

**IMPACT OF LEADERSHIP ON PERFORMANCE OF PUBLIC  
SECONDARY SCHOOLS: THE CASE OF HAI DISTRICT  
COUNCIL**

**By**

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**A Dissertation Submitted to the School of Public Administration and  
Management in Partial /Fulfillment for the Requirements of the Award of  
Master of Public Administration Degree (MPA) of Mzumbe University**

**2016**

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## **ACKNOWLEDGEMENT**

I am thankful to Almighty God who has always been there for me. Also, I am grateful to Dr. Wilhelm Leonard, my supervisor, for his specialist direction throughout my dissertation for Master of Public Administration. His intellectual approach, support and tolerance have brought the study to completion. His timely and insightful remarks, ideas and advice are highly appreciated. I would also like to thank all my lecturers who through their lectures provided me with a wealth of information that I applied during the development, implementation and reporting of this research work. My appreciation goes to all my classmates at Mzumbe University for their supportiveness, readiness to share information and for providing a conducive learning environment.

Again I would also like to express my sincere thanks to heads of the selected schools, Mr. Augustino L. Sanga, Mrs Asteria Massawe, Mr. Eliringia A. Msella, Mr. E.Sabaya, Mr. F.Shayo and Mr. G Kimaro, (Lyamungo, Machame, Lyasikika, Nkuu, Tumo and Tumona respectively) for giving me permission in their administrative areas. Lastly, my sincere appreciation is also extended to staff members of Lyamungo. Lyasikika, Machame, Nkuu, Tumo and Tumona secondary schools who willingly agreed to respond positively in spite of the responsibilities and time limit, to provide information for the study.

I wish to thank my baby girl Nadia for her patience and understanding during my time of study.

## **DEDICATION**

To my daughter Nadia and my family who have patiently endured and cheered me all through during the long period it has taken me to complete this project. No words can express my feelings for them for the sacrifice they have made but this token gesture is the least I can do.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

CSEE:	Certificate of Secondary Education Examination
LPC:	Least Preferred Co-worker
MOEVT:	Ministry of Education and Vocational and Training
NECTA:	National Examination Council of Tanzania
PSS:	Public Secondary Schools
SPSS:	Statistical Package for Social Science
URT:	United Republic of Tanzania.
VSS:	Voluntary Separation Scheme

## **ABSTRACT**

This study aimed to assess the impact of leadership on public secondary schools performance in Hai District Council and determine if the heads of schools' leadership style(s) affected schools academic in general. More, specifically the study determined the heads of schools' leadership style(s) using the transformational leadership and transactional models and its effect on academic performance of schools and teachers' job motivation in terms of achievement, competency, status, personal worth, and self-realisation in public secondary schools. The findings of this study are expected to benefit: school heads and teachers; the general public; and other researchers who would want to carry out research on similar topics. The objectives of this study were to: i) find out the relationship between leadership and school performance as well as teachers' job performance, job satisfaction and motivation, ii) examine the effects of heads of schools leadership styles in public secondary schools and iii) establish the relationship between the impact of head of schools leadership styles in improving school performance.

A descriptive research design was used and a case study approach was adopted. The target population of interest was 28 public secondary schools registered in Hai District Council. A non-probability sampling technique or method was used for this study. The study purposively selected 6 public secondary schools and 10 respondents from each of the schools as being representative of the target population. Data was collected using the questionnaire method. Quantitative data was analysed through the use of descriptive statistics which included frequencies, percentages and means as measures of central tendency, while the qualitative data was analysed through the use of content analysis. The analysed data was presented using tables.

Among the key findings of this study was that teachers who lack enthusiasm are unable to teach effectively, making students not to learn well. It also showed that heads of schools' attitude of not considering teachers' suggestions in decision making made teachers lose interest in their job.

The study recommends that the Ministry of Education and Vocational Training should seek ways to improve school performance through training of both heads of schools and school boards, making right decision and responding to changes and espousing the practice of transformational leadership style.

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## **CHAPTER ONE**

### **GENERAL INRODUCTION**

#### **1.0 Introduction**

The intention of this chapter is to draw attention to the background information, problem statement, research objectives and research questions, significant of the study as well as limitation of the study.

