

**TEACHERS' PERCEPTION OF LEADERSHIP STYLES
OF MALE AND FEMALE HEADTEACHERS OF
PUBLIC SECONDARY SCHOOLS IN MARAGUA
DISTRICT**

By

Lilian Wanjiru Ndegwa

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

**A Thesis Submitted in Partial Fulfillment
for the Requirements of the Master of Education
in Educational Administration and Planning
University of Nairobi**

2002

University of NAIROBI Library



0501448 5

DECLARATION

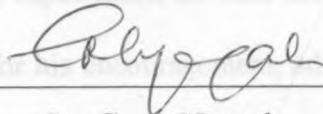
This is my original work and has not been presented for examination in any other university.



Lilian Wanjiru Ndegwa

**UNIVERSITY OF NAIROBI
EASTAFRICANA COLLECTION**

This thesis has been presented for examination with our approval as university supervisors.



Dr. Grace Nyagah

Lecturer

Department of Educational Administration and Planning
University of Nairobi



Dr. George N. Reche

Senior Lecturer & Chairman

Department of Educational Administration and Planning
University of Nairobi

ACKNOWLEDGEMENTS

This thesis could not have been completed without the support of several people. It is therefore my duty to thank all the people whose advice, moral and financial support saw the successful completion of this thesis.

Thanks to God for keeping me well and alive during the writing of this thesis. To Dr. Reche and Dr. Nyagah, my supervisors, for their tireless efforts. To Dr. Kimani, Dean, Faculty of Education, for his encouragement, advice and moral support. To Dr. Nelson, whose advice in the initial stages of the writing of this thesis proved very helpful. To my dear friends at Swift Laserprint Services who patiently typed and corrected my work from the initial stages to its completion. To Mrs. Njihia, former Principal Ng'araria Girls Secondary School for her support. To my parents, Mr & Mrs Ndegwa for their moral and financial support, and for keeping me on my toes by continually inquiring how far I had gone with this thesis. To my husband, Peter Mwangi, for his moral and financial support.

Last but not least, to the University of Nairobi for giving me a scholarship and a chance to do a Master of Education degree in the reputable institution.

I sincerely thank everyone else whose name could not be mentioned here.

ABSTRACT

The purpose of this study was to investigate the leadership styles used by male and female headteachers in public secondary schools in Maragua District. In the background to the study, the researcher looked at why good leadership in secondary schools is important. Some cases, which showed the effects of 'high-handedness' schools, were cited. In the statement of the problem, past studies on leadership were looked into. The problem of poor leadership as depicted by the poor performance in examinations and number of strikes in Maragua District secondary schools brought about the need for the study. The hypotheses for the study were:

1. There is no significant difference between perceptions of teachers with varied professional experience towards male and female headteachers of public secondary schools with regard to initiating structure and consideration.
2. There is no significant difference between perceptions of teachers with varied academic qualifications towards male and female headteachers of public secondary schools with regard to initiating structure and consideration.
3. There is no significant difference between teachers from different school categories towards male and female headteachers of public secondary schools with regard to initiating structure and consideration.

4. There is no significant difference between teachers from different school types towards male and female headteachers of public secondary schools with regard to initiating structure and consideration

The Literature Review looked at a number of subjects namely, the nature of leadership. Under the nature of leadership, the researcher looked at some definitions of leadership. Some theories of leadership were also reviewed in order to conceptualize the idea of leadership. The study also looked at gender issues on secondary school leadership and some differences in aspects of leadership behaviour of male and female headteachers.

The researcher used the ex-post facto design for the study. The target population was composed of public secondary school teachers and headteachers in Maragua district. A total of 250 teachers and headteachers were sampled using a table for determining sample size designed by Krejcie and Morgan (1970) in Mulusa (1990). To get a representative sample from the different school categories, stratified sampling was used. Simple random sampling was used to select the participating headteachers and teachers. The research instrument used was the Leadership Behaviour Description Questionnaire (LBDQ). To analyze the data, various statistical instruments were used namely, the means, standard deviations and Analysis of Variance (ANOVA). From the analysis, the following were the findings:

The research findings showed that secondary school teachers tend to assign low ratings to male and female headteachers in both initiating structure and consideration dimension. Majority of male and female headteachers rated themselves highly in these dimensions.

Another revelation that emerged is that teachers rate male and female headteachers significantly higher in initiating structure than in the consideration dimension

That professional experience of the teachers does not significantly affect their perceptions of male and female headteachers in initiating structure also emerged from the study. However, there was a significant difference in the consideration dimension for the female headteachers in relation to professional experience.

The research revealed that those teachers with a university education rated male headteachers significantly lower in the initiating structure. However, no such significant difference emerged for both male and female headteachers in the consideration dimension.

The category of school in which the teachers taught did not affect their perception of both male and female headteachers in the initiating structure dimension. However, it affected their perception of the female headteachers in the consideration dimension. In comparison, the headteachers in district schools showed more consideration to their teachers. Male headteachers were generally rated higher in the initiating structure dimension. In the consideration dimension, teachers in district schools rated female headteachers higher than their male counterparts.

Female headteachers of either day or partly day – boarding schools seemed to have had a deficiency in initiating structure. This conclusion was arrived at on the basis of the finding that female head teachers in either day or partly day- boarding schools were rated higher in the consideration dimension than their counterparts in boarding schools. The male headteachers in day, or partly day/boarding schools were rated higher in the consideration dimension than their counterparts in boarding schools. The teachers in

boarding schools nevertheless rated the male headteachers higher in the consideration dimension than the female headteachers.

From the foregoing the researcher recommended the following: -

1. It is recommended that the headteachers strike a balance between the two dimensions, namely initiating structure and consideration, in order to establish an effective pattern of leadership.

2. It is recommended that the female headteachers heading district schools should enhance their human relations if they are to be successful leaders.

3. It is also recommended that the headteachers practice balanced leadership behaviour. This means that they should strike a balance between the initiating structure and consideration dimensions.

4. It is also recommended that the inspectorate draws and implements an appraisal programme to ensure that head teachers in day /boarding schools focus on initiating structure (goal attainment).

5. It is recommended that the Teachers' Service Commission (T.S.C) should in the selection of both male and female head teachers work out criteria of high academic professional qualifications.

TABLE OF CONTENTS

CONTENT	PAGE
Title Page	i
Declaration	ii
Acknowledgements	iii
Abstract	iv
Table of Contents	vii
List of Tables	x i
List of Figures	xiv
List of Abbreviations	xv
CHAPTER ONE	
INTRODUCTION	1
Background to the Study	1
Statement of the Problem	6
Purpose of the Study	8
Objectives of the Study	8
Hypotheses	9
Significance of the Study	9
Limitations	10
Delimitations	10
Basic Assumptions	11
Definition of Significant Terms	11

Organization of the Study	12
---------------------------	----

CHAPTER TWO

LITERATURE REVIEW	13
Nature of Leadership	13
Some Theories of Leadership	15
Gender Issues in Secondary School Leadership	20
Some Differences in Aspects of Leadership Behaviour of Male and Female Headteachers	21
Conceptual Framework	25
Summary of Literature Review	24

CHAPTER THREE

RESEARCH METHODOLOGY	27
Research Design	27
Target Population	28
Sample and Sampling Procedure	28
Research Instrument	30
Validity of the Instrument	32
Reliability of the Instrument	33
Data Collection Procedure	35

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION 37

Questionnaire Return Rate	37
Demographic Data of the Respondents	37
Teachers Perceptions of the Headteachers and the Headteachers	
Self Perceptions on the LBDQ	41
Testing the Hypothesis	46

CHAPTER FIVE

SUMMARY	CONCLUSIONS	AND	77
RECOMMENDATIONS			
Summary			77
Conclusions			81
Recommendations			84
BIBLIOGRAPHY			87

APPENDICES

Appendix A: Cover Letter to Teachers and Headteachers	93
Appendix B: Questionnaire for Headteachers	94
Appendix C: Questionnaire for Teachers	99

LIST OF TABLES

Table	Title	Page
Table 1	Sex of the Teachers	38
Table 2	Sex of the Headteachers	38
Table 3	Highest Academic Qualification of Teachers and Headteachers	39
Table 4	Teaching Experience of Teachers and Headteachers	39
Table 5	School Category at which the Headteachers led	40
Table 6	School type at which the Headteachers led	41
Table 7	Mean scores and standard deviations of male and female headteachers' self perceptions and teachers' perceptions on the initiating structure dimension.	43
Table 8	Mean scores and standard deviations of male and female headteachers' self perceptions and teachers' perceptions on the consideration dimension.	45
Table 9	Analysis of variance of the teachers' perceptions on male and female headteachers leadership behaviour in the initiating structure dimension by professional experience.	48
Table 10	The mean scores, standard deviations of teachers' ratings on male and female headteachers' leadership behaviour in the initiating structure dimension by professional experience.	50
Table 11	Analysis of variance of the teachers' perceptions on male and female headteachers leadership behaviour in the consideration dimension by professional experience.	51
Table 12	The mean scores, standard deviations of teachers; ratings on male and female headteachers' leadership behaviour in the initiating structure dimension by professional experience.	52
Table 13	Analysis of variance of the teachers' perceptions of male and	

	female headteachers leadership behaviour in the initiating structure dimension by academic qualifications.	54
Table 14	The mean scores, standard deviations of teachers' ratings on male and female headteachers leadership behaviour in the initiating structure by academic qualifications.	55
Table 15	Analysis of variance on the teachers perceptions of male and female headteachers' leadership behaviour in the consideration dimension by academic qualifications.	57
Table 16	The mean scores and standard deviations of teachers' ratings on male and female headteachers leadership behaviour in the consideration dimension by academic qualifications.	58
Table 17	Analysis of variance on the teachers' perceptions of male and female headteachers' leadership behaviour in the initiating structure dimension by school category.	60
Table 18	The mean scores and standard deviations of teachers' ratings on male and female headteachers' leadership behaviour in the initiating structure dimension by school category.	61
Table 19	Analysis of variance on the teachers' perceptions of male and female headteachers' leadership behaviour in the consideration dimension by school category.	62
Table 20	The mean scores and standard deviations of teachers' ratings on male and female headteachers' leadership behaviour in the consideration dimension by school category.	63
Table 21	Analysis of variance on teachers' perceptions of male and female headteachers' leadership behaviour in the initiating structure dimension by school type.	65
Table 22	The mean scores and standard deviations for teachers' ratings of male and female headteachers' leadership behaviour in the initiating structure dimension by school type.	66
Table 23	Analysis of variance on the teachers' perceptions of male and female headteachers' leadership behaviour in the consideration	

	dimension by school type.	68
Table 24	The mean scores and standard deviations of teachers' ratings on male and female headteachers leadership behaviour in consideration dimension by school type.	69
Table 25	Frequencies and percentages of male and female headteachers' administrative problems as identified by the teachers.	71
Table 26	Suggestions on the improvement of the headteachers administrative qualities.	72
Table 27	Frequencies and percentages of the administrative problems the headteachers encountered as perceived by the headteachers themselves.	74
Table 28	Headteachers suggestions towards solutions of their leadership problems.	75

LIST OF FIGURES

Figure 1. Conceptual Framework of the Study

25

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

LIST OF ABBREVIATIONS

ATS	Approved Teacher Status
BOG	Board of Governors
DEO	District Education Officer
FAWE	Forum for African Women Educationalists
LBDQ	Leadership Behaviour Description Questionnaire
SI	Secondary Teacher I

CHAPTER ONE

INTRODUCTION

Background to the Study

Good leadership in secondary schools is important in that it is the headteachers who help make the environment conducive to teaching and learning (Campbell, Corbally and Nystand 1983). Campbell continues this line of reasoning by arguing that teachers are the formally appointed leaders in their schools hence, they are the line officers in the school system. According to Mbiti (1982) "where there is an organization, a need for administration must arise." The importance placed on leadership dates back into history. The political revolutions against leaders in the histories of Russia, America, France, Uganda, the Democratic Republic of Congo, Somalia and those nations concerned with democracy are all examples of people's concern with leadership. Schools are generally influenced by the wider society. Therefore headteachers should strive to provide the schools with good leadership. In the schools, all the stakeholders that is the parents, teachers and students are concerned with the way the schools are run. This calls for effective leadership among headteachers, be they male or female.

To understand the concept of leadership, different definitions of leadership need to be taken into account. Haimann, Scott and Conner (1978) define leadership as a "process by which people are directed, guided and influenced in choosing and achieving goals" p.40. To Glueck (1977) it is "a set of interpersonal behaviours designed to influence

employees to co-operate in the achievement of objectives.” p. 23 Koontz and O’Donnel (1976) refer to leadership as “the ability of a manager to induce subordinates to work with confidence and zeal.”p.14 These views imply that leadership is a process of influencing and directing peoples' efforts towards goal achievement. This also means that headteachers, who were the target group of this study, must practice effective leadership in order to influence their teachers towards the achievement of the school’s goals.

Most people judge a head teacher’s leadership effectiveness based on the long-term performance of the school. According to Fiedler (1987) highly skilled leadership is required in order to bring together different abilities, viewpoints, attitudes and ideas that can in turn be utilized for the achievement of organizational goals. This implies that for headteachers to be effective, they must be highly skilled in management practices so that they can run the schools effectively.

Campbel Corbally and Nystrand (1983) are of the opinion that leadership cannot exist without followers. This means that headteachers should have a friendly and warm relationship with the teachers under them in order to gain commitment and co-operation. Gachukia (1995) stresses this fact when she says that headteachers are expected to have a mission to take a personal interest in their followers (that is teachers and students). This may not be possible due to the many challenges that the headteacher may face (Al-Khalifa, 1988). Literature shows that both male and female headteachers have challenges that come their way. Male headteachers for example have to deal with family obligations

that may demand more attention and therefore hinder the achievement of organisational goals (Batchel and Molnar, 1981). Women headteachers too often come across challenges like cultural attitude and family obligations. Cultural attitude for women comes in the form of gender stereotyping (Schmuk, Marshall and Adkinson in Shakeshaft 1989). This is so where the teachers, students and subordinate staff have a tense relationship with the headteacher (Al-Khalifa, 1988).

Nevertheless, these challenges have not discouraged women from participating in leadership. For example, according to the National Development Plan (1989 -1993), women had well-defined leadership roles in traditional society. This shows that the Government recognizes women's leadership. This is shown in their participation in the struggle for independence (Republic of Kenya, 1989). The Kenyan education sector also has outstanding women who have played a big role in achieving schools goals. One such woman is Mrs. Waithaka a long serving headteacher, who paved the way to make Alliance Girls Secondary School what it is today. Another example is Mrs. Hellen Waweru of Ngandu Girls Secondary School who is described as a dynamic headteacher since she has produced high scores over the years (Gachukia, 1995). Priscilla Nangurai of Kajiado School has also played a very important role by campaigning against schoolgirls being taken from school to be married off (FAWE, 1998).

