

Leadership Styles of Head Teachers' and their Impact on Students' Academic Performance in all Public Schools In Kenya a Case of Bungoma County

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Purpose:

This study intended to explore how Leadership styles of headteachers' have an impact on students' academic performance in all public schools in Kenya. The specific objectives of this study were: examine how leadership style, induction of teachers, the motivation of teachers, and organizational culture affected students' academic performance in Bungoma County.

Keywords: leadership style, induction of teachers, the motivation of teachers, and organizational culture

1.1 Introduction

Schools establishments are basic points where the students come to learn and acquire knowledge. Therefore school headteacher bears a substantial role in regarding organizing their institutions. Headteachers in institutions of learning foundations are equivalent to leaders in different organizations and have the challenge of keeping up the organizations' purpose (Northhouse, 2007). School leadership is a procedure to enable and support teachers and students to work with harmony in the realization of school goals. The leadership style and the student's performance appear to go hand in hand. (Ghamrawi, 2015) Found out that the leadership style of a school head is the basic factor that influences and impacts the viability of the school. Leadership is a procedure of interaction among subject and those in the authority where those in the position of authority attempts to impact followers to accomplish a shared objective

In Mozambique, a study was carried out on an examination which was entitled "Transformational authority in grade schools in Mozambique." The main purpose was to inspect the relationship between transformational leadership and organizational learning. The findings uncovered that three transformational practices of the school headteachers, that is, objectives, vision and performance expectation desires were directly connected with individual learning of the teacher. (Bazo, 2011)

In Ghana, for example, from 1996 it had used up to 40% of the total budget in the education sector. This vast spending allocation is an acknowledgement of the fact that education is the bloodstream of the economy of a country (Carmen R. Giebelhaus & Connie L. Bowman, 2002). In spite of the huge investment made by governments, in education, the outcome is very low. A few factors have caused, including the student-teacher relationship, the absence of inspiration from teachers, parental attitudes, students' mentalities towards learning. Research has shown that leadership is the second powerful fact after classroom affecting performance. Leadership styles are a lot more prominent in schools that have problematic circumstances. This suggests, before a school with difficulties becomes stable, an incredible leader is required to change the school. (Lightfoot, 2014). The best headteachers concentrate on school work, by coming up with a reasonable and applicable vision, mission or objectives for the school. They impart the objectives, vision, and mission in a clear and straightforward manner with the aim of informing key players of the organization expectation from them (Northhouse, 2007). There is a relationship between students' academic improvement and leadership.

Leadership in institutions has been widely contemplated in different structures and has advanced (Northouse, 2007). Different leadership styles have been applied to different circumstances. Leadership in the 21st century is unique. According to the circumstance, Korean leaders address their answers and choices in like manner. The actions of the Koreans are viewed as inconsistent, and numerous Koreans see Western reliance on logic as being inflexible, and unjustifiable because for them everybody must be flexible when change comes knocking (Schein, 2007).

Finland is a little country, whose education is respected by numerous countries everywhere throughout the world. (Lawler, 2003) There are numerous purposes behind progress, and a section has been attributed to teachers and headteachers. Education is of an extraordinary asset in Finland; teachers and principals are extremely instrumental (Väljörvi, 2002). This is one reason why teachers' training is done at the college and university level to keep up the high standards and nature of teachers and to address the difficulties or challenges in the education sector. In the new concept, mutual respect and understanding are required between the headteacher and teachers. The headteachers must develop a method involving teachers in decision making (Andrew & Kent, 2007) It likewise implies that the relationship between headteachers and teachers must change. The new idea suggests common regard and comprehension among teachers and principals by working together in the improvement of the school. Therefore headteachers in Denmark currently have established partnership with stakeholders for proper consultation and correct leadership (Davis, 2003). This infers a blend of administration and the management collaborates with the capacity to build, enhancing the way of life and instilling a feeling of self-confidence and self-satisfaction to the classrooms. As per research that was done in Florida in the United States of America for driving school, students gain leadership skills through learning while purposely furnishing independently and enlightened society with adults (Moos, 2006). The leadership procedures that bring improvement must be important to the school culture and should be addressed through fitting administration activities (Lazaridou A. , 2006) Noted the developing proof of the significance of leadership to accomplish the change required to expand the level of academic achievement and accomplish great academic excellence. A few examinations, for example, (Ghamrawi, 2015) demonstrated that law based and participatory leadership styles exist in some private school situations, basically in international schools, even though there is little proof of their adequacy. Indeed, even countries like Qatar and the United Arab Emirates, where there are open doors for headteachers to assume a total influential position, there are a couple of intercessions to set them up for this job. Educational leadership is uncommon, although principals have once been a teacher before proceeding onward to positions of authority. Leaders then again, in general stress over daily schedule, bureaucratic and administration activities, shunning designating errands and engaging their groups. This denies their schools of improvement in teaching and learning processes. Finally results in examinations end up dropping (Baker, 2011)

1.2 Leadership Style

Leadership plays a key role in improving school results by influencing the teachers' inspiration and skills, just as the school environment (Baker L.M, 2011). The leader must use a kind of comprehensive skills in which other partners are included as a group. This group has the deliberate chance to contribute to the school's vision, culture and goals and like this, the vital must make open doors for this to occur, and teachers partly decide the headteacher's styles (Mutula, 2006). As a leader, the headteacher can impact job satisfaction among teachers who comprehend them.

