

**HEAD TEACHER'S LEADERSHIP STYLE ON SCHOOL ACADEMIC  
PERFORMANCE IN KENYAN SECONDARY SCHOOLS**

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## **DECLARATION**

This research is my original work and has never been presented for a degree or other award in any other university.

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This research project has been submitted for examination with my approval as a university supervisor;

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## **DEDICATION**

I dedicate this Research Project to the Creator, the Almighty God for His steadfast love and mercy that endures forever.

To Chrispus, my father; Flora, my mother and wife, Josephine who have always encouraged me to excel; the next generation, including my upcoming children, Cheryl and Cheney; nieces, nephews, all the family members and friends who often weep and laugh with me.

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Finally, this work would not have been complete without the sacrifice and patience of Mr. Job Mwang'ombe for accepting to typeset, edit and print my work.

## ABSTRACT

This research sought to determine the impact of head teachers' leadership style on school academic performance. The study intended to come up with policy guidelines that were to help improve the leadership styles of head teachers in Kenya and other developing countries, which require similar policies. It was further to contribute to the functions of knowledge for the present and future scholars. To attain these, the following specific objectives guided the study: To determine which (head teacher's) leadership patterns arise in effective schooling; to determine if the school environment (as a function of the head teacher's leadership style) and its relationship to the quality of teaching and learning within the school; to determine if leadership administrative style of the head teacher influence the teachers' pedagogic strategies; to determine whether the head teachers' leadership styles are dependent on age, professional qualifications and gender.

Descriptive research design was used with questionnaires being used as research tools, administered to thirty head teachers, sixty teachers and sixty student leaders sampled from thirty schools countrywide. The findings were then presented using tables and graphs with the aid of SPSS programme.

The results showed that the head teacher's leadership style was best, looking at the enforcement of clear school rules and regulations, provision of the required teaching and learning materials, facilitation of subject workshops for teachers, delegation of responsibilities (to teachers and students) and promotion of collegiality amongst teachers. However, motivation of teachers and students towards the attainment of set academic targets was lacking in most schools as were crucial academic programmes that enhance academic performance like career guidance, strategic intensive revision and internal quality assurance.

In some cases, head teachers shared proper teaching pedagogies, followed up to ensure full lesson attendance by teachers and students, proper keeping of updated professional records, administration of diverse examinations, timely syllabus coverage and established departments with clearly set targets. There is need for the Ministry of Education to refocus its leadership effectiveness by addressing issues raised here.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

TSC:	Teachers Service Commission
KCSE:	Kenya Certificate of Secondary Education
MoE:	Ministry of Education
T/L:	Teaching and Learning
H/T:	Head teacher
KNEC:	Kenya National Examinations Council

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

The major concern of school organization is the success or effectiveness of teaching-learning processes, to ensure academic excellence. Experiences and records have shown that head teacher's leadership style has direct bearing on the overall effectiveness of the school because both teachers and students are to perform under the leadership of the school head to attain and sustain academic excellence. Since the head teacher is significant in determining the quality of a school and the (academic) achievement of its students (Ribbins and Marland (1994:1-4), it is important for him/her to adopt an administrative style that will nurture, inspire and sustain an enabling environment for academic excellence.

The realization of the head teacher's role in offering instructional leadership will not only enhance the quality of teaching and learning in schools, but would also go a long way in ameliorating the dwindling academic standards in most parts of the country, enabling the country to realize its development vision. The quality of education offered by any school is judged in terms of the number of students who perform well in national examinations (Eshiwani, 1993), that is, attaining more quality grades that would guarantee their admission to the universities, other high-placed tertiary institutions and live to realize their career aspirations. Most educational experts consider administrators as the driving force and main source of the organizational development and academic growth of students (Mirkamali, 1995).

According to (Dale and Beach, 1980), leadership is the process of influencing people to act for the accomplishment of specified objectives while (Sheikh, 2001) described a leader as a person who motivates a group of people to achieve its tasks and maintain team unity throughout the process. A leader unifies, embodies the opinion of the people to any desired goals. Leadership thus, is not only a personality trait, but the way a superior or leader relates with his followers. It is the quality of bringing together the people of diversified opinions together with those of similar opinions. Leadership is a key factor to improve the condition of any department and also the same in school aspects. Functional schools and outstanding performance do not exist

without effective leadership style. The school leadership should thus, take advantage of, exploit schools' spiritual beliefs, ideas and attitudes, making learning more connected, value- driven and meaningful (Deal and Peterson, 1994).

Different experts have identified different leadership styles with distinctive characteristics. For example (Avolio and Bass, 2002) presented full range leadership theory according to which three leadership styles known as transactional, transformational, laissez-fair were identified. Douglas (1996), Robbins and Caulter (1999) claimed that decisions by leaders depends on these three leadership styles which are democratic, autocratic and laissez-fair. A democratic style is characterized by co-ordination, co-operation and by collaboration. (Yulk, 2005), discovered that autocratic leadership style allows no participation in decision and laissez-fair which is also known as free-rein leadership style empowers subordinate to work with freedom and free-will.

Brumach (1998), as quoted in Armstrong (2001), contends that performance refers to both behaviours and results and adjusting organization behaviours and actions of work to achieve results or outcomes. According to Yusuf (2008), in the school environment therefore, performance should not only be defined in terms of test scores, examination results and students' ability to apply what is learnt and the rate at which students move on to higher institutions of learning but should consider the performance of the school in other areas like equipping learners with requisite skills for survival.

It is against this background that educators and the general public in Kenya and world over have often expressed concern over factors that influence students' performance in national examinations. The organizational management of schools greatly influences student academic outcomes. Several scholars, for instance, (Rutter et al., 1979, Wekesa, 1993) note that in order to improve students' performance, the head teacher is first of all required to improve the management of the school in general. This can be done by setting a clear vision for the school and communicating the vision to students: support the achievement of the vision by giving instructional leadership; provide resources; and, be visible in every part of the institution that account for students' academic performance. This is further echoed by Okumbe,

(1999) who avers that effective leadership in secondary schools involves, among others, the application of management principles in designing, developing and effectively utilizing resources towards the achievement of educational goals.

This effectiveness is judged by the extent to which schools acquire the necessary instructional materials and teachers, and how they provide a congenial organizational and study environment (that would stimulate teaching and learning) and generally meet the expectations of the society within which they are established (Okumbe, 1999). In highly effective schools, Watkins, 2005) Bell (1992) further listed five functions of the head teacher: testing and orienting children and colleagues; directing and promoting the professional activities of teachers; managing resources according to priorities; acts as a public relations to various audiences and as the core of administration including the financial and resource management of the school. To this end, the head teacher sets the pace, leading and motivating students and staff to perform to their highest potential. Learners are motivated towards performing while teachers are encouraged to apply all the best-known instructional techniques that would result in improved performance, for instance, intensive revision and/or drilling, administration of diverse standardized exams and practical sessions, adherence to the school schedule and instructional curriculum, all meant to bolster academic performance.

Head teachers in effective schools therefore, involve themselves in improving instruction and training and are responsible for day-to-day assignment of duties and supervision of the teachers (Republic of Kenya, 1988). Effective school head teachers too work relentlessly to improve achievement by focusing on the quality of instruction. They help define and promote high expectations; they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom. They also encourage continual professional learning, emphasizing research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers, formally or through class visits. In practice this all means that leaders must become intimately familiar with the “technical core” of schooling – what is required to improve the quality of teaching and learning.

Teachers' professional development needs and monitoring their delivery in class, too improves performance. (Ribbins and Marland, 1994:1-4)

Research has shown that the quality of leadership makes the difference between the success and failure of a school (Millette, 1988). In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement, it is the head teacher who sets the pace by leading and motivating students and staff to perform to their highest potential. The head teacher who articulates clear goals, holds high expectations of students and teachers, and exercises strong educational leadership which is instrumental to the school in achieving its goals (Miller, 1995). As such, schools make a difference to students' achievement; head teachers' suitable administrative approach and/or style is one of the factors which contribute to students' academic success.

It is important to note that the whole issue of students' performance should be considered from the broad framework of input and output. In this context therefore, the core functions of schools is to take raw material (students) and convert them into valuable commodities i.e. employable, responsible and productive adults. Of paramount importance, therefore, is the proper management of teachers for its absence will invariably lead to low productivity (Republic of Kenya, 1988) and poor performance of students. Head teachers as schools' chief executives are charged with this daunting task of managing teachers among other school resources for high academic achievement.

Other school factors that the head teacher ought to address due to their influence on students' behaviour and scholastic achievement include: amount, quality of teaching and degree of academic emphasis; the extent and nature of ability groupings; teacher expectation; styles of teaching and classroom management; location, size and age of the school; patterns of discipline, willingness of the parents and general community to support school programs, characteristics of school environment, among others (Rutter *et al.*,1979).

According to Sushila (2004), the head teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school; academic or administrative. The head teacher should be involved in making most of the decisions of the school. It is therefore important that, the head teacher as a leader should also be a thinker and a decision maker.

Wandiba (1996), remarked that schools in Western Kenya, once the pride of the nation in academic excellence, have dropped drastically in educational standards. This is true of some schools in Central and Coastal regions as it is in many others across the country. He attributed these poor standards to unpreparedness among members of the teaching fraternity, rampant absenteeism and drunkenness. Therefore, one can conclude that something is wrong as far as teacher competency and instructional matters are concerned and only those head teachers who are keen on good performance will resolve this problem. It is against this background that a research need arose to determine which leadership pattern or styles as practiced by various head teachers greatly favour the sustenance of academic excellence in schools. This would provide an avenue for the head teachers to compare notes, adopting an administrative style that would enhance academic performance in schools, thus ameliorating the academic standards in the country.

## **1.2 Statement of the problem**

Statistics by KNEC (2014) show that most secondary schools across the country have, over time, been performing below the national average of seven in national examinations, KCSE. This raises concerns from parents, leaders and scholars.

In an examination oriented education system, like Kenya's, failure in examinations may well mean failure in life. Low performance in KCSE in any county will definitely affect the development of that area as well as national development as a whole. Thus the issues responsible for the poor performance in examinations deserved to be investigated.

Effective leadership of schools adds value to the impact of classroom and teacher practices and ensures that lasting change flourishes. Awareness of the school and teacher practices that impact student achievement is critical, but without effective leadership, there is less of a possibility that schools and counties will address these variables in a coherent and meaningful way (Waters, Marzano, & McNulty, 2003).

Although numerous existing studies have investigated the relationship between instructional leadership practices of head teachers and students' achievement, most have not been conducted in an environment as politically driven as the current assessment-based educational system. Accountability for results is driving school reform in the United States and the world over (Cotton, 2003). The onus therefore, lies with the head teachers, being at the helm of the schools' leadership to navigate the schools towards these noble accomplishments.

Because school leadership has such a significant impact on student achievement, state and county policymakers should shift leader preparation programs toward a dual focus on leadership skills and management training. Head teachers need core knowledge, as well as management skills, to inform and lead change. Change that will turn around the nose-diving academic standards in most schools. Too, as counties and schools move towards increasingly data-driven systems, it is critical that head teachers understand how to interpret research findings and evaluative data for smooth running of the schools with sustained academic performance.

### **1.3 Purpose of the study**

This research sought to determine the impact of head teachers' leadership style on school academic performance.

### **1.4 Significance of the study**

The study sought to unravel the findings which would contribute towards the improvement of the school environment and hence adoption of proper teaching pedagogy; proper, adequate and effective testing/evaluation practices, all through efficient and effective administrative styles by head teachers.

Finally, the study would assist the Kenyan policy makers to assess the contents of the courses necessary for prospective and incumbent head teachers, to ensure that they are equipped with relevant skills required to effectively run schools in a way that would enhance the realization of Vision 2030, Millenium Development Goals at the , national, regional and global level.

### **1.5 Objectives of the study**

This study was guided by the following specific objectives:-

1.5.1: To determine which head teacher's leadership patterns arise in effective schooling;

1.5.2: To determine if the school environment (as a function of the head teacher's leadership style) and its relationship to the quality of teaching and learning within the school

1.5.3: To determine if leadership administrative style of the head teacher influence the teachers' pedagogic strategies

1.5.4: To determine whether the head teachers' leadership styles are dependent on age, professional qualifications and gender.

### **1.6 Operational Definitions**

- i. **Kenya Certificate of Secondary Education (KCSE):** An examination that learners take at the end of the four years of secondary education in the Kenyan system of education (8.4.4). It is this examination which determines future movement of students in the educational system
- ii. **Academic achievement:** Performance and success in standardized national examinations (like the Kenya Certificate of Secondary Education) at critical stages of student's life.
- iii. **Quality Education:** An education system with high level of achievement and efficient management of education resources
- iv. **Leadership:** Is the art or process of influencing people so that they strive willingly and enthusiastically toward the achievement of group goals.

- v. **Leadership style:** Is the manner a leader influences his/her subjects towards the achievement of envisioned goals; in this context, the ways in which the head teacher influences the students and learners towards the realization of set academic targets within the school.
- vi. **Instructional leadership:** Is defined as the actions school s take or delegate to others in order to improve students' learning. It encourages educational achievement by making the instructional quality in the school organization as the top priority and brings the stated vision to realization (e-lead, 2010). Instructional leaders align the school's academic mission with strategy and action. They are focused not only on leading, but also on managing. The researcher sometimes refers to the concept instructional leadership as instructional leadership behaviour (Hallinger, 1983; Hallinger& Murphy, 1985) or instructional leadership competency throughout this study.
- vii. **School environment:** Is the social, physical, economic environment of the school in which the and his/her team operates in; bringing about a wholesome learning place, where students' dreams and ambitions are tended, and teachers motivated to function at their best, where everybody is respected and feel attached to the school.
- viii. **Head teacher :**Is an individual who supervises the school activities and occupies the position of the school leader and he/she is perceived as the significant figure in initiating and realizing of the innovations that take place in the schools. He is the team leader in the school set up.
- ix. **School culture:** According to Edgar Schein (1998), culture is the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously. Operationally, school culture is the way the teachers and students, interact, in their quest to accomplish the vision and mission of the school. It is the shared beliefs and values that closely knit the school community
- x. **Classroom instruction:** Webster's New World College Dictionary defines classroom as a room in a school or college where classes are taught. Instruction is teaching, information, directions or orders. In the context of this study, classroom instruction is the way teachers deliver the curriculum or the methods, pedagogy they use to teach the students; as influenced by the head teacher's leadership style towards the realization of academic success.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter details studies on leadership styles and their impact on the students' academic performance as well as the summary of the literature.

#### **2.2 Related Studies**

Stogdill (1957), at the Bureau of business research at Ohio State University initiated a series of researches on leadership in 1945. He, along with his colleagues, studied leader behavior in numerous types of groups and situations by using a Leader Behavior Description Questionnaire (LBDQ).

The studies were carried on teachers, head teachers and school superintendents and leaders of various civilian groups. They did not have any satisfactory definition of leadership. They also did not think that leadership is synonymous with 'good leadership'. The LBDQ was administered in wide variety of situations and surprisingly two dimensions of leadership continually emerged from the study one is 'consideration' and the other is 'initiating structure'.

Consideration reflects the extent to which individuals are likely to have job relationship characterized by mutual respect for sub-ordinates, ideas and consideration of subordinates' feelings. This describes the behavior of the leader indicating friendship, mutual trust, respect and warmth in the relationship between the leader and his group members.

Initiating structure reflects the extent to which individuals are likely to define and structure the roles and those of the sub-ordinates towards goal attainment. This is the behavior of the leader, which deals with the relationship between him and the work group and tries to establish well-defined patterns of organization, channels of communication and method of procedure.

The weaknesses of the Stogdill (1957), studies are that they did not have any satisfactory definition of leadership; they did not think that leadership is synonymous with good leadership; they failed to establish the role of the leader's initiating structure and consideration structure on the students' academic performance.

In a study designed to investigate the link between sub-ordinates performance and task complexity performance and leadership styles and flexibility, Barrow (1976), found that sub-ordinates' performance was a strong causal force in the determination of the behavior a leader utilized. He indicated that low performing sub-ordinates caused the leader to behave much more punitively, more autocratically, less considerably and to push for more production, whereas high performance from the sub-ordinates resulted in the leader being more considerate towards the workers, less punitive, less autocratic and somewhat less task emphasis oriented.

The results of the above study indicated that the complexity of the task significantly influenced leader's task emphasis orientation. The high complexity tasks caused the leader to utilize more supportive and considerate styles. It was also found that when a worker's performance changed from low to high, the leader became increasingly supportive and considerate in his style, much more so than when performance was declining.

Ribbins and Marland (1994:1-4) hold that the head teacher is significant in determining the quality of a school and the achievement of its pupils. Hoy and Sabo (1998:13) highlight various types of school climate: a school may have an open climate, an autonomous climate, a controlled climate, a familiar climate, a paternalistic climate or a closed climate. In the light of the above, it can be assumed that the head teacher's leadership style principally determines the kind of climate that prevails in the school. Ordinarily, the main task of the headteacher is to help create a healthy working environment in which pupils are happy and prepared to learn and teachers identify with the school's mission and goals.

Researchers of school climate, for example Hoy and Sabo (1998:92) observe that a positive school climate is related to the effectiveness of whole school. This is to say that there is a connection between positive school climate and school effectiveness. In

addition to that, Litwin's (1968:28) study reveals that it is possible to create noticeable climates within a short period of time by varying leadership styles. The implication of this is that leadership styles dictate institutional climate. However, most authors on school climate are of the opinion that the perceptions of students and the school community are important components of creating a good climate where teachers can teach and pupils can learn and parents can be involved in the education of their children.

A study carried by Eshiwani (1983), found that schools, which performed consistently well, tended to have sound and efficient leadership. Efficient head teachers are able to organize the learning process for their pupils, mobilize, and motivate the staff.

Eshiwani (1983) attributes poor results of students to the armchair head teachers who do not know what goes on in the classroom. He further asserts that head teachers are instrumental in performance for they monitor closely all the activities in their schools. Here, Katuri (1984), and Eshiwani (1983), are in agreement.

Ogawa and Hart (1985), in a study to determine the extent to which head teachers influence the instructional performance of schools found that the variable accounted for between two and eight percent of the variance in task. They concluded that the head teacher has a significant influence on the instructional performance of pupils.

Kibowen (1985) asserts that the basic reason why some schools performed better than others in examinations was that while some head teachers organized the learning process for their pupils, others leave it to chance. This statement is in agreement with what Eshiwani and Ogawa said.

Kathuri (1984) examined the correlation between the school and administration and pupils' performance. He looked at aspects of administration such as staff meetings, amount of time the head teacher allocated to various aspects of his responsibilities and the head teacher's opinion on matters that related the school discipline and qualities of a good teacher. He found that a strong correlation existed between quality of administration in a particular school and performance of that school in national examinations.

He further found that the morale among teachers and students was influenced by effective administration. A school in which morale prevails is likely to have less disciplinary problems among teachers and consequently among students. Teachers in such a school are likely to be more committed.

One aspect of leadership that has been found to influence the success of an organization is leadership style. Muchira (1988), in a study of leadership effectiveness in primary teacher colleges in Kenya found that the head teacher's leadership styles correlated significantly to student achievement. He further found that the leadership styles were significantly correlated to the head teacher's level of education. He found that the head teachers with masters had a higher leader performance score than those with a bachelor's degree. Perhaps an indication that the more education one has the more the tendency to be relations-oriented than task-oriented.

Muchira's (1988), study was carried in primary teacher colleges in Kenya; so such a study needs to be done in secondary schools in Kenya to test the reliability of the findings.

Nalemo (2002) observed that people are led best by using consultative styles which accommodate divergent views of others, allow sharing of experiences and is participatory in decision making.

Eshiwani (1993) identifies that schools which consistently perform well tend to have sound and efficient leadership. He further stresses that leadership is a crucial factor in the success of a school. The qualities that are expected of a school head teacher include setting a climate of high expectations for staff and students, encouraging collegial and collaborative leadership and building commitment.

Good performance in school is relatively equivalent to good administration. Raju (1973) emphasizes that the administrative role of the head teacher involves directing, controlling and management of all matters pertaining to education enhancement in the school. This implies that all the activities done in the school are performed on behalf of the head teacher.

School leaders are drivers of school improvement, determiners of achievement focus, and leaders of the school community (Hall, 2002). School leaders set the tone for their buildings, provide leadership and direction for their schools' instructional programs and policies, and sustain professional development for school personnel and themselves, and nurture personalized school environments for all students (Tirrozi, 2001).

School leaders, in sum, set forth the conditions necessary for teachers to implement change, the integral component of the school improvement process (Zepeda, 2007).

Though the research literature on school leadership clearly conceives of the head teacher as a multi-tasker whose job responsibilities are much too complex to be evaluated by a single source, many school leaders' appraisal processes remain top-down appraisals from superintendents, with little feedback from other stakeholders (Habegger, 2008; Moore, 2009).

Further complicating effective leadership appraisal is the fact that many of the benchmarks states and national organizations have developed for school head teachers take an overly narrow view of leadership, focusing primarily on task-oriented skills rather than the impact the head teacher's leadership has on school functions; this makes it difficult for school leaders to translate the appraisal into meaningful change (Knapp et al., 2003); Moore, 2009).

Indeed, an investigation into the standards and leadership appraisal methods of 44 countries found that nearly half of these countries fail to give their school leaders clear feedback on ways to improve teaching and learning (Goldring et al., 2008).

Though it is clear that the impact of leadership on school outcomes is indirect, that is, leaders influence the factors that, in turn, influence the outcomes, feedback systems for school leadership have remained simplistic, unable to offer a comprehensive perspective on a school leader's ability to facilitate instructional improvement (Murphy et al., 2007).

School leadership has been identified as a significant driver of high-performing schools (Beck & Murphy, 1996). According to Murphy et al. (2007c), school leadership is defined by purpose: leaders set goals and focus their duties on reaching them (Murphy et al., 2007c). An integral component of this demonstration of leadership is the development of a vision, because the vision is a representation of the beliefs and ideals the organization embraces about learning, teaching, and relationships (Zepeda, 2007). Thereafter, effective leaders keep the school's vision, mission, and goals at the forefront of school personnel's attention and at the center of all the work the school does (Marzano et al., 2005); the leader must manage change in ways that ensure the school successfully realizes its established vision (Hall, 2002).

Critical functions of the head teacher therefore include developing the methods by which the vision is carried out, mentoring in-school and external leaders, representing the school in the community, managing human resources and recruiting staff, and encouraging professional development (Portin et al. 2003). Goal setting and strong management of the improvement process allows head teachers to establish conditions that support teachers and that help students succeed (Togneri & Anderson, 2003).

The research literature also indicates that interpersonal skills are intertwined with impactful leadership.

According to Ramsey (2005), interpersonal relationships are the heart of an organization's culture that shapes everyone's expectations and behaviors. School leaders who successfully promote leadership build and maintain trust, communicate more openly, build commitment and support for change (Short & Greer, 1997; Brewer, 2001). They demonstrate personal interest in staff and make themselves available to them (Marzano et al., 2005). Indeed, effective school leaders maintain trust, spur motivation, give empowerment, and enhance collegiality (Brewer, 2001). This in turn motivates teachers and learners, who dedicate and direct their efforts towards the attainment of the school vision, enhancing academic performance.

Strong head teachers take responsibility for their own behaviors and share leadership responsibilities with colleagues (Blase & Blase, 2000). In short, school leaders need to be perceived as people, rather than as a symbol the personnel's concerns towards the institution, in order to affect change (Blase & Blase, 2000).

Inherent in the concept of school leadership is the notion that learning should be given top priority; every other task of the school leader revolves around the enhancement of learning (Jenkins, 2009). School leader positions are often synonymous with instructional leader, a description comprising those actions a principal or deputy principal takes to improve student learning, including setting achievement goals, allocating resources to instruction, managing the curriculum, and evaluating teachers (Du'Four, 2002).

Leaders in high-performing schools devote considerable energy to the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (Council of Chief State School Officers, 1996); leaders ensure that goals are clearly defined and focused on student achievement. It is thus the leader's duty to create powerful, equitable learning opportunities for both students and personnel (Murphy et al., 2007b; Knapp et al., 2003).

A school leader's effect on student learning is largely mediated through teachers: by improving the quality of teaching in the school, the school leader improves student learning outcomes (Hall, 2002). Though an indirect influence, Leithwood & Riehl (2003) conclude that school leadership has significant effects on student learning: about a quarter of a school's effect on learning is attributable to the quality of school leadership.

Specific instructional leadership behaviors that encourage improvement include making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, giving praise for effective teaching, and the distribution of needed instructional resources to teachers (Blase & Blase, 2000; Zepeda, 2007).

Although not in the classroom, effective school leaders are knowledgeable about instruction and have heavily invested in their school's instructional program, spending considerable work time on the instructional program and being personally involved with colleagues in crafting, implementing, and monitoring assessment systems at the classroom and school levels (Marzano et al., 2005; Du'Four, 2002).

Professional collaboration yields positive school culture and instructional improvement (Zepeda, 2007). The literature on school leadership heavily emphasizes the head teacher's role in establishing and maintaining a positive school culture that promotes learning and engagement for students and teachers (Goldring et al., 2006; Habegger, 2008).

A positive culture is aligned to goals and objectives, consistent with the mission and vision of the school (Zepeda, 2007). Indeed, according to Hall (2002), effective head teachers are those who have high expectations for students, as this belief about students' ability to learn is critical to school improvement.

High achieving schools are marked by a culture that empowers and instils confidence in teaching, value their students and teachers, and seek the help of parents and community members to enhance the school's effectiveness; this creates a sense of belonging, providing a clear direction for all involved parties (Habegger, 2008).

In order to manifest a positive school culture, head teachers need to be able to communicate his/her and the school's vision to others so as to engage them in the process of reshaping the institution and articulating essential beliefs regarding learning (Davies et al., 2005; Jenkins, 2009).

Ngala (1997) suggests that head teachers need to supervise teachers by ensuring that: lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly.

Okumbe (1999) considers supervision as an administrative strategy aimed at stimulating teachers towards greater pedagogic effectiveness and productivity. The stimulation function of supervision enhances teachers to play important roles aimed at excellence in examinations, which reduces risks of teacher burn out.

Although the duties and responsibilities of the head teacher are enormous, all are geared towards the attainment of the preset broad aims and specific objectives of the educational system. The school as an organization cannot escape its responsibility to the community in which it is set. The responsibilities range from effective use of human resources, to continued customer satisfaction and value for their money. Instructional supervision aids s in coordinating, improving and maintaining high teaching and learning standards in schools. Educational institutions aim at imparting learners with knowledge that develops them mentally, emotionally, socially and spiritually, apart from equipping them with economic skills for full participation in the development of the society (Maranya, 2001).

It is, however, prudent to note that the greatest strength of any school is its personnel, the human resources. Teachers combine their relevant skills, experiences and positive attitudes towards the profession, in order to raise the quality of the schools' academic performance to high and reputable standards (Mbiti, 1974). This combination is achieved through instructional supervision.

Effective head teachers recognize that collaborative networks among educators are essential for successful teaching and learning: they model teamwork, provide time for collaborative work, and actively advocate for sharing and peer observation (Blase&Blase, 2000). Additionally, leading a school with high expectations and academic achievement for all students requires robust connections to family and/or other people and institutions in the community that advance academic and social learning (Henderson &Mapp, 2002).

Though the leadership roles of the head teacher have become more complex and multifaceted, the traditional conception of the head teacher as the manager of school operations is still an important component of the position. The literature indicates that implementation of effective organizational processes influences student achievement (Davis et al., 2005). This includes setting directions for the organization by developing shared goals, monitoring organizational performance, and promoting effective communication and redesigning the organization that is creating a productive school culture, modifying organizational structures that undermine the work, and building collaborative processes (Leith wood et al., 2004).

