Secondary Schools Principals' Management Styles and Teacher Performance in The Western Region of Kenya

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Abstract- This paper is based on an on-going postgraduate research study which is aimed at investigating the effect of different management styles of principals on teacher performance in secondary schools. The objectives of the study included establishing secondary school principals' management styles and how they relate to a teacher's performance in relation to teachers' perception and students' academic performance. The study adopted exploratory survey, descriptive survey and correlation designs. Random and stratified sampling techniques were used to identify the respondents. The study area was the Western Region of Kenya with a representation from the 4 different counties; stratified depending on size to give a good representation for the whole area of Kakamega, Bungoma, Vihiga and Busia with; 134,214,112 and 92 secondary schools respectively. The target population consisted of 34 Quality Assurance Standards Officers, 552 school principals and 7,728 teachers of public secondary schools in the Western Region of Kenya. The sample size consisted of 368 respondents: 4 Quality Assurance and Standards Officers, 24 school principals and 340 teachers drawn from the accessible population of 8,314 using purposeful and proportionate random sampling at 95% level of confidence. The sample size was determined by sampling the Nth. The general response rate was 89.20%. Data was collected using questionnaires, an interview schedule and an observation check list. The data collected was collated and analyzed using frequencies, means and chi-square. The analyzed data was presented using tables. Statistical Package for Social Sciences version 21 aided the data analysis. The study revealed that most principals in the study decided on their own what was best for the school and were the main source of information. In most cases the management styles used were a combination of autocratic, paternalistic, democratic, persuasive and *laissez-faire* styles in the area to influence the performance of teachers. Teachers did not score highly in their subjects when compared to schools in other regions and there had not been a continuous improvement in academic performance of secondary school students in the study area over the last three years. However, the schools had teachers promoted due to their good performance annually. Generally, the performance of teachers under the dominant autocratic management style was below average. The study recommended the use of democratic management style by secondary school principals for better results in teachers' performance following qualitative responses.

Index Terms- Management styles, Teacher performance, Autocratic, paternalistic, Persuasive, Democratic, Laissez- Faire, Transactional and Transformational.

I. INTRODUCTION

Teachers' performance has persistently been a major concern in Kenya. The Ministry of Education, Department for International Development (DFID) (2010) reported that 'The Teachers Service Commission of Kenya was aware of the challenge regarding standards in teaching and was taking a step to address this through the Teacher Appraisal and Development system.' These challenges could however be emanating from way in which principals manage teachers. Management styles can either be paternalistic, autocratic, persuasive, *Laissez-faire* and/or democratic. Each style has evolved independently through distinct development and research paths, coupled with an increase in both theoretical and practical application and acceptance (Egbu, 2004). There is, however, no proposed management style that has been strictly recommended for specific disciplines. It might be essential to establish the best management style to be employed on the teachers in secondary schools because they were the basic 'manufacturers' of employees in all other disciplines. This can be established by considering the teachers' performance in and out of class. When studied singly, management styles have received substantial theoretical and empirical evidence support but, due to the parallel nature of their development and the almost similar claims on the ideal and optimal organization's leader, follower and organizational outcomes, questions are always arising on how each theory could uniquely contribute to management theory and practice (Hipp, 1996 as quoted by Adam & Nati, 2006)

This notwithstanding, despite years of research and reporting on each of the management styles supporting their distinctiveness, there remains a need to establish whether this distinction could hold through an empirical study that examines each style simultaneously in an organizational setting and if it's really helping to solve societal problems. This gave this study a strong standing in its positive contribution to research. Several writers have given their views on the pros and cons of various management styles (Ahmet, 2015).

Getting to know the most appropriate management style to be employed on specific groups of people however has not been discussed. Although there could be other factors affecting

teachers' performance, this study opted to focus on the principals' management styles. The education sector needs to meet its set objectives and the teachers were the people on the ground to ensure that these objectives were met. The study would add a lot of value to the existing literature on management styles and how these styles affect employees' performance giving recommendations regarding the most appropriate and ideal management style that school principals can apply in order to ensure there is improved teacher performance.