Observing the way different schools perform their normal day-to-day duties, which in turn reflect on examination results, one is bound to ask himself/herself whether male and

female headteachers use similar leadership styles. Wood (1976) surveyed 100 male managers and 100 female managers and gave two main reasons to account for women's failure as managers. One is women's unwillingness to help their fellow women and two, their tendency to be over-demanding at certain times. Staines, Tavis and Jayarante (1981) also noted that women who had achieved high status tended to regard women at lower levels negatively. Bowman (1982) in his study of 268 female teachers and all male and female principals listed in the 1978 Colorado Education Directory concluded that the presence of a woman administrator in a school does not necessarily serve as a mentor or role model for female teachers with career aspirations in administration. Whenever women administrators fail to perform, it results in reduced self-confidence and only serves to reinforce the negative stereotypes about women's potential in management (Shwartz and Watjen, 1981).

This prompts one more question: do the male headteachers have a more superior leadership behaviour than their female counterparts? Studies that have examined gender differences on leadership styles have not been conclusive. Wilson (1990) noted that although the male and female headteachers may have different leadership styles, there are many female headteachers who perform administrative tasks superior to men. Mang'oka (1982) found that women headteachers in secondary schools in Nairobi and Machakos were rated higher than their male counterparts on the Leadership Behavior Description Questionnaire (LBDQ). The LBDQ is a questionnaire which measures leadership behaviour on two dimensions namely, initiating structure which refers to the leadership

behaviour of the headteachers in getting 'the job done' and consideration which refers to the leadership behaviour of the headteachers in having a friendly relationship with the teachers. On the other hand, Muchira (1980) who used 180 teachers and 30 headteachers found that male headteachers were rated higher than their female counterparts on the LBDQ in initiating structure and consideration. The different studies that have already been done show that there are no clear differences between the leadership styles of male and female headteachers (Mangoka, 1982 and Asunda, 1983). In synthesizing the above views, one is left at a crossroads as to which research findings dominate, what 'leadership style' mean and when male and female headteachers exhibit the characteristics of leadership style that comprise a leadership style. The study, therefore sought to establish if any differences in leadership style of male and female headteachers really exist in Maragua District.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Apparently, most headteachers exercise authoritative leadership to some extent. This has been attributed to the bureaucratic nature of the broader society, which in turn influences leadership in the school. This means that in the wider society, democratic practices have been embraced only recently. Therefore leadership of schools was also mainly authoritarian. Although democratic leadership is rarely practiced in schools it is a more widely prescribed perspective as it stresses participative decision - making. The autocratic tendencies of most headteachers have caused prevalent strikes in secondary schools. Kariuki (1998) cites the cases of Pangani Girls High School where more than 700 students boycotted classes due to the headteacher's "high-handedness." Another

example is Alliance Boys High School where in 1998 the students marched to Nairobi to protest against the then headteacher's decision to bar some form four candidates to sit for examination as a result of their refusal to do a punishment. The headteacher was then replaced with another one after the news was broadcasted nationwide' Such cases do not augur well for the concerned schools' reputation and performance. A current example is of Nyeri High school where four prefects were burnt to death in May 1999. The culprits were taken to court and charged with murder. One cannot help wondering whether the administration had given too much power to the prefects so that those who found themselves in punishment disliked them. Maragua District schools are not exception. A report from the D.E.O's office shows deterioration in examination performance over time. Strikes have been prevalent, for example, Ruchu Girls' Secondary School students recently walked out of the school alleging that the principal was involved in black magic. In Gakarara Secondary School, the students burned down a dormitory (Daily Nation, 12th October 1999, p.4) It is quite clear from the foregoing account that something needs to be done to ensure that secondary schools have leaders who will guide them towards the achievement of educational goals.

Statement of the problem

The problem of leadership and management in secondary schools has been highlighted many times. The Kenya Secondary School Heads Association (KSSHA) Annual General Meeting in September 1994 raised a lot of concern on the issue (KSSHA, September 1994). The same Association in May 1996 highlighted the issue again. The Chief

Inspector of Schools, in the 1996 Annual Conference in Nakuru pointed out that “they were concerned with management of schools in the country as most headteachers did not have administrative skills.”

Most studies carried out on leadership styles of headteachers in Kenya have not found out if leadership styles and gender have any significant relationship (Karanja, 1992, Mang’oka, 1977; Asunda, 1983; Njuguna, 1998). Kariuki (1998) looked only at the leadership styles of women and omitted those of the men. Her study revealed that women headteachers practice a high structure – low consideration leadership styles. It also found that female headteachers are rather domineering and lack proper supervisory skills when dealing with the teachers.

The problem of poor leadership and management of the secondary schools is prevalent in Maragua District as can be seen from performance of national examinations and the number of strikes (D.E.O’S Report, 1998). In second and third term 1998, eight schools went on strike, of these schools two were headed by female headteachers while six were headed by male headteachers (D.E.O’s Report, 1998). In the Kenya National Examinations overall order of merit, only one school from the district appeared in the top 100 schools nationwide. For example, previously this school, that was number 55 in the 1998 examination used to rank among the top five schools nationwide. As a result of the recent wave of strikes and insecurity in secondary schools all over the country, fingers

are being pointed at the headteachers and their ability to manage schools. This study therefore intended to reveal if such a problem existed in Maragua District.

Purpose of the Study

The purpose of the study was to investigate teachers' perception of the leadership styles used by both male and female headteachers in public secondary schools in Maragua District. The study also investigated the relationship between the leadership styles used by headteachers and other variables of age, job experience, academic qualifications and professional qualification.

Objectives of the Study

The study aimed at achieving the following objectives:

- a) To determine whether the teachers' perception of leadership styles used by male and female headteachers depended on their professional experience.
- b) To determine whether the teachers' perception of leadership styles used by male and female headteachers depended on their academic qualification.
- c) To determine whether the teachers' perception of leadership styles used by male and female headteachers depended on their school categories and school types.
- d) To establish if there is any difference between the perception of the teachers on the leadership styles used by male and female headteachers and the headteachers' own perception on the kind of leadership styles they used.

Hypotheses

1. There is no significant difference between perceptions of teachers with varied professional experience towards male and female headteachers of public secondary schools with regard to initiating structure and consideration.
2. There is no significant difference between perceptions of teachers with varied academic qualifications towards male and female headteachers of public secondary schools with regard to initiating structure and consideration.
3. There is no significant difference between teachers from different school categories towards male and female headteachers of public secondary schools with regard to initiating structure and consideration.
4. There is no significant difference between teachers from different school types towards male and female headteachers of public secondary schools with regard to initiating structure and consideration.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Significance of the Study

Findings from the study may be of practical value in helping to impart or to enhance self-confidence and self-worth among female headteachers and headteachers-to-be. The findings may provide the headteachers with new ideas and skills especially on those processes, which could be used towards enhancing their leadership. The findings may also be used to make the leadership in low ranking schools more effective. It is also hoped that the results of the study may be useful to teacher training colleges and

universities in imparting leadership skills to future headteachers. As a result, these future headteachers will enter the teaching profession better equipped with skills that could lead to effective enhancement of leadership in secondary schools.

Limitations

Since the leadership styles of the headteachers would be gauged from the teachers' perceptions of their headteachers, teachers who are friendly to the headteachers may rate their leadership styles differently from those who are not friendly. This is because those who are friendly to their headteachers are treated in a fairer way than those who are not. This would make them rate their headteachers more highly. The design of the study was ex post facto. The limitation of this design is that the researcher does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable.

Delimitations

Only teachers and headteachers were included in this study while students were left out. This was because the study would have been too wide and there was bound to be less interaction between the headteachers and students as compared to teachers and headteachers. An indiscriminate study of both teachers and students would confound the results.

The study was confined to Maragua District public secondary schools only. Therefore, the findings of the study can only be generalized with caution to the whole country.

Basic Assumption

The study was based on the assumption that female and male headteachers exhibited different leadership styles in the administration of their schools.

Definition of significant terms

Administration: Refers to the total planning, organizing, co-ordinating, motivating and controlling of all school activities

Category of school: This refers to the classification of school by the Ministry of Education that is whether it is a National, Provincial or District school.

Consideration: The leadership behavior of the headteacher indicative of friendship, mutual respect and warmth in the relationship between the headteachers and the teachers.

Gender: Refers to socially constructed differences between men and women.

Gender stereotyping: Refers to the process of assigning typical traits and roles to individuals on the basis of sex.

Headteacher: This is the chief executive of a school.

Initiating structure: The leadership behavior of the headteachers in delineating the relationship between her/himself and the teachers and endeavoring to establish well-defined patterns of organisation, channels of communication and method of procedure.

High-handedness: Refers to dictatorial rule where the head teacher does not consult anyone in the process of decision-making.

Leadership style: A head teacher's typical way of behaving towards teachers, subordinate staff and students.

Type of school: Refers to whether a school is boarding, day, or partly day and boarding.

Organization of the Study

The final report consisted of five chapters. Chapter one covered the background to the study, statement of the problem, purpose of the study, the objectives and hypotheses of the study, significance of the study, limitations and delimitations of the study, basic assumptions and definition of significant terms.

Chapter Two comprised the literature review and the conceptual framework of the study. Some theories of leadership and relevant studies on leadership styles were reviewed. Chapter Three covered the research methodology. This included the research design, target population and the research instrument. The validity and reliability of the research instrument were also highlighted. The final part of this chapter covered data collection and data analysis procedure. Chapter Four discussed the study findings based on the results of data analysis. Chapter Five included the summary of the study findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

This chapter looks at various definitions of leadership. It also looks at various theories of leadership. A conceptual framework has also been developed. Current issues on school leadership have been discussed.

Nature of Leadership

Different scholars have defined leadership differently. Some writers have defined it purely in functional terms; others have looked at it purely from the point of view of the role incumbent. Mbiti (1974) for example sees leadership as “a status of dominance and prestige acquired by the ability to control initiate or set the patterns of behaviour for other.” According to Ngugi and Barasa (1990), leadership is working with and through people to accomplish goals” (p. 59). Feinberg (1976) defines leadership as “the art of getting other people to do things.”

The above definitions have emphasized the role of the leader as the one that sets the group moving towards the right direction. However, leadership calls for more than just setting a group moving towards the right direction or the mere influencing of a group. Leadership must be dynamic and it should encourage innovations in both ideas and decision- making (Wincharuck, 1988). Leadership does not end with the leader alone. It includes the followers as much as it does the leader. That is why leadership has also been

defined, as “the ability one individual has to elicit response from another person that goes beyond expected or mechanical compliance with routine directives.” (Okumbe, 1998). Sanford (1973) defines leadership as “ interpersonal influence towards the attainment of a specific goal in specific situations”(p.23). In synthesizing the above definitions, one comes to the conclusion that for a headteacher to be effective, he or she must be able to influence his followers so that they voluntarily work towards the attainment of the school’s goals. This also means that the people in the school organisation in which he/she is operating influence the headteacher’s behaviour. He/She limits his/her behaviour to what is specifically required of him in that particular environment.

Leadership is therefore a function of the leader, the follower and the situation. Leadership cannot exist without followers (Campbell et al, 1983). Gaining the commitment and co-operation of others is the central problem of leadership. Campbell et al (1983) go on to say that although followers may have different perspectives, the leader should be able to establish sufficient rapport, which will in turn bring all followers to a common perspective. It is important that the influence that a leader exerts on his/her followers be long-term for effective leadership. This helps in distinguishing between successful and effective leaders. Tosi and Hammer (1974) argue that a successful leader is one whose subordinates obey not because of respect for the leader but because of the leaders position. They further argue that an effective leader has his/her subordinates obeying him because they respect him/her for both his/her personal and political power.

At this point, one is bound to ask one question: Is leadership any different from management?

To some extent they are different. According to Barasa and Ngugi (1990), management is "working with and through individuals and groups to accomplish organizational goals." Leadership on the other hand does not confine itself to organisational goals. A leader may have both organisational and personal goals, and may even include a friend's goals. If the personal or friend's goals are not congruent with the organisational goals, then the organisation may suffer. For good management, the accomplishment of organisation goals must be paramount.

SOME THEORIES OF LEADERSHIP

According to Fiedler (1987), an organization's success and failure, indeed its very survival, depends in large part on the leadership it is able to attract. The importance of leadership led many scholars to study the factors that influence leadership and come up with several theories.

One of the early studies on leadership came up with the trait theory. This theory can be traced back to the ancient Romans, Hebrews and Greeks. This theory postulates that leaders are born, not made. For example, leaders should have a great facility to command, they should be more intelligent than ordinary people; they should have a great facility to command, they should have a commanding voice and an imposing personality. Finally,

they can easily influence and even control decision-making. A lot of research has been done to try and determine the common traits that leaders exhibit. However, no common traits in leaders have been agreed upon. From a study he did in 1948, Stogdill concluded that leaders exhibited similar characteristics in their capacity, achievement, responsibility, participation, status and situation.

The trait theory however, has some limitations. One is that it lacks precision and two; it has not demonstratively worked in identifying the most effective leaders. However, Hodgetts (1979) argues that the trait approach should not be discarded since it has made some contributions towards clarifying the nature of leadership. In other words, the trait approach can still be used to explain leadership phenomena.

Stogdill (1948) also concluded that different groups of workers and different group activities required different types of leaders. This finding paved way for research on leadership towards looking into how leaders interacted with groups under various conditions (Okumbe, 1998).

Since researchers agreed that it would be inadequate to depend on trait studies alone in the explanation of leadership attention now shifted to other areas of research. Fiedler (1967) developed a contingency theory of leadership effectiveness that uses an easily administered questionnaire to distinguish among administrators according to how they regard their "least-preferred co-workers" (LPC). According to Fiedler, a leader who views his least preferred co-workers in relatively favourable terms is more relationship-

oriented. On the other hand, a leader who views his least preferred co-worker in relatively unfavourable terms is more task oriented. In developing his theory, Fiedler uses the term "Situational favourableness". This is defined as the degree to which a situation enables a leader to exert influence over the group (Campbel et al,1983). In other words, leader - member relations can either be good or poor, task structure or task orientation can be high or low, and position power can either be strong or weak. The various combinations of these three dimensions can be favourable, moderate or unfavorable. According to Fiedler, we should not talk simply about good leaders or poor leaders. He implies that there is no best way to lead. A leader who achieves effectiveness in one situation may or may not be effective in another. The logic is that one should think about the situation in which a particular leader performs well or badly. For this study, this theory implies that male and female headteachers may perform well or badly in different situations and that one should not think of a headteacher as good or bad simply because of his/her gender. However, critics question Fiedler's methodology for measuring LPC, the subjects he used in some of his research (For example basketball teams, the Belgium Navy, and students), and the fact that only high and low LPC scores are considered.