Schools' firm leadership and teachers' quality have significant effects on the students' achievements (Montimore, 1995; Hoy & Miskel, 2001). Teachers are influenced by their schools' leadership and they then have a direct influence on students' achievement. The quality of teachers' performance varies depending on several factors, the central one being the work environment (Balasandran, 2007). The leaders, who provide the necessary leadership in managing the teachers' performance, have a large impact on the work environment in their organization. A positive impact would possibly make the teachers reinforce a desired behaviour in their work places especially their commitment towards the school organizations. This is proven in a study by Weber (1996) who explained that leaders establish a high expectation for performance in order to increase teachers' commitment towards the school. Uncertainty in the teachers' performance will result in negative consequences such as decrease in the level of commitment among the teachers (Balasandran, 2007). Therefore, teachers' commitment is strengthened if the school leaders practice leadership behaviour effectively. Teachers who are committed to their job would associate themselves with their school organization, making them work towards the organizational goal and students' academic progress and thus strive towards the improvement of the schools' academic performance.

Eshiwani (1993) further notes that the head teacher is responsible for the overall running and control of the school and for the maintenance of the tone and all-round standards. The organization and control of staff, both teaching and non-teaching, is all part of the head's duties. In particular, he/she must check the teaching standards by reference to schemes of work, lesson notes, and records of work done and pupil's exercise books. It is through supervision that the head teacher gets a clear framework of activities and responsibilities of each member of staff in school. The management practice enables head teachers to evaluate the extent to which policies, objectives, activities and events laid down in the long and short term plans are successfully carried out.

The demand and scrutiny from numerous stakeholders of the instructional effectiveness in schools that result in improved academic performance (Tyack and Cuban 1995, Langer and Boris-Schacter 2003, Thomas *et al.* 2003) has forced head

teachers to be responsive and innovative in their bid to achieve predetermined benchmarks for academic standards (Glidden 1999).

According to Murphy (1999), these responsibilities are the centre of gravity of the profession's role and tie the head teacher to the core role of learning. Ultimately, strong managerial skills allow all the other dimensions of schooling to work to improve student learning (Knapp et al. 2003).

From the cited study, it is clearly indicated that most of the studies had not established whether there were any significant relationships between the head teacher's leadership styles and students' academic performance. It is on this platform that the study is to explore the various leadership styles exhibited by the head teachers and their role on students' academic performance.

### **2.3 Literature Review**

Research exploring why some students achieve high academic performance than others; has revealed four theoretically important determinants. They include; school plant, leadership styles of the head teacher, teacher characteristics and student behavior. Eshiwani (1983) identified the following policy-related factors that may cause poor academic performance; school plant and resources (textbooks, library and laboratory facilities), leadership styles of the head teacher (school administration and management), teacher characteristics (training, teacher certification, professional commitment, experience and transfer index) and students' behavior (early childhood education, primary education and social characteristics).

Research conducted in the United States indicated that very small schools have lower academic performance than large schools. However, a school cannot provide a reasonable well qualified staff for the different subjects of curriculum below a minimum size. There will be an optimum size of school beyond which the level of attainment falls. A number of studies in several African countries (Foster and Chigret, 1966 and Heyman, 1984) found a strong relationship between resources and students' achievement. They gave the laboratory a central and distinctive role in education. In addition, studies done in less developed countries such as Uganda, India, Ghana,

Brazil, Chile and Malaysia, indicated that access to textbook availability is positively related to students' achievement.

For example, the data for India and Chile showed that a block of factors, which included textbook availability accounts for more of the variance in test scores than does a block, which includes circumstances and student's age and sex (Heinemann et al 1984). Among the most recent studies undertaken in Kenya regarding factors influencing academic performance are those carried out by Kathuri (1984), Malau (1988), Magori (1990), and Achola (1990).

Kathuri's (1984), research reveals that schools resources including textbook availability are not significantly related to performance in Certificate of Primary Education (CPE). However, he summarizes his work by saying that teaching resources may not be significant in totality but very critical in some situations and subjects.

A number of researchers have approached the question of performance from the pupils' socio-economic background and have barely touched on school quality factors such as the leadership styles of the head teacher. This study attempts to investigate the role of the leadership styles of the head teacher on the students' academic performance.

### **2.3.1: The Concept of Leadership**

There are several definitions given by different scholars on the concept of leadership. According to Muya (1993), leadership is the lifting of a man's vision to higher sights, the raising of man's performance to higher standard, the building of man's responsibility beyond its normal limitations.

Halpin (1969) looks at leadership as consisting of two aspects namely a group achievement and group maintenance. This involves the directing of the group towards the achievement of the organizational goals. It also implies the sustenance of the social relationships at work.

McGregor (1960) maintains that leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological and other resources so as to rouse, engage and satisfy the motives of followers.

Burns (1978) concurs that leadership, unlike naked power-welding is thus inseparable from followers' needs and goals.

Sergiovanni et al (1987) authors of the bestseller in search of excellence, describe Leadership in action terms. They say that leadership is many things. It is patient, usually boring coalition building. It is purposeful seeding cabals that one hope will result in the appropriate ferment in the bowels of the organization. It is meticulously shifting the attention of institution through the mundane language of management systems. It is altering agenda so that new priorities get enough attention. It is being visible when things are going awry and invisible when they are working well. It is building a loyal team at the top that speaks more or less with one voice. It is listening carefully much of the time frequently speaking with encouragement and reinforcing words with believable action. It is being tough when necessary.

Leadership is the ability to develop a vision that motivates others to move with a passion. Leadership is seen as the process of encouraging and helping others to work enthusiastically towards objectives. The human factor builds a group together and motivates it towards goals by transforming the group's potential into realities.

Cole (1997) defines leadership as a dynamic process at work in a group whereby one individual over a particular period of time, and in a particular organizational context influences the group members to commit themselves freely to the achievement of group tasks or goals. He continues to say that leadership development must be a value and a process that evolves within the institution over a period of five to ten years.

Manu (2007) also defines leadership as the ability to get a man to do what you want him to do when you want it done, in a way you want it done, because he wants to do it.

Sergon (2005), further contends that a leader gets things done and has the ability to inspire, moderate, guide, direct and listen. These qualities are crucial for head teachers to be effective in their work. Ndege, too, (as cited in Cheruiyot, 2003) agrees that successful leaders motivate their subordinates to higher levels of productivity, remedy poor performance and lead the organization towards its objectives. In this respect, head teachers guide and reinforce desired pedagogical techniques, which includes among others, up-to -date delivery of subject matter through full attendance to the set lessons, timely completion of the syllabus, diversified and satisfactory instruction, adequate evaluation as well as timely feedback, positive recognition and reinforcement of performing learners; high standards of discipline; establishment and promotion of a conducive learning environment within the school; adherence to the set instructional calendar, all of which would result in the achievement of the set academic goals in the school

### **2.3.2: Leadership Styles and School Performance**

While the correlation between school leadership and school performance appears to be relatively simple and straight forward in theory; in practice it is inherently complex and unpredictable. Research on this correlation gives mixed results. On the one hand, there are studies which confirm the existence of a relationship between school leadership style and school performance.

For example, Ubben and Hughes (1992) found that head teachers could create a school climate that improves the productivity of both teachers and students and that the leadership style of the head teacher can foster or restrict school effectiveness.

Hallinger and Heck (1998) reviewed over 40 empirical studies conducted between 1980 and 1995 and concluded that head teachers exercised a measurable and statistically significant, though small, indirect impact on school effectiveness and student achievement.

Similarly, Witziers, Bosker, and Kruger (2003) found that school leadership does have a positive and noteworthy effect on student achievement and Waters, Marzano, and McNulty (2004) reported that effective school leadership substantially increases student achievement. Using a path analysis, Kruger, Witziers, and Slegers (2007) found that school leaders indirectly influence student outcomes and school culture.

In the context of Cyprus, Kythreotis and Pashiardis (2006) found direct effects of the head teacher's leadership style on student achievement and Kythreotis, Pashiardis, and Kyriakides (2010) reached the conclusion that "the head teacher human leadership frame affects student achievement" (p. 232).

They found that women scored higher than men in transformational leadership and contingent reward, whereas men scored higher than women in active and passive management-by-exception and on laissez-faire leadership.

Moreover, women produced considerably better outcomes than men on all of the three outcome measures that the Multifactor Leadership Questionnaire investigated: the extra effort they inspired from subordinates, the satisfaction that people expressed about their leadership, and their overall effectiveness in leading.

Kythreotis and Pashiardis (2006) also found that female school head teachers' impact student achievement more than male school head teachers. They argue that interpersonal relations constitute a more central point of reference of the managerial style of women and allow them to exhibit a more democratic and participative style (Coleman, 1998).

On the other hand, some studies found no relationship between school leadership styles and effectiveness of schools. The purpose of Di Vincenzo's (2008) research, for example, was to determine whether the practice of transactional and transformational leadership behaviors consistently contribute to higher levels of student achievement as reflected in the results of standardized tests. He found no statistically significant correlational relationship between the leaders' attributes as determined by Kouzes and Posner's Leadership Practices Inventory (Kouzes, 2003) survey instrument and resultant student achievement as determined by standardized test results.

Using Bass and Avolio's (1994) Multifactor Leadership Questionnaire, Huffman (2003) found no relationship between leadership styles (transformational, transactional and laissez-faire) and improved student achievement. It was concluded, however, that transformational leadership was related to increased teacher satisfaction, greater perception of head teacher effectiveness, and increased

willingness on the part of teachers to give extra effort. This conclusion was in line with Avolio's (1999) finding that transformational leadership generally generates greater follower effectiveness and satisfaction than transactional leadership, although effective leaders certainly perform using the two styles.

The fact remains that transformational leadership focuses more on the relationship between leaders and followers than on the educational work of school leadership. The quality of these relationships, as stated above, is not unequivocally predictive of the quality of student outcomes. Instructional leadership goes beyond building collegial teams, a loyal and cohesive staff, and sharing an inspirational vision to focus such relationships on some very specific pedagogical work. In this context, Marks and Printy (2003) conducted a qualitative-quantitative study of 24 schools in the United States and found that transformational leadership is a necessary but insufficient condition for instructional leadership (with the focus of the head teacher on curricular and instructional issues that directly affect student achievement (Cotton, 2003)). When transformational leadership and instructional leadership coexist in an integrated form of leadership, the influence on school performance, measured by the quality of its pedagogy and the achievement of its students, is substantial.

Dumay (2003) also found that the comparison between instructional and transformational leadership showed that the impact of the former is three to four times that of the latter in terms of student achievement.

In most cases, what the head teacher does is management. It is concerned with the running of the school system. Leadership style of a head teacher really depends on the leader's assumptions about human being, human nature and human learning. These assumptions consciously and unconsciously are the main foundation for decision making and choosing a leadership style (Bayst, 1998).

The problem with instructional leadership, however, is that in many schools the head teacher is not the educational expert; head teachers often have less expertise than the teachers they supervise. Moreover, some head teachers perceive their role to be administrative – as in the UAE – and, as such, they purposely distance themselves from the classroom environment and leave pedagogical issues to teachers, master

teachers, and supervisors. This notion is further complicated by the fact that the head teacher's authority is severely limited as he/she occupies a middle management position. In many school systems, including in the UAE, the ultimate authority exists with the senior administrators in the district or divisional office. Many school head teachers are so engrossed in the managerial and administrative tasks of daily school life that they rarely have time to lead others in the areas of teaching and learning.

### **2.3.3: Leadership attributes**

According to Sergon (2005), a leader gets things done and has the ability to inspire, moderate, guide, direct and listen. These qualities are crucial for head teachers to be effective in their work. Ndege, too, (as cited in Cheruiyot, 2003) agrees that successful leaders motivate their subordinates to higher levels of productivity, remedy poor performance and lead the organization towards its objectives. In this respect, head teachers guide and reinforce desired pedagogical techniques, which includes among others, up-to -date delivery of subject matter through full attendance to the set lessons, timely completion of the syllabus, diversified and satisfactory instruction, adequate evaluation as well as timely feedback, positive recognition and reinforcement of performing learners; high standards of discipline; establishment and promotion of a conducive learning environment within the school; adherence to the set instructional calendar, all of which would result in the achievement of the set academic goals in the school.

The head teacher who articulates clear goals, holds high expectations of students and teachers, and exercises strong educational leadership which is instrumental to the school in achieving their goals (Miller,1995).

The academic achievement of many educational institutions is influenced by the leadership styles of administration and management team (Tetty-Enyo, 1997). Olembo (1997) also concurs with Tetty-Enyo (1997), by observing that school leadership is the act of influencing the activities of the teachers and students in an effort to adhere to educational objectives within the school.

Effective leaders assess how well the school is performing, ask critical and constructive questions, emphasize the use of systematic evidence and encourage careful monitoring of pupils' progress (Leithwood, & Riehl, 2003, in Atkinson 2006, p. 7).

Leadership activities have an overall purpose which is to directly or indirectly reduce educational disparities through improving student outcomes, in effect leaders need to demonstrate a social justice agenda. Fullan (2003) terms this as leaders having a *moral purpose*, which at the school level means: that all students and teachers benefit in terms of identified desirable goals, that the gap between the high and low performers becomes less as the bar for all is raised, that ever-deeper educational goals are pursued, and that the culture of the school becomes so transformed; that the school realizes continuous academic improvement.

Elmore (2004) supports this purpose and argues that the primary purpose of educational leadership is the 'guidance and direction of instructional [pedagogical] improvement'.

Robinson, Hohepa and Lloyd (in Press), found in the empirical part of their Best Evidence Synthesis of leadership studies, that pedagogic or instructional leadership, where there is a "close involvement of leadership in establishing an academic mission, monitoring and providing feedback on teaching and learning and promoting the importance of professional development" , has nearly four times the impact on student outcomes than does the other commonly promoted form of leadership, transformational.

In effect they are suggesting that leadership needs to exhibit characteristics that encompass the broad rubric of pedagogic or instructional leadership with its unequivocal focus on improving student outcomes as well as incorporating those aspects of transformational leadership and what Shields (2003), terms transformative leadership into the mix of what constitutes effective leadership.

In other words, the leadership mix or distribution in schools needs to include instructional leaders' unequivocal focus on improving student outcomes through the provision of support for teaching and learning, transformational leaders' concerns with the collective interests of the group, the "ability to inspire and motivate others and develop group commitment to a common vision", and transformative leaders' (Shields, 2003) focus on creating the conditions or contexts that release others' capacity for self-determination in a manner that promotes the establishment of collaborative relationships for attaining the desired end.

It is on this basis that the importance of leadership has become more pronounced today. The expansion of knowledge in the world has led to information technology (IT) and hence resulting in the formation of complex organizations, which require trained specialists in order to achieve the set objectives.

This explains why many researchers are interested in the field of leadership to test the various theories of leadership and build new ideas to improve on the effectiveness and success of various organizations and institutions.

#### **2.3.4: Leadership and leadership styles and role in performance**

There are several definitions given by different scholars on the concept of leadership. According to Muya (1993), leadership is the lifting of a man's vision to higher sights, the raising of man's performance to higher standard, the building of man's responsibility beyond its normal limitations.

Halpin (1969) looks at leadership as consisting of two aspects namely a group achievement and group maintenance. This involves the directing of the group towards the achievement of the organizational goals. It also implies the sustenance of the social relationships at work.

McGregor (1960) maintains that leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological and other resources so as to rouse, engage and satisfy the motives of followers.

Sergiovanni et al (1987) authors of the bestseller in search of excellence, describe Leadership in action terms. They say that leadership is many things. It is patient, usually boring coalition building. It is purposeful seeding cabals that one hope will result in the appropriate ferment in the bowels of the organization. It is meticulously shifting the attention of institution through the mundane language of management systems. It is altering agenda so that new priorities get enough attention. It is being visible when things are going awry and invisible when they are working well. It is building a loyal team at the top that speaks more or less with one voice. It is listening carefully much of the time frequently speaking with encouragement and reinforcing words with believable action. It is being tough when necessary.

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Manu (2007) also defines leadership as the ability to get a man to do what you want him to do when you want it done, in a way you want it done, because he wants to do it. In this context, the head teacher directs and rallies teachers and students towards the attainment of particular specific academic targets in the school. He/she provides the needed impetus towards the realization of these set goals.

The desire to excel has been there since the formal education was introduced in Kenya at the time of Africa's quest to obtain education like that of Europeans that made them pursue it with a great interest. This called upon the need for good management and leadership style. Good performance in school is relatively equivalent to good administration.

Raju (1973) emphasizes that the administrative role of the head teacher involves directing, controlling and management of all matters pertaining to education enhancement in the school. This implies that all the activities done in the school are performed on behalf of the head teacher.

Eshiwani (1983) identifies that schools which consistently perform well tend to have sound and efficient leadership. He further stresses that leadership is a crucial factor in the success of a school. The qualities that are expected of a school head teacher include setting a climate of high expectations for staff and students, encouraging collegial and collaborative leadership and building commitment.

According to Mwaoria (1993), the main tasks of the school head teacher are to interpret national policies, executing curriculum program, seeing to students' welfare, equipping physical facilities and finances, inducting and retaining school community relations. In other words, if the school fails in performance of examinations the head teacher has failed.

### **2.3.5: Leadership and performance**

It takes leadership for a school to be transformed and to be successful. This is evident in research findings as reported by Barker (2001:70-72), which portrays the head teacher as an individual capable of creating the climate needed to arouse the potential motivation of staff and students. The study indicates that an effective head teacher can turn around a school that lacks direction and purpose to a happy, goal-oriented and productive school.

Likewise, Finn (2002:1) maintains that the most important thing to an organisation is the quality of its leadership, particularly the quality of the head teacher in a school setting. In this context, Hurley (2001:2) upholds that the head teacher is the answer to a school's general development and improvement of academic performance, in that an effective head teacher creates an environment that stimulates an enthusiasm for learning.

The climate of the school is one of the vital factors that determine students' perception of life and therefore how they respond to daily challenges. Fopiano and Norris (2001:49) and Pasi (2001:18) argue that a supportive and responsive school climate fosters a sense of belonging, promotes resilience and reduces possible negative circumstances of the home environment. These scholars add that social and emotional needs are congruent with learning needs. Therefore, these needs should be addressed so as to facilitate learning. Negative circumstances at home, for example,

violence, overcrowding, poverty, informed and uninvolved parents influence students' perception; as well as their responses to learning objectives in school environment

According to Brooks (1999:65-66), students are more likely to thrive when they are in school environment to which they feel they belong and are comfortable, a school environment in which they feel appreciated by teachers. Effective head teachers should, thus, ensure that their schools nurture and propagate the entrenchment of a human-friendly culture, characterized by basics like safety and orderliness, as well as such less tangible qualities as a supportive, responsive attitude toward the children and a sense by teachers that they are part of a community of professionals focused on good instruction. Clearly, head teachers in schools with high teacher ratings for "instructional climate" out-rank other head teachers in developing an atmosphere of caring and trust.

Such traits as negativism, defeatism, teacher isolation and teacher resistance should instead be phased out so that a sense of school community, with the attendant characteristics such as respect for every member of the school community; "an upbeat, welcoming, solution-oriented, no-blame, professional environment;" and efforts to involve staff and students in a variety of activities, may take centre-stage to bolster academic performance.

Ngala (1997) suggests that head teachers need to supervise teachers by ensuring that: lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. It is the duty of the head teacher too, to ensure teachers and students alike set and meet relevant academic targets. To this end, teachers are expected to be consistent in their evaluation that is, administering valid and reliable test items and timely revising the same with students to bolster performance.

Okumbe (1999) considers supervision as an administrative strategy aimed at stimulating teachers towards greater pedagogic and testing effectiveness, hence maximizing learning and productivity. The stimulation function of supervision

enhances teachers to play important roles aimed at excellence in examinations, which reduces risks of teacher burn out. Although the duties and responsibilities of the head teacher are enormous, all are geared towards the attainment of the preset broad aims and specific objectives of the educational system.

Instructional supervision aids head teachers in coordinating, improving and maintaining high teaching and learning standards in schools. Educational institutions aim at imparting learners with knowledge that develops them mentally, emotionally, socially and spiritually, apart from equipping them with economic skills for full participation in the development of the society.

Teachers play a crucial role in ascertaining whether or not the desired educational results are achieved. However, they expect to be provided with proper conditions for good teaching and learning (Mbiti, 1974). The head teachers have the endowment to create such conditions. Many scholars have attributed, to a large extent, the success of schools to those in the helm of leadership (head teachers). School heads give their institutions images of their potentialities through drive, support and skills to mould the mission, vision and motto statements to an approximate reality. Head teachers have a responsibility of removing administrative constraints that may prevent teachers from maximizing their efforts in rendering services to students.

Campbell (1974) indicates that the secondary school head teachers are charged with the responsibility of running schools by addressing themselves to six major administrative tasks: Curriculum and instructional task, School community relationship task, Finance and business administrative task, Staff personnel task, Pupil personnel task and School plant task.

Hoy and Miskeel (1992), concurs with Campbell and adds by saying that at the building level, the head teacher is usually the key figure in fostering shared governance within the school. Head teachers not only have increased responsibility and authority in school programmed curriculum and personnel decisions, but also increased accountability for a student and program success.

In reference to the advanced technological and social advancement in the country, (Olembo, 1997), observed that national and individual citizen's expectations from the educational system are greater and more complicated. It requires a highly qualified head teacher to implement the curriculum that adheres to national objectives and individual demands. Introduction of software technology, banning of corporal punishment, changes in curriculum requires a highly qualified head teacher in order to be able to coordinate all the efforts of the people concerned to work towards the attainment of the set objectives, hence bolstering academic performance.

### **2.3.6: Change in leadership models**

While there is global interest in leadership and management, because of its perceived importance in developing and maintaining successful schools and education systems, there is much less clarity about which leadership behaviours are most likely to produce the most favourable outcomes.

Awareness of alternative approaches is essential to provide a set of tools from which discerning leaders can choose when facing problems and dealing with day-to-day issues.

Researchers have discerned a number of school leadership patterns or styles, the most commonly known having been identified by renowned social scientist Kurt Lewin and his colleagues in 1939.

These are authoritarian or autocratic, democratic or participative, and laissez-faire or passive: the authoritarian leader makes all decisions, independent of members' input; the democratic leader welcomes team input and facilitates group discussion and decision-making; and the laissez-faire leader allows the group complete freedom for decision-making without participating himself/herself.

Some writers have sought to cluster these various conceptions into a number of broad themes or 'types'. The best known of these typologies is that by Leithwood, Jantzi and Steinbach (1999), who identified six 'models' from their scrutiny of 121 articles

in four international journals. Bush and Glover (2002) extended this typology to eight models:

*a) Managerial leadership*

Leithwood *et al.* (1999:14) define this model as: Managerial leadership assumes that the focus of leaders ought to be on functions, tasks and behaviours and that if these functions are carried out competently, the work of others in the organisation will be facilitated. Most approaches to managerial leadership also assume that the behaviour of institutional members is largely rational. Authority and influence are allocated to formal positions in proportion to the status of those positions in the institutional hierarchy; in this context, assigning teachers roles as heads of departments, class masters, among other responsibilities that would enhance efficiency in the running of the school, guaranteeing academic performance.

Caldwell (1992:16-17) argues that managers and leaders of self-managing schools must be able to develop and implement a cyclical process involving seven managerial functions: goal setting; needs identification; priority-setting; planning; budgeting; implementing; and evaluating.

This type of leadership model does not include the concept of vision, which is central to most leadership models. It is focused on managing existing activities successfully rather than visioning a better future for the school. This approach is very suitable for school leaders working in centralised systems as it prioritises the efficient implementation of external imperatives, notably those prescribed by higher levels within the bureaucratic hierarchy.

As earlier on observed, achieving functional schools is an essential requirement if learning is to take place. Effectiveness requires calm and orderly schools and classrooms.

Managerial leadership has certain advantages, notably for bureaucratic systems, but there are difficulties in applying it too enthusiastically to schools and colleges because of the professional role of teachers. If head teachers and educators do not 'own' innovations but are simply required to implement externally imposed changes, they are likely to do so without enthusiasm, leading to possible failure (Bush, 2003:46).

### ***b) Transformational leadership***

This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of institutional members. Higher levels of personal commitment to institutional goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (Leithwood *et al.*, 1999:9).

Leithwood (1994) conceptualises transformational leadership along eight dimensions: building school vision; establishing school goals; providing intellectual stimulation; offering individualised support; modelling best practices and important institutional values; demonstrating high performance expectations; creating a productive school culture; and developing structures to foster participation in school decisions.

Caldwell and Spinks (1992:49-50) argue that transformational leadership is essential for autonomous schools.

Transformational leaders succeed in gaining the commitment of followers to such a degree that higher levels of accomplishment become virtually a moral imperative.

This model is comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes. However, it may also be criticised as being a vehicle for control over teachers and more likely to be accepted by the leader (head teacher) than the led (Chirichello 1999).

Allix (2000) goes further and alleges that transformational leadership has the potential to become 'despotic' because of its strong, heroic and charismatic features. He believes that the leader's power ought to raise 'moral qualms' and serious doubts about its appropriateness for democratic institutions.

A transformational leadership approach has the potential to engage all stakeholders in the achievement of educational objectives. The aims of leaders and followers coalesce

to such an extent that it may be realistic to assume a harmonious relationship and a genuine convergence leading to agreed decisions.

In the Kenyan context, 'transformation' requires action at all levels and there are limits to what head teachers can achieve in the absence of appropriate physical, human, and financial resources.

***c) Participative leadership***

This model assumes that the decision-making processes of the group ought to be the central focus of the group (Leithwood *et al.*, 1999:12).

This model is underpinned by three assumptions: participation will increase school effectiveness; participation is justified by democratic principles; and in the context of site-based management, leadership is potentially available to any legitimate stakeholder (Leithwood *et al.*, 1999:12).

Sergiovanni (1984:13) observes that this will succeed in 'bonding' staff together and in easing the pressures on school head teachers. It is consistent with the democratic values of most countries of the world

Maile (2004) notes the importance of setting up democratic structures, but this requires thoughtful planning and parents need to be supported and informed.

Karlsson (2002:332), in a study of six schools, states that head teachers are dominant in all meetings because of their power position within the school, level of education in contrast to other members, first access to information taken from education authorities, and because it is the head teacher who executes the decisions taken.

Participatory management looks at members of an organization as important players in running of that organization, without whose involvement in an organization administration may hamper its efficient and effective functioning. In participation, all groups should view decisions made through a joint venture as representation of what transpired. For participation to be appreciated by students, parents and teachers, they should feel that they exerted some influence on the outcome.

Stewart (1980) proposes that power equalization increases communication among the stakeholders including district boards, head teachers, teachers, parents and students. If this was done, teachers will be more positive towards head teachers, and more committed to school goals and objectives.

Parents and community members will be more supportive to schools because they have more influence over decisions and students will be more motivated to work hard. In a school setting, members have very different functions in organization administration. There is an obvious difference in formal power position between for instance a student and a head teacher. In addition, there are differences in the power of school members based on expertise and access to relevant information. As much as possible groups should be allowed to function only within their realms.

Participation is therefore successful when it is voluntary (Hallam, 1996). Head teachers should not facilitate participation only after succumbing to pressure from teachers and students. Neither should an administrator just for some selfish gains force teachers and students into participation. The purpose of participation is to open up the decision making process without irrevocably separating from it responsibility for making sure that educational objectives are made. Head teachers should retain their function of approving decisions and policies.

Students or teachers should exercise caution as to allow for participation. Students or teachers consulted do not have final authority over decisions to be enacted (Powers, 1994). Drury and Levin (1994) states that participatory management contributes to four intermediate outcomes which in turn have the potential to lead to better student achievement. The four outcomes are increased efficiency in use of resources and personnel, increased professionalism of teachers, implementation of curriculum reform and increased community engagement. Shared leadership is potentially more effective than s acting alone. Staff is interdependent: every member has a contribution to make as leadership tasks can be fulfilled only with and through other people.

