. Always
 - b. Often
 - c. Occasionally
 - d. Seldom
 - e. Never
8. He/she maintains definite standards of performance
 - a. Always
 - b. Often
 - c. Occasionally
 - d. Seldom
 - e. Never
9. He/she emphasizes the meeting of deadlines
 - a. Always
 - b. Often

- c. Occasionally d. Seldom e. Never

10. He/she encourages the use of uniform procedures

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

11. He/she makes sure that all the teachers understand his/her part in the school.

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

12. He/she asks that staff members follow standard rules and regulations

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

13. He/she asks that staff members know what is expected of them.

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

14. He/she sees to it that staff members are working to capacity

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

15. He/she sees to it that the work of staff members is well co-ordinated

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

Part B

1. He/she does personal favours to staff members

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

2. He/she does little things to make it pleasant to be a member of staff.

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

3. He/she is easy to understand

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

4. He/she finds time to listen to staff members

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

5. He/she keeps to him/herself*

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

6. He/she looks out for the personal welfare of individual staff members

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

7. He/she refuses to explain his/her action *

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

8. He/she acts without consulting the staff*

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

9. He/she is slow to accept new ideas*

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

10. He/she treats all staff members as his/her equals

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

11. He/she is willing to make changes

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

12. He/she is friendly and approachable.

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

13. He/she makes staff members feel at ease when talking with him/her

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

14. He/she puts suggestions made by the staff into operation.

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

15. He/she gets staff approval on important matters before going ahead

- a. Always b. Often
c. Occasionally d. Seldom e. Never (to be scored negatively)

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