#### **1.1 Background to the Problem**

There is a growing body of literature from researchers and educationists which have made an attempt to examine the relationship between education management and students' academic performance (Orodho, 2014; UNESCO, 1999; United Nations, 2013; Waweru & Orodho, 2014). The results reveal rather spurious relationship (Waweru & Orodho, 2014). However, what is clear is that educational management in secondary schools involves the application of management principles in designing, developing and effecting resources towards achievement of educational goals (Okumbe, 2001). This effectiveness according to UNESCO (2009) is judged by the extent to which schools generally meet the expectations of the society within which they are established.

Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy burden of responsibility for their institutions. Leaders in education institutions are the same as leaders in other organisation, and are inevitably face the challenges of maintaining the goals of institutions (Northouse, 2010). School leadership is a process of encouraging and helping teachers and learners to work enthusiastically toward realisation of school objectives (educational objectives). Leadership style and school performance seem to go hand in hand with fulfilling their roles and functions towards school performance, heads of school adopt various leadership styles or they exhibit various behaviours patterns.

Hallinger and Heck (1998) found that a school leadership style is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal. In addition to a school leaders leadership style, teacher job satisfaction is another critical factor affecting school effectiveness.



Henceforth, school heads who are seen as ‘sense makers’ and ‘agents of change’ are challenged to turn around ailing schools and improve everyday teaching and learning that meet international global standards (Chan Yuen Fook, 2004). Societal demands for greater efficiency and accountability have also seen school heads beginning to display excellence in both management and daily administration of schools. Effective leadership is widely accepted as being a key constituent in achieving school improvement. A highly effective school head is not called to the job per se, but more importantly to the opportunity to make a difference in the school. This could mean a change in the educational landscape, heal an ailing school, or work for the concepts of greater accountability, equity and excellence.

School heads have the responsibility to lead their schools to high achievement for all students. In the eyes of society, a successful and excellent school is most likely to be associated with an equally successful head teacher. We often hear talk about just how poorly the school performs if the head teacher is ineffective in his leadership. There have also been cases where a school excels under the administration of a particular head teacher but deteriorates under the administration of another; thus leaving one to believe that the two: the leadership behaviour of the head teacher and the performance of the school are seemingly related to one another.

On that note, Whitaker (1997) argues that a key element of an effective school is an effective head teacher. Although school success is influenced by many people, the head teacher plays a pertinent role. Research into the leadership of excellent and successful schools has produced a number of pointers concerning leadership style and effective strategies. However, what is less clear is the extent to which these are different from, or the same as those adopted by leaders in other successful and excellent schools. Perhaps it is not so much the nature of their style or a strategy that distinguishes effective leadership in these circumstances, but the leader’s ability to prioritize, establish a direction for the school, motivate staff and build capacity by developing staff and harnessing resources (Whitaker, 1997).

School effectiveness research in the 1980’s and 1990’s pointed to the importance of the head teacher and teachers as the main determinants of school success. The key to all improvements is the vision and energy of the head teacher. However, Heck,

Larsen and Marcoulides (1990) opine that the behaviours and practices of the head teacher have an indirect impact on students' achievement as evidenced below:

*“In managing the work structure of the school, principals do not affect the achievement of individual students in the same manner that teachers do, that is, through direct classroom instruction. Principals, may, however impact teaching and classroom practices through school decisions such as formulating school goals, setting and communicating high achievement expectations, organizing classrooms for instruction, allocating necessary resources, supervising teacher's performance, monitoring student progress and promoting a positive, orderly environment for learning”* (1990 : 95).

This implies that even though head teachers or principals do not go into the classrooms to teach, nevertheless, they have an impact over teaching and classroom practices by making vital decisions; ensuring that teachers have the necessary tools to facilitate instruction; getting feedback on student progress and so on. All these have an indirect impact on the students' achievement in the school. There seems to be a direct relationship between school climate and student achievement in school, and similarly there is consensus that the leadership style by the head teacher is the significant factor in shaping the learning environment to facilitate student learning. The head of school, who articulates clear goals, holds high expectations of students and teachers, and exercises strong educational leadership is instrumental to the school in achieving their goals (Miller, 1995).