The style of leadership the way to deal with giving direction, actualize designs and persuade individuals. Lewin led a gathering of specialists to differentiate leadership styles. This first research was powerful and built up three principle styles of Leadership. The three principle styles of Leadership are Autocratic or Authoritarian, Democratic (participatory) and Laissez Faire. A good leader utilizes each of the three styles, with one typically dominating, while the awful leader will, in general, stay in one leadership style (Oluremi, 2013).

(Njuguna, 1998) Noticed those directors who utilized the democratic style of had very high outcomes. No significant relationship was found between the autocratic style and school academic performance in public secondary schools in the Maragua district of Kenya. studies on the impacts of leadership styles on students accomplishment in KCSE by both (Okoth, 2000) found that the directors considered higher than normal rate of return than autocratic leaders. Even though (Muli, 2005) affirmed that the leadership style affected KCSE's performance they noticed that autocratic Principals had higher scores on KCSE than their Democratic counterparts

2.2 Induction of Teachers

As indicated by (Musau, 2004) an effective mentoring system can convey numerous advantages to teachers. A necessity for an effective program is to set up an organized coaching program that recognizes and reacts to the individual needs of beginner teachers. As per (Ganser, 2002) mentorship programs for teachers have been created to accomplish objectives, for example, giving showing help, helping newly employed teachers explore through the educational modules rules and helping with control issues. (Wong, 2002) said that once a relationship of trust and backing is built up with a coach, new teachers can concentrate on their skills

advancement amid the main period of their vocations. In the early period, the mentees have the chance to improve their teaching abilities. New teachers should likewise be set up to deal with numerous parts of training that college courses don't address.

(Simatwa, 2010) likewise uncovered that the induction procedure has not been settled in schools; that there did not appear to be any very much planned acceptance program for the New Teachers and there is nobody specifically in charge of observing the advancement of acceptance in the recently named Teacher Primary Schools. The study additionally revealed that induction does not precisely address the teachers requirements for classroom teaching and relational connections. This disclosure indicated how the management of recruited teachers in schools in Kenya does not been well coordinated or programmed. The acceptance projects to the calling offered in essential Kenyan schools don't address the issues of the recently selected teachers. The new teachers induction programs help teachers move to the classroom and adjust them to the particular school condition in which they will work. The mentors set a model and aides the follower to end up a fruitful individual in his appearance (Patrick, 2008).

2.3 Motivation of Teachers

A study led by (Mwangi, 2002) on elements related with the morale of teachers in the rural area of Machakos, found that the components that impact teachers assurance include: disappointment with school specialists, low turnover and steady deficiencies, deficient pay, poor profession structure, absence of promotion poor career structure insufficient school disciplinary arrangements, dispositions and practices of the school central and different educators, and poor demeanors to understudy work and absence of enthusiasm for school

(Andrew, D.P.S. and Kent, A., 2007)concluded that representative commitment depends on recognition. (Lawler E. , 2003) contended that the success and survival of associations are controlled by how they treat their Human Resource. (Ajila C.and Abiola, A, 2004) inspected the characteristic prizes are remunerated in work and the fulfilment of achieving an undertaking, the chief's gratefulness, and self-sufficiency, while extraneous prizes are unmistakable rewards, for example, pay, rewards, incidental advantages, and advancements. As per a study directed in Pakistan by (Mohammad, 2008), he uncovered that inspiration is one of the mainstays of the instructing and learning process.

2.4 Organizational Culture

(Saari, 2014) inferred that schools keep on being complex associations in which institutional elements profoundly affect the lives of the general population who live there. (Salili, 2001) in their investigation expected that qualities and social practices impact students' inspiration and resulting accomplishment. In an examination to research the impact of school culture on the performance of Kenya's optional training authentication in the Homa Bay area, (Nyambuoro, 2012)found that the important had better information and applicable scholastic capabilities than improving working and execution of the school. An association must be in contact with its way of life to check its performance. This implies an organisation must assess its structure, convictions, values, and speculations that illuminate the association's method for getting things done. This won't just enable the organisation to stay pertinent; however, will likewise distinguish the hurried elements inalienable in its way of life that are divine for execution and those that performance So also, (Schein, 2007) contends that, in situations where the organizational culture of life is lined up with the organization's central goal and targets, representatives are bound to embrace the culture.