Another approach to research on leadership is where the Leadership Behaviour Description Questionnaire (LBDQ) is used. Scientists at the Ohio State University studies developed this where they contributed 1800 items that described a wide range of a leader's leadership behaviour. These were sorted out and fell into nine different

categories of leadership behaviour. These items were used to develop the LBDQ (Hemphill,1987).

At this stage Halpin and Winer administered the LBDQ to crews on an airplane called B-52. They brought forth two dimensions that were important in summarizing the perceptions of the airplane crew towards their commander's leadership behaviour. The two dimensions were identified as initiating structure and consideration. Initiating structure is the extent to which a leader initiates activity in the group, organizes it and defines the way work is to be done. Consideration is the extent to which a leader exhibits concern for the welfare of the members of the group. For example, appreciation for good work, stress management importance of job satisfaction and maintain / strengthen subordinates self-esteem; make subordinates feel at ease, and put subordinates suggestions into operation.

Inconsiderate leaders on the other hand criticize subordinates in public, treat them insensitively, threaten their security and refuse to accept their suggestions.

UNIVERSITY OF NAIROBI
EASTAFRICANA COLLECTION

Another attempt to conceptualize leadership is McGregor's X and Y theory. Douglas McGregor studied the attitudes of people towards work. His study revealed certain assumptions that people have towards work. He categorized these assumptions into two groups, which he called Theory X and Theory Y. A leader who falls under Theory X believes that human beings dislike work and are inherently lazy. Therefore Theory X leaders resort to coercing or threatening their workers in order for them to work. Such a leader also believes that human beings prefer being directed. The major problem with

Theory X is that it gives no room for participatory decision - making and also concerns itself exclusively with the high productivity at the expense of the workers. This implies that headteachers who fall in this group make their teachers feel exploited and therefore lowers their morale. On the other hand, a leader who falls under Theory Y believes that human beings do not dislike work and can work voluntarily if conditions are favourable. A school headteacher who is Theory Y oriented would be concerned with the welfare of his/ her teachers and willingly listen to their problems. He/ She would also give them the freedom to express their ideas and also delegate duties to them.

Getzels and Guba did another study of leadership styles. They came up with two types of leadership styles. These are the nomothetic and ideograph styles. The nomothetic leader is more concerned about organizational requirements, functions, rules and regulations. The ideograph leader is more concerned about the personal dimensions of the subordinates. Getzels and Guba later came up with the transactional style, which recognizes the need to vary emphasis on both the nomothetic, and idiographic styles according to the situation. In reviewing these leadership styles, Olembo, Wanga and Karagu (1992) reported that the nomothetic leadership styles could be equated to initiating structure and the idiographic one to consideration.

The above leadership styles are relevant to this study due to the fact that they have leadership dimensions that are roughly equivalent to consideration and initiating structure of the LBDQ.

Gender Issues in Secondary School Leadership

Earlier on in the 1970's mid 80's women were not to be found in the high ranks of administration of education (Shakeshaft, 1989). This could be as a result of the way in which school leadership is associated with masculine traits and behaviour. According to Al-Khalifa (1988), when a woman takes a management post in what was previously a male domain, this perceived intrusion leaves her exposed and vulnerable. Management work is therefore made more difficult for women generally because of isolation and the need to negotiate their way through challenges, which come not only from staff but also from outsiders such as advisers, parents and boards of governors (Al-Khalifa, 1988). While a supportive and safe learning environment should be created, women headteachers are expected to ensure that the students succeed (Gachukia, 1995). The emphasis here is that women headteachers like their male counterparts are expected to be effective leaders despite the challenges that they face.

Biklen (1980), in his study of administrative styles of women points out the difficulties of women attempting to succeed in traditionally male fields. Either they are judged competent and unfeminine or incompetent and feminine, a choice that puts two strong and interconnected identities in conflict. Griffiths, Frederiksen and Hemphill (1979) found that women are preferred as decision - makers because of the way they make decisions. They argue that women headteachers asked subordinates for information. This implies

that women headteachers largely involved teachers in their work while men tended to make final decisions and take action without involving others.

Bowman (1982) in her study of the degree, to which the presence of a female or male administrator in an elementary school was related to the aspiration levels of women teachers in Colorado, found that the women headteachers' failure to perform well resulted in reduced self-confidence among the female teachers. Aringo (1981), in a study of twelve female head and twenty-three teachers, found that women heads often become authoritative in an attempt to protect their position exert power and have their influence felt.

However, women have certain positive attributes, which make them do as well as the men headteachers. Gachukia (1995) gives the example of Priscilla Nangurai of Kajiado district as a female headteacher who has played an important role in the education sector. Gachukia describes her as "the headmistress with the heart of a Maasai moran (warrior)". This is due to the role she plays in preventing the marrying off of young maasai school girls.

Some differences in aspects of leadership behaviour of male and female headteachers.

Various researches have been done into the ways men and women manage schools. Research that examines only male behaviour will result in very different conclusions from research that includes women because women and men manage in markedly

different ways (Shakeshaft, 1989). A review of the literature indicates that although the activities that men and women undertake to fulfil their job responsibilities are primarily the same, there are some differences in the way they spend their time, in their day-to-day interactions, in the priorities that guide their actions, in the perceptions of them by others, and in the satisfaction they derive from their work. These differences combine to create a work environment that is different for women than for men.

Kmetz and Willower (1982) document that women headteachers spend more time in unscheduled meetings, made fewer trips from schools and observed teachers considerably more often than male headteachers. Batchel and Molnar (1981) found that women community leaders were often more supportive of affirmative action for minority people, for example the subordinate staff.

A study of general male and female values reinforces these findings, reporting that women value the orientations of beauty, freedom, happiness, self-respect, independence, and intellectualism and loving more highly than men do (Devito, Carlson and Kraus, 1984). Due to the fact that women are often marginalised (Al-Khalifa, 1988) their worlds may reflect the small aspects of discrimination. Although by themselves these events are not worthy of fuss, together they combine to create a world that carries an undercurrent of stress and anxiety. A woman who left administration articulates the effect of this world in the following passage:

These are tiny, individually insignificant examples. But when they occur day after day, week after week, month in month out, they

constitute a dreadful drain on any woman administrator ... By and large they are not intended to be malicious or hurtful ... but it is a dreadful, smothering paternalism which confounds, confuses and further isolates the female administrator. For example, central administration support and professional staff on our campus traditionally address college-level administrators as "Dr or "Mr" ... I was always "Lorayne".... much more disheartening however, was learning that my behaviour was often construed as sexually motivated. (Shakeshaft, 1989, p.15).

These minor events are enough to make some women give up school administration. Indeed they may contribute to the overall choice of leadership style for the female headteacher. For example, a female headteacher who is looked down upon by the male teachers may in turn be very authoritative.

Here in Kenya, various studies on the leadership styles of headteachers have been done. In one such study, Mang'oka (1971) looks at the way headmasters and headmistresses in Nairobi and Machakos lead. He found that women headteachers in secondary schools were rated higher than their male counterparts on the Leadership Behaviour Description Questionnaire (LBDQ). Like wise, Muchira (1980) found that male headteachers were rated higher than their female counterparts on the LBDQ in initiating structure and consideration.

Asunda (1983) in her study on the leadership behaviour and styles of secondary school headteachers in Nairobi found female headteachers as autocratic. Asunda's and Muchira's studies seem to depict a negative view of the woman headteacher. In a more recent study Njuguna (1998) in her study of headteachers leadership styles and how this

affects performance found female headteachers to be rated significantly higher than male headteachers on both dimensions of the LBDQ. In the same vein, Kariuki (1998) in her study on teachers' perceptions of the leadership behaviour of women headteachers found women headteachers were rated significantly higher in the initiating structure dimension than in the consideration dimension. This review shows that there are no established patterns on how male and female administrations go about their work.

Summary of the Literature Review

The literature review has examined some theories of leadership. Some of these are the trait theory, McGregor's Theory X and Y, Fiedler's LPC scale, the LBDQ and Getzels and Guba theory. One cannot pinpoint one theory that conceptualizes the issue of leadership exhaustively. One cannot also come up with a blueprint on the best type of leadership style.

In this study, the different manner in which men and women headteachers manage their schools was examined. From this review, one cannot pinpoint one gender group and say that their leadership styles are superior. It is apparent that both the male and female headteachers have different leadership styles depending on the environment and also the followers under them.

Conceptual Framework of the Study

In this study, the leadership style of a headteacher was seen to be influenced from three major aspects of a leader's life. These aspects are the leader's gender, the leader's background and experience and lastly the followers who are under the leader.

For this study, the leader's gender was conceptualized as influencing leadership style because of the different challenges that the male and female headteachers are bound to come across. Female headteachers may have to meet challenges that have to do with gender bias and gender stereotyping (Shakeshaft, 1989). This could make a female administrator feel that her followers are looking down upon her. The male headteacher may have the challenge of his own family. As the leader of his family, he is expected to provide material goods. This could strain him to the extent that he may fail in his duties.

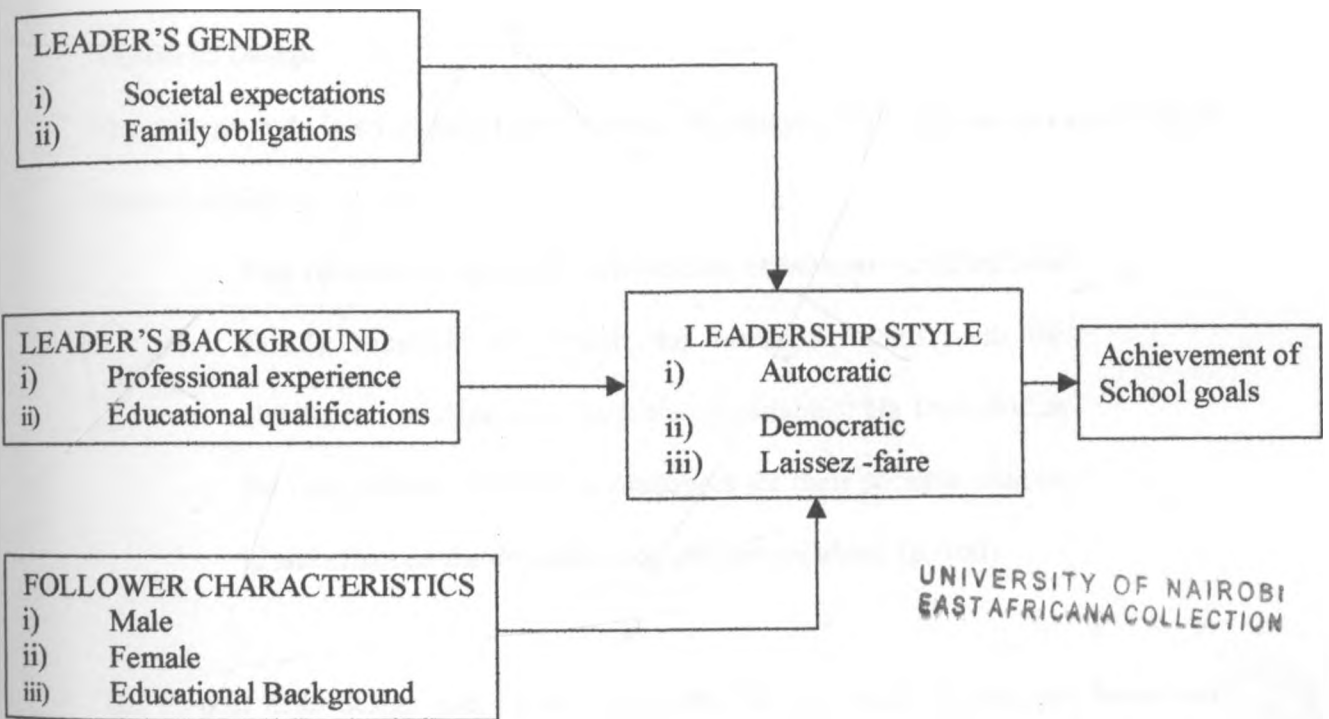
The leader's background and experience affects the way he /she leads. For example a degree holder may have different leadership style from a diploma holder. Also, a headteacher who has been in the job for a long time is likely to use a different leadership style than one who has been recently appointed (Karanja 1992).

The follower also influences the leadership style of a headteacher. For example, a female headteacher may behave differently to female teachers than to the male teachers.

Figure 1.

Conceptual Framework for the Study

Factors that influence Leadership style



CHAPTER THREE

RESEARCH METHODOLOGY

This chapter looks at research design of the study, target population, sample and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis procedure and techniques.

Research Design

The current study is an ex-post facto research. Kerlinger (1967) defines an ex-post facto research design as:

That research in which the independent variable or variables have already occurred and which the researcher starts with the observation of dependent variable or variables. He then studies the independent variables in retrospect for their possible relation to and effect on the dependent variable or variables. (p. 360)

The ex-post facto design was found appropriate for this study because the researcher sought to investigate and establish existence of relationships among certain independent variables such as sex, age, academic qualification, school category and school type (independent variables) on the leadership styles of male and female headteachers (independent variables). The ex-post facto design has been described as particularly suitable for educational and social researches do not land themselves to the more powerful experimental method (Cohen & March, 1974).

In this study, the ex post facto was found necessary since the independent variables (sex, age, academic qualification, school category and school type had already occurred and the researcher wanted to find their possible influence on the leadership styles of male and female headteachers in Maragua District.

Target Population

The target population for the study was public secondary school teachers and headteachers in Maragua District. According to the Ministry of Education records there were one thousand one hundred and seven (1107) secondary school teachers in the district at the time of the study. Of these, one thousand were females. The district had sixty-nine (69) schools, which were categorized as follows:

Boarding Girls only – 6, Boarding Boys only – 5, Day/Partly Day and Boarding Mixed schools- 58.