(Spector (1985), found that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their job. To this end school leadership is essential to turning around the national failing schools. School leaders (heads of schools, managers) are supposed to possess ability of influencing their staff, parents and other stakeholders of education to make sure their schools successfully attain its pre-intended objectives by making sure that teachers perform well their responsibilities and learners perform well in their academic as anticipated.

However, appropriate leadership styles that influence teachers' job satisfaction and academic performance of school should be employed if we want to attain academic excellence in most of our schools. Much of the existing research on leadership styles

and its effects on employee work attitudes and behaviour have been more confined to western world than in developing world, Tanzania exclusively (Oner, 2012; Leithwood et al., 2004; Bass, 1999). It is therefore appropriate to confirm the different impact of the dimensions of leadership styles on performance of public secondary school, teachers job satisfaction, work, attitudes, behaviour in a non-western society like Tanzania. Theoretical and empirical support for the influence of leadership styles has been reported in a number of studies undertaken in different countries across the world including Tanzania and a variety of organisational context among educational and non-educational organisations. In general a number of scholars (Greenleaf, 1977, Podsakoff et al., 1990, Davis 2003, Yukl, 2002), pointed out that research on leadership style have generated empirical results that have verified the impact of leadership style on employees' attitude, effort and in role performance.

However, in spite of the extensive research and accumulated evidence on effects of leadership style on performance and job satisfaction similar stream of research has been very limited in educational settings (Leithwood et al., 1999). This situation appears to show a reasonable large corps of evidence by social science standard is available but it is quite uneven in quality and distribution across many different types of outcomes. In this regard, therefore Edwards and Gill (2012) have strongly argued that more research is needed to understand the effects of leadership styles on teachers' job satisfaction in school settings. In this report school performance means to encompass the full range of activities that would characterise a school as being successful (Nsubuga, 2008). This will include, in addition to academic performance, well-motivated and committed teachers, learners satisfaction and involvement, parental involvement, a clean orderly school environment and strong head of school leadership. Heads of schools in other hand are supposed to possess ability of influencing their staffs, parents and other stakeholders of education to make sure their schools successfully attain its pre-intended objectives by making sure that teachers perform well their responsibilities and learners perform well in their academics as anticipated. Rugg (2005) explain that numerous studies have indicated

that leadership can make difference in an organisation performance as well as individual satisfaction.

In school contexts, previous researchers have established that schools with satisfied teachers are more productive than schools with dissatisfied teachers. For example, Ostroff (1992) measured the job satisfaction in levels of 13,808 high schools and junior schools teachers throughout the USA and Canada and collected various indices of performance of the 298 schools in which they worked (percentage of students graduating academic performance level and vandalism expenditures). She found that most measures of school performance were significantly linked with the teachers' job satisfaction. From the trend of the results, she concluded that schools with more satisfied teachers were more effective than those with less satisfied ones

Recently the performance of students in Tanzania has been declining. The study by UWEZO from 18 February 2013, the Government of Tanzania announced that 240,903 out of 397,126 students who sat the 2012 National form four exams failed, putting the failure rate at 61% (up from 46% in 2011). A further 33% passed at Division IV, meaning that only 6% received a meaningful pass rate of division I, II and III combined. The 2012 form four results have been labeled “disastrous” and “shocking” and have prompted the prime minister to form a commission to investigate what caused the poor results and to provide recommendations. This alerts in mind that, there is an issue despite of the government taking much effort in hiring the leadership to manage the performance in public secondary schools. . Against this background it would be very interesting to assess on how leadership impacts on public secondary school performance in some selected public secondary schools in Hai District in Kilimanjaro Tanzania.

## **1.2 Statement of the Problem**

Excellent school heads are sense makers of schools that help create a sustainable school climate that will enhance students' and teachers' productivity. Thus they are not only the Chief Executive Officers (CEOs), but also the instructional leaders and motivators for their teams (Chan Yuen Fook, 2004). The school heads plays a

pertinent role in developing quality education as he/she is responsible for excellent school management and effective school leadership.