Autocratic Management Style and teachers' perception

Kerwin (2017) affirms that, in a learning environment, there were those school principals who employ the autocratic style of management while executing their duties and teachers 39 happen to be the immediate affected and may end up affecting their performance in school. Allen and Meyer (1996) explain that the autocratic style of management applies especially, when a manager is seen to make decisions alone. Unilaterally, the manager makes a decision and conveys it to staff who are expected to work as decided, within that decision's scope. The manager makes the decision without considering the views, opinions and feeling of the subordinates.

Autocratic management style is also refered to as authoritarian style. Majority of power and control is put in the hands of the manager. Ideas and suggestions of the subordinates are not taken into consideration in such a style. The superiors, leaders and managers have the sole responsibility of doing things without thinking much about the employees who are their subordinates. The employees depend totally on their seniors and do not have the liberty to decide on their own on what is to be done and what is not. In this kind of style, workers as it is simply adhere to the guidelines and policies formulated by their bosses. They do not have a say in the organization's decisions. Whatever the senior management feels is right for the organization, simply becomes the policy. This emanates to the employees lacking motivation (Juneja, 2011).

In circumstances where the manager knows more than the team members in matters concerning a certain project and has to oversee the implementation by the employees following strict time schedules, this management style is very useful. However, an authoritarian style can be stressing over used (Atwater & Yammarino, 1992).

This management style is characterised by having the manager with complete authority and the subordinates obeying the instructions without questioning and without receiving an explanation or rationale for that kind of instructions. This style of management anchors itself on Douglas McGregor's Theory X that looks at employees as being inherently lazy and disliking work. It assumes that employees seek to avoid work as much as possible. This theory advocates for close supervision as well as comprehensive control of workers and the whole system reinforced by the hyrachical stracture calling for protocol with a norrow span of control (Sahin, 2012).

Autocratic managers get work done by issuing threats, evoking fear and issuing punishments. The major concern of autocratic managers is not much on developmental activities but dealing with the work at hand. Autocratic managers assume full responsibility and take up full credit for the work done. Managers therefore assume full charge of the organization. However, there are some areas where this style of management can be appreciated: Autocratic management forms a chain of command that is centralized with a heavy involvement of the manager in all systems of operations.

Paternalistic Management Style and teachers' perception

The other style of management is the consultative style which is affiliated to the autocratic style and it is also refered to as paternalistic. In this style, the manager has the powers of decision making in many aspects of work, however the manager gives a high regard to the well-being of the subordnates. The manager therefore takes time to consult the other workers before making the final decision for the organization. However, in such a style of management, the managers do not regard the suggestions made by the subordinates. The workers totally depend on their bosses to know what they are expected to execute. (Atwater &Yammarino, 1992).

Paternalistic Management Style and Teachers' Perception It is possible that some school principals employ the paternalistic style of management while executing their duties and teachers who work under their jurisdiction could be the immediate affected and may end up affecting their performance in school. Atwater and Yammarino (1992) said that the paternalistic style of management is almost similar to the authoritarian or autocratic management in the bulk of power is in the hands of the managers although this style allows for some consultation with the staff.

This style of management enables employees to feel loyal and attached towards their organizations. The employees remain motivated and enjoy their work rather than looking at it as a burden (Juneja, 2011).

The employees also feel like their needs are being met since good behavior is compensated by the management, often, with goods, money or food; tendencies of absenteeism and high staff turnover will decrease as emphasis is placed on the needs of the employee. Most decisions are made with the employees' best interests being taken into consideration. Feedback is encouraged and invited, which improves the employees' morale and makes them feel important. There is an open line of communication between the manager and employees which leaves the employees feeling important and satisfied. Managers are very involved in the employees' personal lives which makes the employees feel more connected to work. (Lombardo, 2016).