Sample and Sampling Procedure

In planning this research study, the researcher used a table for determining sample size from a given population designed by Krejcie and Morgan (1970) and reproduced in C.B. Peter (1994) in order to select the sample size for this study. According to DEO's statistics there were 1107 secondary school teachers in Maragua District Using this table, a sample of 210 teachers and headteachers were taken from a population of 1020. To cater for non-respondents, the researcher took ten per cent more. This brought the number of teachers and headteachers in the sample to 230.

To select the number of teachers to participate stratified random sampling method was used. This method allowed the researcher to select samples that are proportionate to the size of each stratum in the population. The 1999 list of secondary schools shows that there are 58 Day/Partly Day & Boarding Schools, 5 Boarding boys only schools and 6 Boarding girls only schools in Maragua District. These schools formed the strata for this study. According to Freud (1988), the formula for proportional allocation is:

$$n_1 = \frac{n}{N} \cdot N_1$$

Where

$$N_1 = 1, 2, \dots, \text{and } k$$

n_1 = total size of the population from each stratum

N = total size of the population

n = total size of the sample

Therefore, a stratified sample of size $n = 250$ teachers was taken from a population of size $N=1107$ secondary school teachers in Maragua District. In the boarding girls only schools there were 205 teachers, boarding boys only schools – 180 teachers while in the day/partly day and boarding schools there were 722 teachers. If the allocation was to be proportional, the sample size taken from each stratum was as follows:

Schools	sample size	sample size per school status
6 Girls only Schools	$n_1 = 205/1107 \times 250$	46
5 Boys only schools	$n_2 = 180/1107 \times 250$	41
58 Day/Partly day and boarding mixed schools	$n_3 = 722/1107 \times 250$	163

The simple random sampling method was then used to select the teachers from respective schools. According to Mulusa (1990), “ every individual has an equal chance of being included in the sample when the simple random sampling technique is used” p 27. For example, in selecting the teachers for each school, first the numerals 1, 2, 3...were inscribed on pieces of paper, and depending on the total number of teachers in the school, the rest of the pieces of paper were left blank. They were then asked to pick the pieces of paper each. Those who picked the pieces of paper with the inscribed numerals 1, 2, 3... became the participants of the study. For each secondary school the headteacher was required to take part in the study.

The Research Instrument

The researcher used the Leadership Behavior Description Questionnaire (LBDQ) as the main instrument for the study. There was a general questionnaire, which had part A and B. Part A of the general questionnaire consisted of structured questions on the school and demographic data of the respondents. These demographic data included gender, age,

academic, qualifications, and professional experience, teaching experience, while the school data included the school type and school category.

Part B of the general questionnaire consisted of two structured questions. The first open-ended item was used to tap information from the respondents on the problems, which the headteachers encountered in the process of carrying out their administrative duties. The second open ended questionnaire item required the respondents to give suggestions on how the administration of the schools could be improved.

The main instrument consisted of two dimensions of leadership behaviour. This part of the instrument (the LBDQ – leadership behavior description questionnaire) was devised by Hemphill and Coons on behalf of the Personnel Research Board of Ohio State University (Hemphill and Coons in Carver and Serjiovanni, 1969). The leadership Behavior description questionnaire (LBDQ) was later modified to become the leader Behavior Description questionnaire – (Real staff) so that group members could describe their leaders behaviour on the two dimensions of leadership behaviour. The two dimensions of leadership behaviour in this part include initiating structure and consideration (Halpin 1966). The initiating structure dimensions were subdivided into fifteen items, while the consideration dimension was subdivided into fifteen items. Respondents were required to indicate their response by means of a tick (✓) against each item in the initiating structure and consideration dimensions on a frequency rating scale of always, often, occasionally, rarely and never which is similar to the Likert scale.

Likert postulated that each item should be accompanied by five ordered categories of agreement to enable the person taking the test to select one of the five options as his response to each item. The frequency scale that was selected by the respondent automatically became the score of that respondent for that particular item. The researcher adopted the leadership behaviour description questionnaire – (real staff) as the ideal instrument to measure the initiating structure and consideration dimensions of the leadership styles of the headteachers.

Instrument Validity

In order to test and hence, improve the validity of the questionnaire the researcher first pretested in a pilot study using 30 respondents from the three strata of schools. Mulusa (1988) suggests that thirty cases which represent the target population in all the major aspects should be used in the pilot study in order to determine the validity of an instrument. However, the researcher added ten more cases to cater for the non-response. This brought the sample of the pilot study to 40. Hence, the researcher administered the pilot study to five headteachers and thirty five teachers. The schools in the pilot study were randomly selected from those left out in the main sample.

Responses from the pilot group were used by the researcher to make modifications to the instrument. Items either poorly or not responded to well were omitted or modified before the instrument is finally administered to the sample group. Respondents who participated in the pretest stage were excluded during the pretest administration of the instrument.

This helped to control the extraneous influence on the research findings due to their prior knowledge of the information required by the instrument. Also two university lecturers in Educational Administration assessed the instrument and give their suggestions on the basis of their recommendations.

Instrument Reliability

To test the reliability of the instrument the researcher used the split-half method as recommended by Charles (1989). This was done by administering the instrument to forty respondents in the pilot study. After the respondents had made their responses, the statement items were divided into two sets using the odd numbered items for one set and even numbered items for the other set. Responses made on each set of the item were scored by the researcher on the basis of the assigned scores to the five alternatives scores made on each set of the items were then correlated using the pearson's moment product moment correlation coefficient formula (r). The figure got for r was 0.855

To compute the reliability coefficient of the whole instrument the researcher in turn used the Spearman Brown prophecy formula as recommended by Nachmias and Nachmias (1976).

This is as shown below.

$$r_{xx} = \frac{2r_{oe}}{1+r_{oe}}$$

$$1+r_{oe}$$

where r_{xx} = reliability of the original instrument

roe = reliability coefficient obtained by correlating the scores of the odd numbered items with the scores of the even numbered items in the instrument.

The correlation coefficient r was applied to the Spearman Brown prophecy formula, as follows:

$$r_{xx} = \frac{2 \times 0.855}{1 + 0.855}$$

This yielded a reliability coefficient of $r = 0.92$ for the entire test. Therefore, the LBDQ was found to be a reliable tool for measuring the leadership behavior of secondary school teachers and headteachers.

3.7 Data collection procedure

To collect data for the study the researcher first sought authority from the Office of the President. Thereafter, the researcher personally delivered the instruments to the teachers and headteachers in their working stations. The respondents were given two weeks to complete the questionnaire. The researcher then collected the filled questionnaires personally.

3.8 Data Analysis Procedure and Techniques

To analyze the data, the researcher assigned scores to the five alternatives in the statement items scores to the five alternatives in the statement items in the LBDQ. These scores were assigned using the Likert scale as follows:

Scale Alternative	Scores for positively stated items	Scores for negatively stated items
Always	4	0
Often	3	1
Occasionally	2	2
Rarely	1	3
Never	0	4

Therefore, an extremely high mean perception score would be 4.00. High mean perception scores would range between 3.00 to 3.99 while a moderately high mean perception score would range between 2.00 and 2.99. Hence, low mean perception scores would range from 0.00 to 1.99.

Data analysis consisted of the calculations of frequency distributions, means and standard percentages deviation. The frequency tables were important in helping the researcher condense the school and demographic data of the headteachers and teachers. In addition the data from the open-ended items of the leadership questionnaire was condensed into frequency tables.

The calculation of the percentage was also used for measuring the central tendency. The percentages of each item of the dimensions of initiating structure and consideration were used for the general analysis. The hypotheses were tested using analysis of variance (ANOVA). ANOVA tests if real differences between groups exist and secondly, if such differences do exist, gives indications of where they are and of their magnitude.

The standard deviations were also worked out. This was also useful in indicating alongside the means how much per item or dimension of leadership styles the score spread out from the mean.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

The first section of this chapter presents the questionnaire return rate of the respondents. The second section has examined the demographic data of the headteachers and teachers. The third section was concerned with the responses for the leadership behaviour description questionnaire (LBDQ) among teachers and headteachers. The fourth section analysed the administrative areas that need improvement and suggestions from the headteachers and teachers towards improving these areas.

The Questionnaire Return Rate

Out of the 250 questionnaires handed out to headteachers and teachers, responses were received from 15 headteachers and 222 teachers. This indicates that there was 88 per cent return. This indicates that there was a high rate of return of the questionnaires.

4.1 The Demographic Data of the Respondents

The data presented in this section of the study was obtained from completed leadership description questionnaires of teachers and headteachers. Frequencies and percentages are used to describe the demographic data of the teachers and headteachers who were selected for this study. Data regarding the sex of the headteachers and teachers is presented in Tables 1.

Table 1: Number of Teachers by sex in the sample

Sex	Number	Percent
Male	118	53.2
Female	104	46.8
TOTAL	222	100.00

The data in table 1 indicates that the population sample of teachers (N=222) was composed of 53.2 percent of male teachers and 46.8 per cent female teachers.

The sex of headteachers is presented in Table 2.

Table 2: Number of Headteachers by sex in the sample

Sex	N	Percent
Male	10	66.7
Female	5	33.3
TOTAL	15	100.0

The data in Table 2 shows that the population sample of headteachers (N=15) was composed of 33 percent of female headteachers and 66.7 percent of male headteachers.

The highest academic qualification of the headteachers and teachers is contained in Table 3.

Table 3: Highest Academic Qualifications of the Headteachers and Teachers

Academic Qualifications	Headteachers		Teachers	
	N	Percent	N	Percent
MA, Msc. M.Ed.	1	6.7	-	-
B.A, BSc. B.Ed	11	73.3	150	67.6
Diploma	3	20.0	68	30.6
Other	-	-	4	1.8
Total	15	100.0	222	100.0

Data from Table 3 shows that an overwhelming majority of the headteachers (80.0%) has received university education while (20.0%) were diploma holders. The table also reveals that a total of 150 teachers (67.6%) have received university education while 68 (30.6%) were holders of diplomas in education. Data regarding the years of experience of the teachers is shown in Table 4.

Table 4: Teaching Experience of Teachers and Headteachers

Teaching Experience	Head teachers		Teachers	
	N	%	N	%
1-5	4	26.6	90	43.1
6-10	6	40.0	85	37.3
11-15	3	20.0	30	11.8
16-20	2	13.4	9	3.9
21-25	-	-	-	-
26-30	-	-	-	-
31-35	-	-	8	3.9

The data in Table 4 shows that a large number of the teachers (43.1%) had worked for a period ranging between 1 and 5 years. The table also shows that only a small number of teachers had worked between 16-20 years (3.9%) and 31-35 years (3.9%). Table 4 also shows that the majority of headteachers (40%) had served in their present position for a period ranging between 6 and 10 years. The same data shows that only two headteachers (13.4%) had served in their current positions between 16 and 20 years.

Data indicating the category of school at which the headteachers lead is shown in Table 5.

Table 5: School category at which the headteachers led

School Category	N	Percent
Provincial School	5	33.3
District School	10	67.7
TOTAL	15	100.0

Data from the above table shows that the majority of the headteachers were heading district schools (67.7%) while only five (33.5%) of the selected headteachers led provincial schools. Data associated with the type of school at which the headteachers led is analyzed in Table 6.

Table 6: School type at which the headteachers led:

School Type	N	Percent
Day	5	33.3
Boarding	7	46.7
Day/Boarding	3	20.0
TOTAL	15	100.0

The pertinent data emanating from Table 6 shows that a substantial percentage of the headteachers (46.7%) led in boarding schools. Only three headteachers (20.0%) were in partly boarding partly day secondary schools.

The next section deals with the perception responses of teachers and headteachers, which were obtained from the leadership behaviour description questionnaire (LBDQ).

Teachers' Perception of the Headteachers and the Headteachers' Self Perception the Leadership Behaviour Description Questionnaire.

The perception of the teachers towards headteachers leadership behaviour and the headteachers' own perceptions of the same was determined by the use of the mean scores for the responses in all items on the two dimensions of leadership behaviour, namely, consideration and initiating structure. This gave an overall perception of leadership behaviour for each item under initiating structure and consideration dimensions.

Each dimension was divided into fifteen items. Each of these items was rated on a five point rating scale when scoring was done.

Data showing the mean scores and standard deviations of leader behaviour description questionnaire (LBDQ) perceptions of headteachers and teachers on the initiating structure dimension are analysed on Table 7.

Table 7: The mean scores and standard deviations of male and female headteachers' self perceptions and teachers' perceptions on the initiating structure dimension.

Statement items	HEADTEACHERS						TEACHERS					
	Male headteachers			Female headteachers			Male teachers			Female teachers		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Makes attitude clear to staff	10	3.70	0.67	5	3.2	1.10	118	2.98	1.18	104	2.74	1.21
Tries new ideas with staff	10	3.60	0.70	5	3.2	0.84	118	2.50	1.24	104	2.71	1.17
Criticizes poor work	10	3.40	0.97	5	3.00	1.00	118	3.17	1.02	104	2.99	0.91
Assigns particular tasks to staff	10	4.00	0.00	5	3.40	0.89	118	3.35	0.87	104	3.01	0.97
Maintain definite standards of performance	10	3.70	0.48	5	0.60	0.55	118	3.03	1.22	104	2.91	1.24
Emphasizes the meeting of deadlines	10	3.80	0.42	5	3.40	0.55	118	3.45	0.81	104	3.05	1.12
Encourages use of uniform procedure	10	3.80	0.42	5	3.00	1.22	118	3.11	1.12	104	2.86	1.11
Makes sure her/his part is understood by all members of staff	10	3.90	0.32	5	2.80	1.30	118	3.20	1.09	104	2.80	1.46
Asks that staff members follow standard rules and regulations	10	3.90	0.32	5	3.20	0.30	118	3.39	0.76	104	3.31	0.86
Lets staff members know what is expected of them	10	4.00	0.00	5	3.00	1.41	118	3.44	0.65	104	3.07	1.13
Sees that staff members are working to capacity	10	3.80	0.63	5	2.80	1.30	118	3.19	1.03	104	3.30	0.82
Sees that work of staff members is co-ordinated	10	3.80	0.63	5	3.80	0.44	118	2.97	1.10	104	2.74	1.17
Speaks in a manner not to be questioned	10	2.60	1.35	5	2.80	1.10	118	1.63	1.33	104	1.69	1.36
Rules with strict control	10	3.00	1.15	5	2.60	0.89	118	1.12	0.95	104	1.94	1.25
Works without a plan	10	3.70	0.95	5	3.00	1.00	118	2.65	1.30	104	2.38	1.42

The results in Table 7 show that male headteachers generally rated themselves highly with scores ranging from 3.00 to 3.90. They rated themselves extremely high on their ability to assign particular tasks to staff and let them know what is expected of them.