Sheilds (2005) and Day, Harris, Hadfield, Tolley and Beresford (2000) agree that the duties of a head of school are not only limited to carrying out functional duties like organizing, coordinating and evaluating but they also need to be a role model and source of inspiration to all the teachers. Apart from that, the school leadership is also recommended to practice leadership styles which emphasizes on humanistic values such as building a harmonious relationship with the teachers, being transparent, approachable, motivating and guiding the teachers (Bush, 2003; Hussein Hj. Ahmad, 2001).

On the other hand, Chan Yuen Fook (2000), opines that the nation's educational aspirations will not reach its objectives if the school leadership focuses only on administrative chores when the school leadership field today is much more dynamic, complex and demanding (Speck, 1999; Herbert, 2006) in creating head of schools who are capable of producing committed teachers. In relation to that, Fullan (2001) and Mortimore (1995) assert that in this globalized era, a head of school needs to practice professional leadership which includes firmness in making decisions, having realistic objectives and emphasizing on uniqueness as a leader in school.

Besides that, a head of school should also be concerned with the human development aspect. In short, a head of school needs to balance between excellence in management and effective leadership as an opening to producing teachers who are committed towards school and the teaching profession. Society places high expectation on schools to produce knowledgeable, morally outstanding and highly-skilled citizens (Donaldson, 2006). In order to do so, head of schools are expected to lead the school effectively. In the realization of the nation's aspirations, the head of schools are the public officers entrusted to lead the schools to enable them to function smoothly and more effectively. In relation to this, head teachers are expected to practice various leadership styles in administering schools as each leadership model has its own weakness. One obvious weakness is that not all the leadership models can be applied in any one situation or context (Rahimah 2003; Ross 2006). Therefore, a head of school has to be wise to adapt the various leadership styles in his/her administration to suit a particular school, situation and the

different needs. A wise head is able to practice suitable leadership styles based on situations without relying on one particular style of leadership (Dunford, Fawcett and Bennett, 2000). In this context, Bolman, Bloch and Granell (1999), Abdul Shukor Abdullah (2004) and Abdul Rafie Mahat (2002) opine that a variety of leadership practices results in more effective leadership instead of merely relying on one particular style.

Research has found that head of school has a significant impact on school performance. School heads play an active role in developing their teachers, planning, coordinating and evaluating teaching activities in their schools. They also ensure that the school environment is conducive for learning by reducing external pressures and interruptions and establishing an orderly and supportive environment both inside and outside classrooms (Noor Rezan, 2009).

### **1.3 Research objectives**

#### **1.3.1 Main Research objective**

The main research objective of this study was to assess the impact of leadership on performance of public secondary schools.

#### **1.3.2 Specific objectives.**

To fulfil the general objective, the study covered the following specific objectives:

- i.** To determine the relationship between head of schools leadership style(s) and school performance with respect in the treatment of his/her subordinates in public secondary schools.
- ii.** To examine the effects of heads of schools leadership style(s) on public secondary schools in terms of achievement, competency, status, personal worth, and self-realization in raising general schools performance.
- iii.** To establish the relationship between the impact of leadership style(s) of head of school on performance of public secondary schools.

#### **1.4 Research questions**

The following research questions were design in order to get data:

- i.** What is the impact of head of schools leadership style(s) on public secondary schools in the treatment of his/her subordinates in term of raising performance?
- ii.** What is the effect of heads of schools leadership style (s) on his /her subordinates in terms of achievement, competency, status, personal worth and self-realization in raising general school performance?
- iii.** How do leadership style(s) of heads of schools impacts on performance of public secondary schools in terms of the extent to which subordinates like their work and use their skills and knowledge on the job?

#### **1.5 Significance of the study**

The study is significant to the field of education in that it builds upon the available body of knowledge relating to leadership style(s) and public secondary schools performance. There have been several studies that look at the relationship between the impact of leadership style(s) and schools performance. This study will go a long way to help the heads of schools on ways to enhance their leadership behaviour. The outcome of the study will help stakeholders such as parents, Ministry of Education Officials among others; understand the effects of leadership styles on performance among public secondary schools in Tanzania. There is need for school heads to consider their styles of leadership and the impact on performance in their schools.