In such a style of management, the employees feel loyal and attached to their work. The employees enjoyed and stayed motivated as they worked.

Persuasive Management Style and teachers' perception

Persuasive Management Style and Teachers' Perception According to Kerwin (2017) in a learning environment, there were those school principals who employed the persuasive style of management while executing their duties and teachers happened to be the immediate affected and might end up affecting their performance in school.

Allen and Meyer (1996) pointed out that the persuasive management style has some similarity with the autocratic style of management, the major difference is that the persuasive manager spent more time working with his subordinates so as to try and convince them of the benefits of the decision that has been made, despite the manager holding the entire power of decision making.

The persuasive style of management is also quite similar with other management styles where decisions are made entirely by the managers. The only difference is that managers try to persuade their employees to understand why certain decisions are important for the organization. This is somehow relevant in an organization because it allows the employees to work towards achieving the same goal. It also prevents conflicts to arise because all employees know what is expected of them.and what to expect (Woodman, et al., 2001).

In this style of working and management, the managers welcomes the feedback of the employees. Subordinates are invited on an open forum to discuss the pros and cons of ideas and plans. A persuasive manager still wants to make all the decisions on their own, but there is an element of acceptance and agreement that is required for each decisions and the time spent trying to convince employees that the decision was both good and correct. Persuasive managers made the decisions and spent time buying the approval of the subordinates by working with the subordinates and mapping out the benefits of the decisions. This is an extremely effective management style in complex situations where the manager is an expert who needs to have cooperation from the employees, but asking for employee input is not part of the process. The act and art of persuasion is a powerful tool needed to ensure cooperation from employees. It could help a manager to acquire new clients, hire the best employees and form fresh and new business relationships. Persuasive managers are influential and likeable because they place the needs of others above their own. When one genuinely tries to understand another person's motivation and backgroung, they will be in a position to more effectively persuade them (Kirby, et al., 2004) .

Other traits of a persuasive manager include: being confident, ability to tell the story well, ability to address concerns, ability to vary one's voice in terms of pitch and intonation, being empathetic and finding a familiar ground (Woodman, et al., 2001).

Democratic/ Participative/ Consultative Management Style and teachers' perception Kerwin (2017) explains that in a learning situation, there were those school principals who employed the democratic or participative style of management while executing their duties and teachers happened to be the immediate affected and could end up affecting their performance in school.

Atwater and Yammarino (1992) discussed that in consultative style of management; the manager engages the subordinates efficaciously in the problem solving and decision making processes. The consultative management style endorses the concept of empowerment. In this style, communication is always downwards, but feedback to the management is encouraged to maintain the morale of the employees.

Democratic/participative/consultative style of management relies on the input and participation of every one of the manager's team members, but allowed for the manager to withhold major decision-making and delegating responsibilities. When a manager employs democratic management, he/she encourages the subordinates to think for themselves, act on their own behalf and be accountable for their duties. This promotes independence in the work place, and it leads to high employee productivity and morale. (Allen and Meyer, 1996).

A democratic manager listens to what the subordinates have to say before the manager comes up with the most appropriate decision. It is very useful when a delicate decision has to be mad. The only drawback is that it can take longer time before coming up with the final decision because the possibility of considering views of different people in the organization could take a longer process and considerations.

According to Woodman, et al. (2001) the democratic management style, the managers welcome the feedback from the subordinates. Employees are invited on an open forum to discuss the pros and cons of plans and ideas. Democratic management style ensured healthy and effective communication between the management and the employees. The managers listened to what the subordinate has to say before finalizing on something. Principals who made use of this style effectively were likely to have high productivity from their teachers. The democratic style of working and management is based on mutual respect and trust. It is often combined with the participatory management style because it requires collaboration between managers and the people who were working under them.