They also rated themselves moderately on their ability to speak in a manner not to be questioned (2.60). In contrast teachers in male led schools rated the male headteachers slightly lower on the ability to assign particular tasks to staff; the teachers rated the male headteachers at 3.35 while they rated themselves at 3.44 on their ability to let staff know what is expected of them. The female headteachers also rated themselves highly (3.00 to 3.80) and moderately high (2.60 to 2.80) in the initiating structure dimension.

The table also shows that the female headteachers highest rating is in their ability to co-ordinate the work of staff members (3.80). The teachers teaching in female led schools rated the headteachers lower than the headteachers rated themselves. The female headteachers were rated moderately high (2.74) in their ability to co-ordinate the work of staff members.

These results therefore show that both male and female headteachers tended to rate themselves higher than the teachers rated them in their ability to attain the school goals (initiating structure). This finding is in agreement with those of Kariuki (1999) and Cinko (1982) who also came up with the finding that teachers tended to rate the headteachers' performance lower than the principals rated themselves. The results also show that male headteachers were generally rated higher than their female counterparts in this dimension.

Data on the consideration dimension is shown on Table 8.

Table 8: The mean scores and standard deviations of male and female headteachers' self-perceptions and teachers' perceptions on the consideration dimension.

Statement items	HEADTEACHERS						TEACHERS					
	Male headteachers			Female headteachers			Male teachers			Female teachers		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Does little things to make it pleasant to be a member of staff.	10	2.60	1.43	5	2.80	0.84	118	1.99	1.05	104	2.06	1.11
Easy to understand	10	3.00	0.53	5	3.00	0.71	118	2.28	1.24	104	2.38	1.32
Does personal favours for staff members	10	2.80	1.40	5	2.00	1.22	118	1.66	1.06	104	1.89	1.11
Finds time to listen to staff members	10	3.80	0.63	5	3.80	0.45	118	2.52	1.30	104	2.58	1.21
Looks out for the personal welfare of individual staff members	10	3.70	0.67	5	3.20	1.10	118	2.33	1.27	104	2.00	1.26
Treats all staff members as his/her colleagues	10	4.00	0.00	5	4.00	0.00	118	2.56	1.24	104	2.53	1.24
Is willing to make changes	10	3.60	0.84	5	3.20	1.10	118	2.35	1.07	104	2.55	1.16
Is friendly and approachable	10	3.90	0.32	5	3.40	0.89	118	2.80	1.28	104	2.65	1.27
Makes staff members feel at ease when talking with them	10	3.90	0.32	5	3.80	0.45	118	2.63	1.29	104	2.67	1.25
Puts suggestions made by staff into operation	10	3.60	0.84	5	3.40	0.89	118	2.31	1.13	104	2.10	1.06
Gets staff approval in important matters before implementing them	10	3.80	0.42	5	3.20	1.10	118	2.56	4.18	104	1.99	1.25
Keeps to him/herself	10	3.40	0.84	5	3.00	1.00	118	2.19	1.21	104	1.97	1.18
Does not explain his/her actions	10	3.80	0.42	5	2.80	1.10	118	1.86	1.15	104	1.74	1.20
Acts without consulting the staff	10	3.70	0.48	5	2.60	1.34	118	1.98	1.27	104	2.12	1.19
Is slow to accept new ideas	10	3.20	1.40	5	3.20	1.10	118	2.03	1.26	104	2.35	1.15

It is evident from the results in Table 8 that male headteachers' perceptions on twelve out of the fifteen items recorded in the consideration dimension have high mean scores ranging from 3.20 to 3.90. The same table also reveals that female headteachers rated

themselves highly on ten out of the possible fifteen items (3.00 to 3.80). The information in the same table also shows that both male and female headteachers rated themselves extremely high on their ability to treat all staff members as colleagues. This is in contrast with the teachers' perceptions where the male and female headteachers are rated moderately high on the same item (2.56 and 2.53) respectively. The teachers rated the male headteachers lowest in their ability to explain their action (1.74). These results show that both male and female headteachers tended to rate themselves higher than the teachers rated them in their ability to show concern for the welfare of staff members (consideration). This finding is in agreement with the results of Kariuki (1998) and Asunda (1983) that teachers rated headteachers as less democratic than the headteachers considered themselves to be.

The next task focussed on establishing the magnitude of differences with respect to teachers' perceptions towards male and female headteachers' leadership behaviour.

Testing the Hypotheses

The data presented in this section are the results of analyzing perception scores on male and female headteachers' leadership behaviour on male and female headteachers' leadership behaviour in initiating structure and consideration dimensions. The teachers' perceptions are also analysed in relation to selected variables from the demographic data and school information solicited by the questionnaire. These are professional experience, academic qualifications school category and school type.

In analysing the differences of teachers towards male and female headteachers, the analysis of variance (ANOVA) was used to test significant differences. The 0.05-degree of confidence was used to reject or not to reject each of the hypothesis. The researcher restates those hypotheses and presents evidence linked to them separately in the following sections.

Male and female headteachers' ability to emphasize the two dimensions of leadership behaviour (initiating structure vis-à-vis consideration) in secondary schools.

The first task of analysis was concerned with determining whether there is a significant difference in the perception of teachers with varied professional experience towards male and female headteachers with regard to initiating structure and consideration. The first hypothesis postulates that:

H₀₁: There is no significant difference between perceptions of teachers with varied professional experience towards male and female headteachers of public secondary schools with regard to initiating structure and consideration.

The results of the analysis of hypothesis one on the initiating structure are shown in table 9(a). This Table therefore shows a summary of the one-way analysis of variance for the

professional experience and the perceptions of teachers on the leadership behaviour of male and female headteachers on initiating structure.

Table 9: Analysis of Variance of the Teachers Perceptions on Male and Female Headteachers Leadership Behaviour in the Initiating Structure Dimension by Professional Experience.

	Variation	Sum of squares	df	Mean square	F
Male Headteachers	Between groups	0.409	1	0.409	0.98
	Within groups	48.532	116	0.418	
	Total	48.941	117		
Female Headteachers	Between groups	0.248	1	0.248	9.53
	Within groups	47.87	102	0.469	
	Total	48.118	103		

(Critical Value $f = 3.93$).

The F – ratio obtained in Table 9 for the initiating structure dimension of male headteachers (0.98) is less than the critical value. This shows that there is no significant difference between the perceptions of teachers with varied professional experience towards the leadership behaviour of public secondary schools male headteachers on the initiating structure dimension. The null hypothesis is therefore accepted for this

dimension as far as the male headteachers are concerned. The F-ratio obtained for the female headteachers (0.53) is also less than the critical value. Therefore, there is no significant difference between the perceptions of teachers with varied professional experience towards the female headteachers. The null hypothesis for the female headteachers for this part is also accepted.

In order to examine how the headteachers were rated by teachers with varied professional experience in their ability to initiate structure, the mean perception scores of teachers from different school categories are presented in Table 10. The table hence contains data pertaining to the professional experience, mean scores and standard deviations of the teachers' ratings of male and female headteachers' ability to initiate structure.

Table 10: The Mean Scores, Standard Deviations of Teachers' Ratings on Male and Female Headteachers' Leadership Behaviour in the Initiating Structure Dimension by Professional Experience.

Teaching Experience	INITIATING STRUCTURE		
		Males	Females
1-5 years	Mean	2.93	2.67
	N	51	41
	SD	0.56	0.78
6 Years & above	Mean	2.81	2.77
	N	67	63
	SD	0.71	0.62
Total	Mean	2.86	2.73
	N	118	104
	SD	0.65	0.68

The finding that there is no significant difference between the perceptions of teachers with varied professional experience towards male and female headteachers' ability to initiate structure is confirmed in Table 10. However, the table shows that there are some slight differences. For the male headteachers, the teachers with between (1-5) years rated them moderately high (2.93) while those with 6 years and above rated them slightly lower (2.81). This could be as a result of the fact that teachers with less professional experience may not expect a lot from their headteachers. The female headteachers were rated (2.67) and (2.77) by the teachers with 1 and 5 years and 6 years and above respectively.

The second part of the analysis of Hypothesis One regarding the consideration dimension is contained in Table 11

Table 11: Analysis of Variance of the Teachers' Perceptions on Male and Female Headteachers Leadership Behaviour in the Consideration Dimension by Professional Experience.

		CONSIDERATION			
Male Headteachers	Source of variation	Sum of square	df	Mean square	F
	Between	1.366	1	1.366	1.560
	Within groups	101.543	116	0.875	
	Total	102.909	117		
Female Headteachers	Between groups	4.844	1	4.844	6.930
	Within groups	26.114	102	0.699	
	Total	76.114	103	0.699	

(Critical value $f= 3.93$)

Table 11 reveals that the F ratio for consideration for male headteachers (1.56) is less than the critical value. Therefore, there is no significant difference between perceptions of teachers with varied professional experience towards male headteachers. The null hypothesis is therefore accepted for the male headteachers in this part. The F-ratio obtained for female headteachers on the consideration dimension (6.93) is more than the critical value. This means that there is a significant difference in the perceptions of teachers with varied professional experience towards the female headteachers of public

secondary schools. The null hypothesis is therefore rejected for the consideration dimension as far as female headteachers are concerned.

The mean perceptions, and standard deviations of teachers are presented in Table 12. The table therefore shows data on the mean scores and standard deviations of teachers with varying professional experience on the headteachers ability to mind the welfare of the staff members (Consideration).

Table 12 The Mean Scores, Standard Deviations of Teachers' Ratings on Male and Female Headteachers' Leadership Behaviour in the Initiating Structure Dimension by Professional Experience.

Teaching experience	CONSIDERATION		
		Males	Females
1-5 years	Mean	2.13	1.96
	N	51	41
	SD	0.83	0.84
6 years and above	Mean	2.35	2.40
	N	67	63
	SD	1.01	0.83
Total	Mean	2.26	2.23
	N	118	104
	SD	0.65	0.86

Male headteachers were rated higher by teachers who had a professional experience of 6 years and above (2.35) than those who had an experience of 1-5 years(2.13). The same

group of teachers also rated the female headteachers higher (2.40) than those teachers who had taught between 1 and 5 years (1.96). A likely cause for this trend is the fact that teachers who are young in the profession have too high expectations of the head teachers. The finding that there is a significant difference in the perception of teachers with varied professional experience towards female headteachers is therefore confirmed.

The perceptions of teachers with varied academic qualifications on the leadership behaviour of male and female headteachers of public secondary schools.

An analysis of variance was conducted on the second hypothesis to determine whether there was a relationship between the teachers' perceptions of male and female headteachers and their (teacher's) academic qualifications.

Hypothesis two predicts that:

Ho 2: There is no significant difference between perceptions of teachers with varied academic qualifications towards male and female headteachers of public secondary schools with regard to initiating structure and consideration.

The findings related to the analysis of hypothesis two on the initiating structure dimension are presented in Table 13. This table therefore shows a summary of the one way analysis of variance for the academic qualifications and the perceptions of teachers

on the leadership behaviour of male and female headteachers on the initiating structure dimension.

Table 13: Analysis of Variance of the Teachers' Perceptions on Male and Female Headteachers Leadership Behaviour in the Initiating Structure Dimension by Academic Qualifications.

	Variation	Sum of squares.	df	Mean square	F
Male headteachers	Between groups	3.376	1	3.376	8.47
	Within groups	45.064	113	0.399	
	Total	48.44	114		
Female Headteachers	Between groups	1.498	1	1.498	
	Within group	46.62	102	0.457	
	Total	48.118	103		

The F-ratio obtained in Table 13 for the male headteachers (8.47) is more than the critical value. This shows that there is a significant difference between the perceptions of teachers with varied academic qualifications and their rating of male headteachers' leadership behaviour on the initiating structure dimension. The null hypothesis is therefore rejected for this dimension as far as the male headteachers are concerned.

The F-ratio obtained for the female headteachers (3.28) shows that there is no significant difference between teachers with varied academic qualifications towards female headteachers' leadership behaviour in the initiating structure dimension. The null hypothesis is therefore accepted on the initiating structure for the female headteachers.

To examine how the headteachers were rated by the teachers with varied academic qualifications on their ability to initiate structure, the mean perception scores of teachers from each academic group are presented in Table 14.

Table 14: The Mean Scores, Standard Deviations of Teachers' Ratings on Male and Female Headteachers Leadership Behaviour in the Initiating Structure by Academic Qualifications.

Qualification		INITIATIVE STRUCTURE	
		Males	Females
Graduate & Above	Mean	2.73	2.65
	N	74	75
	SD	0.62	0.71
Diploma	Mean	3.08	2.92
	N	41	29
	SD	0.66	0.57
ATS&S.1	Mean	2.85	2.72
	N	115	104
	SD	0.65	0.68

The predication that the academic qualifications of teachers would not affect their perceptions on female headteachers' ability to initiate structure is confirmed. However, this prediction is not confirmed for the male headteachers. The data in the table above indicates that graduate teachers (those with B.Ed and M.A/M. Ed) rated the male headteachers moderately high (2.73) while those with Diploma, ATS or S.I qualifications had a high mean perception (3.08). A possible explanation to this is the fact that the teachers with similar academic grades as the headteacher expect too much from them. he The female headteachers were rated moderately high (2.65 and 2.92) by both graduates and non-graduates..

The second part of analyzing hypothesis two was concerned with the consideration dimension. Table 15 therefore presents the analysis of variance of the teachers' perceptions on the leadership behaviour of male and female headteachers by academic qualifications.

Table 15: Analysis of Variance of Teachers Perception on Male and Female Headteachers' Leadership Behaviour in the Consideration Dimension by Academic Qualifications.

	Source of variation	Sum of	d.f	Mean	F
Male Headteachers	between groups	sq. 1.722	1	square	1.98
	within groups	98.441	113	1.722	
	total	100.163	114	0.871	
Female Headteachers	Between groups	0.55	1	0.55	0.74
	Within groups	75.564	102	0.741	
	Total	76.114	103		

(critical value $f = 3.93$)

The F – ratio obtained for the male and female headteachers in the consideration dimension is 1.98 and 0.74 respectively. This is less than the critical value. This shows that there is no significant difference between perceptions of teachers with varied academic qualifications towards male and female headteachers leadership behaviour in the consideration dimension. The null hypothesis for this part was therefore accepted for both male and female headteachers.

In order to determine how the headteachers were perceived by their ability to cater for the teachers welfare (consideration), the mean perception scores of teachers are presented in Table 16. The table therefore shows data on the mean scores and standard deviations of teachers' perceptions on the consideration dimension by academic qualification.