2.5 Academic Performance in Public School

The UNESCO report (2010) featured training as a major right and a necessity that is essential for accomplishing the second objective of the Millennium Development Goals. This is because great academic performance in instruction ensures talented and dynamic natives. Besides, one of the parts of the Kenya Vision 2030 social column is instruction. Kenya Vision 2030 recognizes instruction and preparing as the implies that will lead Kenya to be a centre pay economy. All through the area of Kericho, there was poor scholastic execution in practically all KCSE subjects (Musau, 2004). Around 90.5 percent of schools in Kericho County in 2010 KCSE got normal C and D scores. From KCSE from 2006 to 2011, just about 63 percent of KCSE competitors scored scores in Grade C and D-. There was likewise a lessening of 0.080 in the 2012 KCSE results (Kizito, 2005)In all actuality, this is a poor act in scholastics. Execution in KCSE in Kenya is inadmissible. A few schools reliably get lower scores in national examinations (State-funded schools in the waterfront district of Kenya have (Mobegi, 2010). decreased exhibitions contrasted with tuition-based schools. This is because of the absence of education among guardians who don't value their youngsters' training (Armstrong, Michael, 2006)

3.1 Research Design

A descriptive survey design was used. The main advantage of this type of design was that it allowed the researcher to evaluate the situation within the study area at the moment of the study. The researcher used the project to evaluate the leadership styles of

principals and their impact on academic performance in public schools in Bungoma County. (Kothari C. R. and Gaurav Garg, 2014) Along these lines, the scientist thought about the fitting plan for the examination, as it permitted exploring how the leadership styles of the headteachers impacted the academic performance in Bungoma County.

3.2 Sampling Frame

(Mugenda, O.M. & Mugenda, A.G., 2008) Define a sample as a small group obtained from the accessible population. Each member of the sample is called the subject. Sampling means identifying a certain number of individuals from a population defined as representative of the total population. Any statement made in the sample represented the population (Orodho, 2014) The sample size of 10% was considered adequately represented the target population as was confirmed by (Mugenda, O.M. & Mugenda, A.G., 2008)

3.3 Sample and Sampling Techniques

The technique used was stratified random sampling to sample the number of secondary schools. The goal of stratified sampling is to obtain the desired representation of different subgroups of the population (Mugenda, 2003)The Sub-Counties were the strata. Therefore, the population was divided into homogeneous subgroups of the population of schools for boys only, schools for girls only and mixed schools and then a simple random sample will be taken from each subgroup (Kombo, D.K., 2014). From the public 350, 105 secondary schools were sampled for this study because for descriptive studies, 10% of the accessible population was sufficient (Mugenda, O.M. & Mugenda, A.G., 2008) of which 20 schools only for boys, 20 only for girls and 65 of mixed schools.

3.4 Pearson Correlation Analysis

The study further conducted inferential statistics entailing both Pearson and regression analysis with a view to determine both the nature and respective strengths of associations between the conceptualized independent variables and dependent variable as shown in table 4.14 below

Table 3.1 Model Correlations of all Variables

		Leadership style	Induction	Motivation	Org. Culture	Performance
Leadership style	Pearson Correlation	1	.241	.231	.214	.305
	Sig. (2-tailed)	-.212	-.134	.245	.413	.251
	N	430	430	430	430	430
Induction of Teachers	Pearson Correlation	-.111	1	.112	.131	.121
	Sig. (2-tailed)	.266	.002	0.003	.005	.008
	N	430	430	430	430	430
Motivation of Teachers	Pearson Correlation	-.111	-.341	1	.123	-.110
	Sig. (2-tailed)	.266	.002	.052	.612	.212
	N	430	430	430	430	430
Organisational Culture.	Pearson Correlation	.453	-.230	-.321	1	.352
	Sig. (2-tailed)	.231	.149	.367	.267	.256
	N	430	430	430	430	430
Performance	Pearson Correlation	.384**	-.073	.226	-.135	.306
	Sig. (2-tailed)	.000	.660	.156	.399	.157
	N	430	430	430	430	430

** Correlation is significant at the 0.01 level (2-tailed).

xx Correlation is significant at the 0.05 level (2-tailed).

From the outcome, a positive correlation is seen between each variable and academic performance. The strongest of all in the correlation was established between motivation of teachers and academic performance ($r = 0.352$) and the weakest correlation was established between induction of teachers and academic performance ($r = -0.110$). Organizational Culture and leadership style were

strongly, positively correlating with academic performance correlation coefficient of .306 and 305 respectively. This is in relation with the (Kombo, 2014) who concluded that all the independent variables were found to have a statistically significant association with the dependent variable at over 0.05 level of confidence.