Achieving extensive ownership of policy decision is therefore necessary (Bell and Rhodes, 1996), of staff is to achieve more together than they could as individuals (Seriovanni et al, 2001). In these circumstances they can achieve an optimum degree

of synergy, which may be defined as group members combining their individual energies to the best of their ability in order to achieve shared goals.

***d) Political and transactional leadership***

Bush (2003) links transactional leadership to his political model. In political models, there is conflict between stakeholders, with disagreement being resolved in favour of the most powerful protagonists.

Transactional leadership is leadership in which relationships with teachers are based upon an exchange for some valued resource. To the teacher, interaction between administrators and teachers is usually episodic, short-lived and limited to the exchange transaction (Miller & Miller, 2001:182).

Miller and Miller's (2001) definition refers to transactional leadership as an exchange process. Exchange is an established political strategy for members of organizations. Head teachers possess authority arising from their positions as the formal leaders of their schools.

However, the head requires the cooperation of educators to secure the effective management of the school. An exchange may secure benefits for both parties to the arrangement.

The major limitation of such a process is that it does not engage staff beyond the immediate gains arising from the transaction. As Miller and Miller's definition implies, transactional leadership does not produce long-term commitment to the values and vision being promoted by school leaders.

***e) Post-modern leadership***

Bush (2003:127) notes that post-modern leadership aligns closely with his subjective model of management. Such theories, promulgated most vigorously by Greenfield (1973), assume that institutions have no ontological reality but are simply the creatures of the people within them, who may hold very different views.

The post-modern model suggests that leaders should respect, and give attention to, the diverse and individual perspectives of stakeholders. They should also avoid reliance on the hierarchy because this concept has little meaning in such a fluid institution.

Starratt (2001:348) aligns post-modernity with democracy and advocates a more consultative, participatory, inclusionary stance, an approach consistent with participative leadership.

Sackney and Mitchell (2001:13-14) stress the importance of 'voice' in post-modern leadership. Stakeholders have a right to be heard. This fits the aspirations of the 21st Kenya and by extension the entire world.

Head teachers need to facilitate participation by educators, parents, learners and the school community in all issues that affect their interests. This enhances unity, creating a sense of belonging; appreciation for each other's input and further enhancing the friendliness and appropriateness of the learning environment that would further enhance academic performance since there would be no conflicts and every stakeholder would concentrate fully on bettering his/her part.

***f) Moral leadership***

This model assumes that the critical focus of leadership ought to be on the values, beliefs, and ethics of leaders themselves. Authority and influence are to be derived from defensible conceptions of what is right or good (Leithwood *et al.*, 1999:10).

Sergiovanni (1984:10) avers that excellent schools have central zones composed of values and beliefs that take on sacred or cultural characteristics. Subsequently, he adds that 'administering' is a 'moral craft' (Sergiovanni, 1991:322). Positivity in moral character or virtues enhance academic performance since vices distract learners' attention as well as teachers' positive output and delivery.

***g) Instructional leadership***

This focuses on the direction of influence, rather than its nature and source. The increasing emphasis on managing teaching and learning as the core activities of educational institutions has led to this approach being endorsed, notably by the

English National College for School Leadership, which includes it as one of its ten leadership propositions.

Southworth (2002:79) says that “instructional leadership ... is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth”. Bush and Glover’s (2002:10) definition stresses the direction of the influence process:

Instructional leadership focuses on teaching and learning and on the behaviour of teachers in working with students. Leaders’ influence is targeted at student learning via teachers. The emphasis is on the direction and impact of influence rather than the influence process itself.

Southworth’s (2002) qualitative research with primary heads of small schools in England and Wales shows that three strategies were particularly effective in improving teaching and learning: modelling; monitoring; and professional dialogue and discussion.

Instructional leadership is a very important dimension because it targets the school’s central activities, teaching and learning. This is the panacea to realizing academic excellence. However, this paradigm underestimates other aspects of school life, such as sport, socialisation, student welfare, and self-esteem (Bush, 2003:16-17).

#### ***h) Contingent leadership***

This provides an alternative approach, recognizing the diverse nature of school contexts and the advantages of adapting leadership styles to the particular situation, rather than adopting a ‘one size fits all’ stance.

It assumes that what is important is how leaders respond to the unique organizational circumstances or problems-there are wide variations in the contexts for leadership and that, to be effective, these contexts require different leadership responses. Individuals providing leadership, typically those in formal positions of authority are capable of mastering a large repertoire of leadership practices. Their influence will depend, in large measure, on such mastery (Leithwood *et al.*, 1999:15).

Yukl (2002:234) further buttresses this by noting that the managerial job is too complex and unpredictable to rely on a set of standardized responses to events.

Leadership requires effective diagnosis of problems, followed by adopting the most appropriate response to the issue or situation (Morgan, 1997). This reflexive approach is particularly important in periods of turbulence when leaders need to be able to assess the situation carefully and react as appropriate rather than relying on a standard leadership model. Such is witnessed during crises, as strikes, boycotts or general disagreements between some stakeholders.

### **2.3.7: Summary of Literature Review**

Various research studies have been carried out on leadership. Others see the leaders as possessing special personal styles, while others do not have and which makes them high academic performers. Other leaders feel it is the styles of the leadership, is it democratic or autocratic that leads to high academic performance. There are those who believe that for success in leadership it is the leadership style that determines students' academic performance.

Research on leadership by Stogdill (1957) indicates two emerging dimensions of leadership styles, initiating structure and consideration structure. Stogdill (1957), failed to relate this to students' academic performance.

Eshiwani (1983) found that good performance in schools is positively correlated to efficient leadership. Ogawa and Hart (1985), in their study to determine the extent to which head teachers influence the instructional performance of schools found out that the head teacher has a significant influence on the instructional performance of learners.

Kathuri (1984), in his study of examining the correlation between the school administration and pupils' performance, he found out that a strong correlation existed between the quality of administration in a school and performance of that school in national examinations. Muchira (1988), on the study of leadership effectiveness in 38 primary teacher colleges in Kenya found that the head teachers' leadership styles correlated significantly to student achievement.

Considering the realities of schools today, many school head teachers are doing their best to make it through any given day just managing the diverse needs of the school community; the time necessary for a transformational leader to build trust, commitment, interdependence, and empowerment of teachers and staff is not always available.

In short, an effective leadership assessment must have a strong instructional focus, vision and values, professional development, collaboration, culture and communication and management. All these can identify and evaluate the styles most likely to drive better learning (Wallace Foundation, 2009). Hence the current study was set to investigate the leadership styles of the head teachers and their impact on students' academic performance in selected Kenyan secondary schools.

#### **2.4 Theoretical Framework of the study**

This is a scheme of variables the researcher operationalizes in order to achieve the set objectives (OSO and Onen 2002). The study would be conceptualized based on the variables that were used in the study. Hence, it is conceptualized that high academic achievement in a school is influenced by a combination of various variables, among them, the head teacher's leadership style.

The main variables that influence academic performance include head teachers' leadership styles, school plant and resources and students' behavior. An effective school environment cannot be achieved without the cooperation of the teachers, students, parents and other stakeholders. It is thus, upon the head teacher, in exercising whatever administrative style, to build team work as this enhances commitment and confidence and hence improve on students, academic performance. The head teacher acts as a bridge between all the stakeholders on students' academic performance. The head teacher's leadership styles such as initiative structure, participatory management structure, consideration structure; his/her educational qualifications and category status of the school determine how he/she relates to all these stakeholders, how he/she motivates the staff members and how he/she generally conducts himself/herself. This, in turn, significantly influences the academic performance of the students.

The focus is on the head teacher due to the fact that he/she is at the centre of all the programmes going on in the school; he determines how, when and what should be done in the school. In so doing, he employs various leadership styles, among them: style theories (autocratic and democratic), new leadership perspective (charismatic and transformative), situational theory, behavioural theory and collaborative leadership theory.

An effective head teacher ensures that he/she employs a style which nurtures and encourages effective teaching, evaluation and coexistence in the school resulting into high academic achievement.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section consists of research design, study site, research sample, sampling techniques, research instruments, data collection and data analysis procedures

#### **3.2 Research Design**

This is a general plan of how a researcher will go about answering the research questions, Lewis and Thornhill (2007). The study adopted Descriptive research design and the ex-post design. Descriptive research seeks to find answers to questions through the analysis of variables, relationships; what factors seem to be systematically associated with certain occurrences, conditions, or types of behaviour (Best & Khan 2009).

To achieve this, a mixed-method approach, which involved the collection of both qualitative and quantitative data via questionnaires was employed. This approach was preferred because of its relevance to educational researches. (Hallinger & Murphy, 1993). The questionnaire was used to gather data because it was the most cost effective means for collecting data in favour of such purpose. It was also considered to be a lot more efficient as it required less amount of time and able to accumulate data from a much larger sample (Mohd. Ashraf, 1995). Another advantage of using the questionnaire is that it can assure the respondents of total anonymity, *International Journal of Arts and Commerce Vol. 1 No. 3 4*, unlike the face-to-face interview (Babie, 1989; Dilman, 1978; as cited by Mohd. Ashraf, 1995).

#### **3.3: Target Population**

The study targeted all the head teachers, teachers and students in leading (highly performing) schools, averagely performing and lowly performing schools across the country.

### **3.4 Sample size and Sampling procedure**

#### **3.4.1 Sample size**

The sample consisted of 150 respondents; sixty student leaders, sixty teachers and thirty head teachers. Average mean scores of secondary schools in Kenya Certificate of Secondary Examinations (KCSE) results for the years 2010, 2011, 2012 and 2013 were used to identify and classify schools as Highly Performing Schools (HPS); Averagely Performing Schools (APS) and Lowly performing Schools (LPS) in the country. Ten schools were selected in each category for study.

These schools achieved fairly good academic results in the national examinations (KCSE). In addition; they were selected because they matched the aspects of the research questions. The schools in the Highly Performing category were further regarded as being effective schools as they tremendously revealed their ability by the increasing percentage in excellence in the KCSE examination over the years; contrary to the other two categories.

#### **3.4.2 Sampling procedure**

To obtain the sample data from teachers and student leaders in secondary schools in the respective counties where the schools are located, two lists on teachers and form four students by schools were prepared. From each list, the required number of respondents were selected using simple random sampling technique where papers with yes or no labels were placed in 'a pot' and potential respondents allowed to draw. For each yes drawn, the potential respondent was included in the sample data and the no drawn excluded the potential respondent from the sample data.

For the sample data on student leaders, the head teachers or their deputies were asked to introduce the researcher to the students, explaining the purpose of the study. The questionnaires were then given to those students who were again selected using simple random technique as explained in the case of teachers' selection. The respondents were expected to respond to the questions without assistance from colleagues under the supervision of the researcher to retain control and to limit missing responses.

Simple random sampling was used to select students and teachers in every school and descriptive survey design used to show the nature of relationships between head teacher 's administrative style and students' academic performance.

### **3.5 Data Collection Instruments**

The data for the study was the responses from questionnaires for both the teachers and student leaders, mainly from form three and four. The study used both primary and secondary data. The primary data was sourced from the field through questionnaires while secondary data constituted the KCSE results posted by the respective schools in the past four years.

#### **3.5.1 Questionnaire**

Data was collected using questionnaires. Questionnaires are collection of items to which a respondent is expected to react to by writing (Oso and Onen, 2008). Kothari (2004) further observes that the use of questionnaire is a popular method for data collection in education because of the relative ease and cost effectiveness with which they are constructed and administered to large samples. Questionnaires give a relatively objective data. Though suitable to a literate population, they ensure confidentiality since respondents will be anonymous and this can yield honest responses.

The first questionnaire was the teachers' information on school quality; climate and culture and how the head teacher's administrative style contributed towards the establishment, development and sustenance of the same. This was designed for all the teachers who participated in the study. It further sought to know whether the head teacher's gender, academic qualifications, experience have any impact on his/her leadership abilities.

The second questionnaire was the students' (form three or four's). Form three and four students in leadership positions were preferred to participate in the study due to their longer stay in the school, hence experienced and thus in a better position to judge situations and/or experiences based on various administrative styles espoused by (various) head teachers. Students were required to provide information on how the head teacher's leadership style had impacted on the quality of instruction and/or

general delivery by the teachers and whether it had contributed towards the general enhancement of learning within the school over time. They were to further state how the head teacher's leadership style affected their working as student leaders and hence the school's general academic performance. Two form four students from each of the thirty schools took part in the study.

Head teachers were expected to defend their most preferred administrative style, designed for all the 30 head teachers who participated in the study. It sought information about the number of students admitted to the universities in 2010, 2011, 2012 and 2013 as well as the general school performance in examinations; head teacher's qualification and experience and how his/her style had contributed towards the availability of various physical facilities in the school that enhanced academic performance; his/her working relationship with the parents, well-wishers, school management committees and the general public. Questionnaires were used to collect data which was then run and analysed using descriptive statistics on the SPSS programme.

### **3.6 Study Site**

The study was conducted in the whole country, where ten highly performing schools, ten averagely performing and another group of ten lowly performing schools will be included in the study sample. Since these schools were distributed across the country, the research was, therefore, not restricted to any specific county or region, unless such a region had the highest number of schools in a given category. In this regard therefore, there was no prejudice on religion, economic, political or whatever inclination.

### **3.7 Validity and Reliability of the Instruments**

#### **3.7.1 Validity of Instruments**

Validity is the extent to which research instruments measure what they are intended to measure (Oso and Onen, 2012). According to (Orodho 2004), validity is the degree to which results obtained from a study actually represents the phenomena under study. It ensures that research instruments are relevant to the objectives of the study. The validity of research instruments was determined through consulting and discussing with the project supervisor.

To further ensure validity of the instruments, a pilot study was conducted in two secondary schools in the Sub-County before the instruments were used to collect the data for the study. This ensured that the researcher got the intended information from the questionnaires. The pilot study also helped in identifying the problems both the researcher and respondents would encounter during the actual data collection exercise. The questionnaires were then revised before preparing the final copy.

### **3.7.2 Reliability of Instruments**

Reliability is a measure of the degree to which a research instrument supplies consistent results or data after repeated trials (Cooper and Schindler, 2006). Reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2004).

The reliability of the questionnaires and interview schedule was improved through split-half reliability method. The score obtained from the two sets of questionnaires was then analyzed using the Pearson product moment correlation coefficient formula. A high correlation coefficient of above 0.5 implied that the instruments were reliable.

### **3.8 Data Collection Procedure**

Having made several submissions of the proposal write-up, the researcher was eventually granted permission to go to the field and collect data having mastered the required proposal writing skills. After the approval, the researcher obtained an introductory letter from the University of Nairobi, through the supervisor, to obtain a research permit from the Ministry of Higher Education. The researcher further sought consent from the local county Director of Education offices, to carry out research within the counties (where schools were found). The researcher then visited the participating schools for familiarization and to obtain permission from each head teacher to conduct the proposed research in the school at an agreed day or time.

The researcher then visited each sampled school to collect data from the sampled teachers and student leaders. The researcher administered questionnaires to the teachers and students, allowing them adequate time to respond appropriately. The researcher also assured the respondents of total confidentiality and guarantee of no

victimization from the information given. The researcher then collected completed questionnaires at the end of the exercise each day from each school for purposes of data analysis. Respondents were not required to write their names on the research tools to further enhance confidentiality.

### **3.9 Data Analysis Techniques**

The resulting sample data was first coded and tabulated using the code book as a guide. The resulting template was used to create a digital data file in SPSS and Excel. The data file was used in creating information through the use of both descriptive and inferential statistical procedures. The descriptive procedures was used to measure distribution tendencies (aggregation and dispersion) in the sample data for accurate description. The resulting descriptive information was then used to make decisions on which inferential statistical procedure (Parametric or non-parametric) would be most appropriate in generalization with regards to measuring association or differences at stated confidence level.

In association, the study used correlation coefficients (either Pearson's  $r$  or Spearman's  $r_s$ ) as a measure of strength of association between the head teachers' style and performance while regression analysis (linear or non-linear) was used to measure dependence of performance on school climate or leadership style (independent variables).

## **CHAPTER FOUR**

### **DATA PRESETATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter outlines the questionnaire return rate and demographic characteristics of the respondents in a study that sought to establish the influence of a head teacher's leadership style on school's academic performance. The chapter presents descriptive data for the sample drawn from a population of one hundred and fifty (150) respondents, which are thirty head teachers, sixty teachers and sixty students. Half of each category of respondents were females.

This chapter, thus, presents the findings of the study. Frequencies of responses and percentages were tabulated for the research tools' responses as well as the respondents' demographic data.

The following objectives had guided the study:

This study was guided by the following specific objectives:-

- i. To determine which head teacher's leadership patterns arise in effective schooling;
- ii. To determine if the school environment (as a function of the head teacher's leadership style) and its relationship to the quality of teaching and learning within the school
- iii. To determine if leadership administrative style of the head teacher influence the teachers' pedagogic strategies
- iv. To determine whether the head teachers' leadership styles are dependent on age, professional qualifications and gender.

#### **4.2 Study response Rate**

The rate of return of the questionnaires was tabulated in Table 4.1. The data gathered through the questionnaire would enable the researcher to acquire appropriate knowledge to answer the questions of the study.

**Table 4.1: Study response Rate**

Type of respondent	No. of questionnaire issued	No. of questionnaire returned	Percentage
Male H/teachers	35	22	62.86
Female H/teachers	35	15	42.86
Male teachers	40	32	80.00
Female teachers	40	34	85.00
Male students	45	42	93.33
Female students	45	40	88.89
Total	240	185	77.08

The rate of return of the questionnaires was 77.08% which is appropriate as it is far above the expected return (30%).

### 4.3: Head teachers' Demographic information

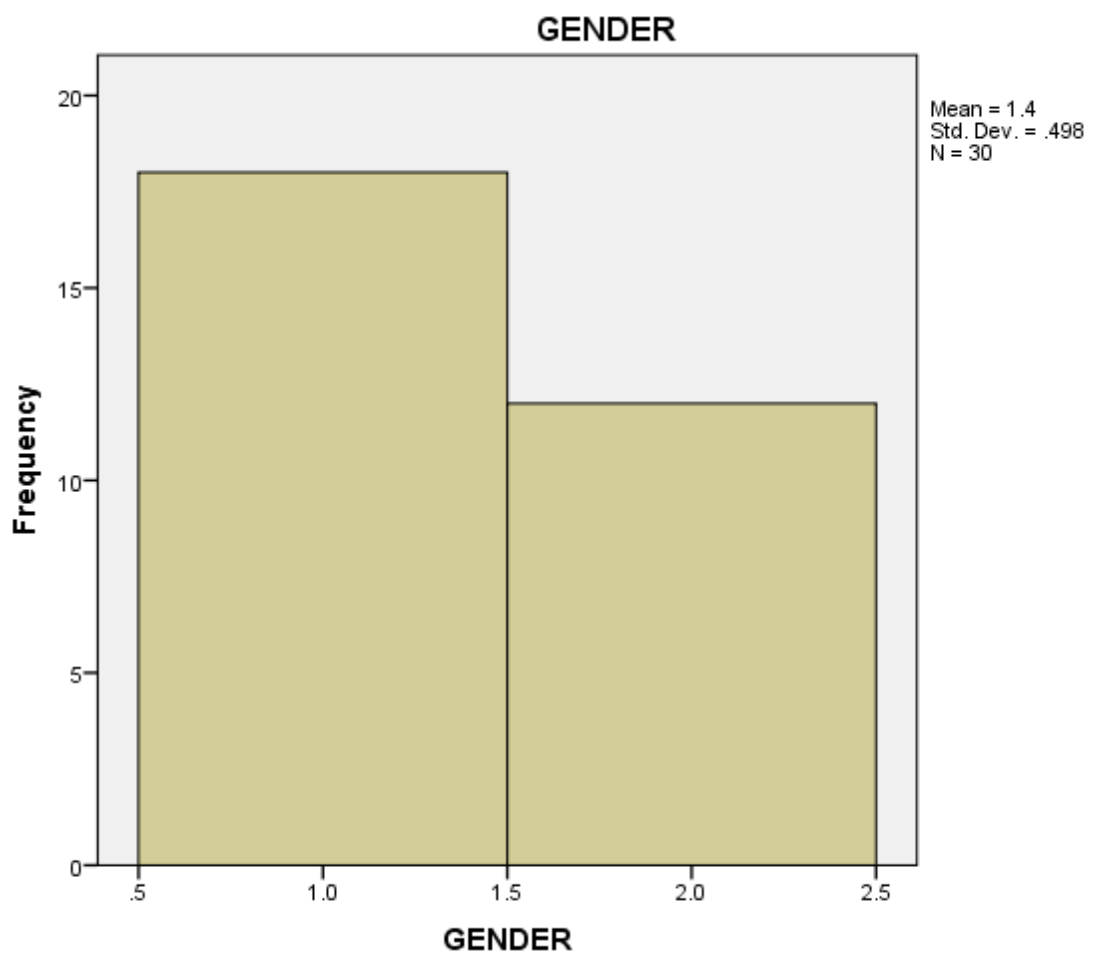
**Table 4.2: Shows the head teachers' demographic information from the sampled schools**

Gender		Frequency	Percent
Valid	Male	18	60.0
	Female	12	40.0
	Total	30	100.0
Nature of school			
Valid	Boys'	11	36.7
		7	23.3
	Girls'		
	Mixed	12	40.0
	Total	30	100.0
Level of school			
Valid	National	12	40.0
	Provincial	9	30.0
	County	5	16.7
	Sub-County	4	13.3
	Total	30	100.0
Academic qualification		Frequency	Percent
Valid	Masters	8	26.7
	Bachelors'	18	60.0
	Diploma	4	13.3
	Total	30	100.0
Experience and/or duration of service in current position		Frequency	Percent
Valid	Less than a year	3	10.0
	1-3 Years	5	16.7
	3-10 Years	8	26.7
	Over 10 Years	14	46.7
	Total	30	100.0

### 4.3.1 Gender of the head teachers

From the findings, it was observed that there were more male head teachers (60%) compared to the female head teachers (40%) at all levels of the schools. This explains the social factors that men are preferred for administrative posts, hence the need for equal gender representation in school leadership.

**Figure 4.1: Illustrates a bar graph showing the distribution of head teachers' gender in the sampled schools**



#### KEY

- 1.0.....Male
- 2.0.....Female

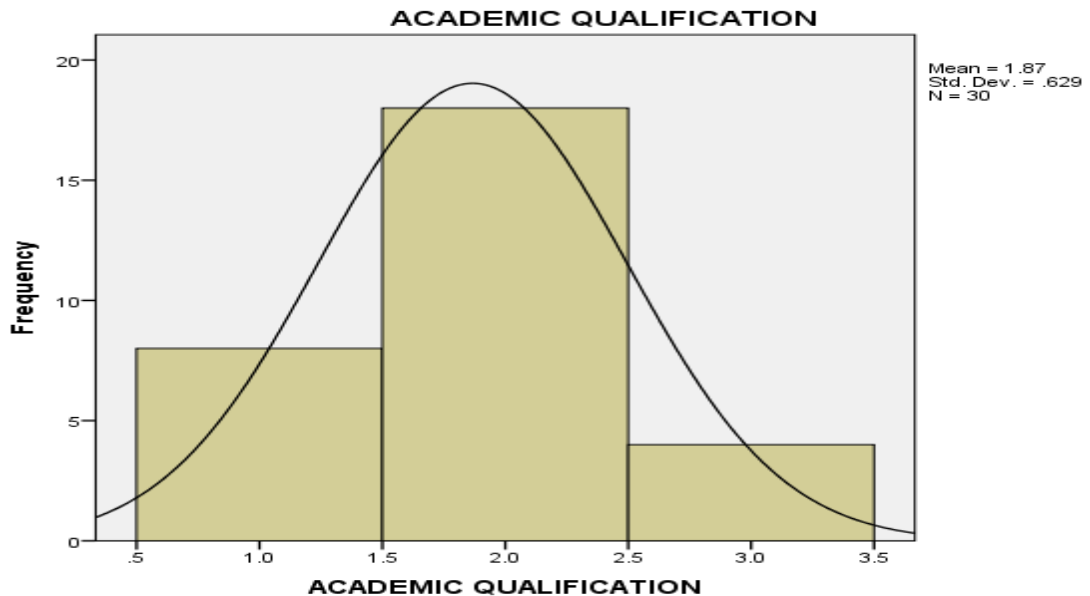
#### **4.3.2 Academic qualifications of the head teachers**

The head teachers were required to indicate their highest level of academic attainment. From the findings, it is clear a higher percentage of the head teachers have a Bachelor's degree (60%), hence qualified to head the institutions. The few who had Diploma in Education qualifications (13.3%), were said to be enhancing their education (to Bachelor's or Masters), while others had other related management credentials from Kenya Education Management Institutes and their management abilities and academic performance records in the schools they headed were credible. 26.7% of the head teachers had attained up to the Masters' level.

It is true from the findings that the head teachers in-charge of the schools met the minimum academic requirements and/or qualifications required of one to head the institution as per the Ministry of Education and TSC requirements.

Sound education is needed by the head teacher in order to interpret national policies, execute curriculum program, seeing to students' welfare, equipping physical facilities and finances, inducting and retaining school community relations, as observed by Mwaoria (1993), in his outline of the head teacher's major tasks in school, a fact that is further upheld by Raju (1973). This is in line with what the study's findings revealed that a head teacher's administrative style partly depends on his/her professional qualifications, further affecting the school's academic performance.

**Figure 4.2: A histogram showing the distribution of head teachers based on their highest level of academic attainment:**



**KEY**

- 1.0.....Masters
- 2.0.....Bachelor's
- 3.0.....Diploma

**4.3.3: Teaching experience of the head teachers**

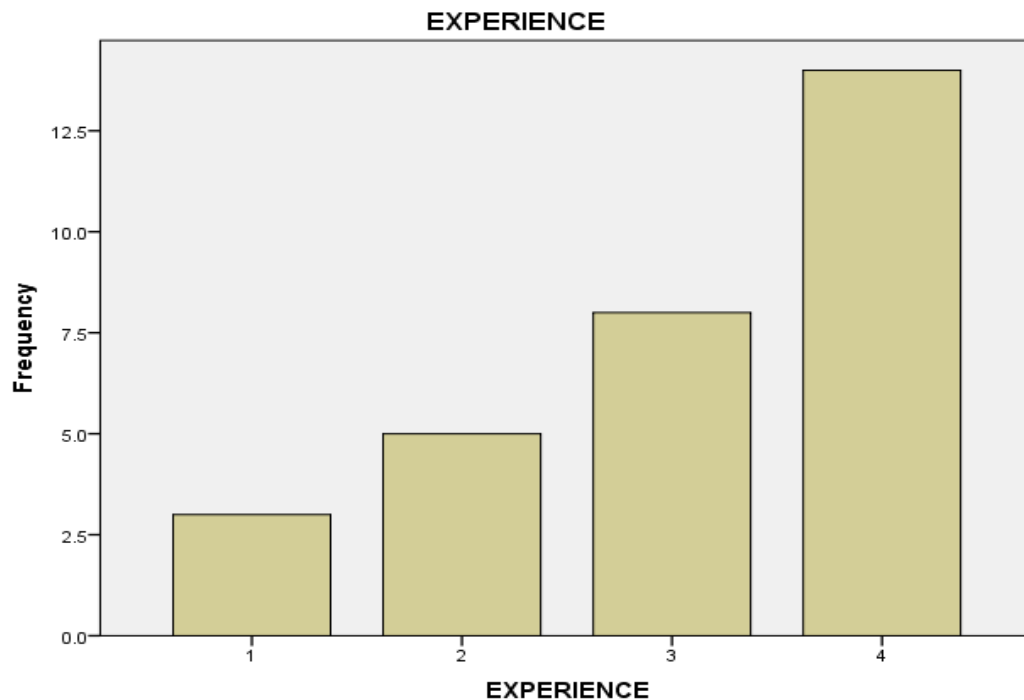
The researcher found duration of service in a station by the head teacher important since one's impact on performance can be judged over time.