Table 16: The Mean Scores and Standard Deviations of Teachers' Ratings Male and Female Headteachers' Leadership Behaviour in the Consideration Dimension by Academic Qualifications.

Academic Qualification		HEADTEACHERS	
		Males	Females
Graduate and Above	Mean	2.14	2.18
	N	74	75
	SD	0.84	0.95
Diploma ATS SI	Mean	2.40	2.35
	N	41	29
	SD	1.09	0.57
Total	Mean	2.23	2.23
	N	115	104
	SD	0.94	0.56

Apparently, no significant difference emerged between perceptions of teachers with varied academic qualifications towards male and female headteachers in their ability to cater for the teachers' welfare consideration. Nevertheless, the data in Table 16 indicates that teachers with first degree and above rated the male headteachers lower (2.14) than the Diploma holders, A.T.S or S.I teachers (2.40). Also, female headteachers were rated lower by degree holders (2.18) than by those whose academic qualifications were below degree level (2.35). A possible explanation for this finding is that teachers with similar

academic qualifications as those of their headteachers tend to view their headteachers leadership style as autocratic.

Teachers' perceptions on the leadership behavior of male and female headteachers in provincial and district schools.

The third analysis looks for a relationship between the teachers perceptions or male and female headteachers leadership behaviour and the category of school they taught in.

Hypothesis three postulates that:

Ho3: There is no significant difference between perception of teachers from different categories of secondary schools towards male and female headteachers with regard to initiating structure and consideration.

The results of testing hypothesis three regarding the initiating structure dimension is presented in Table 17. The information in the table shows a summary of the one-way analysis of variance of the teachers' perceptions on the leadership behaviour of male and female headteachers on the initiating structure dimension.

Based on the data in Table 17, it is evident that there is no significant difference between the perceptions of teachers from different categories of secondary schools in their ratings of secondary school male and female headteachers' leadership behaviour on the initiating structure dimension. Therefore the null hypothesis is accepted in the initiating structure dimension.

Table 17 Analysis of Variance of the Teachers' Perceptions of Male and Female Headteachers' Leadership Behaviour in the Initiating Structure Dimension by School Category.

	Source of variation	Sum of squares.	df		F
Males Headteachers	Between groups	7.3.49	1	7.349	0
	within groups	48.94	116	0.422	
	Total	56.29	117		
Female Headteachers	Between groups	0.18	1	0.182	0.378
	Within groups	34.06	102	0.48	
	Total	34.24	103		

In order to examine how the headteachers from different school categories were rated in their ability to initiate structure, the mean perception scores of teachers from different school categories are presented in Table 18. Table 18 hence contains data pertaining to the categories of schools, the mean scores and standard deviations of the teachers ratings of male and female headteachers' ability to initiate structure.

Table 18: The Mean Scores & Standard Deviations of Teachers' Ratings on Male and Female Headteachers Leadership Behaviour in the Initiating Structure Dimension by School Category.

Category of School		INITIATING STRUCTURE	
		Males	Females
Provincial Schools	Mean	2.86	2.81
	N	55	69
	S.D	0.67	0.68
District Schools	Mean	2.87	2.55
	N	63	35
	S.D	0.63	0.67
Total	Mean	2.86	2.73
	N	118	104
	S.D	0.64	0.68

Looking at the means in the table above, it is evident that male headteachers in district schools were rated slightly higher (2.87) than their counterparts in provincial schools (2.86). On the other hand, female headteachers in provincial schools (mean 2.81) were rated slightly higher than those heading district schools. Perhaps the female headteachers in provincial schools are more task-oriented due to the enormous task of running bigger schools. Generally, the male headteachers (mean 2.86) were rated higher than their female counterparts (mean 2.73) in their ability to 'get things moving'.

The second part of the analysis of three regarding considerations dimension is contained in Table 19. The information in Table 19 therefore represents the analysis of variance of teachers' perceptions from different categories of secondary schools on the leadership behaviour of male and female headteachers in the consideration dimension.

Table 19: Analysis of Variance on the Teachers Perceptions on Male and Female Headteachers Leadership Behaviour in the Consideration Dimension by School Category.

	Source of variation	Sum of squares	df	Mean square	F
Male headteachers	Between groups	0.40	1	0.40	0.46
	Within groups	102.51	116	0.88	
	Total	102.91	117		
Female headteachers	Between groups	6.83	1	6.83	11.47
	Within groups	45.81	100	0.59	
	Total	52.64	101		

The F-ratio obtained in Table 19 for male headteachers is less than the critical value. This shows that as far as the male headteachers are concerned there is no significant difference between the teachers' perceptions from different categories of secondary schools in their rating of their leadership behaviour on the consideration dimension. Therefore this part of the null hypothesis is accepted for the male headteachers.

However, the F-ratio obtained on the consideration dimension for female headteachers (mean 11.47) shows that there is a significant difference in the teachers from different

school category ratings of the leadership behaviour of women headteachers. Thus, the null hypothesis for this part is rejected as regards the female headteachers.

In order to determine how the headteachers from different categories of schools were rated by their teachers on their ability to cater for the needs and feelings of teachers (consideration) the mean perception scores of teachers from each category are presented in table 20.

Table 20: The Mean Scores, Standard Deviations of Teachers Ratings on Male and Female Headteachers. Leadership Behaviour in the Consideration Dimension by School Category.

Category		CONSIDERATION	
		Males	Females
Provincial School	Mean	2.19	2.17
	N	55	6.9
	SD	0.98	0.71
District Schools	Mean	2.31	2.36
	N	63	35
	SD	0.90	1.10
Total	Mean	2.26	2.23
	N	118	104
	SD	0.94	0.86

The male headteachers in provincial schools were rated lower than their colleagues in district schools (2.19 and 2.31 respectively). Likewise, the female headteachers in

provincial schools were rated lower than their counterparts in district schools (2.17 and 2.23 respectively). These results imply that male and female headteachers in district schools show a higher degree of consideration. Perhaps the difficulty of running provincial schools, which are usually bigger than district schools, caused the headteachers heading these institutions to become less supportive and considerate in their leadership behaviour towards their teachers.

Teachers perceptions on the leadership behaviour of male and female headteachers in boarding and day/partly boarding and day secondary schools.

The fourth hypothesis tested for a relationship between the teachers perceptions on male and female headteachers' leadership behaviour and the type of school they taught in. Hypothesis four predicts that:

H₀4: There is no significant difference between perceptions of teachers from different school types of public secondary schools towards male and female headteachers with regard to initiating structure consideration.

The results of testing hypothesis four regarding the initiating structure dimension are shown in Table 21. Therefore, the information in the table is a summary of the one way analysis of variance of the teachers' perceptions on the leadership behaviour of male and female headteachers on the initiating structure dimension.

Table 21: Analysis of the variance of teachers' perceptions of male and female headteachers leadership behaviour in the initiating structure dimension by school type.

	Variation	Sum of sq.	Df	Mean of sq.	F
Male headteachers	Between groups	1.64	1	1.64	3.61
	Within groups	46.48	102	0.456	
	Total	48.12	103		
Female headteachers	Between groups	1.85	1	1.85	4.32
	Within groups	42.92	100	0.43	
	Total	44.77	101		

(Critical value $f = 3.93$).

The data presented in Table 21 shows that the f-value obtained for male headteachers (3.61) is not significant. It is therefore reasonable to conclude that the type of school the teachers taught in does not affect their perceptions of the male headteachers in the initiating structure dimension. The null hypothesis is accepted for the male headteachers in the initiating structure dimension.

However, the f-value obtained for the female headteachers (4.32) is higher than the critical value. This shows that there is a significant difference between the perceptions of

teachers in different types of schools towards female headteachers in the initiating structure dimension. Therefore, the null hypothesis is rejected for the female headteachers on the initiating structure dimension.

To examine how their teachers on their ability to initiate structure rated the headteachers, the mean perceptions of the teachers from different school types are presented in Table 22.

Table 22: The Mean Scores, Standard Deviation of Teachers' Ratings on Male and Female Headteachers' Leadership Behaviour in the Initiating Structure Dimension by School Type.

Type of school		Males	Females
Day/Day-boarding	Mean	2.87	2.55
	N	63	35
	SD	0.63	0.67
Boarding	Mean	2.86	2.82
	N	55	69
	SD	0.67	0.68
Total	Mean	2.86	2.73
	N	118	104
	SD	0.65	0.68

Looking at Table 22, it is apparent that female headteachers in day schools are rated lower (mean 2.55) in initiating structure than their counterparts in boarding schools (mean 2.82). This implies that women heading day schools show a considerably low

degree in initiating structure as compared to those heading boarding schools. The implication here is that the teachers do not their duties effectively since the headteachers do not “get things moving”. On the other side, it is evident that the difference between male headteachers in day and partly day and boarding is negligible (mean 2.87 for day schools) and (mean 2.86 for boarding schools). This means that male headteachers heading all types of public secondary schools exhibit a moderately high degree of initiating structure.

The second part of the analysis of hypothesis four regarding the consideration dimension is contained in Table 23 .The information in the table therefore presents the analysis of variance of teachers’ perceptions from different types of public secondary schools on the leadership behaviour of male and female headteachers in the consideration dimension.

Table 23: Analysis of Variance on the Teachers' Perceptions on Male and Female Headteachers Leadership Behaviour in the Consideration Dimension by School Type.

	Source of variation	Sum of squares	df	Mean squares	F
Male Headteachers	Between groups	0.86	1	0.86	1.17
	Within groups	75.25	102	0.74	
	Total	76.11	103		
Female Headteachers	Between groups	4.64	1	4.64	0.05
	Within groups	94.67	100	0.95	
	Total	99.32	101		

Critical value $f=3.93$

The f-ratio obtained in Table 23 for both male and female headteachers is less than the critical value. This shows that there is no significant difference between the teachers from different types of schools perceptions in their ratings of the leadership behaviour of male and female secondary school headteachers on the consideration dimension. Consequently, the null hypothesis is accepted for both male and female headteachers.

In order to determine how male and female headteachers from different types of schools to cater for the teachers' needs and feelings (consideration) are presented in Table 24.

Table 24: The Mean Scores and Standard Deviations of Teachers' Ratings on Male and Female Headteachers Leadership Behaviour in the Consideration. Dimension by School Type.

Type of school		Males	Females
Day/Day-boarding	Mean	2.31	2.36
	N	63	35
	SD	0.90	1.10
Boarding	Mean	2.19	2.17
	N	55	69
	SD	0.98	0.71
Total	Mean	2.26	2.23
	N	118	104
	SD	0.94	0.86

Table 24 shows that no significant difference emerged between male and female headteachers heading various types of schools in their ability to cater for teachers welfare (Consideration). However, the data in Table 24 indicates that both male and female headteachers in boarding schools were rated slightly lower (2.19 for male headteachers and 2.17 for female headteachers) than their counter parts in day and partly boarding schools (2.31 and 2.36 for male and female headteachers respectively). This could be due to the big responsibility of heading boarding schools which make the headteachers over-emphasise the initiating structure dimension at the expense of the teachers' welfare.

These results indicate that headteachers in day/partly boarding schools show a higher degree of consideration than their counterparts in boarding schools. It appears that both male and female headteachers heading day/partly boarding secondary schools practice a moderately high structure – moderately high consideration style of leadership.

The final part of the analysis of data was concerned with identifying the leadership problems experienced by both male and female headteachers and how they could be solved.

The leadership problems facing male and female headteachers and suggestions towards improving leadership qualities.

The data in this section was elicited from the teachers and headteachers in response to the leadership problems faced by both male and female headteachers. Table 25 therefore presents of summary of the frequencies and percentages of the teachers' perceptions on the headteachers administrative problems.

Table 25: Frequencies and Percentages of Male and Female Headteachers' Administrative Problems as Identified by Teachers.

Factors	Frequency	Percent
Lack of close monitoring of learning activities	10	5.0
Lack of enough facilities	25	12.4
Poor overall management	78	38.8
Poor interpersonal relationship between administration and teachers	25	12.4
Poor communication	21	10.4
Does not implement teachers' ideas	20	10.0
Lack of finances	16	8.0
Frequent absenteeism	5	2.5

From the results in the table above, it is evident that the majority of teachers (38.8%) cited poor overall management as an administrative problem exhibited by the headteachers. The table also shows that another fair percentage (24.8%) felt that lack of enough facilities and poor interpersonal relationship between the headteachers and teachers presented administrative problems to the headteachers. The administrative problem that was mentioned by the least number of teachers was frequent absenteeism by the headteachers. Having explored the leadership problems faced by both male and female headteachers as identified by the teachers focus is shifted to their suggestions towards the improvement of the headteachers leadership qualities.

The data in Table 26 thus presents the suggestions by teachers on improvement of the headteachers administrative qualities.

Table 26: Suggestions on the Improvement of the Headteachers Administrative Qualities.

Suggestions towards solving headteachers administration problems.	Frequency	Percent
Headteachers involve teachers in decision making	22	11.1
Regular staff meetings	24	12.1
Expansion of school facilities	21	10.6
Good overall management	30	15.1
Better remuneration and motivation for teachers	7	3.5
Both headteachers and teachers be involved in maintaining discipline in school empower prefects	21	10.6
Headteachers be in school most of the time.	1	0.5
Good interpersonal relationship between administration and teachers	54	27.1
Policies posed by decision-makers to be implemented.	4	2.0

The results contained in Table 26 suggests that majority number of the teachers (27.1%) felt that a good interpersonal relationship between the headteachers and the teachers ought to be established. This seems to suggest that the public relations factor in the school organization require a lot of attention and emphasis. Therefore, the headteachers

need to look into the teachers' needs and feelings more in order to achieve desirable qualities required for successful leadership.

The data in the above table also reveals that a sizeable proportion of teachers felt that the headteachers should practice good overall management of the school. The solution to the headteachers' administrative problems that was mentioned by only one teacher is that the headteachers should be in school most of the time. Having looked at the suggested solutions to the headteacher administrative problems, focus is now shifted to the views of the male and female headteachers regarding their leadership problems. The data presented in this section was elicited from the headteachers with regard to the leadership problems they experienced. The information in Table 27 thus presents the frequencies and percentages on the administrative problems the headteachers felt they encountered.

Table 27: Frequencies and Percentages of the Administrative Problems Headteachers Encountered as Perceived by the Headteachers Themselves.