This study also focused on the effects of leadership styles and provided an in-depth look into this challenging level of education. This is critical to the organisational development and academic growth of the students, because the school head is the main source and the driving force that sustains the welfare of a school. In addition to the significance for the field, the study is important to the school system where the study was performed. The study can lead to improvements in the head teacher's preparation program in order to raise the morale level for teachers. With the demands on this growing school system to hire and retain teachers, this study will help Ministry Officials with strategies to improve the level of performance in public secondary schools. The study was also a condition for the fulfillment of the

requirements for the award of Master's Degree in Public Administration of Mzumbe University.

### **1.6. Scope of the Study**

The scope of the study in research indicates the specific area where research was conducted. In this research the study was conducted in Kilimanjaro region, specifically at Lyamungo, Machame, Nkuu, Tumo, Tumona and Lyasikika secondary schools in Hai District Council as a case study. The study involved employees and students at public secondary school as respondents.

### **1.7 Limitations of the study**

#### **Time constraint**

Time was a very serious problem especially on the process of data collection. This is to say the time located for that period to carry out this dissertation was not enough to allow the researcher to exhaust all the relevant data required on the study.

#### **Responding constraint**

Some respondents seem to be somehow unfamiliar on matters related to the problem and therefore failed to answer some of the questions. This also affected the speed of returning questionnaires and needed more follow up efforts from the researcher.

### **1.8 Definitions of key Terms**

#### **1.8.1 Leadership**

To begin knowing the heads of schools leadership style(s) and their impact on schools performance, a review of the different definitions of leadership has to be considered. Leadership can be defined as the activity of influencing people to strive willingly for group objectives. Tannenbaum et al (1959) defined leadership as interpersonal influence exercised in a situation and directed, through the communication process toward the attainment of specialized goal or goals. Koontz and O'Donnell (1959) explain that leadership is a way of influencing people to follow achieving of a common goal. Crosby and Bryson (1999) further expound that leadership is the inspiration and mobilization of others to undertake collective action in pursuit of common good. Different scholars have argued that there is no precise definition for describing the complex phenomenon of leadership.



The most cited definition of leadership came from Bennis and Nanus (1985) that leaders are people who do the right thing. According to Ciulla (2004) leadership is a distinct kind of moral relationship. He explains that leaders cannot empower people unless they have the moral courage to be honest with themselves. He further highlighted that leadership is a distinct kind of moral relationship. According to him, leaders cannot empower people unless they have the moral courage to be honest with themselves. On the other hand, people want leaders who are honest, forward looking, competent and inspiring (Kouzes, Posner, 1995). Leadership is the inspiration and mobilization of others to undertake collective action in pursuit of common good. Different authors of leadership books argue that there is no precise definition for describing the complex phenomenon of leadership.

### **1.8.2. School Leadership**

School leadership refers to the process of involving the application of management principles in designing, developing and effecting resources towards achievement of educational goals (Okumbe, 2001). It is a process of encouraging and helping teachers and learners to work enthusiastically toward realisation of school objectives (educational objectives). This effectiveness according to UNESCO (2009) is judged by the extent to which schools generally meet the expectations of the society within which they are established. Effective head of schools are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement.

Wilmore (2002) states that head teachers play diverse roles: they are responsible for effecting education policy, keeping track of all activities within the school and ensuring that their schools run smoothly.

Therefore, the head of schools require the best leadership approaches in order to enhance efficiency and effectiveness. In other words, it can be argued that the actions of school leaders impact school capacity and may either enhance or diminish student achievements. By considering the importance of the head school tasks, his/her leadership style is one of the major factors determining the school performance in his/her school. Parson (1985) observed that the creation of any school climate starts with head teacher, and it is reflected among other things in the relationships among

teachers, between teachers and students, commitment of teachers to the achievement of school goals and objectives, and culture of the school. In other way, the head of school is in position to initiate and maintain the kind of atmosphere he/she wants through his/her behaviour.

### **1.8.3 Performance**

This refers to what an employee does or does not able to do on the job. Or the level of an individual's work achievement after having exerted effort. On the basis of these definitions employee's performance includes for example, quantity and quality of outputs. Therefore when employees do not performing according to expectations or when they underperform, it is difficult for organisation to win competitive advantages (Agarwala, 2007).