According to Sidhu (1982), successful teaching experience is a valuable asset. It enables the teachers to acquire certain commendable characteristics such as promptness, adaptability, efficiency, arousing and maintaining learners' interest, command of instructional materials and ability to face the class with confidence. Thus, teachers with successful teaching experience may develop positive attitude towards the subject and hence choose the appropriate teaching pedagogies. This is true of an experienced head teacher too, who is in a better position to advice teachers (working under him) on proper instructional procedures that would ensure and sustain academic performance.

In order to supervise teachers, according to Ngala (1997) and Okumbe (1999), a head teacher needs confidence, which in most cases, tends to build up with the length of hands-on service in similar or related positions. They consider supervision as an administrative strategy aimed at stimulating teachers towards greater pedagogic and testing effectiveness, hence maximizing learning and productivity.

Instructional supervision aids head teachers in coordinating, improving and maintaining high teaching and learning standards in schools. The study revealed that head teachers who had served for longer (in different schools) were widely informed and had numerous approaches to academic success, hence their schools performed comparatively better.

**Figure 4.3: Shows the distribution of head teachers based on their years of service as head teachers on a bar graph**



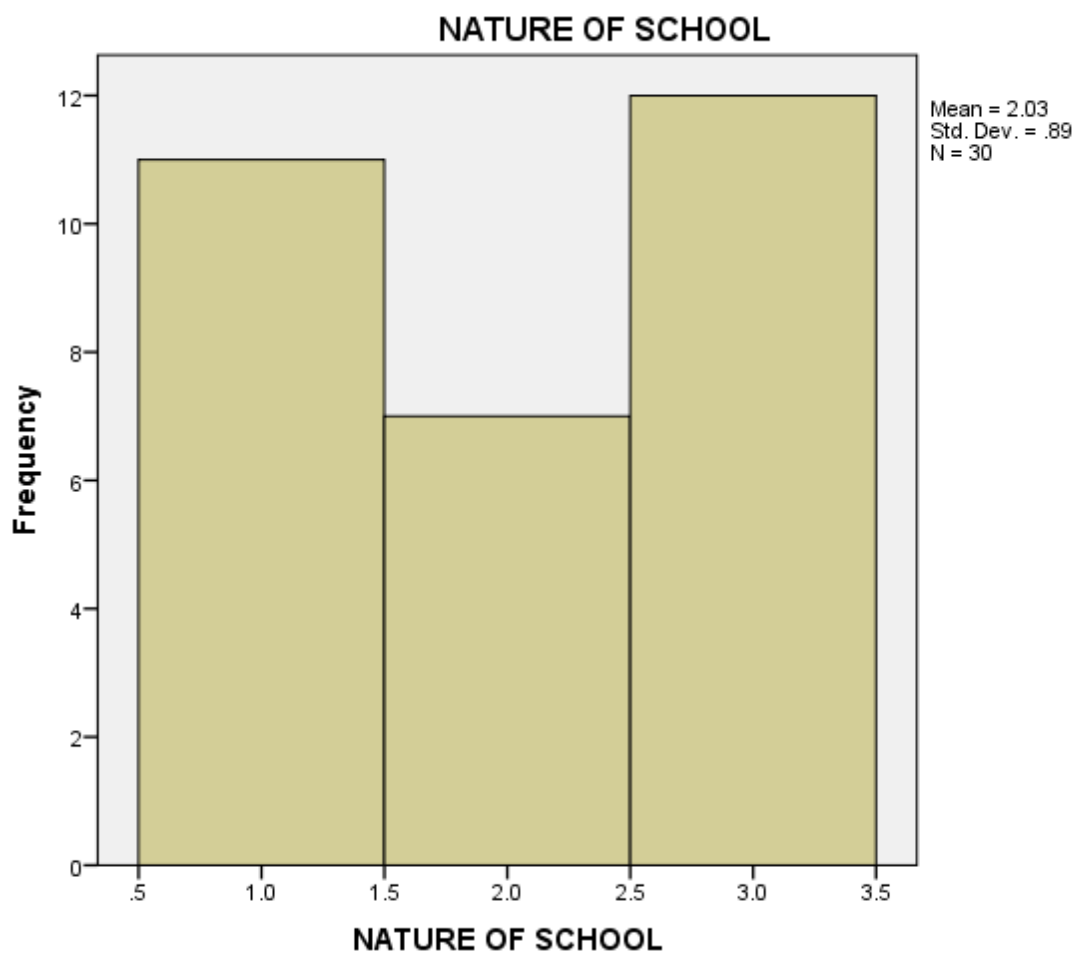
**KEY**

- 1.....Less than a year
- 2.....1-3 Years
- 3.....3-10 Years
- 4.....Over 10 years

#### 4.3.4 Nature of the school

It is clear from the findings that the researcher accorded all the schools equal representation, cutting across mixed, boys' and girls' schools to avoid biasness in the attitude and general students' outlook towards school administration. Girls' schools were, however, found to be fewer as compared to mixed and boys' schools (Ministry of Education, 2010)

**Figure 4.4: Represents the distribution of schools based on their nature presented on a bar graph;**



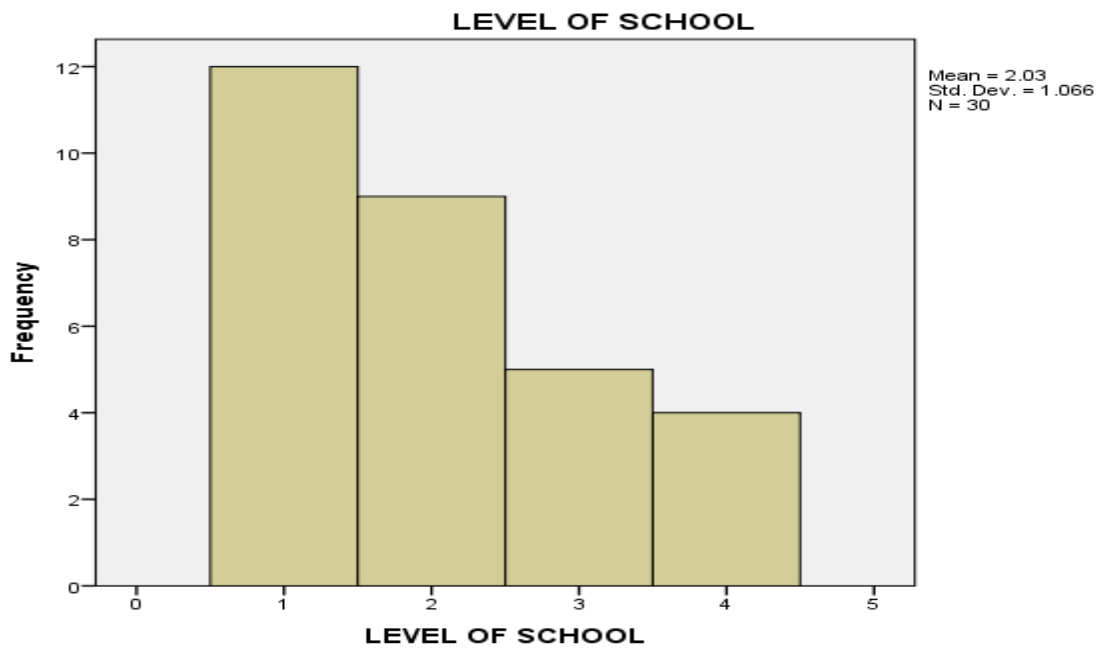
#### KEY

- 1.0.....Boys' schools
- 2.0.....Girls' schools
- 3.0.....Mixed schools

#### 4.3.5: Level of the school

The researcher gave room schools across the divide to participate in the study, only being distinguished by performance. More national schools were selected for the study since most of their performance and administrative structures were stable. They, in addition, posted impressive results over the years since most of them were well equipped and had adequate teaching force.

**Figure 4.5: A bar graph showing the distribution of schools at various levels;**



**KEY**

- 1. ....National Schools
- 2. ....Regional/Provincial Schools
- 3. ....County schools
- 4. ....Sub-county schools

#### 4.4 Teachers' demographic information;

**Table 4.3: Table showing sampled teachers' demographic information;**

Gender		Frequency	Percent
	Male	30	50.0
Valid	Female	30	50.0
	Total	60	100.0
Level of school			
	National	24	40.0
	Provincial	18	30.0
Valid	County	10	16.7
	Sub-County	8	13.3
	Total	60	100.0
Nature of school			
	Boys'	22	36.7
Valid	Girls'	22	36.7
	Mixed	16	26.7
	Total	60	100.0
	Sciences	12	20.0
	Languages	12	20.0
Valid	Mathematics	12	20.0
	Technical	12	20.0
	Applied	12	20.0
	Total	60	100.0
Highest academic qualifications			
	Masters'	12	20.0
Valid	Bachelors'	28	46.7
	Diploma in Education	20	33.3
	Total	60	100.0
Age bracket			
	20-25 Years	4	6.7
	26-30 Years	8	13.3
Valid	31-40 Years	16	26.7
	Over 40 Years	32	53.3
	Total	60	100.0
Experience			
Valid	Less than 1 year	4	6.7
	1-3 Years	8	13.3

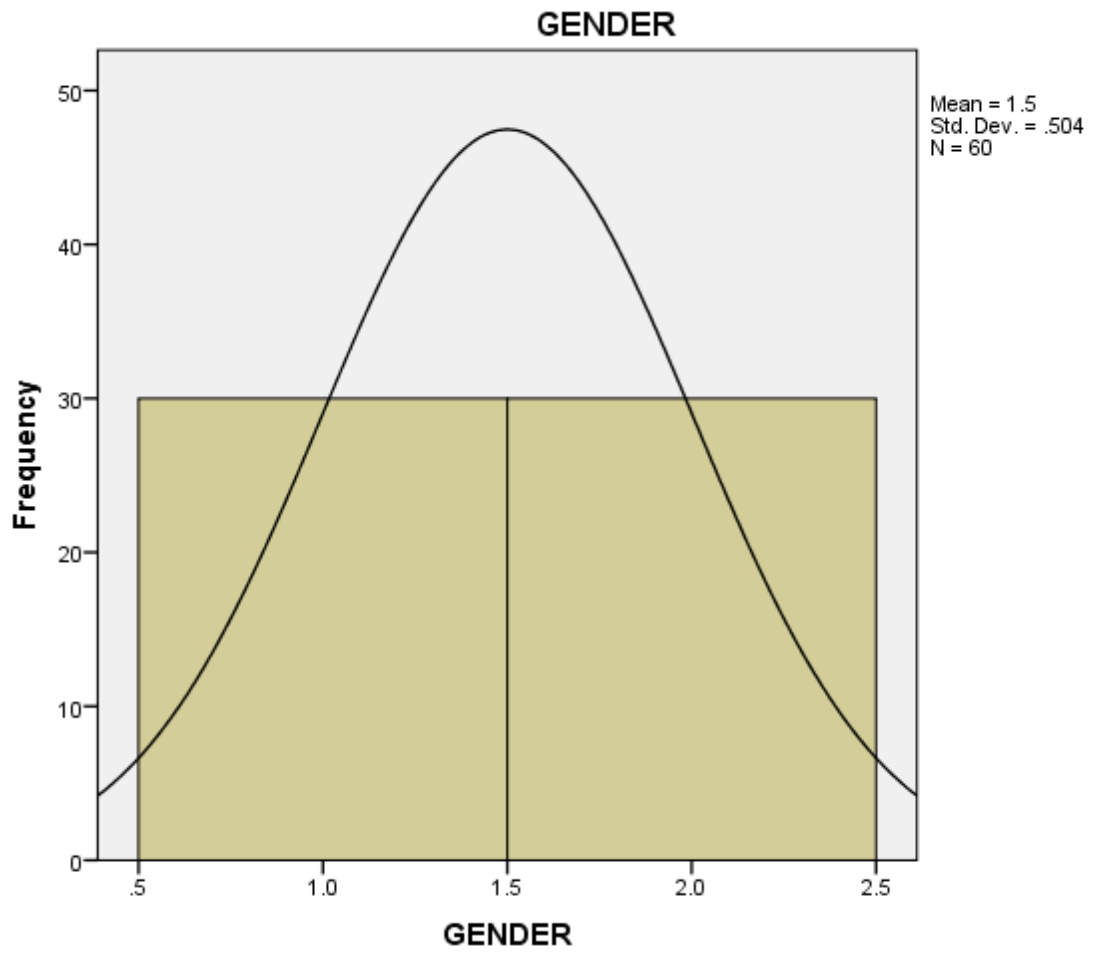
3-10 Years	16	26.7
Over 10 Years	32	53.3
Total	60	100.0

#### 4.4.1 Gender of the teachers

Sixty teachers from thirty schools (two from each school), took part in the study. The schools, like the case of head teachers, were either mixed or single-sex (nature of school); national, provincial, county or sub-county schools (level of school).

From the findings, it is evident the researcher apportioned equal opportunities (50 % each) to both genders in all schools at all levels, including across the (available) departments in the schools to curb biasness or gender-related stereotypes against school administrators.

**Figure 4.6: A histogram showing the distribution of teachers across gender**



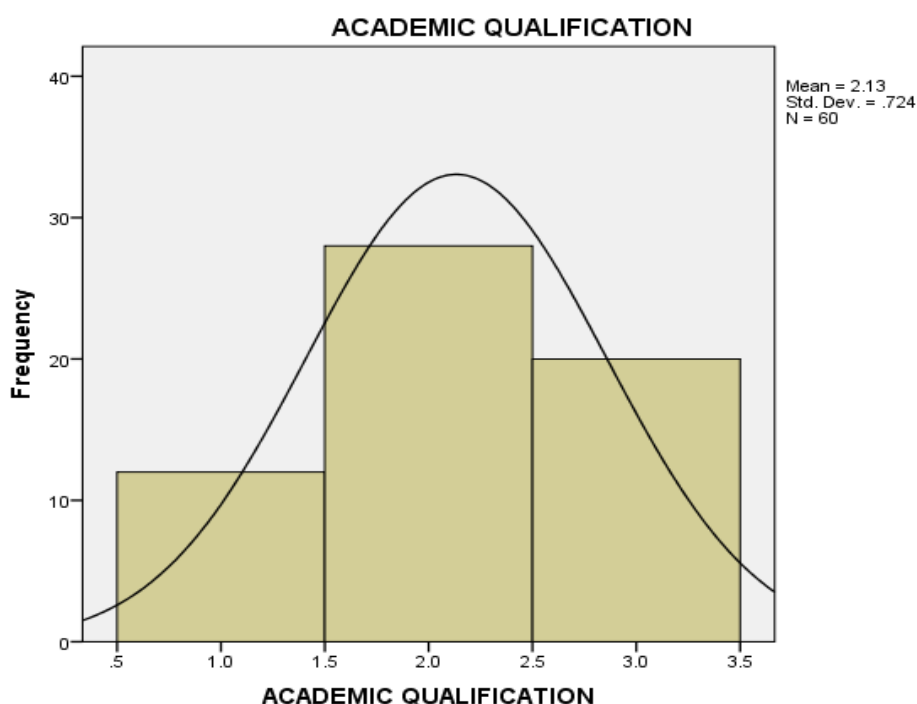
**KEY:**

- 1.0 .....Male
- 2.0 .....Female

#### 4.4.2: Highest academic qualifications

Teachers were requested to indicate their highest level of academic qualifications as Masters', Bachelors' or Diploma holders in their respective schools. It is evident from the findings that the schools sampled had qualified teachers for they all meet the requisite academic qualifications to teach in a secondary school. Fewer (20%) had attained a Master's degree while the majority (at 46.7%) had a Bachelor's degree. A greater number of those with Master's degree were found in national schools. This could be attributed partly, to cost and accessibility to Universities since most of these schools are situated in urban centers with campuses and access to enormous learning resources unlike sub-county schools. High education level not only enriches one's knowledge but also reinforces a teacher's confidence, exposing him to various teaching pedagogies and/or strategies.

**Figure 4.7: A histogram showing the distribution of teachers based on their levels of academic attainment:**



#### KEY

- 1.0 .....Masters' degree
- 2.0.....Bachelor's degree
- 3.0.....Diploma

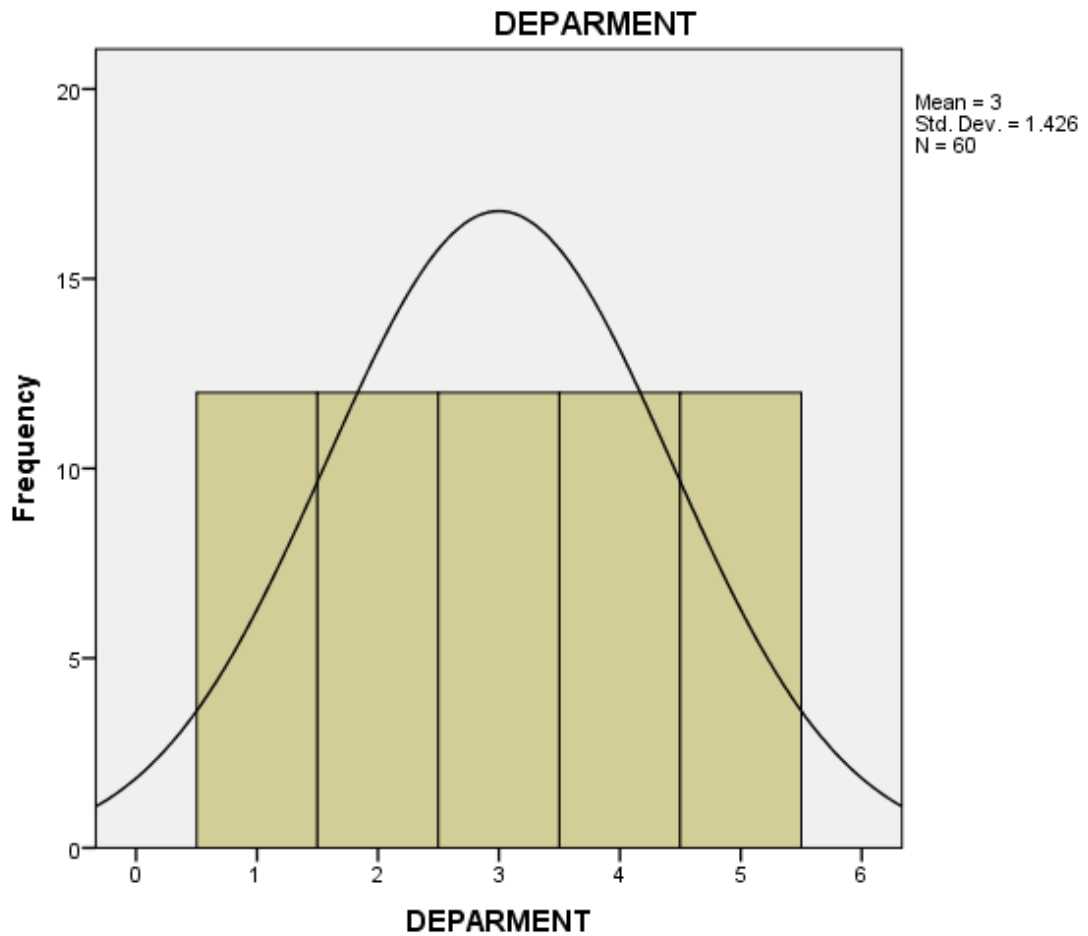
It is evident from the findings that the schools sampled had qualified teachers for they all meet the requisite academic qualifications to teach in a secondary school. Fewer (20%) had attained a Master's degree while the majority (at 46.7%) had a Bachelor's degree. A greater number of those with Master's degree were found in national schools. This could be attributed partly, to cost and accessibility to Universities since most of these schools are situated in urban centers with campuses and access to enormous learning resources unlike sub-county schools.

High education level not only enriches one's knowledge but also reinforces a teacher's confidence, exposing him to various teaching pedagogies and/or strategies.

#### **4.4.3: Existing departments in the schools**

From the findings, it is clear the researcher apportioned equal opportunities to both genders in all schools at all levels, including across the (available) departments in the schools to curb biasness or gender-related stereotypes against school administrators.

**Figure 4.8: A histogram showing the distribution of teachers across various departments in the sampled schools;**



**KEY:**

1. ....Sciences
2. ....Languages
3. ....Mathematics
4. ....Technical
5. ....Applied

**4.4.4: Experience and age of teachers**

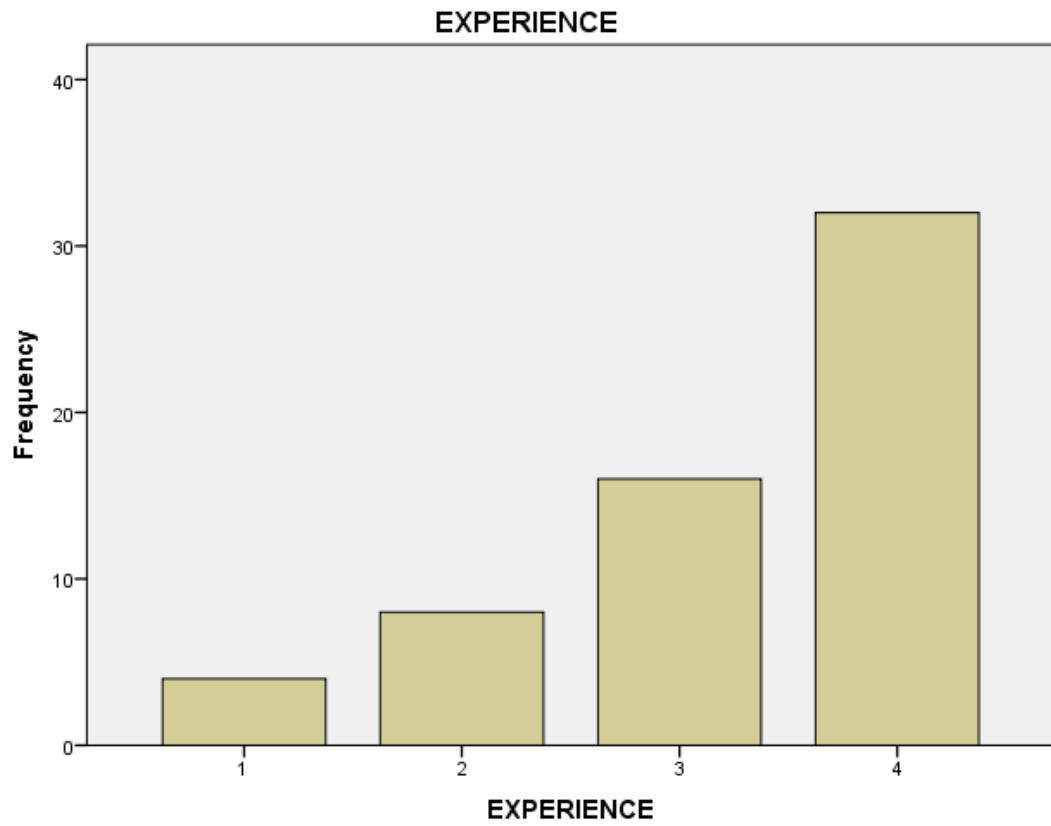
The teachers were requested to indicate their age brackets by ticking against their ages as well as experience in terms of years served.

It is evident from the findings that one's experience is proportional to his/her age; hence more experienced teachers are aged, hence have lived and worked through various school administrative systems. To curb bias, the researcher administered the research tools across the age divide; to all the teachers, irrespective of their experience or age. Consequently, national and provincial schools had more experienced teachers compared to sub-county and county schools.

According to Sidhu (1982), successful teaching experience is a valuable asset. It enables the teachers to acquire certain commendable characteristics such as promptness, adaptability, efficiency, arousing and maintaining learners' interest, command of instructional materials and ability to face the class with confidence. Thus, teachers with successful teaching experience may develop positive attitude towards the subject and hence choose the appropriate teaching pedagogies. This is partly, the reason schools with most experienced teachers and head teachers perform better.

Figure 4.9: and 4.10 below represent the distribution of the sampled teachers based on their ages and years served (experience) presented on bar graphs;

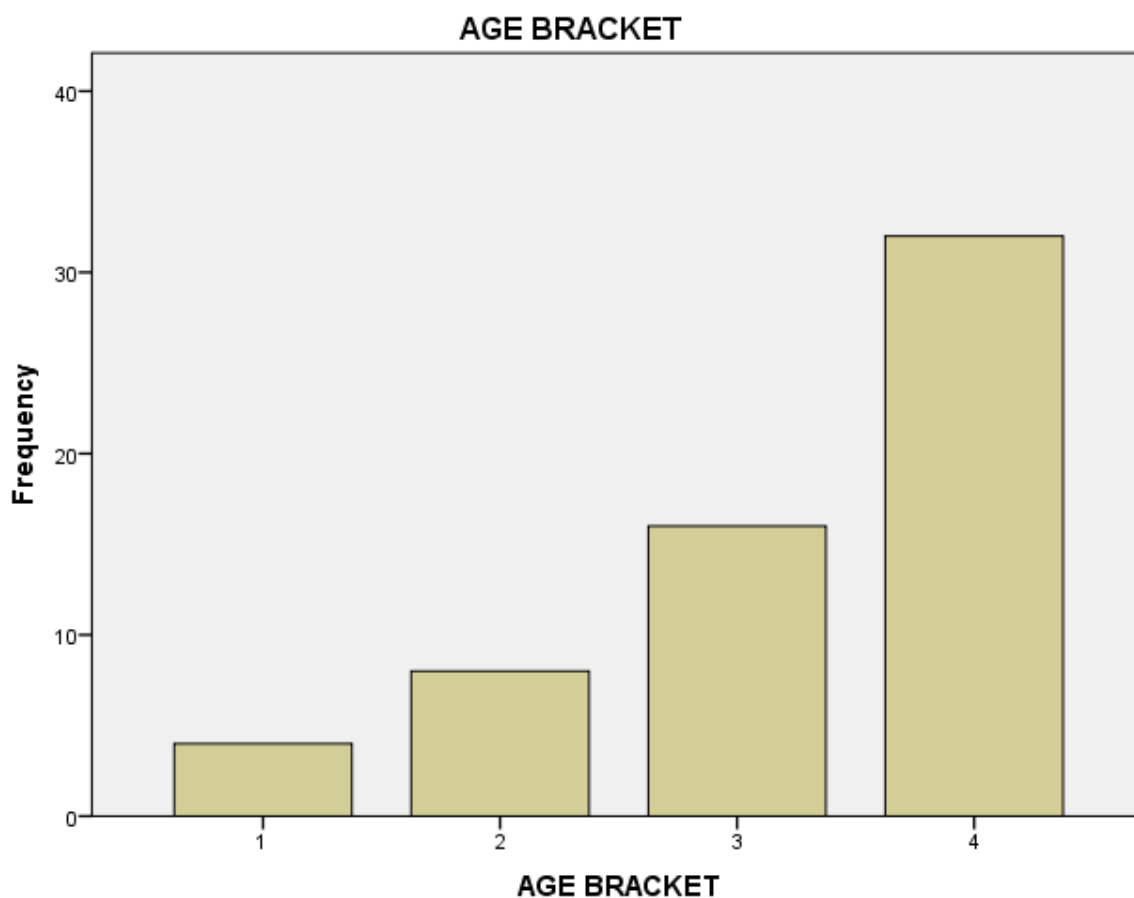
**Figure 4.9: A bar graph showing the distribution of teachers based on their experience**



**KEY**

1. ....Less than a year
2. ....1-3 Years
3. ....3-10 Years
4. ....Over 10 Years

**Figure 4.10: A bar graph showing the distribution of teachers based on their age brackets**



**KEY:**

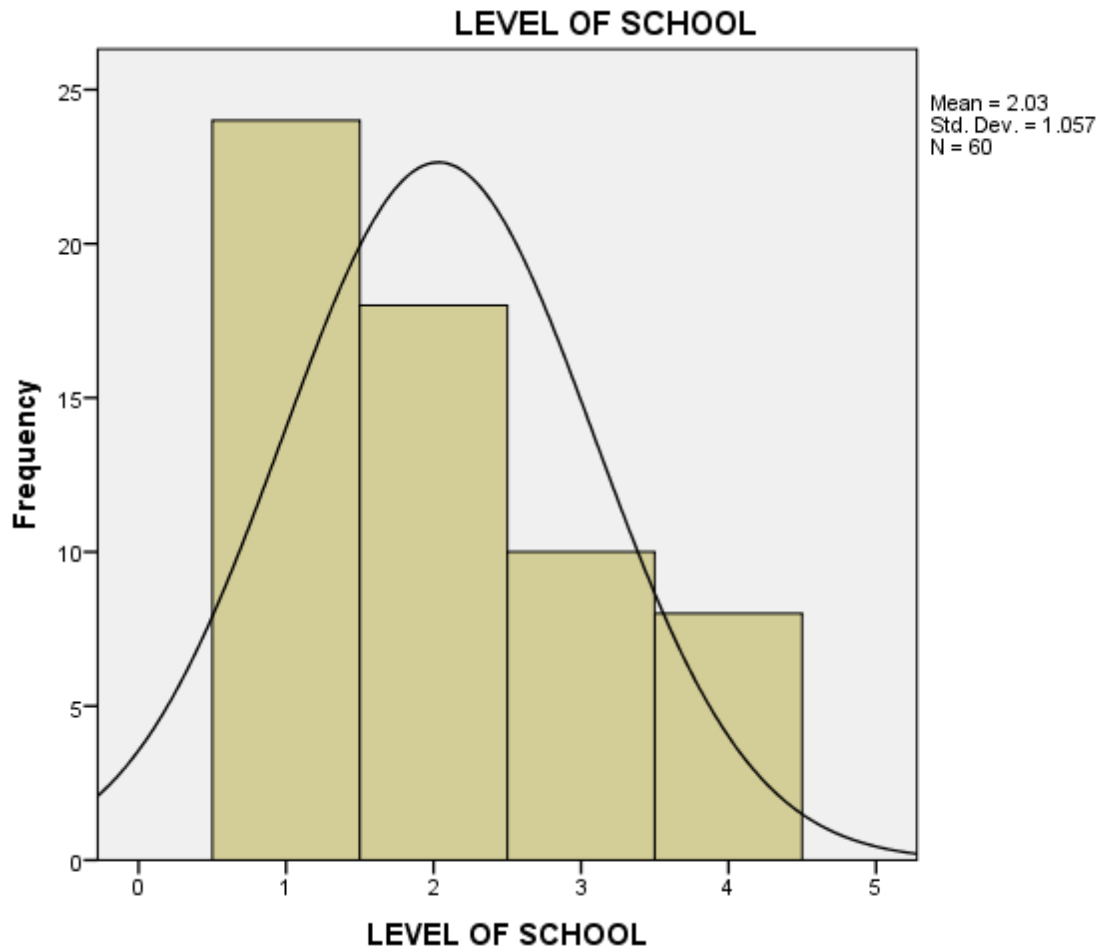
1. ....20-25 years
2. ....26-30 Years
3. ....31-40 Years
4. ....Over 40 Years

**4.4.6 Level and nature of the schools**

As in the cases of head teachers, teachers were similarly drawn from schools at all levels, irrespective of whether they were single-sex or mixed. More teachers were drawn from National and Provincial (Regional) schools since such schools have enduring administrative and academic performance structures compared to county and sub-county schools. In addition, most of the sampled schools were either mixed or boys' schools, further under-scoring the paucity in numbers of the girls' schools across the Republic.