Headteachers' Perceptions of the leadership problems they encountered	Frequency	Percent
Poor academic performance by students	4	26.7
Lack of enough facilities	3	20.0
Lack of commitment among staff	3	20.0
Unqualified teachers	1	6.7
Poor interpersonal relationship between management and other staff members	2	13.3
P.T.A Participation	1	6.7

The data in Table 27 indicates that majority of the headteachers (40%) felt that there was lack of enough facilities and lack of commitment among staff members. This finding seems to support those of Aringo (1981) and Kariuki (1997). In addition, the above table also shows that a sizeable proportion of the headteachers (26.7%) is concerned about the poor academic performance by students. It is therefore reasonable to argue that lack of enough facilities in schools brings about the poor academic performance.

The least number of headteachers felt those unqualified teachers (1%) and lack of PTA participation (1%) constituted leadership problems. Having dealt with the administrative problems that the headteachers encountered, attention is focussed on the solutions to these problems as identified by the headteachers themselves. Their suggestions are presented in Table 28.

Table 28. Headteachers Suggestions Towards Solutions of Their Leadership Problems.

Headteachers suggestions of improving the administrative problems.	N	Percentage
Improve girls performance	1	6.7
Improve school – community efforts in equipping schools	6	40.0
Regular teacher appraisals	1	6.7
Better remuneration for teachers	1	6.7
Board of Governors intervention in school matters	1	6.7
Improved interpersonal relationship between administrators and staff	4	26.7

From the results in Table 28, it can be seen that majority of the headteachers (40.0%) cited more school – community efforts at equipping schools. This is hoped to improve performance of students in examinations. The table also shows that a sizeable proportion of the headteachers (26.7%) felt that their relationship with the staff should be improved. All the other suggestions on solutions to the administrative problems headteachers encountered, were mentioned by less than 20% each.

Summary

To sum up, this chapter has analyzed and interpreted data regarding male and female headteachers' leadership behaviour. It was divided into five sections, namely, the questionnaire return rate of respondents, the demographic data of headteachers and

teachers, the perception responses for the leadership behaviour description questionnaire (LBDQ) among male and female headteachers and teachers, testing the hypothesis and the leadership problems the headteachers encountered and suggestions towards solving these leadership problems.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was fourfold. First, the study investigated male and female secondary school headteachers' ability to show a balanced concern for both initiating structure and consideration. The information on these two leadership dimensions was elicited from secondary school teachers and headteachers. Secondly, the study investigated the relationship between the teachers' perception of the headteachers' leadership behaviour in initiating structure and consideration and selected independent variables such as gender, professional qualifications, teaching experience, school category and school type. Third, the study sought to find out the leadership problems which male and female headteachers encountered. Finally, the study elicited data on how such leadership problems can be solved. In order to investigate these issues, four null hypothesis were formulated.

The literature review for this study provided guidelines and formed the basis for this research using the ex-post facto research design and the hypotheses outlined in chapter one as a guide. A questionnaire was developed and used to collect data from fifteen headteachers and 222 secondary school teachers. The data gathered was subjected to a

one way analysis of variance to test the hypotheses. The findings arising from this study are highlighted herein.

The comparison of teachers' ratings of the male and female headteachers and those of the headteachers themselves on the basis of the leadership behaviour description questionnaire (LBDQ) indicate that teachers' ratings of male and female headteachers leadership behaviour in initiating structure and consideration are lower than the male and female headteachers' self ratings on the same.

The results related to the first hypothesis that the professional experience of secondary school teachers did not significantly affect their perceptions towards male and female headteachers' leadership behaviour. The results associated with this finding reveal that the professional experience of secondary school teachers does not significantly affect their perception towards male and female headteachers in respect to initiating structure. However, teachers with between 1 and 5 years experience rated male headteachers relatively higher. Female headteachers were rated relatively higher by those who had worked 6 years and above. In the consideration dimension, significant differences emerged for the female headteachers and not for the male headteachers. The female headteachers were rated significantly lower by the teachers with 1-5 years' experience.

The second hypothesis stated that there is no significant difference between perceptions of teachers with varied academic qualifications towards male and female headteachers of

public secondary schools with regard to initiating structure and consideration. The analysis of this hypothesis has yielded the following findings. In the initiating structure, the null hypothesis was rejected for male headteachers but was accepted for the female headteachers. Those teachers with university education rated the male headteachers significantly lower. In the consideration dimension the null hypothesis was accepted for both male and female headteachers. However, pertinent results show that those with university education rated the headteachers slightly lower than those without university education.

The third hypothesis postulated that the category of secondary school in which teachers taught will not significantly affect their perceptions towards the leadership behaviour of males and females heading secondary schools. The findings linked to this hypothesis indicate that there is no significant difference between teachers from different categories of schools in their perceptions on male and female headteachers.

However, female headteachers from provincial and district schools were rated lower than their male counterparts. In the consideration dimension, the null hypothesis was accepted for male headteachers and rejected for female headteachers. However, pertinent results show that the teachers in provincial schools than those in district schools rated the male and female headteachers lower.

The analysis emanating from the fourth hypothesis that teachers teaching in boarding and day/partly day and boarding schools are not significantly different in their perceptions regarding male and female headteachers leadership behaviour, yielded the following findings: male headteachers of day/partly day and boarding schools are rated slightly higher than their counterparts in boarding schools in initiating structure and consideration. However, the female headteachers in day/day and boarding school were rated significantly lower in initiating structure than their counterparts in boarding schools. Male headteachers were generally rated higher than their female counter parts in both dimensions. Having highlighted the findings linked to the hypothesis of this study, attention is shifted to the analysis of the leadership problems are as which male and female headteachers of public secondary schools in Maragua district manifest.

According to the teachers (38.8%) perceptions, male and female headteachers have overall poor management. Further, 24.8 percent cited lack of enough facilities and poor interpersonal relationship between teachers and headteachers as a problem in the leadership of secondary schools in Maragua District. The teachers suggested that the headteachers need to improve their relationship with the teachers. A further 15.1 percent felt that headteachers should improve their overall management skills. The headteachers (26.7 percent) felt that poor academic performance among students constituted a major problem in their leadership. A further 40 percent felt that lack of enough facilities and lack of commitment among staff were also problems. The headteachers suggested that

school community efforts in equipping schools should be improved. They also felt that the interpersonal relationship between them and the staff should be improved.

Conclusions

The research findings showed that secondary school teachers tend to assign low ratings to male and female headteachers in both initiating structure and consideration dimension. Majority of male and female headteachers rated themselves highly in these dimensions. Therefore, it can be concluded that the leadership behaviour of both male and female headteachers do not measure up to the teachers' expectations. Another revelation that emerged is that teachers' rate male and female headteachers significantly higher in initiating structure than in the consideration dimension. This means that both male and female headteachers emphasize the initiating structure dimension at the expense of the consideration dimension. They therefore practice a high structure – low consideration leadership style.

UNIVERSITY OF NAIROBI
EASTAFRICANA COLLECTION

Another finding of this study is that professional experiences of the teachers do not significantly affect their perceptions of male and female headteachers in initiating structure. However, there was a significant difference in the consideration dimension for the female headteachers. The mean scores indicate that the male headteachers were generally rated slightly higher in both dimensions.

The research revealed that male headteachers were rated significantly lower by those teachers with a university education in the initiating structure. However, no such significant differences emerged for both male and female headteachers in the consideration dimension. The mean scores reveal that the male headteachers were generally rated higher than their female counterparts in the initiating structure by teachers with a university education and those with a diploma education. In the consideration dimension, female headteachers were rated higher than their male counterparts by the teachers with university degrees (B.Ed, M.Ed., B.A, MA).

Although the category of school in which the teachers taught did not affect their perceptions of both male and female headteachers in the initiating structure dimension, it certainly affected their perceptions of the female headteachers in consideration dimension. The mean scores on the consideration dimension indicate that teachers in district schools rated the female headteachers significantly higher than those teaching in provincial schools. Teachers in district schools also rated male headteachers slightly higher than those in provincial schools. This may indicate that at an interpersonal level, the headteachers in provincial schools felt more superior than to their teachers because of heading bigger schools. In comparison, the headteachers in district schools showed more consideration to their teachers. Male headteachers were generally rated higher in the initiating structure dimension. In the consideration dimension, teachers in district schools rated female headteachers higher than their male counterparts.

Female headteachers of either day or partly day – boarding schools seem to have a deficiency in initiating structure. This conclusion is arrived at on the basis of the finding that female headteachers in either day or partly day – boarding schools are rated significantly lower in initiating structure than their male counterparts in the same school category. They are also rated lower than their counterparts who head boarding schools. However, both male and female headteachers in day, or partly day/boarding schools were rated higher in the consideration dimension than their counterparts in boarding schools. The male headteachers in day, or partly day/boarding schools were rated higher in the consideration dimension than their counterparts in boarding schools. The teachers in boarding schools nevertheless rated the male headteachers higher in the consideration dimension than the female headteachers.

In general, the female headteachers were rated poorer than the male headteachers both in initiating structure and consideration. This seems to suggest that female headteachers need to improve their leadership skills. It is important that both male and female headteachers practice democratic leadership in order to promote harmony among teachers, students and other stakeholders in the school.

While teachers noted that both male and female headteachers had poor overall management, the headteachers cited lack of commitment among staff as one of their great hindrances to good leadership. The headteachers also cited regular teacher appraisals as a way of increasing the commitment of teachers to their work. The teachers on the other

hand felt that there should be good interpersonal relationship between them and their headteachers. A number of recommendations arise from the findings and conclusions mentioned above

Recommendations

On the basis of the foregoing findings and conclusions the following recommendations have been made: -

1. The research showed that both male and female headteachers practiced a high structure – low consideration style of leadership behaviour. It is therefore recommended that the headteachers strike a balance between the two dimensions namely, initiating structure and consideration, in order to establish an effective pattern of leadership. This can be achieved through inservice training in institutions like the Kenya Educational Staff Institute (KESI).
2. Female headteachers in district schools are rated significantly lower in the consideration dimension than their counterparts in provincial schools. It is therefore recommended that the female headteachers heading district schools should enhance their human relations if they are to be successful leaders.
3. It was further revealed that in comparing male and female headteachers, teachers in district schools rated the female headteachers higher than their male counterparts in consideration but lower in initiating structure. It is therefore recommended that the headteachers practice balanced leadership behaviour. This

can also be achieved through in service training for all headteachers regardless of the category of school they head.

4. The research also found out that female headteachers in day or partly day/boarding schools are rated significantly lower in initiating structure than the male headteachers in the same category. They are also rated lower than the female headteachers heading boarding schools. It is therefore recommended that the inspectorate draws and implements an appraisal programme to ensure that female headteachers in day or partly day/boarding schools focus on initiating structure (goal attainment). This will in turn facilitate provision of effective leadership by female headteachers in these schools.
5. The research also found out that the male headteachers were generally rated higher than the female headteachers. It is thus recommended that a criteria of high academic and professional qualifications should be worked out by the Teachers' Service Commission (T.S.C) in the selection of both male and female headteachers. In this way, the Teachers' Service Commission will be likely to recruit women who are highly qualified and who will demonstrate superior leadership skills.

Suggestions for further research

1. In order to reinforce the findings of this study, there is need for a study to examine the students' perceptions on the leadership behaviour of male and female headteachers.

2. There is also need for a study on the relationship of male and female headteachers leadership behaviour, cultural/societal barriers and the organisational climate of the schools they lead in order to get an overall perception of the leadership effectiveness of the headteachers in secondary schools.

3. Since this study was limited to one district, there is need for a replication of this study using a larger sample of secondary schools and therefore of teachers to elicit a more accurate national perspective of the leadership of both male and female headteachers.

BIBLIOGRAPHY

Al-Khalifa, E. (1988). "Pin money professional? Women in teaching". In A. Coyle and J. Skinner (Eds) *Women In Work: Positive Action for Change*. pp. 18.- 20. London: Macmillan.

Anago-Okwachi.(1992) *Recounting Gender Issues in the Teaching Profession and Developing Gender Responsive Teacher Education*. Nairobi: Kenyatta University Press.

Aringo M/ (1981) "Problems Women Headteachers Encounter in South Nyanza"
Unpublished Post graduate Diploma Project: Kenyatta University.

Asunda. R. J. (1983). *A Study of the Leadership Behaviour and Styles of Secondary School Headteachers in Nairobi*. Unpublished M. A. Thesis. University of Nairobi.

American Psychological Association. (1983) *Publication Manual of the American Psychological Association* (73rd ed.) Washington D. C: American Psychological Association.

Batchel, D. C. and J.J. Molnar. (1981). *Women as Community Decision-Makers, Human Services in Rural Environment* pp. 46 vol. (i), pp. 10 - 13.

Best, J. W. (1983).*Research in Education*. New Delhi: Prentice-Hall.

Benmaars, G. A. (1988). *Higher Education and Girls Education in the 21st Century in Africa: Plea for a Radical Reorientation*. FAWE News Bulletin No. 7, pp. 8 - 10.

Borg, W. R. and M. D. Gall. (1989). *Educational Research. An Introduction*. 5th ed. New York: Appleton Century Croffs.

Brock, C and K. Commish (1989). *Factors Affecting Female Participation in Education in six Developing Countries*. Hull. University of Hull.

Bowman J. S. (1982). *Women in Educational Administration Role Models: Towards Empirical Understanding*. University of Colorado, Ann Arbor, Michigan: Microfilms international.

Campbell RE, J.E Corbally and R.O Nystrand . (1983). *Introduction to Educational Administration* (6th ed) Boston : Allyn and Bacon inc.

Carver, F. D. and Serjiovanni. (1969) .*Organisations and Human Behaviour: Focus on Schools*. New York: McGraw-Hill Book Company.

Charles, C. M. (1989). *Introduction to Educational Research*. New York: Longman Publisher.

Childs, G. B. (1965). "Review of Research in Correspondence Study" In C. A. Wedemeyer (Ed) *The Brandenburg memorial Essays*. pp. 1 - 20 Madison, Wisconsin: University of Wisconsin.

Cohen MD & March J.G (1974). *Leadership & Ambiguity*. NY. McGraw-Hill.

Devito, Carlson and Kraus. (1984). Values in Relation to Career Orientation, Gender and Each other. *Counseling and Values*. 4th Issue. pp. 14 - 19

Fairholm, G. and B. C. Fairholm (1984). *Sixteen Power Tactics Principals Can Use to Improve Management Effectiveness*. NASSP Bulletin No.4. pp. 19 - 25

Fiedler, F. E. (1987) *A Theory of Leadership Effectiveness*. New York: McGraw Hill.

Freund, J.E. (1988).*Modern Elementary Statistics*. Englewood Cliffs. New Jersey. Prentice Hall Inc.