Allen and Meyer, (1996) discussed that participatory/democratic management style placed significant responsibility on managers and their workers. This is true for all organizations from government agencies and private enterprises to educational institutions and nonprofit entities or agencies. It is difficult to think about democratic managers accomplishing their goals without direct participation from their staff. Participation is key in all successful democratic enterprises. This includes: Attentive constituents in a congregational district, concern from parents of students in a school, active members from a nonprofit organization, engaged employees at a prospering company. Democratic management is conceptually distinct from positions of authority. It is distributing responsibility among members of a team and aiding the decision making process of the group. However, if people feel that their input is being ignored, the democratic style can actually lead to lower employee satisfaction and productivity. The key to letting subordinates to participate in decision making is to build mature teams with cooperative and experienced people. Democratic teams are not only capable of making good decisions but they also support their organizational objectives; even when their own suggestions are not adopted. (Juneja, 2011).

Considerably, participative/democratic approach to working increases the level of ownership by the employees. This style of management is potential at yielding, increase in productivity, job satisfaction, employee motivation, improved quality and reduced costs (Allen and Meyer, 1996). Different organizations have different cultures as well as different human resources, it may take a manager to make a critical analysis if the staff before instituting this management style. A deep understanding of both the culture and the human resources is required in order for one to ascertain a management style and adopt the same (Juneja, 2011).

In conclusion, democratic style of management and working ensures healthy and effective communication between the management and the employees and the managers listen to what the employees have to say before finalizing on something (Juneja, 2011).

***Laissez- Faire* Management Style and teachers' perception**

Another style of management discussed extensively by Gottfredson and Steve (2008) was the Delegative/*laissez-faire*/free-reign management. *Laissez-Faire* as defined means refusal to interfere. In *Laissez – Faire* style, the role of the manager is more like a mentor and stimulator, and the employees manage their respective areas of business.

This style of management only works if the workers are task oriented and self-motivated This method of relies on the competency of each and every team member, as it implies little to no managerial participation and involvement and totally complete employee autonomy. There are those school principals who employ the *Laissez- faire* style of management while executing their duties and teachers happen to be the immediate affected and could end up affecting their performance in school (Kerwin, 2017).

In the Laissez-faire style of management, managers are employed just for the sake of it since they rarely contribute much to the organization. The employees take decisions and manage work on their own. People who have dreamt of making it big in the organization and desired to do something that is innovative every time to outshine others who could be attending to work for fun and not dependent of the managers and know what is right or wrong for them (Juneja, 2011).

Delegative or *Laissez-faire* management is ideal when a knowledgeable and efficient team has already been instituted and established and also proven to work together effectively in order to accomplish the organization's tasks. It is critical and important with this approach that the manager knows that they are still responsible for the end product, and that they are expected to be accountable to the employees to assist them to accomplish the tasks (Allen and Meyer, 1996).

Summary of the Management Styles

Considering the Literature reviewed on the different management styles used by school principals, it was evident that teachers perceived their effectiveness differently especially when it concerns the teachers' own performance. The principal's different management styles can either be favorable or unfavorable to teachers' performance in line with achieving the overall school objective. These styles can fall into two broad classes; transactional and transformational.

Transactional Leadership Styles

According to Hackman (2009), transactional leaders establish criteria for rewarding followers in terms of performance, behavior, and creativity. Leaders that exhibit transactional leadership provide rewards for the followers' effort in recognition of their performance. They intervene when employees do not perform as expected. Transactional leaders empress good performance of workers or learners. Ahmet (1992) said that leaders look forward to the future. They become creative and come up with what is uniquely possible that can make a difference for the organization or school. To make a difference, transactional leaders use rewards to motivate workers. Northhouse (2007) explained that transactional leaders exchange rewards for the specific outcome. This leadership style improves interaction between a leader and workers at the same time improving performance and the quality of products.