Figures 4.11 and 4.12 shows the distribution of schools based on their level and nature:

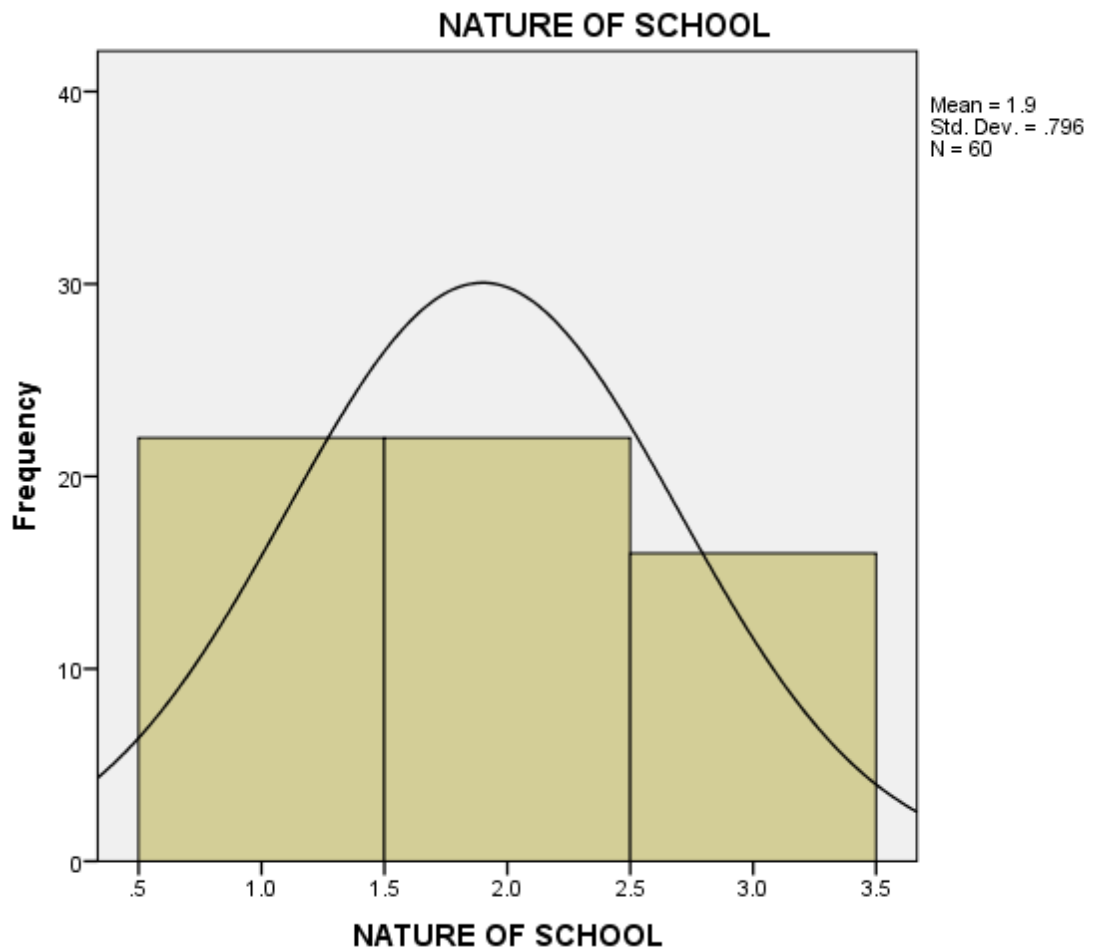
**Figure 4.11:A histogram showing distribution of schools based on their levels;**



**KEY**

- 1. ....National schools
- 2. ....Regional/Provincial Schools
- 3. ....County Schools
- 4. ....Sub-county Schools

**Figure 4.12: A histogram showing distribution of schools based on their nature;**



**KEY:**

1. ....Boys' schools
2. ....Girls' Schools
3. ....Mixed Schools

**4.5 Students' demographic information**

Sixty (60) students from the thirty (30) schools; two from each school were sampled for study: a boy and girl from every school, save for single- sex schools where two boys or girls were taken. Students in leadership positions, mostly school captains were involved in the study.

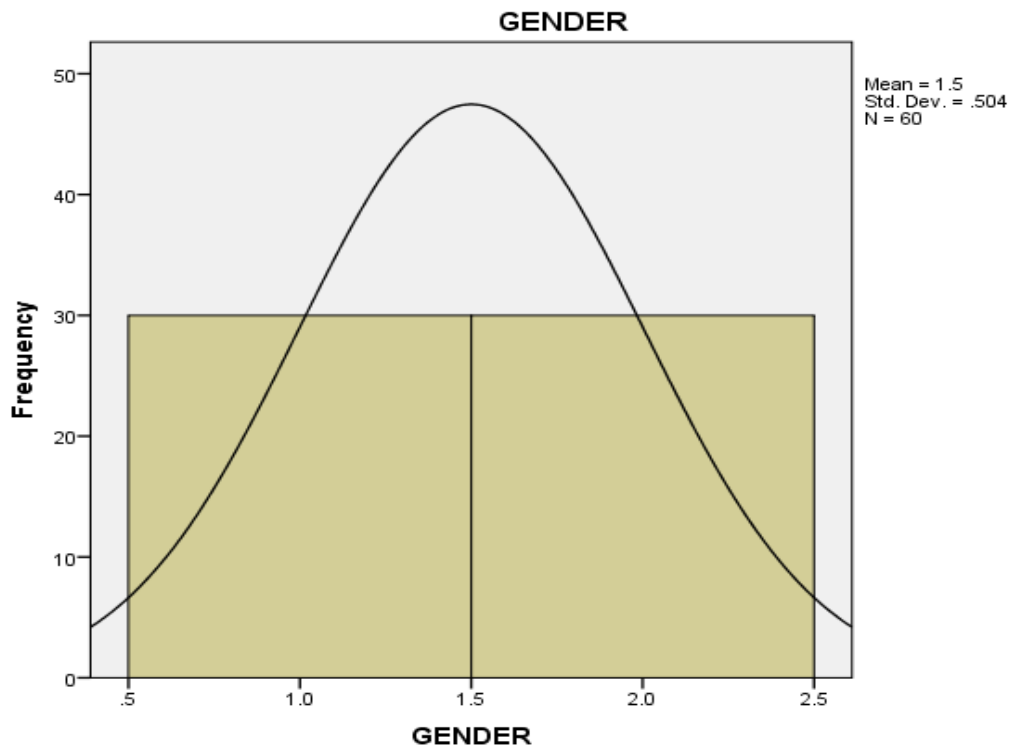
**Table 4.4: Table showing sampled students' demographic information**

Gender		Frequency	Percent
Valid	Male	30	48.4
	Female	30	48.4
	Total	60	96.8
Missing	System	2	3.2
	Total	62	100.0
Nature of school		Frequency	Percent
Valid	Boys'	22	35.5
	Girls'	22	35.5
	Mixed	16	25.8
	Total	60	96.8
Missing	System	2	3.2
	Total	62	100.0
Level of school		Frequency	Percent
Valid	National	24	38.7
	Provincial	18	29.0
	County	11	17.7
	Sub-County	8	12.9
	Total	61	98.4
Missing	System	1	1.6
	Total	62	100.0
Age bracket		Frequency	Percent
Valid	Over 21 Years	2	3.2
	19-20 Years	48	77.4
	17-18 Years	10	16.1
	Total	60	96.8
Missing	System	2	3.2
	Total	62	100.0
Class		Frequency	Percent
Valid	Form 3	20	32.3
	Form 4	40	64.5
	Total	60	96.8
Missing	System	2	3.2
	Total	62	100.0

#### 4.5.1 Gender of students

From the findings, the researcher strived to strike a balance (50% each) between the boys and girls in various schools to curb gender-related biasness.

**Figure 4.13: A histogram showing the distribution of students based on their gender;**



**KEY:**

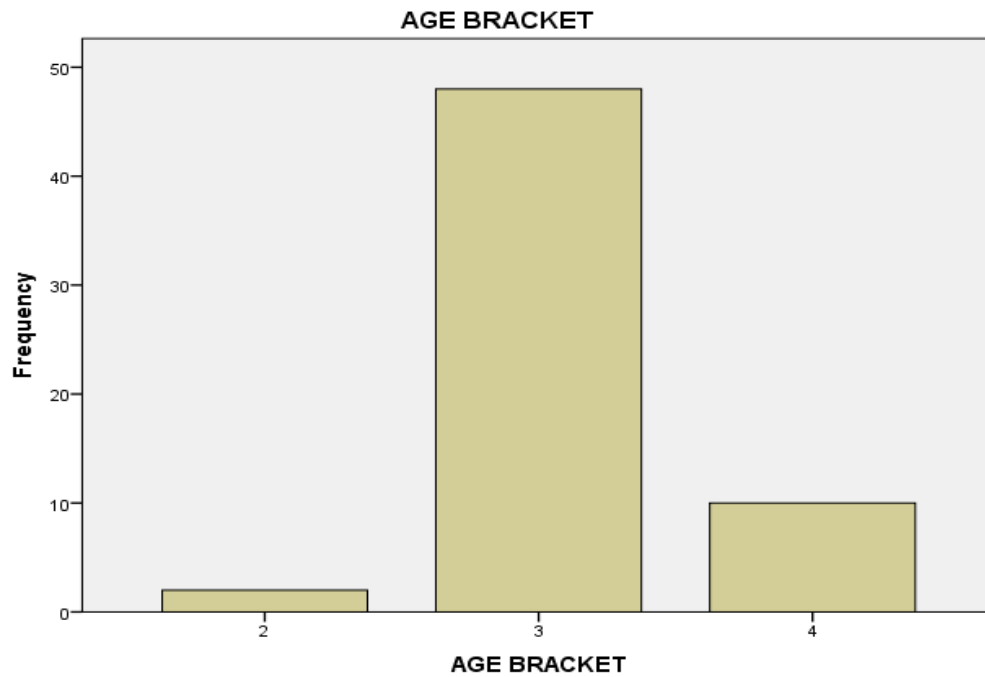
- 1.0 .....Male
- 2.0 .....Female

#### 4.5.2: Age and class of students

The researcher married the aspect of age with classes and the period one had served the school as a students' leader-as a class prefect or school captain. From the findings, it is clear the researcher opted for the senior students in forms 3 and 4 due to their experience and hence having gone through, seen and judged various administrative styles as espoused by head teachers. 64.5% were in form four while 32.3% were in form three. This is unlike junior students (in form 1 and 2) who may not have much to say regarding the head teacher's administrative style(s).

Figures 4.14: and 4.15 below shows the distribution of the sampled students based on their ages and classes:

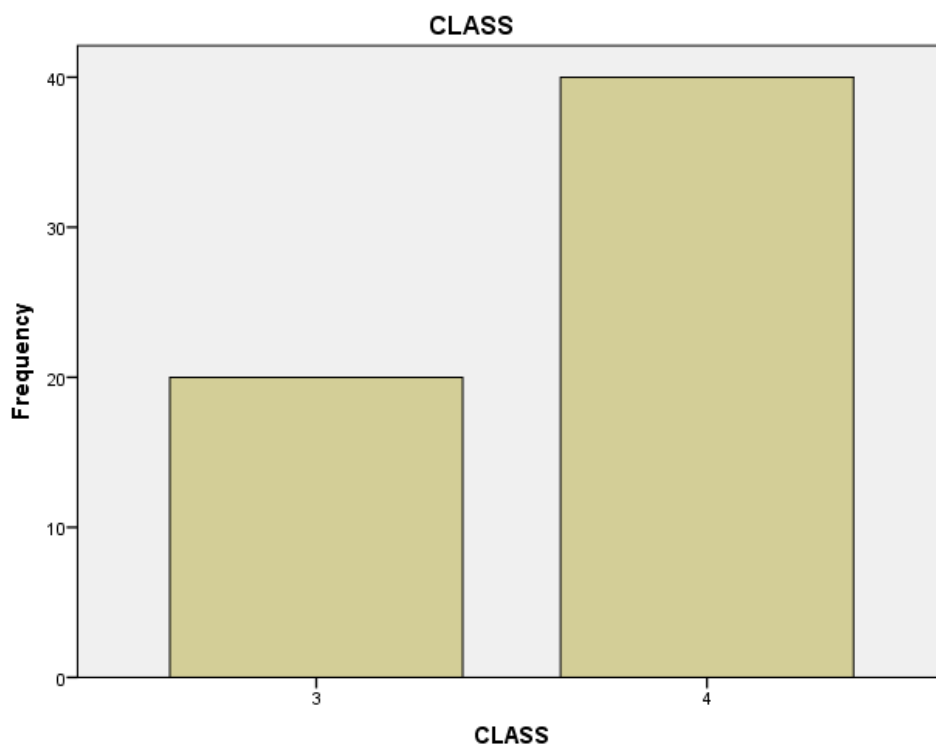
**Figure 4.14: Bar graph representing the distribution of sampled students based on their ages;**



**KEY:**

- 2.....Over 21 Years
- 3.....19-20 Years
- 4.....17-18 Years

**Figure 4.15: Bar graph showing the distribution of sampled students based on their class;**



**KEY:**

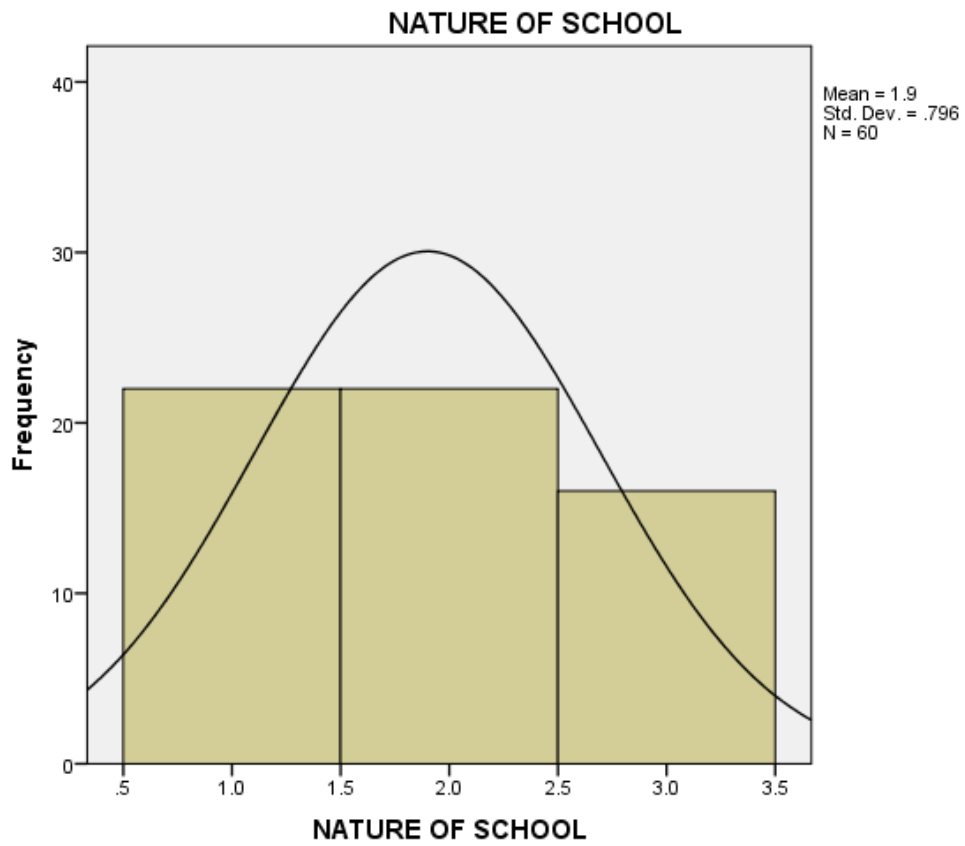
- 3.....Form 3
- 4.....Form 4

**4.5.4: Nature and level of the schools**

Students were sampled from schools across all cadres of existing schools at all levels to curb biasness. To this end, students were drawn from natona, provincial, county and sub-county schools irrespective of whether the schools in question were mixed or single-sex.

Figures 4.16 and 4.17 below shows the distribution of sampled students across various schools:

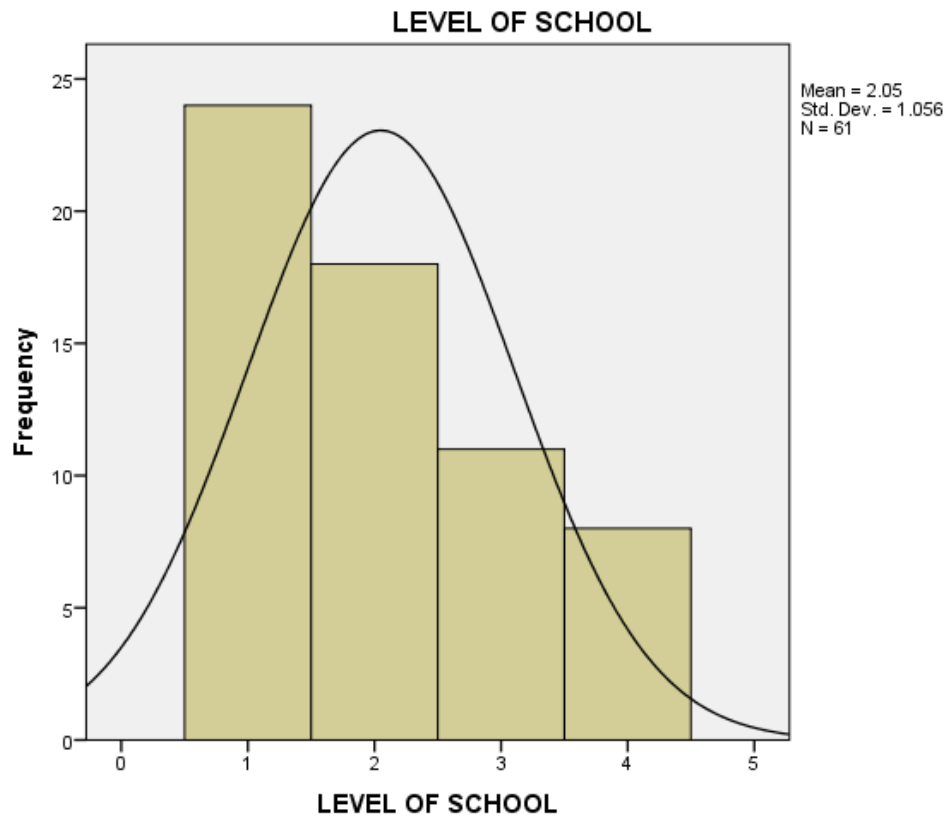
**Figure 4.16: Histogram showing the nature of sampled schools**



**KEY:**

- 1.0 .....Boys' schools
- 2.0 .....Girls' Schools
- 3.0 .....Mixed Schools

**Figure 4.17: A histogram showing the distribution of sampled schools based on their levels;**



**KEY:**

1. ....National schools
2. ....Regional/Provincial Schools
3. ....County Schools
4. ....Sub-county Schools

**4.6 To identify which leadership style is preferred by teachers, head teachers and students**

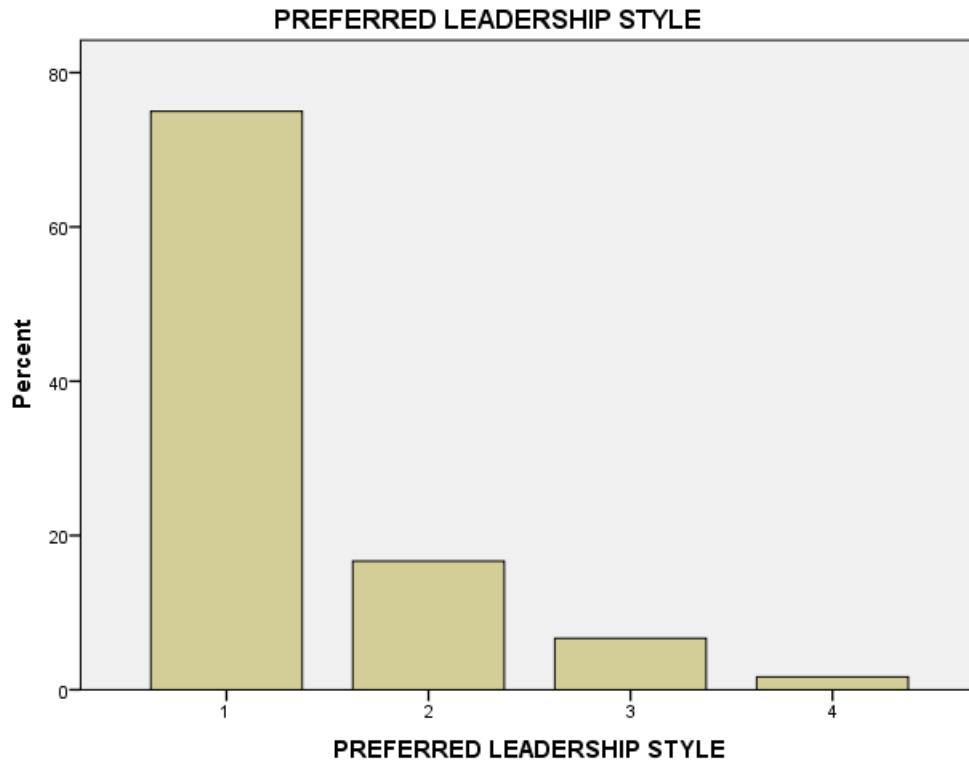
Head teachers, teachers and students alike were asked to indicate which leadership style they preferred most and the findings were as tabulated below:

**Table 4.5 Shows responses (by teachers, students and head teachers) on the most preferred leadership style;**

Students' responses		Frequency	Percent
	Democratic	45	72.6
	Autocratic	10	16.1
Valid	Laissez Faire	4	6.5
	Autocratic & democratic combined	1	1.6
	Total	60	96.8
Missing	System	2	3.2
	Total	62	100.0
Head teachers' responses			
	Democratic	18	60.0
	Autocratic	6	20.0
Valid	Laissez Faire	1	3.3
	Democratic & Autocratic combined	5	16.7
	Total	30	100.0
Teachers' responses			
	Democratic	46	76.7
	Autocratic	3	5.0
Valid	Laissez Faire	6	10.0
	Democratic & Autocratic combined	4	6.7
	Total	59	98.3
Missing	System	1	1.7
	Total	60	100.0

The findings can further be graphically represented as follows:

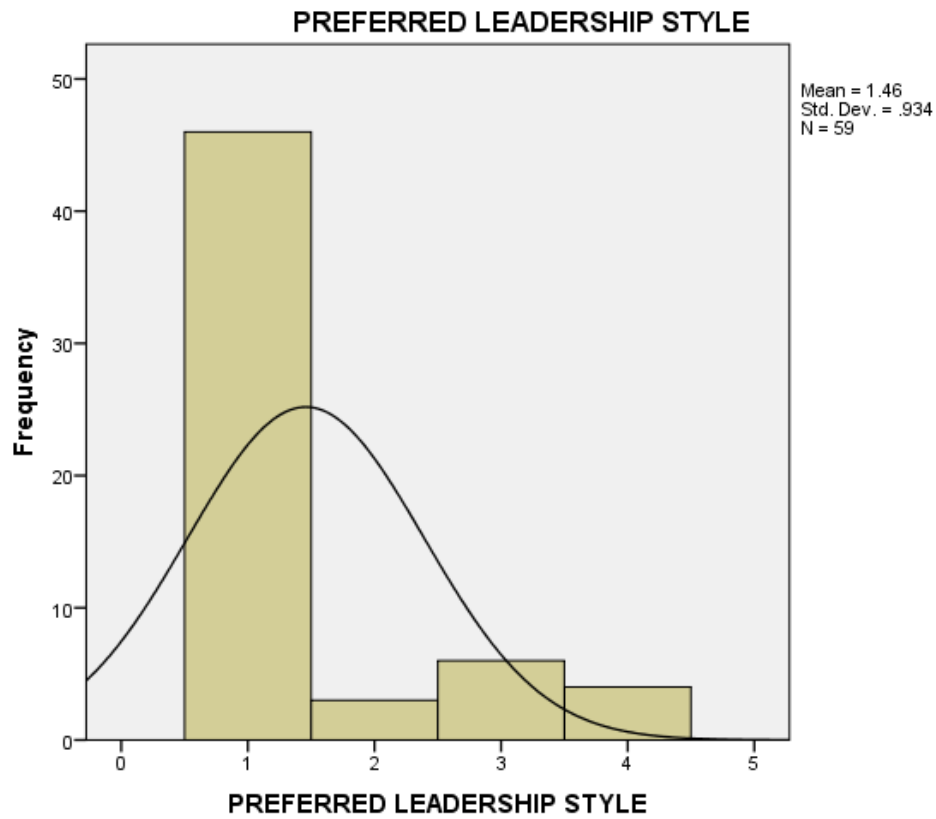
**Figure 4.18: A bar graph showing students' responses on the most preferred leadership style;**



**KEY:**

1. ....Democratic style
2. ....Autocratic style
3. ....Laissez Faire
4. ....Autocratic & democratic integrated

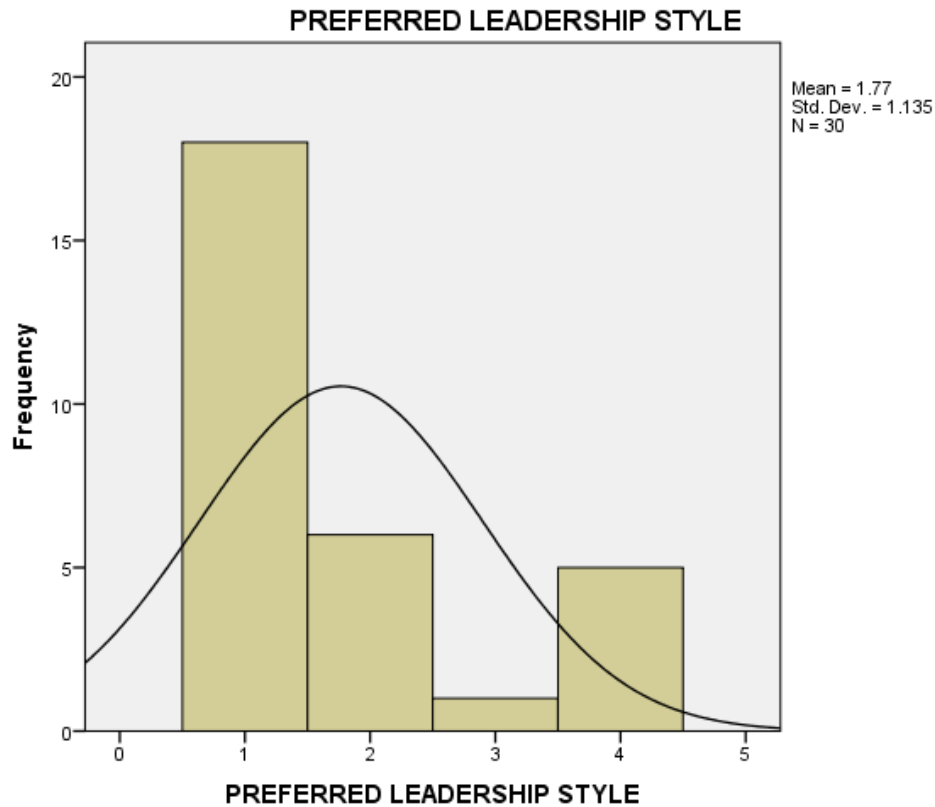
**Figure 4.19: Histogram showing teachers' responses on the most preferred leadership style;**



**KEY:**

- 1. ....Democratic style
- 2. ....Autocratic style
- 3. ....Autocratic style
- 4. ....Autocratic & democratic integrated

**Figure 4.20: A histogram showing head teachers' responses on the most preferred leadership style;**



**KEY:**

1. ....Democratic style
2. ....Autocratic style
3. ....Autocratic & democratic integrated
4. ....Laissez Faire

Research findings as indicated above reveal that all the respondents (teachers, students and head teachers) with 76.7%, 72.6% and 60% respectively unanimously agreeing that democratic style of leadership should be embraced in schools, further agreeing with Nalemo (2002) who observed that people are led best by using consultative styles which accommodate divergent views of others, allow sharing of experiences and is participatory in decision making.