Gachukia, E. W. (1995) .Keynote Address: *National Symposium on Girls Education*. Machakos, Kenya.

Gay, L. R. (1986). *Educational Research Competencies for Analysis and Application*. Columbus, Ohio: Charles Merrill.

Gaynor, C. (1990) *The Status of Women Teachers in Southern Africa*. Geneva: ILO.

Good, C. V. (1992). *Essentials of Educational Research Methodology and Design*. New Jersey: Prentice –Hall.

Gluek, W. (1977). *Management*. Hinslaw, Illinois: The Dryden Press

Griffiths, D. E. (1979). *Intellectual Turmoil in Educational Administration*. *Educational Administration Quarterly*. Vol 2 No 4 pp.18-26.

Haimann Theo, W A Scott and P E .Conner (1978). *Managing the modern organization*. (3rd ed) Boston. Houghton and Mifflin co.

Hansot, E and D. Tyak (1981) .*The Dream Deferred: A Golden Age for Women School Administrators*. (Policy paper No. 18-C2): Stanford University Institute for Research on Educational Finance and Government.

Hemphil, J. K. (1987). *Administrative Performance and Personality*. New York: Teachers College, Columbia University.

Kabeberi-Macharia, J. and Kivutha Kibwana (1992). *A Study of the Implementation of the UN Convention on the Elimination of all Forms of Discrimination Against Women in Kenya* Geneva, UN.

Kahn-Hut R. (1992). *Women and work: Problems and Perspectives*. London: Oxford University Press Inc.

Karanja G.F (1992). *"A study of leadership behaviour of primary school headteachers in nyeri municipality"*. Unpublished M. Ed project. Kenyatta University.

Kariuki C.W (1998). *"Teachers' Perceptions of the Leadership Behaviour of Women Headteachers of Secondary Schools in Kiambu District"*. Unpublished M.Ed thesis. University of Nairobi.

Kerlinger, F. N. (1967). *Foundations of Behavioral Research* 2nd ed New York: Holt Rinehart and Winston Inc.

Kilemi Mwiria and Wamahu S.P. (Eds) *Issues in Educational Research in Africa*. Nairobi: East African Educational Publishers.

Kmetz, J. T and Willower, D. J. (1982). Elementary School Principals' Work Behaviour. *Educational Administration Quarterly*. Vol. 1 No. 2. pp. 12 - 20

Kogan M and Tuijnman A. (1995). *Educational Research and Development: Trends, Issues and Challenges*. Paris: OECD

Koontz, H. and O'Donnel. (1976) . *Management: A System and Contingency Analysis of Managerial Functions* 2nd ed. New York: McGraw Hill Book Company.

Krejcie R. and Morgan D. (1970). *"Determining sample size for Research Activities: Educational and Psychological Measurement"* Vol. 30 No. 3. pp.41-56

- Mang'oka, J. (1982). *A Study of the Leadership Behaviour of Nairobi and Machakos Secondary School Headmasters and Headmistresses*. Nairobi: Unpublished M. Ed. Thesis. University of Nairobi
- Masiga, E. S. (1992). *Gender Issues in the Teaching Profession*. Nairobi: Forum for African Women Educationist (FAWE) Publication.
- Mbiti D.M (1982). *Foundations of School Administration* Nairobi. Oxford University Press.
- Mcleary, L. E. and S. P. Hencely. (1965). *Secondary Administration: Theoretical Basis of Professional Practice*. New York: Dodd Meal & Company.
- Morsink, H. M. (1981). "A Comparison of the Leader Behaviour of Fifteen Men and Fifteen Women Secondary School Principals in Michigan" Unpublished Manuscript Quoted in Bernard M. R. *Stogdill's Handbook of Leadership*. pp. 123 - 150 New York: The Free Press.
- Muchira, F. M. (1980). "*A Study of Leadership Behaviour of Primary School Headteachers in Nairobi*". University of Nairobi: Unpublished Masters Project.
- Mulusa, T. (1990). *Evaluation Research for Beginners: A Practical Study Guide*. Bonn: Deutsche stifting for international Entwickling (DSE).
- Nachmias, D and E. Nachmias, (1976). *Research Methods in the Social Sciences*. London: Edward Arnold.
- Ngugi N and Barasa (1990) *Educational Administration* Nairobi. University of Nairobi Press.
- Njeuma, L. D. 1988. *Gender Issues in Some Fracophone African Universities*. Personal contribution to Forum for African Women Educcationists (FAWE) News Bulletin No. 7. pp. 4 - 10.
- Njuguna F W (1998) ."*A study of Headteachers' Leadership styles and students' Kenya certificate of Secondary Examinations Performance in Public Schools in Nairobi Province*". Unpublished M.Ed thesis. University of Nairobi .
- Norman, E. and A. Mancuse. (1980). *Women Issues and Social Work Practice*. London. F. E. Peacock Publishers Inc.
- Okumbe, J. A. (1998) *Educational Management: Theory and Practice*. Nairobi: Nairobi University Press.

Olembo J. O, Wanga PE & Karagu N M (1992). *Management in Education*. Nairobi Educational Research and Publications.

Oller, C. S. (1979). *Differential Experiences of Male and Female Aspirants in Public School Administration: A Closer Look at Perceptions within the Field*. Paper Presented at the Annual Meeting of the American Educational Research Association. San Francisco: American Educational Research Association.

Peter C. B. (1994). *A guide to Academic writing*. Eldoret, Kenya: Zapf Chancery.

Prewitt K. (1980). "Introductory Research Methodology: East Africans Applications" Occasional papers No. 10 Nairobi. IDS, University of Nairobi.

Republic of Kenya. (1994). *National Development Plan: 1994 -1998*. Nairobi: Government Printer.

Republic of Kenya. (1994). *The concern of Kenya: The Quality Teacher for the 21st Century and Beyond*. Report of the Third Teacher Education Conference. Nairobi: Ministry of Education. Kenya.

Shakeshaft, C. (1989). *Women in Educational Administration*. London: SAGE Publications..

Shwartz, E. B. and W. B. Watjen. (1981). "Improving the Self Concepts of Women Managers" Business Quarterly 41 quoted in Bass B. M. *Stogdill's Handbook of Leadership*. pp. 86 - 101. New York: The Free Press.s

Staines, G., C Tavis & T.E. Jayarante. (1981). "The Queen Bee Syndrome, in the Female Experience", Quoted in Benard M. Bass *Stogdills Handbook of Leadership*. pp. 46 - 56. New York: The Free Press.

Stogdill, R. M. (1974) *Handbook of Leadership: A Survey of Theory and Research*. London: The Free Press.

Theo H, W. Scott and P. Conner. (1978). *Managing the Modern Organization*. 3rd ed. Boston: Houghton & Mifflin Company.

Travers, R. M.(1969). *An Introduction to Educational Research*. 3rd Ed. New York: Macmillan Publishing Company Inc.

UNESCO / ILO. (1989). *The Status of Teachers in Southern Africa*. Harare: *Counseling and Values*. 4th Issue. pp. 14 – 19

UNESCO. (1995). *Policy Paper for Change and Development in Higher Education.* Paris: UNESCO.

UNESCO. (1998). *World Education Report. Teachers and Teaching in a Changing World.* Geneva: UNESCO.

Wilson C. (1990). *A portrait of Excellence in female Educational Leadership.* University of N. Carolina, Ann Arbor, Michigan: Microfilms International.

Wolgast, E. H. (1980). *Equality and the Rights of Women.* United Kingdom: Cornell University Press.

Wood, M. M. (1981). "*Women in Management: How is it Working Out?*" *Advanced Management Journal*, 41 Quoted in Benard M. B. *Stogdill's Handbook of Leadership.* pp. 87 - 90 New York: The Free Press.

APPENDICES

APPENDIX A: A COVER LETTER TO TEACHERS AND HEADTEACHERS

Lilian Wanjiru Ndegwa
University of Nairobi
C/o Dept. of Education
Administration and Planning
P. O. Box 92
Kikuyu, Kenya.

Dear Sir/Madam,

**RE: A QUESTIONNAIRE ON THE CHARACTERISTICS OF LEADERSHIP
STYLES OF MALE AND FEMALE SECONDARY SCHOOL HEADTEACHERS
IN MARAGUA DISTRICT.**

I am a post-graduate student in the University of Nairobi, undergoing the Master of Education degree course. Currently I am carrying out a research on characteristics of leadership styles of male and female secondary school headteachers. Your assistance in responding honestly to all the items in the questionnaire is likely to generate data that will improve the way that female and male headteachers lead.

Your response will be treated as confidential. Therefore **DO NOT** write your name on the questionnaire. Please complete all the items in the questionnaire. Thank you for your co-operation

Yours sincerely,

LILIAN W. NDEGWA.

APPENDIX B**QUESTIONNAIRE FOR HEADTEACHERS**

This questionnaire is designed to gather information on the challenges of managing secondary Schools. Kindly provide information to all questionnaire items. For confidentiality, do not write your name or that of your school on this questionnaire.

PART A

1. What is your sex? (tick one)
- Male []
- Female []
2. What is your highest academic qualification ? (tick one)
- Diploma..... []
- BA, B. Sc, B. Ed []
- M. A. MSC []
- Other, (specify) []
3. What is your highest professional qualification ? (tick one)
- Graduate teacher (specify your Grade)
-
- Diploma (specify your Grade)
-
- Other (specify)
-

4. What is your professional experience as a

Classroom teacher years

Head of department years

Deputy headteacher Years

(write number of years)

5. Your school is ? (tick one)

Girls only []

Boys only []

Mixed []

6. What is the type of your school ? (tick one)

Day []

Boarding []

Day /Boarding []

7. What is the category of your school ? (tick one)

National school []

Provincial School []

District school []

8. How many pupils do you have in your school ? (write number)

Girls []

Boys []

Total []

9. What is the size of your school ? (tick one)

Single stream []

Double stream[]

Tripple stream []

Four streams []

More than four streams []

PART B

10. a) Do you feel there is an area in your administration of the school that you would like to improve?

Yes _____ No _____

b) If yes, which area?

c) How would you like to improve that area?

LEADERSHIP BEHAVIOUR DESCRIPTION QUESTIONNAIRE

SECTION A: INITIATING STRUCTURE

This section contains statements related to initiating structure, that is, the degree to which you structure your own role and the teachers role towards accomplishing the secondary schools goals. Please indicate with a tick (3) in the relevant column the frequency with which you apply the skill represented by each of these statements listed below.

	ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
I make my attitude clear to staff					
I try new ideas with the staff					
I criticise poor work					
I assign staff members to particular tasks					
I maintain definite standards of performance					
I emphasize the meeting deadlines					
I encourage use of uniform of procedures					
I make sure that my part in the school is understood by all staff members					
I ask that staff members follow standard rules and regulations					
I let staff members know what is expected of them					
I see to it that members are working upto capacity					
I see to it that the work of staff members is co-ordinated					
I speak in a manner not to be questioned					
I rule with strict control					
I work without a plan					

SECTION B: CONSIDERATION

This section contains statements related to consideration, that is the degree to which you emphasize the teachers needs and feelings. Please indicate with a tick (3) in the relevant column the frequency with which you apply the skill represented by each of these statements listed below.

	ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
I do little things to make it pleasant to be a staff member					
I am easy to understand					
I do personal favours for staff members					
I find time to listen to staff members					
I look out for the personal welfare of individual staff members					
I treat all staff members as my colleagues					
I am willing to make changes					
I am friendly and approachable					
I make staff members feel at ease when talking with them					
I put suggestions made by the staff into operation					
I get staff approval in important matters before implementing them					
I keep to myself					
I do not explain my actions					
I act without consulting the staff					
I am slow to accept new ideas					

APPENDIX C

GENERAL QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information on the leadership styles of headteachers. Kindly supply information to all items in all parts of the questionnaire. In completing this questionnaire, it is important that you answer each question as thoughtfully and frankly as possible.

For complete confidentiality please do not write your name or that of your school on the questionnaire.

1. What is your sex ? (tick one)

Male ----- []

Female ----- []

2. What is your highest academic qualification ? (tick one)

Diploma []

B. A, B.Sc., B.Ed []

M. A., MSC []

Other, specify _____

3. What is your highest professional qualification ? (tick one)

Graduate teacher (specify your grades) _____

Diploma (specify your grade) _____

Other, (specify) _____

4. What is your experience as a

Classroom teacher Years

Head of department Years

Deputy headteacher Years

5. What is the category of your school? (Tick one)

1. National School

2. Provincial School

3. District School

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

6. What is

the type of your school? (Tick one)

1. Day

2. Boarding

3. Day/Boarding

PART B

5. Briefly state what you would like improved in the administration of your school

6. How would you like it improved?

LEADERSHIP BEHAVIOUR DESCRIPTION QUESTIONNAIRE

SECTION A INITIATING STRUCTURE

This section contains statement related to initiating structure, that is, the degree to which the teacher structures her/his own role and the teachers roles towards accomplishing the secondary school goals. Please indicate with a tick (3) in the relevant column the frequency with which the headteacher applies the skill represented by each of these statements listed below.

	ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
He/she makes her/his attitude clear to staff.					
He/she tries her/his new ideas with the staff.					
He/she criticizes poor work					
He/she assigns staff members to particular tasks					
He/she maintains definite standards of performance					
He/she emphasizes the meeting of deadlines					
He/she encourages use of uniform procedures					
He/she makes sure that his/her part in the school is understood by all staff members					
He/she asks that staff members follow standard rules and regulations					
He/she lets staff members know what is expected of them.					
He/she sees to it that staff members are working to capacity					
He/she sees to it that the work of staff members is co-ordinated					
He/she sees speaks in a manner not to be questioned					
He/she rules with strict control					
He/she works without a plan					

SECTION B. CONSIDERATION

This section contains statements related to consideration, that is, the degree to which the headteacher emphasises the teachers needs and feelings. Please indicate with a tick (3) in the relevant column the frequency with which the headteacher applies the skills represented by each of these statements listed below.

CONSIDERATION

	ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
He/she does little things to make it pleasant to be a member of staff					
He/she is easy to understand					
He/she does personal favour for staff members					
He/she finds time to listen to staff members.					
He/she looks out for the personal welfare of individual staff members					
He/she treats all staff members as his/her colleagues					
He/she is willing to make changes					
He/she is friendly and approachable					
He/she makes staff members feel at ease when talking with them.					
He/she puts suggestions made by staff into operation					
He/she gets staff approval in important matters before implementing them					
He/she keeps to himself/herself					
He/she does not explain his/her actions					
He/she acts without consulting the staff					
He/she is slow to accept new ideas					