Transformational Leadership Styles

Some time in Kenya, the Ministry of Education availed financial resources for painting schools so that they could look new. That was away of transforming the image of schools' physical facilities. School principals in that case, were seen as transformers who had changed the appearing of schools' physical facilities. Northhouse (1987) defined transformational leaders as a process whereby a leader engages with workers and creates a connection that raises the level of motivation and morality in both of them. Koh, et al. (1995) linked transformational leadership to three phenomenon acts. The first act is that transformational leader recognizes the need for revitalization. The leader puts an effort on the challenges which might affect the organization. The second act is that the leader has to create a new vision. The leader focuses the attention on a vision of the future, and the third act is institutionalization of change. The leader puts an effort to transform the organization. Hackman and Johnson (2009) saw transformational leaders as innovative and foresighted, interactive, visionary, empowering, and passionate.

Research Hypothesis

H_01: Principals' management styles do not have a statistically significant effect on teachers' perception in secondary schools in the Western Region of Kenya.

Research Questions

What is the relationship between principals' management styles and teachers' performance in relation to students' academic performance in the Western Region of Kenya?

Conceptual Framework

The study was guided by a conceptual framework which depicts the relationship between the key variables in the study. The independent variable was Secondary School Principals' Management Styles and the dependent variable was teachers' performance which had a sequence of several pointers. Considering the variables involved in this study there was a relationship between investigated management styles and performance of teachers in and out of class considering teachers' preparation to teach and the teaching itself. Teachers' perception, preparation of lesson plans, lesson notes, records of work and lesson attendance, teachers' activities, motivation, professional growth in line with further studies, workshops, in-servicing, and collaboration as well as the learners' performance in KCSE. This therefore meant that a principal's management styles could impact on a teacher's performance positively or negatively and their performance could on the other hand influence the kind of management style that a principal employ. However, there were intervening variables such as the teacher's personal characteristics that could affect how different management styles relate to teachers' performance which were held constant. The intervening variables were seen to control the effect of the independent variable on the dependent variable and vice-versa. For the sake of getting valid results the intervening variables were controlled by use of randomization to reduce systematic errors. Figure 1.1 shows the interplay between variables that were investigated in the study.

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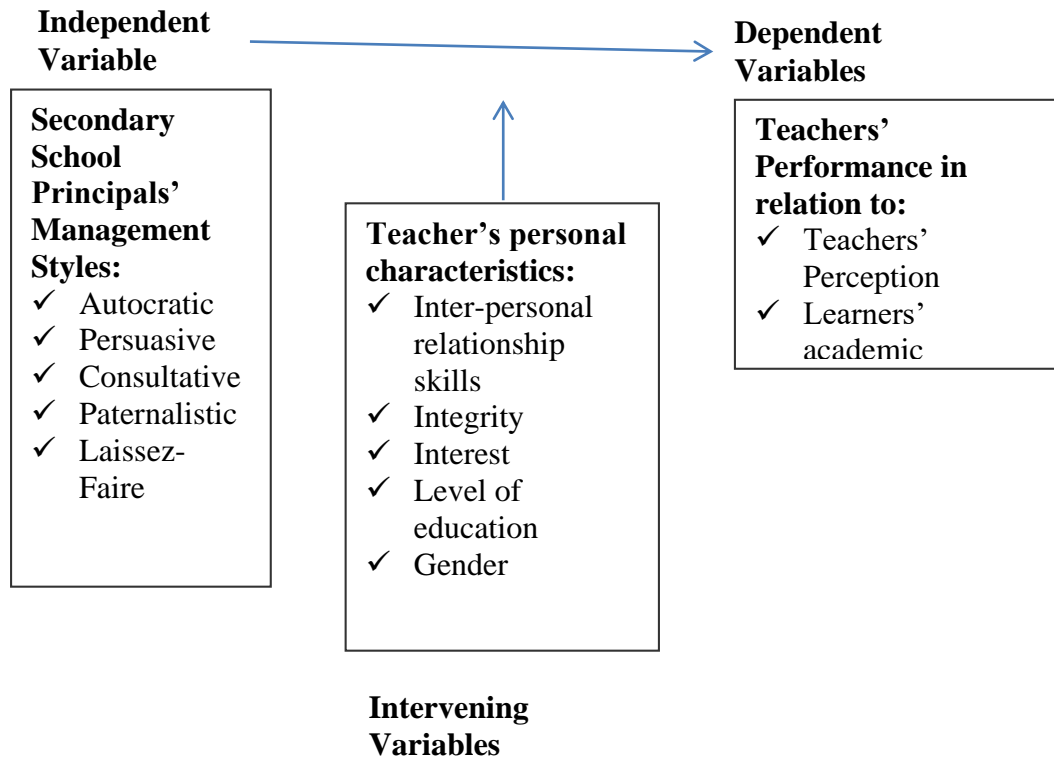
Target Population