The study revealed that schools where head teachers exercised democratic style of leadership posted impressive results and there was harmonious working relationship amongst teachers and students, hence an intellectually stimulating environment. Teachers and learners at all levels would wish to be part of the decision-making process. It gives them a sense of belonging, feeling appreciated and thus motivated to perform to their best, ameliorating academic performance in the school. This, in effect, accounts for the unanimous choice of the democratic leadership style by the majority of the respondents.

**4.7 (a): To determine if leadership administrative style of the head teacher influences teachers' pedagogic strategies.**

This section covered the head teacher's self-perception and teachers' perception on the leadership style they employed when administering their schools. The perceptions were rated using an adapted Likert Scale.

To show the perceptions of the teachers on head teachers towards head teachers' leadership style, it was found appropriate to calculate the mean for the responses in all the items in the table. The mean and standard deviation obtained gave an overall perception of the head teacher's administrative style and how it influenced teachers' pedagogic strategies in the respective schools, influencing eventual performance in national exams.

**Table 4.6 (a): Head teachers' responses on whether head teachers' leadership patterns influence the teachers' pedagogic strategies in a bid to enhance the school's academic performance.**

<b>Attribute</b>	<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean</b>	<b>S.Deviation</b>
Has put in place functional departments	Strongly agree	24	80	4.20	0.407
	Agree	6	20		
	Total	30	100		
Motivates teachers and students to realize targets	Strongly agree	24	85.7	4.14	0.356
	Agree	4	14.3		
	Total	28	100.0		
School has clearly outlined rules and regulations	Occurs	11	36.7	3.63	0.490
	Very frequently occurs	19	63.3		
	Total	30	100.0		
There's administration of diverse exams	Sometimes Occurs	2	6.7	3.28	0.591
	Occurs	17	56.7		
	Occurs	10	33.3		
	Very frequently occurs	29	96.7		
	Total				
Head teacher facilitates teachers' attendance of subject workshops	Sometimes	4	13.3	3.17	0.648
	Occurs	17	56.7		
	Occurs	9	30.0		
	Very frequently occurs	30	100.0		
	Total				
Head teacher checks and ensures full lesson attendance by teachers and students	Rarely Occurs	5	16.7	3.31	0.761
	Sometimes occurs	10	33.3		
	occurs	14	46.7		
	Very frequently occurs	29	96.7		
	Total				
Syllabus is always covered on time	Sometimes Occurs	3	10.0	3.25	0.645
	Occurs	15	50.0		
	Very Frequently Occurs	10	33.3		
	Total	28	93.3		

It is evident from the findings (in the table) that the head teacher's leadership style significantly affects teachers' pedagogic strategies (at a mean of 3.57, representing agreeing). Instructional leadership, is thus, crucial and should not be overlooked if meaningful and quality teaching and learning is to be sustained. This, in turn, influences the eventual outcome in terms of students' academic performance and/or results.

One of the prime responsibilities of the head teachers is to ensure full and quality delivery of the curriculum. In so doing, teachers need not only be motivated, but be adequately capacity-built through subject workshops during which they learn and share diverse, effective and the latest approaches to handle certain aspects in their respective subject areas.

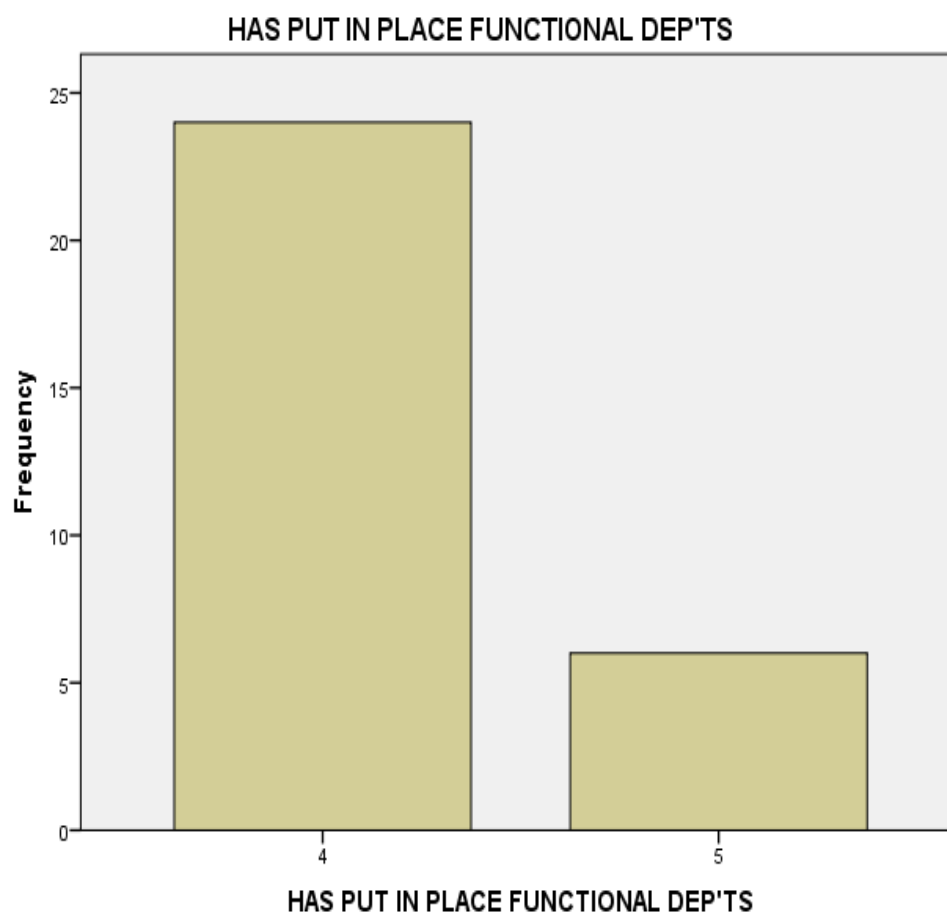
By revealing that most head teachers monitor and ensure full lesson attendance, (46.7%); facilitate their teachers to attend subject workshops (56.7%); ensure timely coverage of the syllabus (50%); ensure administration of diverse exams (56.7%) and motivates teachers and learners towards attainment of the set academic targets (85.7%); the study's findings are in tandem with several other authors, including Ngala (1997), who opines that head teachers need to supervise teachers, ensuring that: lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. It is the duty of the head teacher too, to ensure teachers and students alike set and meet relevant academic targets. To this end, teachers are expected to be consistent in their evaluation that is, administering valid and reliable test items and timely revising the same with students to bolster performance. This was seen to be going on in most of the sampled schools.

Further underscoring the importance of supervision is Okumbe (1999) who considers it an administrative strategy aimed at stimulating teachers towards greater pedagogic and testing effectiveness, hence maximizing learning and productivity. The stimulation function of supervision enhances teachers to play important roles aimed at excellence in examinations, which reduces risks of teacher burn out. Although the

duties and responsibilities of the head teacher are enormous, he sums it up by saying that they are all geared towards the attainment of the preset broad aims and specific objectives of the educational system.

This information can further be graphically presented as follows;

**Figure 4.21: Bar graph showing head teachers' responses on whether the school has put in place functional departments**



**KEY:**

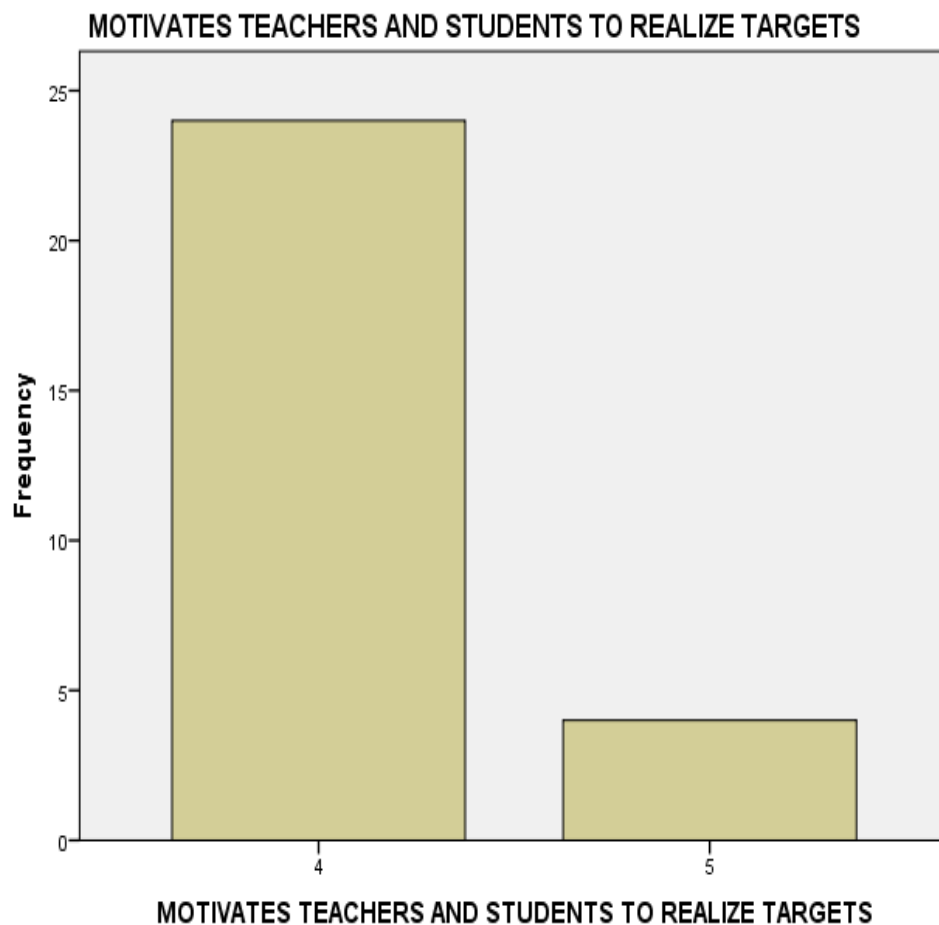
4.....Strongly agree

5.....Agree

Putting in place functional departments and assigning teachers to take charge of the same ensures division of labour, order, efficiency and boosts teachers' morale. This, in effect, gives the head teacher ample opportunity to closely supervise these units

(departments), following up on their set targets and proper utilization and accountability of resources there-in. Schools whose departments were clearly structured, with set targets sustained higher performance indices compared to those without. In addition, their working relationship was cordial and gave quality attention to students, hence realizing higher academic performance.

**Figure 4.22: Bar graph showing head teachers’ responses on whether the head teacher motivates teachers and students towards the realization of set targets.**



**KEY:**

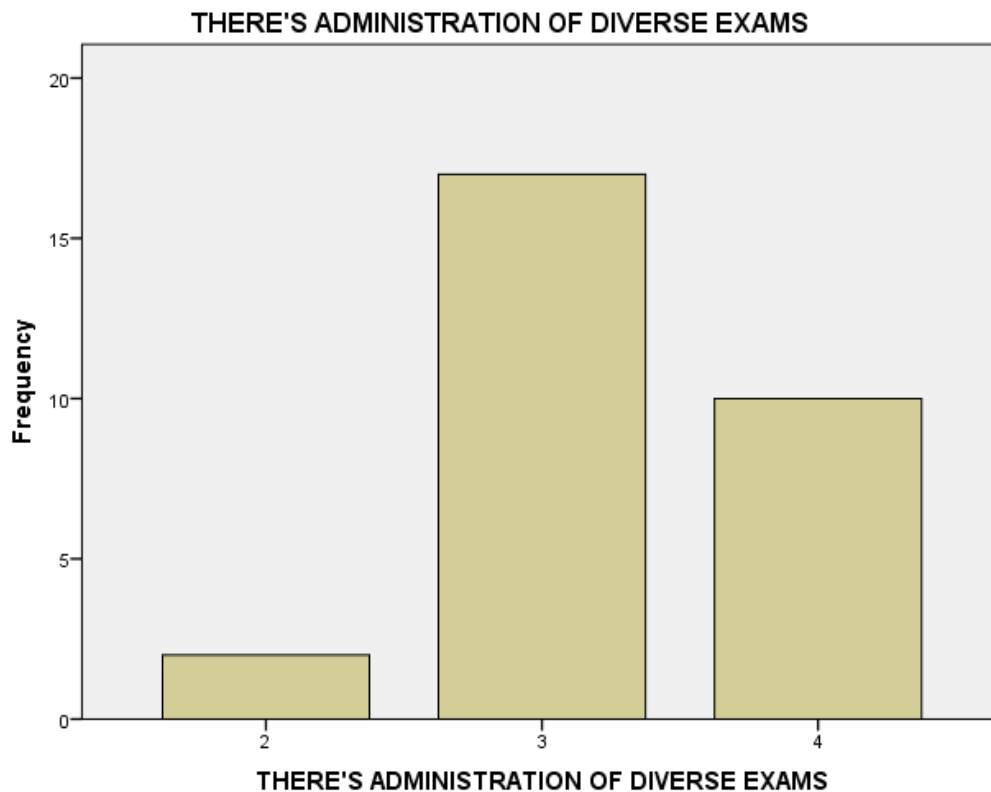
4.....Strongly agree

5.....Agree

A motivated teacher and student works with renewed vigour towards the achievement of a given objective. Most of the performing schools sampled in the study levied staff motivation fees to appreciate teachers’ and students’ efforts towards the attainment of quality results in national examinations. Where the levy was lacking, still head teachers found their own ways of maintaining the teachers’ and students’ morale by

offering some incentives like free meals and some prizes in recognition of their efforts, ensuring high academic performance.

**Figure 4.23: Bar graph showing head teachers’ responses on whether there’s administration of diverse exams and tests in the school;**

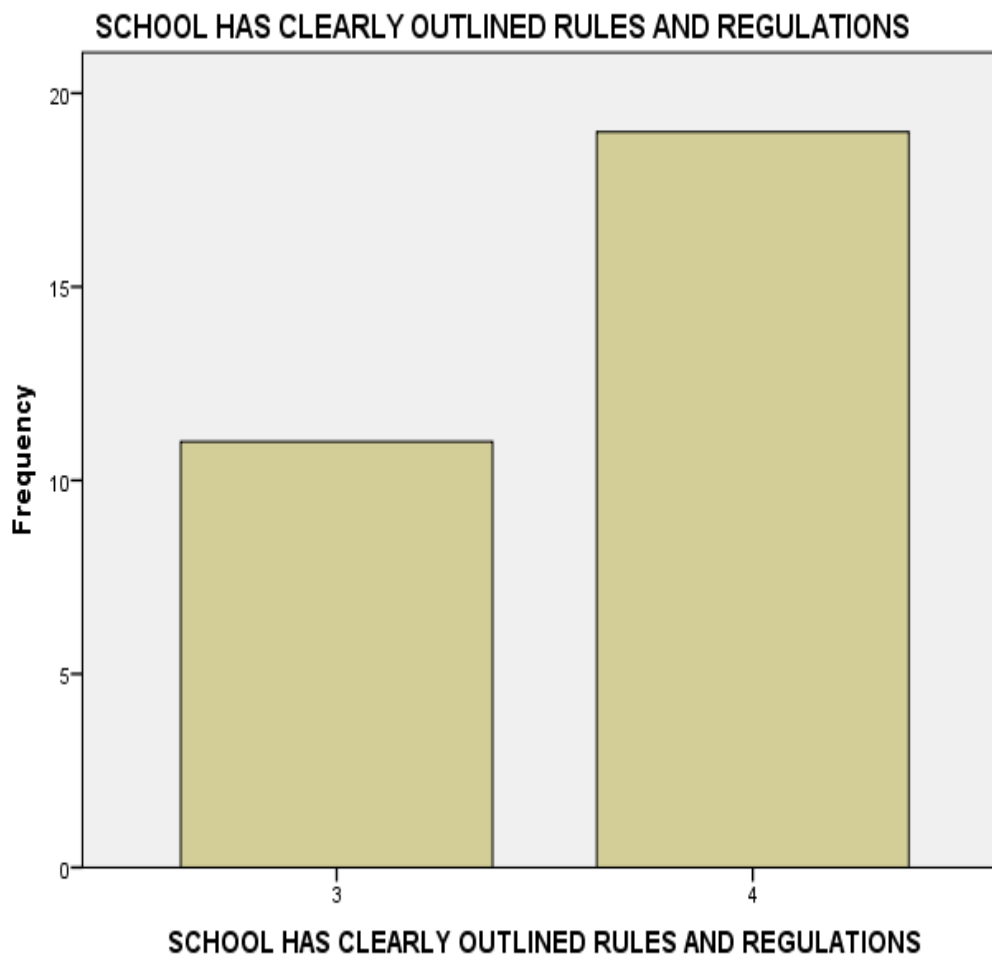


**KEY:**

- 2.....Sometimes occurs
- 3.....Occurs
- 4.....Very frequently occurs

Diverse exams expose students to numerous questions and hence different approaches to answer such questions. The study revealed that most head teachers had put in place tight evaluation programmes where joint exams, commercial tests as well as internal exams defined the order of their schools’ system. Deadlines for administration, scoring and analysis of such examinations were clearly defined and fully adhered to. This, to a greater extent, promoted academic standards in the schools.

**Figure 4.24: Bar graph showing head teachers' responses on whether there exist clearly outlined rules and regulations in the school;**



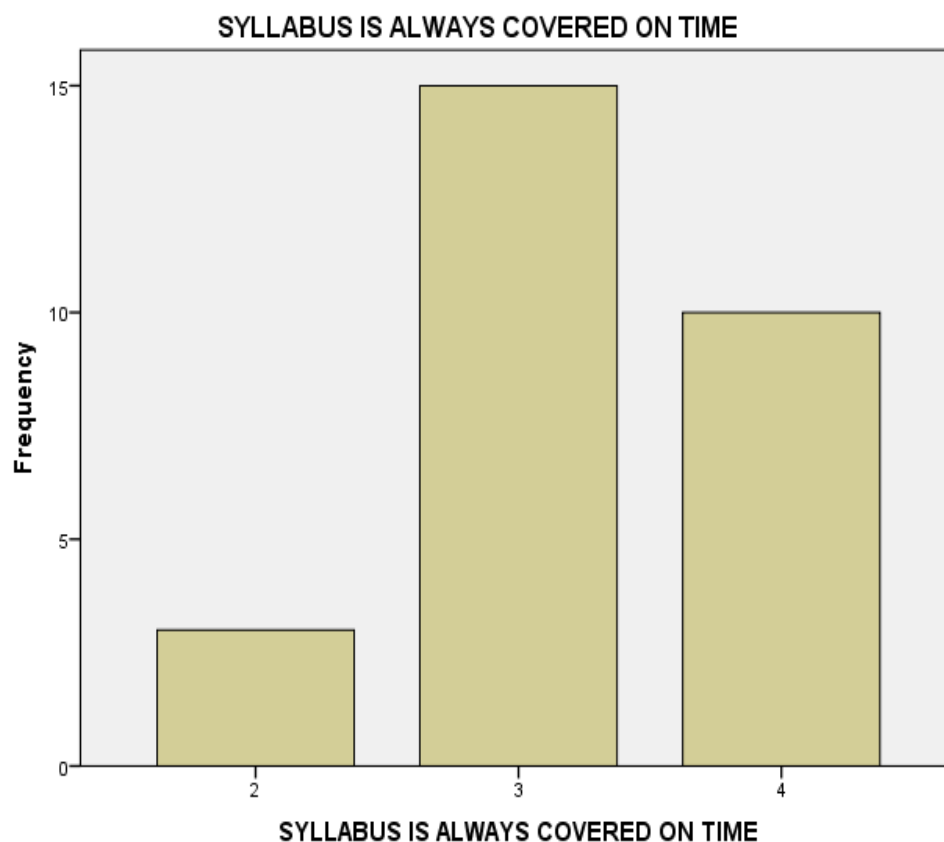
**KEY:**

3.....Occurs

4.....Very frequently occurs

Clearly outlined school rules and regulations ensure order and tranquillity in the school, guaranteeing a conducive and intellectually stimulating learning environment in the school. All the sampled schools had clearly set rules, most of them posted on school notice boards and students always reminded of the same. This ensured a focussed, goal-oriented school community besides ensuring high discipline levels. As such, teachers and students alike fully concentrated on the teaching and learning, hence significantly boosting the academic standards.

**Figure 4.25: Bar graph showing head teachers' responses on whether the syllabus is always covered on time in the school;**

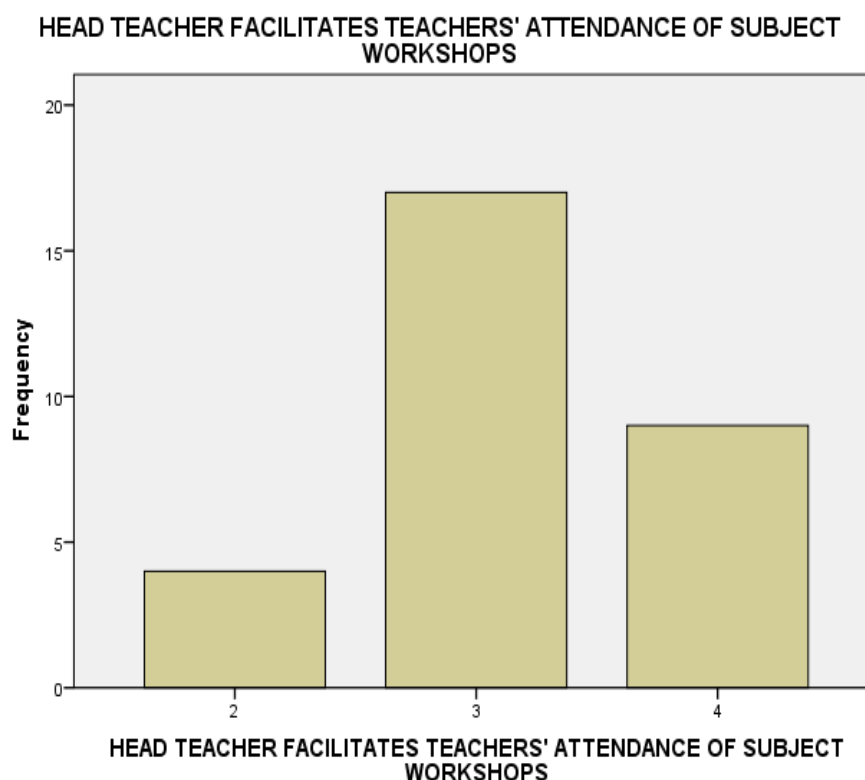


**KEY:**

- 2.....Sometimes occurs
- 3.....Occurs
- 4.....Very frequently occurs

Timely coverage of the syllabus accords teachers and students ample time to intensively revise in preparation of national examinations. The study revealed that most of the performing schools had their class syllabi covered by at least June every year, paving way for revision and exposure to numerous test items for the students, guaranteeing them better results in national exams. This was being done under closer supervision (of curriculum implementation) by the head teachers who constantly followed up and provided resources, incentives and energy to ensure the realization of the set targets and objectives. This had a bearing a positive bearing on the academic performance of the students.