3.4 Regression Analysis

To establish the impact of leadership style on academic performance, a regression analysis was carried out, an assumption was made that: variables were normally distributed to avoid distortion of associations and significance tests, which was achieved as outliers were not identified; from the linear relationship between the independent variables and dependent variable for accuracy of estimation, which was established as the standardized coefficients were used in interpretation. The regression following regression model was used:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Academic Performance in Public Schools = $\alpha + \beta_1$ (Leadership Style) + β_2 (Induction of Teachers) + β_3 (Motivation of Teachers) + β_4 (Organizational Culture) + error term.

Regression analysis produced the coefficient of determination and analysis of variance (ANOVA). Analysis of variance was done to show whether there is a significant mean difference between independent variables and dependent variables. The ANOVA was conducted at 95% confidence level.

3.6 Model Goodness of Fit

Regression analysis was used to establish the strengths of relationship between academic performance in public schools and the independent variables; leadership style, induction of Teacher, motivation of teachers and organizational culture (independent variables). The results showed a correlation value (R) of 0.844 which depicts that there is a good linear dependence between the independent and dependent variables. This is shown in table 4.15

Table 3.2 Model Goodness of Fit

R	R ²	Adjusted R ²	Std. Error of the Estimate
0.844	0.712	0.725	0.069

Independent : (Constants), leadership style, induction of teachers, motivation of teachers and organizational culture

b. Dependent Variable: Students Academic performance in public Schools

With an R-squared of 0.712, the model shows that leadership style, induction of teachers, motivation of teachers and organizational culture explain 71.2% of the variations on students academic performance in public schools while 28.8% is caused by other indicators which are not inclusive in study or model. A measure of goodness of fit synopsis the discrepancy between observed values and the values anticipated under the model in question (Orodho, 2014)

3.7 Analysis of Variance (ANOVA)

The results analysis of variance statistics was carried out to measure the differences in the means of the independent variables and dependent variables to illustrate whether a relationship exists between the two. The P-value of 0.05 shows that students academic performance has a significant relationship with leadership style, induction of teachers, motivation of teachers and organizational culture which is significant at 5 % level of significance.

According to findings of (Kothari C. R. and Gaurav Garg, 2014) who observed that this also depicted the significance of the regression analysis done at 95% confidence level. This implies that the regression model is significant and can thus be used to evaluate the association between independent and dependent variables. According to research findings of (Muia, 2017) who observed that analysis of variance statistics examines the differences between group means and their associated procedures. The analysis of variance for this study is as shown in table 4.16

Table 3.5 ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	4.24	1	1.059	.441	.002
Residual	6.433	429	.495		
Total	10.673	430			

3.8 Regression Coefficients of Determination

To determine the relationship between the dependent variables and the independent variable the regression analysis produced coefficients of determination. Findings in table 4.23 shows a positive relationship between students academic performance for and all the independent variables. Taking model of regression:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon; \text{ where,}$$

Y= Students academic performance;

α = Constant; $\beta_1 - \beta_4$ = Beta coefficients; X_1 = Leadership style X_2 = induction of teachers; X_3 = motivation of teacher; X_4 = Organizational culture and ϵ = Error term, from the result shown below, it is well illustrated that the independent variables are regressed against the dependent variable the constant gives a negative result meaning there is a strong relationship and how each independent variable has an effect on the dependent variable.

Table 3.6 Regression Coefficient Results

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.183	.059		-1.149	.023
Leadership style	.724	.112	.838	5.471	.000
Induction of trs.	.150	.069	.163	2.479	.042
Motivation f trs.	.346	.059	.588	4.387	.000
Organization Cul.	.250	.116	.323	2.655	.018

Dependent Variable: students Academic Performance,

Constant: Leadership Style, induction of teachers, Motivation of teachers, organizational culture.

A unit change in leadership style would lead to a .724 influence; students academic performance while a unit change in induction of teacher had an effect of .150 change on students academic performance, whereas a unit change in motivation of teachers could have an effect of .346 change in on students academic performance. Last but not least one unit change on organizational culture would have an effect of .250 change on students academic performance. This indicates that together with other factors, leadership

styles, induction of teachers, motivation of teachers and organizational culture are significant determinants of students' academic performance in public schools.

Conclusion

From the findings of the study, several conclusions were arrived at: Leadership style of headteachers affects academic performance through non participatory decision making. A good induction program for teachers is good for academic performance. A mentorship program and coaching of the posted or new teachers in the school increases their efficiency and effectiveness hence increases academic performance. The motivation of all the stakeholders is essential to academic performance. Good organizational culture is important in academic performance. It creates an environment for academic excellence. There is low academic performance at KCSE in the county. Finally the study recommended that all stakeholders to work together and find a lasting solution to the low academic performance. It recommended a change in the strategy and devise a better strategy that can yield better academic performance. It also recommended sharing of knowledge between headteachers in good performing schools and those in lowly performing school with a view of transferring some programs

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