According to De Vos (2002), Target population refers to the totality of persons, events, organization units, case records or other units which a specific research is concerned with. Thus the target population for this study comprised of 134, 214, 112 and 92 secondary schools in Kakamega, Bungoma, Busia and Vihiga Counties respectively with 34 QASOs, 552 school principals and 7,728 teachers of secondary schools. The population consisted of individuals of different characteristics brought together by a common curriculum and who were in charge of the Kenyan learners. The target population was calculated using a total of 4 counties and 552 schools from within the four counties and a total of 552 schools.

Sample Size and Sampling Technique
3.5.1 Sample Size

The researcher sampled with confidence considering that there was a high probability that the study was accurate statistically, with the correct sample size. Usually, the confidence level is a constant value needed for the equation, referred to as a Z-score. For this study, the Z-score from a Z score table was 1.96 corresponding to 95% level of confidence. The study considered using .5 standard deviation and +/- 5% as a margin of error (confidence interval) to mathematically calculate the sample size using the formula provided below:

*Sample Size = (Z-score)2 * Std. Dev*(1-StdDev) / (margin of error)2*

$((1.96)2 \times .5(.5)) / (.05)2$

$(3.8416 \times .25) / .0025.9604 / .0025$

384.16

385 respondents were needed

However, using the online sample size calculator, given the known population of the study to be 8, 314; the sample size output was 368. A sample of 4 QASOs sampled purposefully, 24 principals and 340 teachers sampled proportionately from stratified sampled schools; giving a total sample size of 368 respondents was used for this study.

Table 1: Sample Size of the Study

Category	QASO	Principals	Teachers	TOTAL
Target Population	34	552	7,728	8,314
Sample Size	4	24	340	368

Methodology

This study utilized the exploratory survey research design, descriptive survey research design and correlation designs. Exploratory- descriptive survey research design is used when there is limited knowledge on the topic under study (Nieswiadomy, 2008). It is also used in situations where data may lead to initial ideas and suggestions for further research.

Descriptive survey research design was chosen because it had the ability to allow rapid collection of data from a representative sample population (Mugenda & Mugenda, 1999). This study involved collecting data to test hypothesis and respond to questions regarding the status of the subject of the study at that time of conducting the study.

Kothari (2003) explains that descriptive survey is basically concerned with describing, recording, analyzing and interpreting conditions and relationships just as they exist at present without manipulating the existing variables.

The Correlation design was also employed in this study to illustrate in numerical terms the degree to which variables were related which could not be achieved by descriptive survey. Correlational research is described as a form of non- experimental research in which the researcher measures two variables and assesses the statistical relationship between then with little or no effort to control extraneous variables.

The researcher collected data on secondary schools' principals' styles of management and the performance of teachers which was both qualitative and quantitative. These designs were suitable for the research problem because they could be used to explore and explain the existing status of the management styles in secondary schools. These designs would enable the study to relate management styles of secondary school principals to teacher performance.

Questionnaires

The questionnaire items were both closed and open-ended so as to give the respondents freedom of response. There was one questionnaire with a section that could distinguish one group of respondents from another, whether principal or teacher for easy coding and analysis of data. The responses gave an insight into the respondents' background feelings, hidden motivation, interests and suggestions. Respondents were given adequate time to give well thought out answers.