**Figure 4.26: Bar graph showing head teachers' responses on whether the head teacher facilitates teachers' attendance of subject workshops in the school:**

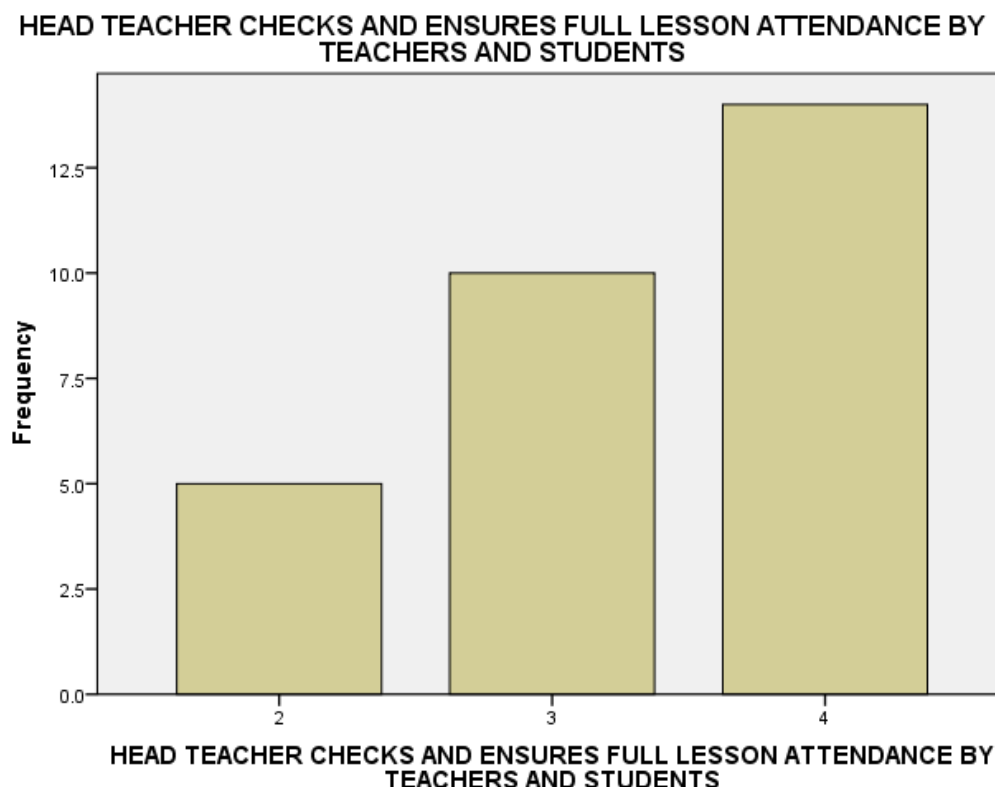


**KEY:**

- 2.....Sometimes occurs
- 3.....Occurs
- 4.....Very frequently occurs

Subject workshops equip teachers with latest teaching pedagogy, approaches and strategies besides changing their attitudes towards some content areas, the end beneficiary being the students whose general conceptualization of the subject and specific content areas is enhanced. This, in turn leads to improved academic performance. The study revealed that most head teachers encouraged and facilitated their teachers to attend subject workshops including training as examiners in the respective subjects to enhance their content delivery in class. Some of the workshops were conducted within while others were held outside the school at various levels: national or regional. This was seen to be impacting positively on the academic standards in the respective schools as a result of the teachers' enhanced pedagogic skills.

**Figure 4.27: Bar graph showing head teachers’ responses on whether the head teacher checks in and ensures full lesson attendance by all teachers and students;**



**KEY:**

- 2.....Rarely occurs
- 3.....Sometimes occurs
- 4.....Very frequently occurs

Closely monitoring and ensuring quality lesson delivery and attendance by teachers and students was found to be an integral plank of the head teachers’ administrative roles since it directly affected the academic performance of the students. Besides, it ensured an academically-focussed school environment where all teachers and students were kept on toes, fully attending to their obligations in line with the set academic targets. This was found to be taking place in virtually all the schools at all levels.

**4.7 (b): Teachers’ responses whether the leadership administrative style of the head teacher influences the teachers’ pedagogic strategies.**

To a greater extent, teachers’ responses are more less the same as those given by head teachers, hence further confirming the crucial role head teachers have in ensuring

quality teaching and learning in their respective schools. The teachers' findings are tabulated below:

**Table 4.7 (a): Teachers' responses on whether the leadership administrative style of the head teacher influences the teachers' pedagogic strategies**

Attribute	Responses	Frequency	Percent	Mean	S.Deviation
School has clearly set academic targets	Yes	46	76.7	1.44	0.836
	To some extent	13	21.7		
	Total	59	98.3		
School has functional dep'ts with clear targets	Strongly Agree	34	56.7	1.43	0.500
	Agree	26	43.3		
	Total	60	100.0		
Head teacher motivates teachers and students	Strongly Agree	13	21.7	2.08	0.787
	Agree	32	53.3		
	Undecided	12	20.0		
	Disagree	3	5.0		
	Total	60	100.0		
Head teacher exhibits desired professional values	Strongly Agree	23	38.3	1.67	0.572
	Agree	34	56.7		
	Undecided	3	5.0		
	Total	60	100.0		
Head teacher closely monitors school activities	Strongly agree	18	30.0	1.91	<b>0.779</b>
	Agree	29	48.3		
	Undecided	9	15.0		
	Disagree	2	3.3		
	Total	58	96.7		
Head teacher leads teachers in sharing experiences on quality lesson delivery	Very Frequently	23	38.3	1.75	<b>0.680</b>
	Occurs	29	13.3		
	Occurs	8	100.0		
	Sometimes occurs	60			
	Total				

There's administration of diverse exams	Very Frequently	30	50.0	1.49	<b>0.504</b>
	Occurs	29	48.3		
	Occurs	59	98.3		
	Total				
School has clearly outlined rules and regulations	Very Frequently	43	71.7	71.7	<b>0.454</b>
	Occurs	17	28.3		
	Occurs	60	100.0		
	Total				
Departments have clearly set targets	Strongly Agree	23	38.3	28.3	<b>1.103</b>
	Agree	21	35.0		
	Undecided	5	8.3		
	Disagree	11	18.3		
	Total	60	100.0		
Syllabus is always covered on time	Very Frequently	36	60.0	1.39	<b>0.492</b>
	Occurs	23	38.3		
	Occurs	59	98.3		
	Total				
Head teacher checks and ensures full lesson attendance by teachers and students	Very Frequently	24	40.0	.492	<b>0.911</b>
	Occurs	25	41.7		
	Occurs	6	10.0		
	Sometimes	5	8.3		
	occurs	60	100.0		
	Rarely occurs				
Head teacher leads teachers in adopting desired teaching pedagogies	Very Frequently	19	31.7	2.12	<b>0.993</b>
	Occurs	22	36.7		
	Occurs	12	20.0		
	Sometimes	7	11.7		
	occurs	60	100.0		
	Rarely occurs				
Total					

It is evident from the table that the sampled teachers unanimously agree that by the head teacher leading in the setting of clear academic targets; adoption of desired teaching pedagogies; constantly checking and ensuring full lesson attendance by teachers and students as well as setting up functional departments with clear targets go a long way in enhancing the teachers' pedagogic strategies. This further translates in improved academic performance in the school. This was seen to be advocated and practised by the head teachers in most of the sampled performing schools.

**4.8 To determine if the school environment as a function of the head teacher's leadership style influences the quality of teaching and learning within the school**

**Table 4.8 (a): Teachers’ responses on whether the school environment as a function of the head teacher’s leadership style affects the quality of teaching and learning within the school**

Attribute	Responses	Frequency	Percent	Mean	S.D.
School has a clear vision	Very frequently occurs	56	93.3	1.10	0.443
	3	5.0			
	Sometimes occurs	59	98.3		
	Total				
School has clearly outlined rules and regulations	Very frequently occurs	43	71.7	1.28	0.504
	17	28.3			
	Occurs	60	100.0		
	Total				
Mandatory intensive revision	Very frequently occurs	32	53.3	1.50	0.567
	26	43.3			
	Occurs	2	3.3		
	Sometimes occurs	60	100.0		
Total					
Students are given career guidance	Very frequently occurs	34	56.7	1.45	0.534
	25	41.7			
	Occurs	1	1.7		
	Sometimes occurs	60	100.0		
Total					
The vision is communicated to teachers and students	Very frequently occurs	28	46.7	1.88	0.904
	11	18.3			
	Occurs	21	35.0		
	Sometimes occurs	60	100.0		
Total					
Head teacher champions the vision	Very frequently occurs	38	63.3	1.68	0.930
	3	5.0			
	Occurs	19	31.7		
	Sometimes occurs	60	100.0		
Total					
Teachers and students involved in the setting of academic targets	Very frequently occurs	27	45.0	1.80	0.819
	18	30.0			
	Occurs	15	25.0		
	Sometimes occurs	60	100.0		
Total					
School has functional departments with clear targets	Very frequently occurs	34	56.7	1.43	0.500
	26	43.3			
	Occurs	60	100.0		
	Total				
School has inspiring anthem	Very frequently occurs	28	46.7	1.75	0.856
	22	36.7			
	Occurs	7	11.7		
	Sometimes occurs	3	5.0		
	Rarely occurs	60	100.0		
Total					
Teachers work even in	Very frequently	16	26.7	1.89	0.673

absence of head teacher	occurs	31	51.7		
	Occurs	10	16.7		
	Sometimes occurs	57	95.0		
	Total				
Head teacher respects teachers' opinions	Very frequently occurs	16	26.7	2.05	0.944
	Occurs	31	51.7		
	Sometimes occurs	3	5.0		
	Rarely occurs	8	13.3		
	Total	58	96.7		
School encourages development of individual talents amongst learners	Very frequently occurs	41	68.3	1.35	0.668
	Occurs	14	23.3		
	Sometimes occurs	2	3.3		
	Rarely occurs	57	95.0		
	Total				

**Table 4.8(b): Students' responses on whether the school environment (as a function of the head teacher's leadership style) and its affects the quality of teaching and learning within the school**

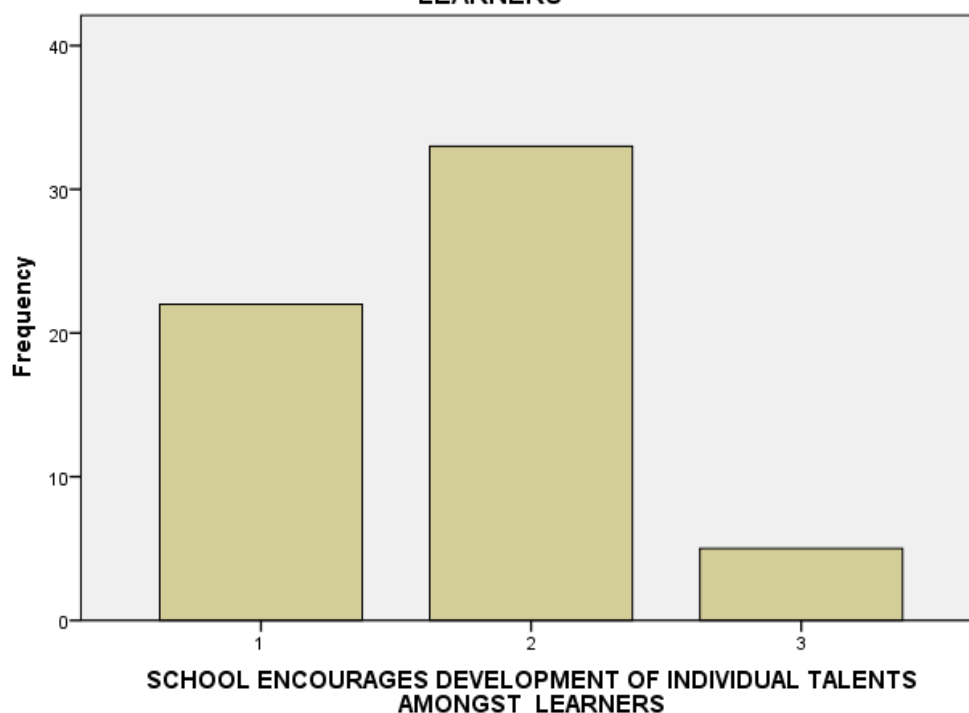
Attribute	Responses	Frequency	Percent	Mean	S.D.
Departments have clearly set targets	Very frequently occurs	24	38.7	1.68	0.624
	Occurs	31	50.0		
	Sometimes occurs	5	8.1		
	Total	60	96.8		
School has clearly outlined rules and regulations	Very frequently occurs	34	54.8	1.43	0.500
	Occurs	26	41.9		
	Total	60	96.8		
Mandatory intensive revision	Very frequently occurs	38	61.3	1.37	0.522
	Occurs	20	32.3		
	Sometimes occurs	1	1.6		
	Total	59	95.2		
Students are given career guidance	Very frequently occurs	25	40.3	1.62	0.555
	Occurs	33	53.2		
	Sometimes occurs	2	3.2		
	Total	60	96.8		
Do you as a leader share in the vision with teachers?	Yes	28	45.2	1.53	0.503
	No	32	51.6		
	Total	60	96.8		
How student leaders are	Voted for	45	72.6	1.27	0.482

obtained in the school	Appointed by teachers	14	22.6		
	Volunteer	1	1.6		
	Total	60	96.8		
Are you, as a leader, involved in decision-making?	Very frequently occurs	34	54.8	1.43	0.5000
	Occurs	26	41.9		
	Total	60	96.8		
School encourages development of individual talents amongst learners	Very frequently occurs	22	35.5	1.72	0.613
	Occurs	33	53.2		
	Sometimes occurs	5	8.1		
	Total	60	96.8		

These findings can further be represented on bar graphs as shown below:

**Figure 4.28: Bar graph showing students' responses on whether the school encourages the development of individual talents amongst learners;**

**SCHOOL ENCOURAGES DEVELOPMENT OF INDIVIDUAL TALENTS AMONGST LEARNERS**

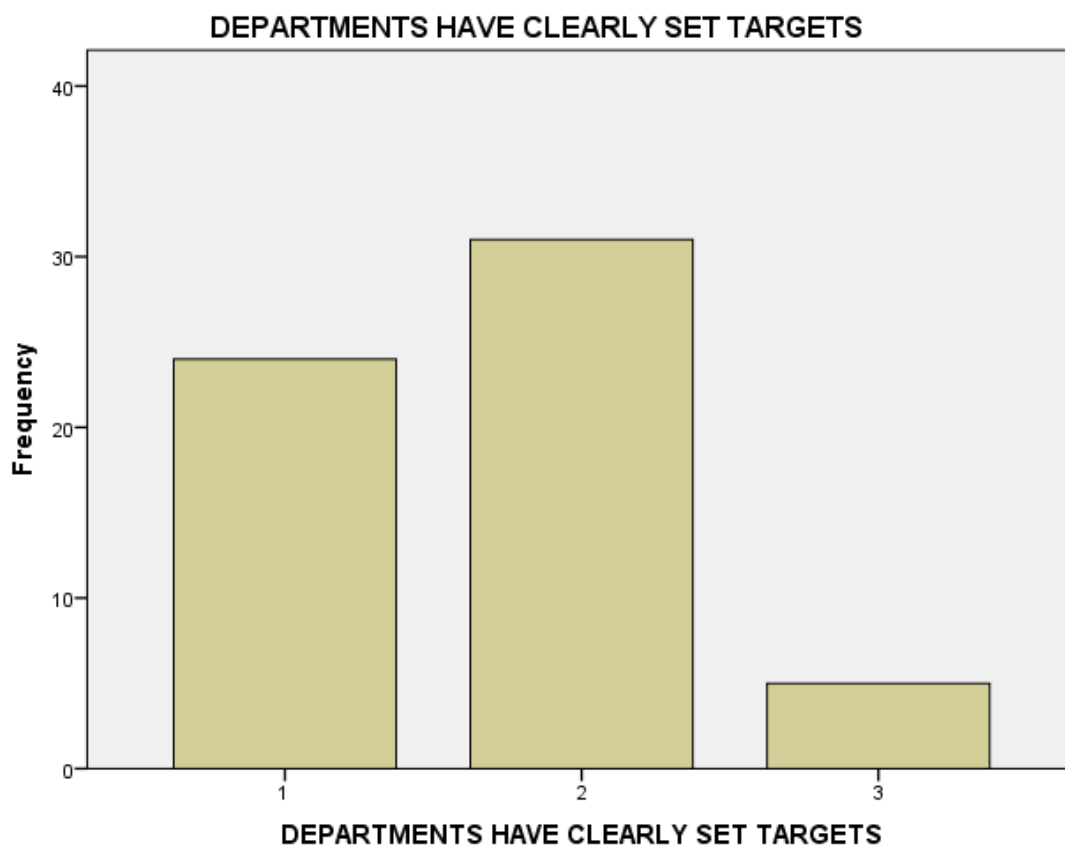


**KEY:**

1. ....Very frequently occurs
2. ....Occurs
3. ....Sometimes occurs

Encouraging the development of students’ talents keeps them focussed and encouraged to live up to the fulfilment of their talents and abilities. Such a focussed group creates an intellectually focussed environment that allows for quality teaching and learning. This was made possible in schools through various established clubs and societies, games and sports, chaplaincy as well as guidance and counselling department that provided opportunities for the learners to identify and nurture their talents. This is contrary to an environment where students have no guiding direction, vision or principle.

**Figure 4.29: Students’ responses on whether the school has departments with clearly set targets;**

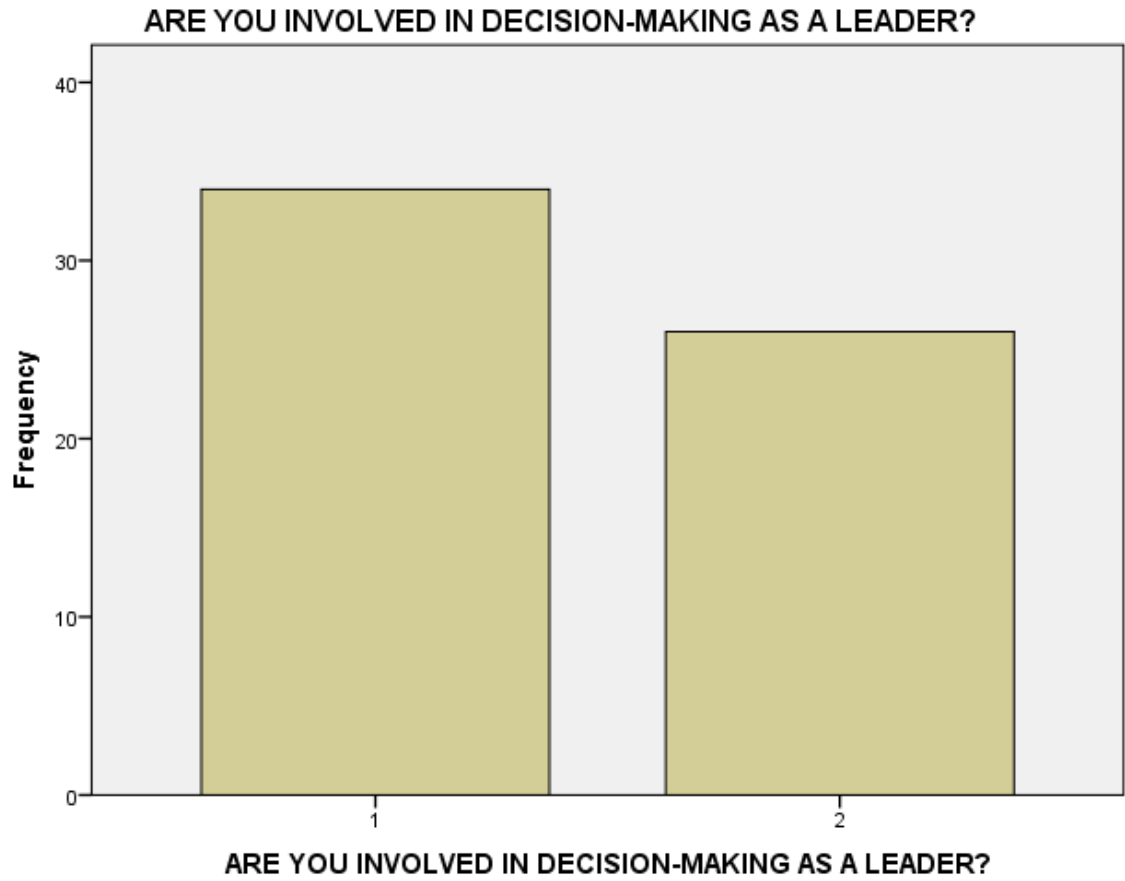


**KEY:**

1. ....Very frequently occurs
2. ....Occurs
3. ....Sometimes occurs

Setting up specific academic targets for every department breeds competition amongst different targets, creating an academically-focussed school environment that in the long run, boosts academic performance. This competition can further be sustained through motivation and provision of various incentives that enable them realize their set targets. Most head teachers were found to have embraced this approach.

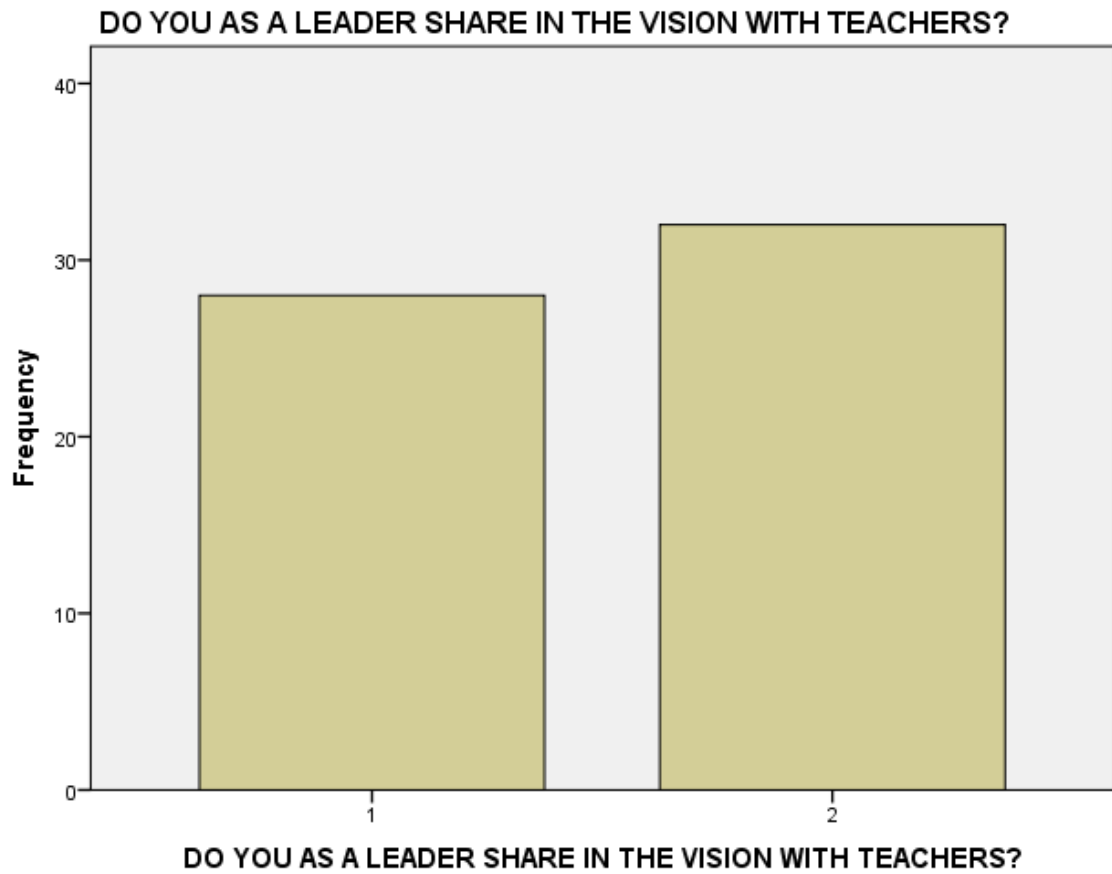
**Figure 4.30: Bar graph showing students' responses on whether they are involved in decision making as student leaders;**



**KEY:**

- 1. ....Very frequently occurs
- 2. ....Occurs

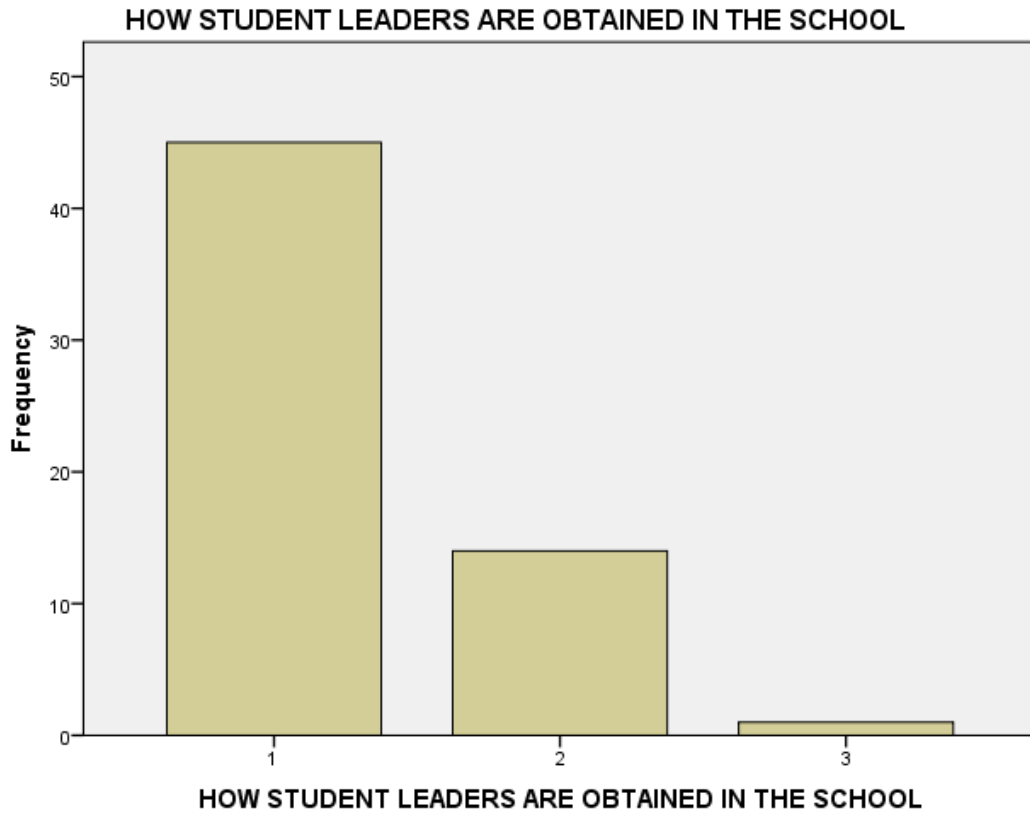
**Figure 4.31: Bar graph showing students' responses on whether they share in the school vision with teachers;**



**KEY:**

- 1. ....Yes
- 2. ....No

**Figure 4.32: Bar graph showing students’ responses on how the students’ leadership is constituted in their respective schools;**



**KEY**

- 1.....Elected by fellow students (democratically)
- 2.....Chosen by teachers
- 3.....Volunteer

From the findings, it is evident that the sampled teachers and students agree on the existence of clear rules and regulations, career guidance for students, school vision and mandatory revision. All these attributes, among others, work to create and foster an academically-focused school environment where all the learners and teachers alike work for the attainment of defined academic goals. This is further reinforced by the fact that students elect their own leaders, albeit with teachers’ guidance. This moulds them further into responsible citizens with autonomy to make informed decisions and life choices, besides inculcating in them a sense of responsibility.

This thought is shared by various authors, most of whom agree that the environment of the school is one of the vital factors that determine students' perception of life and therefore how they respond to daily challenges. Fopiano and Norris (2001:49) and Pasi (2001:18) argue that a supportive and responsive school environment fosters a sense of belonging, promotes resilience and reduces possible negative circumstances of the home environment. These scholars add that social and emotional needs are congruent with learning needs. Therefore, these needs should be addressed so as to facilitate learning.

Teachers can deliver to their maximum if the school environment is enabling. Mbiti, (1974), posits that it is the head teacher who has the endowment to create such enabling environment and/or conditions. Many scholars have attributed, to a large extent, the success of schools to those in the helm of leadership (head teachers). School heads give their institutions images of their potentialities through drive, support and skills to mould the mission, vision and motto statements to an approximate reality. Head teachers have a responsibility of removing administrative constraints that may prevent teachers from maximizing their efforts in rendering services to students.

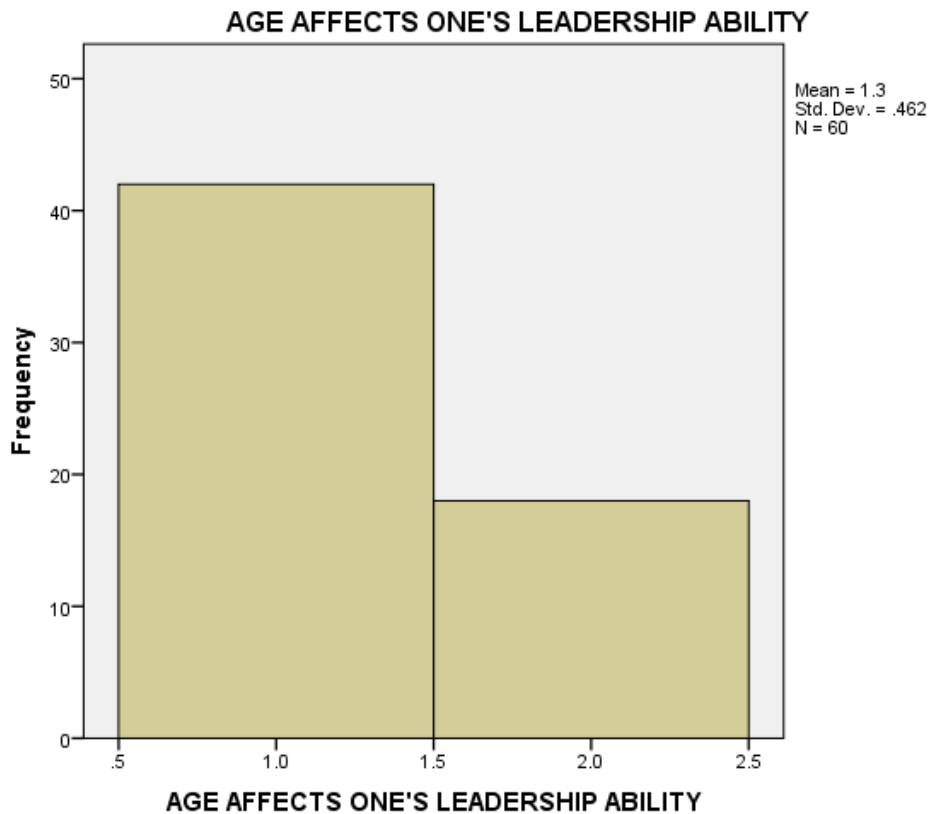
**4.9: To determine whether the head teacher’s leadership styles are dependent on age, professional qualifications and gender**

**Table 4.9: Table showing the head teachers’, teachers’ and students’ responses on whether the head teacher’s leadership styles are dependent on age, professional qualifications and gender**

<b>Does gender, experience and professional qualifications affect one’s leadership style?</b>					
<b>Students’ responses</b>	<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean</b>	<b>S/deviation</b>
Gender	Yes	10	16.1	1.83	0.376
	No	50	80.6		
	Total	60	96.8		
Age/Experience in service	Yes	42	67.7	1.30	0.462
	No	18	29.0		
	Total	60	96.8		
Academic qualifications	Yes	53	85.5	1.12	0.324
	No	7	11.3		
	Total	60	96.8		
<b>Teachers’ responses</b>	<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean</b>	<b>S/deviation</b>
Gender	Yes	10	16.7	1.83	0.376
	No	50	83.3		
	Total	60	100.0		
Age/Experience in service	Yes	43	71.7	1.28	0.454
	No	17	28.3		
	Total	60	100.0		
Academic qualifications	Yes	53	88.3	1.12	0.324
	No	7	11.7		
	Total	60	100.0		
<b>Head teachers’ responses</b>	<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Mean</b>	<b>S/deviation</b>
Gender	Yes	2	6.7	1.40	0.498
	No	28	93.3		
	Total	30	100.0		
Age/Experience in service	Yes	25	83.3	1.14	0.351
	No	4	13.3		
	Total	29	96.7		
Academic qualifications	Yes	25	83.3	1.11	0.315
	No	3	10.7		
	Total	28	94.0		

These findings can further be represented on the bar graphs (4.3.2, a b and c) as shown below:

**Figure 4.33 Bar graph showing students’ responses on whether age and/or experience affects head teacher’s leadership style;**



**KEY:**

1.0.....Yes

2.0.....No

A lengthy period of service (experience) exposes one to a number of situations in all cadres of schools, hence learning various administrative approaches that further reinforce his/her confidence to administer any particular school, transforming it further academically.

These findings concur with (Marzano et al., 2005; Du’Four, 2002) who avers that effective school leaders are knowledgeable (high academic qualification and experience) about instruction and have heavily invested in their school’s instructional program, spending considerable work time on the instructional program and being personally involved with colleagues in crafting, implementing, and monitoring assessment systems at the classroom and school levels. This is a further shared by Zepeda, (2007), who agrees that this yields positive school culture and instructional

improvement; a culture that is aligned to goals and objectives, consistent with the mission and vision of the school.

**Figure 4.34: Bar graph showing teachers’ responses on whether gender affects one’s leadership style;**



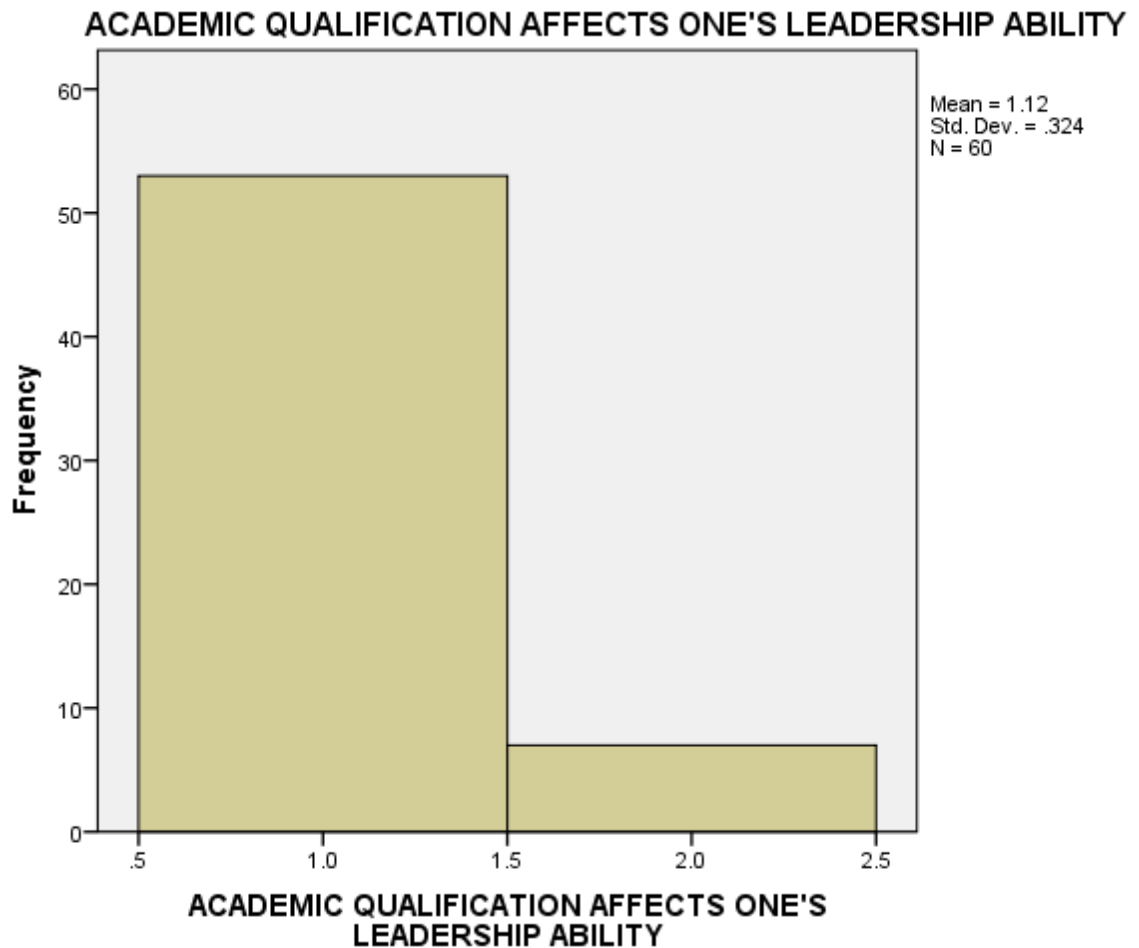
**KEY:**

1.0.....Yes

2.0.....No

The findings indicate that gender does not affect one’s leadership style; as long as he/she has undergone the requisite administrative training should be able to successfully lead a school to the expected levels. This was seen to be true as reflected in the schools’ academic performance irrespective of the gender of the head teachers at their helm.

**Figure 4.35: Bar graph showing students' responses on whether gender affects one's leadership style;**



**KEY:**

1.0.....Yes

2.0.....No

From the findings of the data collected, the responses which were given by all respondents: teachers, students and head teachers attest to the fact that one's administrative style largely depends on his/her professional qualifications. These findings are in agreement with what Mwaoria (1993) found in his study, stating that sound education is needed by the head teacher in order to interpret national policies, execute curriculum programmes, seeing on students' welfare, equipping physical facilities and finances , inducting and retraining school community relations, among other duties.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the research findings, the conclusion there-of as well as the suggestions for further research as observed by the researcher during the study.

#### **5.2 Summary of findings of the study**

In this section, analysis of data on the arising leadership patterns by head teachers reflecting high academic performance is presented. The research questions and objectives are re-stated and linked with the findings.

This study is guided by the following specific objectives:-

- i. To determine which head teacher's leadership patterns arise in effective schools
- ii. To determine if the school environment (as a function of the head teacher's leadership style) and its relationship to the quality of teaching and learning within the school
- iii. To determine if leadership administrative style of the head teacher influence the teachers' pedagogic strategies
- iv. To determine whether the head teachers' leadership styles are dependent on age, professional qualifications and gender.

##### **5.2.1 To determine which head teacher's leadership patterns arise in effective schools**

Head teachers in effective schools involve themselves in improving instruction and training and are responsible for day-to-day assignment of duties and supervision of the teachers (Republic of Kenya, 1988).

Effective leaders assess how well the school is performing, ask critical and constructive questions, emphasize the use of systematic evidence and encourage careful monitoring of pupils' progress (Leithwood, & Riehl, 2003, in Atkinson 2006, p. 7).

The study sought to establish to what extent this was being practiced (by the head teachers) and whether the same was being acknowledged by students and teachers. This was gauged by the teachers' and head teachers' responses to whether the following activities took place in their schools: there are functional departments, teachers and students are motivated to realize targets, head teacher closely monitors school activities, school has clearly outlined rules and regulations, there's administration of diverse exams, head teacher facilitates teachers' attendance of subject workshops, head teacher checks and ensures full lesson attendance by teachers and students, syllabus is always covered on time.

It is evident from the findings that most head teachers endeavor to make their schools effective by entrenching and sustaining water-tight programmes aimed at bolstering academic performance in their schools. Cognizant of the fact that none would succeed without having an orderly and organized system, all the (sampled) head teachers and teachers agree that having clearly outlined (school) rules and regulations, setting clear (and achievable) targets, establishing functional departments, intellectually equipping teachers with modern trends in teaching (through subject workshops) and closely monitoring the progress of all the activities in the school is paramount to the realization of an effective school.

This is, further, in agreement with a number of other studies, for instance; Ribbins and Marland, (1994:1-4) who contend that teachers' professional development needs and monitoring their delivery in class, improves academic performance as did Waters, Marzano, & McNulty, 2003. They observed that effective leadership of schools adds value to the impact of classroom and teacher practices and ensures that lasting change flourishes. Awareness of the school and teacher practices that impact student achievement is critical.

This is further reiterated by Millette (1988) who posits that the quality of leadership makes the difference between the success and failure of a school. In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement, it is the head teacher who sets the pace by leading and motivating students and staff to perform to their highest potential. The head teacher who articulates clear goals, holds high expectations of students and teachers, and

exercises strong educational leadership which is instrumental to the school in achieving its goals (Miller, 1995). As such, schools make a difference to students' achievement; head teachers' suitable administrative approach and/or style is one of the factors which contribute to students' academic success.

An effective leadership assessment must have a strong instructional focus, vision and values, professional development, collaboration, culture and communication and management. All these can identify and evaluate the styles most likely to drive better learning (Wallace Foundation, 2009).

On the other hand, some studies found no relationship between school leadership styles and effectiveness of schools. The purpose of Di Vincenzo's (2008) research, for example, was to determine whether the practice of transactional and transformational leadership behaviors consistently contribute to higher levels of student achievement as reflected in the results of standardized tests. He found no statistically significant correlational relationship between the leaders' attributes as determined by Kouzes and Posner's Leadership Practices Inventory (Kouzes, 2003) survey instrument and resultant student achievement as determined by standardized test results.

### **5.2.2 To determine if leadership and administrative style of the head teacher influences the teachers' pedagogic strategies**

This section covered the head teacher's self-perception and teachers' perception on the leadership style they employed when administering their schools. The perceptions were rated using an adapted Likert Scale.

Some of the attributes in the school they were to respond to are: whether academic targets are communicated to teachers and students; head teacher motivates teachers and students; head teacher holds teachers accountable for their performance; head teacher consults and follows up; head teacher leads teachers in sharing experiences on quality lesson delivery; head teacher facilitates teachers' attendance of subject workshops, head teacher leads teachers in adopting desired teaching pedagogies, the school vision is communicated to teachers and students, head teacher champions the vision, resources are adequately provided to realize vision; there is internal quality assurance within the school; academic clinics are conducted in the school.

The mean and standard deviation obtained gave an overall perception of the head teacher's administrative style and how it influenced teachers' pedagogic strategies in the respective schools, influencing the teachers' pedagogic strategies and eventual performance in national exams.

By facilitating teachers to attend subject workshops, holding teachers accountable for their individual performance, constantly communicating targets and school vision to teachers, putting in place internal quality assurance measures, sharing in the best pedagogic methods, motivating teachers, among other attributes, the head teacher would be influencing, in a positive way, teachers' pedagogic and general lesson, subject delivery, enhancing academic performance. This was seen in most performing schools while those in the low-performing category were adopting some of these measures to enhance performance.

This crucial aspect of the head teacher's leadership responsibility is further echoed by a number of authors, among them, Ngala (1997), who agrees that head teachers need to supervise teachers, ensuring that: lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. It is the duty of the head teacher too, to ensure teachers and students alike set and meet relevant academic targets. To this end, teachers are expected to be consistent in their evaluation that is, administering valid and reliable test items and timely revising the same with students to bolster performance. This was seen to be going on in most of the sampled schools.

Further underscoring the importance of supervision is Okumbe (1999) who considers it an administrative strategy aimed at stimulating teachers towards greater pedagogic and testing effectiveness, hence maximizing learning and productivity.

### **5.2.3 To determine if the school environment as a function of the head teacher's leadership style influences the quality of teaching and learning within the school**

A conducive school environment is defined by various attributes, all of which are entrenched and sustained by the school leadership. Among these are; the school having a clear vision, clearly outlined rules and regulations, mandatory intensive revision and students given career guidance. These attributes guided the respondents in determining the head teacher's input towards the entrenchment and sustenance of an enabling, intellectually stimulating school environment that in turn favours quality teaching and learning in the school, transforming the school's academic performance. The study reveals that existence of clear rules and regulations, career guidance for students, having a clear school vision and mandatory, all work to create and foster an academically-focused school environment where all the learners and teachers alike work for the attainment of defined academic goals.

This thought is shared by various authors, most of whom agree that the environment of the school is one of the vital factors that determine students' perception of life and therefore how they respond to daily challenges. Fopiano and Norris (2001:49) and Pasi (2001:18) argue that a supportive and responsive school environment fosters a sense of belonging, promotes resilience and reduces possible negative circumstances of the home environment. These scholars add that social and emotional needs are congruent with learning needs. Therefore, these needs should be addressed so as to facilitate learning.

Further, Brooks (1999:65-66) avers that students are more likely to thrive when they are in school environment to which they feel they belong and are comfortable, a school environment in which they feel appreciated by teachers. Effective head teachers should, thus, ensure that their schools nurture and propagate the entrenchment of a human-friendly culture, characterized by basics like safety and orderliness, as well as such less tangible qualities as a supportive, responsive attitude toward the children and a sense by teachers that they are part of a community of professionals focused on good instruction. Clearly, head teachers in schools with high teacher ratings for "instructional climate" out-rank other head teachers in developing an atmosphere of caring and trust.

Hurley (2001:2) upholds that the head teacher is the answer to a school's general development and improvement of academic performance, in that an effective head teacher creates an environment that stimulates an enthusiasm for learning.

#### **5.2.4 To determine whether the head teacher's leadership styles are dependent on age, professional qualifications and gender.**

The study sought the respondents' views on whether the head teacher's leadership styles are dependent on age, gender and professional qualifications.

The findings (from teachers, head teachers and students) indicate that gender has no impact on one's ability to administer a school, whereas academic qualifications and age greatly influence an individual's leadership ability.

These findings concur with (Marzano et al., 2005; Du'Four, 2002) who avers that effective school leaders are knowledgeable (high academic qualification and experience) about instruction and have heavily invested in their school's instructional program, spending considerable work time on the instructional program and being personally involved with colleagues in crafting, implementing, and monitoring assessment systems at the classroom and school levels. This is further shared by Zepeda, (2007), who agrees that this yields positive school culture and instructional improvement; a culture that is aligned to goals and objectives, consistent with the mission and vision of the school.

Muchira (1988), in a study of leadership effectiveness in primary teacher colleges in Kenya, too found that the head teacher's leadership styles correlated significantly to student achievement. He further found that the leadership styles were significantly correlated to the head teacher's level of education. He found that the head teachers with masters had a higher leader performance score than those with a diploma or a bachelor's degree. Perhaps an indication that the more education one has the more the tendency to be relations-oriented than task-oriented.

The findings on gender are further in congruent with Cyprus, Kythreotis and Pashiardis (2006) who found direct effects of the head teacher's leadership style on student achievement. Their studies further reveal that women scored higher than men

in transformational leadership and contingent reward, whereas men scored higher than women in active and passive management-by-exception and on laissez-faire leadership.

Moreover, women produced considerably better outcomes than men on all of the three outcome measures that the Multifactor Leadership Questionnaire investigated: the extra effort they inspired from subordinates, the satisfaction that people expressed about their leadership, and their overall effectiveness in leading. This is reinforced by the findings which attest to the fact that gender has no effect on one's ability to lead. Kythreotis and Pashiardis (2006) also found that female school head teachers' impact student achievement more than male school head teachers. They argue that interpersonal relations constitute a more central point of reference of the managerial style of women and allow them to exhibit a more democratic and participative style (Coleman, 1998). This, too, concurred with the findings obtained from schools led by female head teachers.

### **5.3 Conclusion**

This research sought to determine the impact of head teachers' leadership style on school academic performance.

The results showed that the head teacher's leadership style was best, looking at the enforcement of clear school rules and regulations, provision of the required teaching and learning materials, facilitation of subject workshops for teachers, delegation of responsibilities (to teachers and students) and promotion of collegiality amongst teachers. However, motivation of teachers and students towards the attainment of set academic targets was lacking in most schools as were crucial academic programmes that enhance academic performance like career guidance, strategic intensive revision and internal quality assurance.

In some cases, head teachers shared proper teaching pedagogies, followed up to ensure full lesson attendance by teachers and students, proper keeping of updated professional records, administration of diverse examinations, timely syllabus coverage and established departments with clearly set targets. There is need for the Ministry of Education to refocus its leadership effectiveness by addressing issues raised here.

#### **5.4 Recommendations**

In view of the findings and implications of the study, it is recommended that:

**5.4.1:** Head teachers should support and strengthen the students' leadership in the school. Their contribution towards the improvement of teaching and learning in the school, sustenance of an enabling learning environment through maintenance of order, among other tasks, cannot be gainsaid.

**5.4.2:** Guidance and counseling departments should be strengthened in schools to adequately address the emotional needs of learners to optimize learning and hence achieve the desired academic achievement

**5.4.3:** Since most head teachers, students and teachers alike preferred democratic style of leadership, academic performance in some schools was still wanting and hence the need for the stakeholders to examine other possible causes of the seemingly unimpressive results, for instance, inadequate staff, tribalism ( against some head teachers), financial constraints, among others as cited during the study.

**5.4.4:** Head teachers should involve teachers and students in the setting of (achievable) targets and the same to be communicated constantly to them instead of being kept for administrative purposes as it happens in most schools

#### **5.5 Suggestions for further research**

**5.5.1:** There's need to carry out another research covering a larger area and sample to enable wide generalization of the findings, for instance performing schools in several countries

**5.5.2:** Future research should be wider to include other possible causes of poor performance in schools, for instance, motivation of teachers verses academic performance

**5.5.3:** This study was carried in secondary schools in Kenya; the same can be done in primary schools, middle level colleges or even in the institutions of higher learning to test the reliability of the findings.

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## APPENDICES

### Appendix I: Letter of Transmittal

The University of Nairobi  
P.O. Box, 30197-00100 GPO  
Nairobi, Kenya  
07/08/2014.

To;

-----  
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Dear Sir/Madam,

**RE: INFLUENCE OF HEAD TEACHER 'S ADMINISTRATIVE STYLE ON  
ACADEMIC PERFORMANCE OF STUDENTS IN SECONDARY SCHOOLS.**

I am a post-graduate student at The University of Nairobi undertaking a Master of Education degree in Measurement and Evaluation, Registration No: E58/71990/2011.

As part of the course's requirements, I am carrying out a research titled, Influence of Head teacher's Administrative Style on School's Academic Performance.

The study involves administration of questionnaires to teachers of selected schools, two school captains (male and female-where applicable) and/or at least two class or stream representatives. It would also involve administration of the same research tool to the head teacher.

Your kind facilitation towards the success of this noble exercise will be highly appreciated, while assuring you that the information gathered will be used purely for academic purposes and will be treated with utmost confidentiality.

Thanking you in advance,

Yours faithfully

Pius Nyongesa Lukingi  
(+254720103518, p\_lukingi@yahoo.com)

## Appendix II: Questionnaire for Head Teachers and Teachers

### QUESTIONNAIRE FOR THE HEAD TEACHER AND TEACHERS ON THE INFLUENCE OF HEAD TEACHER'S ADMINISTRATIVE STYLE ON THE SCHOOL'S ACADEMIC PERFORMANCE.

#### BACKGROUND INFORMATION

- i. Kindly tick where appropriate in this section (I to v)

Gender

Male

Female

- ii. Nature of school

Boys' school

Girls' school

Mixed sex school

- iii. Level of school

National school

Provincial/Regional school

County school

Sub-county school

- iv. Your highest academic attainment

Masters' level

Bachelors'

Diploma

- v. Your time of service/experience in this position

Less than a year

1-3 years

3-10 years

over 10 years

- b) What do you do to attain and sustain quality academic standards in the school?

i. Timely syllabus coverage

ii. Properly structured, intensive revision

- iii. Bench marking for teachers and students
- iv. Adequate testing and/or evaluation
- v. Any other-specify.

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

c) How do the teachers, learners and the general school community view your administrative style; and how (in your opinion), would it be had you acted otherwise?

- i. Positively
- ii. Negatively

d) Do you have a common, shared vision, mission, and objective to achieve as a school? And if any, how do you rally the members of the school community towards the attainment of the same?

- i. Yes
- ii. No

Written strategically on walls, notice boards to remind everybody, at all times

Through school anthem

Frequently reminded during assemblies and any school gatherings

Imprinted on note books and all official documents

Any other- specify

.....  
 .....

**SECTION B: Improvement of academic standards in the school**

**Influence of head teacher’s administrative style on academic performance.**

1. (I) kindly, indicate whether the following activities take place in your school with a tick or cross in the response brackets;

a) Does the school have a clear vision?

Yes

Not at all ( )

To Some Extent ( )

If yes, describe the vision:

.....  
.....

b) Is the vision communicated to students?

Yes ( )

Not at all ( )

To Some Extent ( )

c) Is the head teacher involved in the vision strategy activities at all levels of decision making

Yes ( )

Not at all ( )

To Some Extent ( )

d) Does the head teacher champion the vision?

Yes ( )

Not at all ( )

To Some Extent ( )

### Section C

**DIRECTIONS: The following are statements about your school. Please indicate the extent to which each statement characterizes your school by putting: RO, SO, O, VFO as explained below:**

**RO= rarely occurs; SO= sometimes occurs; O= often occurs; VFO= very frequently Occurs=RO SO O VFO**

1. There is ensured adherence to school schedule

[ ]

2. Academic clinics are conducted in the school

[ ]

3. The head teacher leads teachers in sharing experiences on quality lesson delivery [ ]
4. Resources and enabling environment are provided for the achievement of the set academic targets  
[ ]
5. There is intensive revision in school and it is mandatory  
[ ]
6. There is administration of diverse examinations \_ Sit in, take home, open booketc  
[ ]
7. The head teacher facilitates and encourages teachers to attend subject workshops to better their lesson content delivery  
[ ]

*Thanks a lot for your co-operation*

## Appendix II: Questionnaire for Student Leaders

### QUESTIONNAIRE FOR THE CLASS PREFECTS AND/OR SCHOOL CAPTAIN(S) ON THE INFLUENCE OF HEAD TEACHER'S ADMINISTRATIVE STYLE ON THE SCHOOL'S ACADEMIC PERFORMANCE.

**Dear Student,**

The purpose of this study is to establish the influence of the head teacher's administrative style on the school's academic performance.

Kindly give honest responses to this questionnaire as the information obtained will be treated with utmost confidentiality and only used for the purpose of the study.

#### **SECTION A:**

##### **1. Background Information**

a) Kindly tick where appropriate in this section (I to vi)

i) Gender Male ( ) Female ( )

ii) Nature of school Boys' school ( ) Girls' school ( ) Mixed sex school ( )

iii) Level of school

National school ( ) Provincial/Regional school ( ) County school ( ) Sub-county school ( )

iv) Class/form

Form 4 ( ) Form 3 ( )

v) Your Age Bracket;

17-18 years ( ) 19-20 years ( ) Over 21 years ( )

##### **Student leadership in the school**

j) How are student leaders obtained in your school? Tick where appropriate in the table below;

Method	Response
Democratic, voting process(by all students)	
Direct appointment by the head teacher	
Endorsement by teachers	
Volunteering-by the individual	
Others (specify	

In your own opinion, do you feel this method (you have selected) is the best?

Yes ( ) No ( )

If no, suggest, with a brief explanation, the method you think would be most suitable

.....  
.....

ii) Are you, as a student leader, involved in decision making in the school?

Yes ( ) No ( ) To some extent ( )

iii) Do you, as a leader, alongside other student leaders, share in the school vision with the teachers, head teacher and the entire school fraternity?

Yes ( ) No ( ) To some extent ( )

iv) Has the head teacher supported you as a leader? If yes, briefly describe how.

Yes ( ) No ( ) To some extent ( )

.....  
.....

In your own opinion, do you think the level of the school academic performance matches the head teacher's experience and ability to administer it effectively

Yes ( )

No ( )

1. Do you think the following factors have a bearing/effect on one's ability to effectively administer a school?

a) Gender

Yes ( )

No ( )

b) Age

Yes ( )

No ( )

c) Academic qualification

Yes ( )

No ( )

Give a brief explanation in each case; and whether any has had an impact in the administration of your school

.....  
.....

Which administrative style, in your opinion, should be used by the (head teachers) for schools to realize maximum academic achievement?

Dictatorial/Autocratic ( )

Democratic ( )

Free style (Laissez-faire) ( )

Briefly explain as to why this style would be effective.

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

**Thank you for your co-operation**