Result and Discussion
Research Hypothesis

H_{01}: Principals' management styles do not have a statistically significant effect on teachers' perception in secondary schools in the Western Region of Kenya.

Test Statistics

	SA	AG	UD	DIS	SD
Chi-Square	2.217[a]	1.652[b]	2.435[c]	2.609[d]	2.609[d]
df	19	20	12	18	18
Asymp. Sig.	1.000	1.000	.998	1.000	1.000

A Chi-Square test was conducted to determine the perception of teachers on different management styles employed by principals of secondary schools in the Western Region of Kenya. The results of the test were not statistically significant, x^2(19, N=23)=2.22, p=1.00. The overall results showed that secondary school principals' management styles have no effect on teachers' perceptions.

Relationship between Secondary School Principals' Management Styles and Teachers' Performance in Relation to Students' Academic Performance

The second objective of the study aimed at establishing the relationship between secondary school principals' management styles and teachers' performance in relation to students' academic performance in the Former Western Province of Kenya. The outcome of data analysis was presented in table 2.

Table 2: Principals' management styles and teachers' performance in relation to students' academic performance

Variables	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Teachers score highly in subjects when compared with other schools in the region	28.6%(83)	13.4%(39)	6.2%(18)	38.6%(112)	13.1%(38)
KCSE results have continuously improved over the last three years	23.1%(67)	10.7%(31)	6.2%(18)	39.7%(115)	20.3%(59)
Teachers get promoted following improved learners' academic performance in their subjects.	30.0%(87)	21.7%(63)	4.1%(12)	35.2%(102)	9.0%(26)

Table 2 shows that majority 150(51.7%) of the respondents disagreed that teachers in their school score highly in subjects when compared with other schools in the region, however, 123(42.1%) agreed. This indicates majority of the schools in the study do not score highly in subjects when compared with other schools in the region.

Findings in Table 2 show that (60%) of the respondents disagreed that academic performance of KCSE students had continuously improved over the last three years, while (33.8%) agreed. This implies that there had not been continuous

improvement in academic performance of KCSE in most of the schools under study, for a period three years prior to the study.

The table shows that majority (51.7%) of the respondents agreed that teachers in their schools were promoted due to good performance, while (44.2%) disagreed. This implies that in majority of schools under study teachers were promoted due to their good performance. This shows that good performance was rewarded among teachers in the study area and which positively contributes to their performance.

Discussion

The results and the presentation of data have shown that although principals' management styles were many most principals employ the authoritarian management style which was mostly detested by teachers which they claimed to be insensitive to their needs. They indicated that principals who have been given a lot of autonomy by the Teachers' Service Commission and bares the final word for the school do not treat them with respect and with the required professional approaches but were mainly authoritative.

Qualitative responses indicated that teacher's viewed their principals as harsh and with low regard to protocol when handling them, evinced by the practice of principals dealing with them directly instead of acting through the Heads of Department (HOD). Majority of the respondent's views indicated that principals use coercion to ensure that teachers give in to their demand without questioning. This implies that most principals use the autocratic management style more than any other management styles. They also think that if their principals employed the democratic and transactional management styles, their overall performance could improve.

Conclusion

Educational leadership or management has drastically changed to match the technological advancement and the nature of learners and their parents. Effective school principals are knowledgeable and skilled in the way they discharge their leadership duties. Outstanding principals study the nature of their school environments, previous and current students' academic performance, and prioritize what to be improved in their schools. Such principals combine leadership styles that include: transformational and transactional styles which are discussed singly as authoritarian, paternalistic, persuasive, democratic and *laissez-faire* that may be relevant in improving the school environment, discipline, and academic performance. Transformational leadership plays a key role in offering proper orientation of teachers who play a major role in establishing a positive organizational culture.

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