### **1.8.4 Performance as a Dynamic Concept**

Individual performance is not stable over time. Variability in an individual's performance over time reflects learning processes and other long-term changes and temporary changes in performance. Individual performance changes as a result of learning. Studies showed that performance initially increases with increasing time spent in a specific job and later reaches a plateau (Quiñones, Ford, & Teachout, 1995). Moreover, the processes underlying performance change over time. During early phases of skill acquisition, performance relies largely on „controlled processing“, the availability of declarative knowledge and the optimal allocation of limited attention resources, whereas later in the skill acquisition process, performance largely relies on automatic processing, procedural knowledge, and psychomotor abilities (Kanfer & Ackerman, 1989).

To identify the processes underlying changes of job performance, Murphy (1989) differentiated between a transition and a maintenance stage. The transition stage occurs when individuals are new in a job and when the tasks are novel. The maintenance stage occur when the knowledge and skills needed to perform the job are learned and performance concepts and performance theory when task accomplishment becomes automatic. For performing during the transition phase, cognitive ability is highly relevant. During the maintenance stage, cognitive ability becomes less important and dispositional factors (motivation, interests, and values)

increase in relevance. Performance changes over time are not invariable across individuals. There is increasing empirical evidence that individuals differ with respect to patterns of intra-individual change (Ployhard & Hakel, 1998; Zickar & Slaughter, 1999). Additionally, there is short-term variability in performance which is due to changes in an individual's psycho-physiological state, including processing capacity across time. These changes may be caused by long working hours, disturbances of the circadian rhythm, or exposure to stress and may result in fatigue or in a decrease in activity. However, these states do not necessarily result in a performance decrease. Individuals are, for example, able to compensate for fatigue, be it by switching to different strategies or by increasing effort (Hockey, 1997).

#### **1.8.5 Public Secondary Schools**

The term Government Secondary School is defined as “a school directly maintained and managed by the ministry or a local authority” (National Assembly, 1995). These are secondary schools that are owned and financed by the central government through the ministry of education and vocational training or local authority. In other words, these are state owned or public schools.

#### **1.8.6 School performance**

School performance encompasses the full range of activities that would characterise a school as being successful (Nsubuga, 2008). This will include, in addition to academic performance, well-motivated and committed teachers, learners satisfaction and involvement, parental involvement, a clean orderly school environment and strong principal leadership. Various scholars such as Mwinsheikhe H. (2000), Lubondo(1993) and Bundeke (1998) have pointed out reasons for poor performance of students in secondary schools. These include shortage of instructional materials, shortage of qualified teachers, admission of failed students, poor remuneration of teachers, lowly motivated teachers, poor discipline among teachers and students and poor community participation. The goal of any organisation is not only to survive, but also to sustain its existence by improving performance. In order to meet the needs of the highly competitive markets, organisations must continually increase performance (Arslan & Staub 2013). Prior literature suggests that role of leadership

is critically important for achieving the performance of organisations (e.g. Boal & Hooijberg 2000; Peterson, Smith, Martorana & Owens 2003).

Normally, it is through school that people get education; the teachers are responsible for transferring knowledge to the learners, while head teachers are in charge of controlling all activities which take place in a school. According to Dunklee(2000) the differences in students' or learners' behaviour and academic outcomes are influenced by the head teachers.

The activities of the school are determined by what the head teacher does. He/she influences every one's behaviour since his/her values are transmittable to the teachers and students. Wilmore (2002) states that head teachers play diverse roles: they are responsible for effecting education policy, keeping track of all activities within the school and ensuring that their schools run smoothly. Therefore, the head teachers require the best leadership approaches in order to enhance efficiency and effectiveness. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively.

In other words, it can be argued that the actions of school leaders impact school capacity and may either enhance or diminish student achievements. However, since the 1970s, there has been an alarming decline in the level of participation and performance in secondary school in Tanzania (Mwinisheikke, 2003). Some of the reasons given include inappropriate or poor curriculum, resource, management, teachers' capabilities and students' background, and the language barrier (Rubanza, 2002).Despite the significant achievements in improving access to quality education in Tanzania over past two decades there has been continued poor performance in science as well as in arts subjects at public secondary schools level. This raises concerns over whether or not the education system can supply graduates who possess the competencies required in the emerging technology sector.

By considering the importance of the head teacher's or heads of schools tasks, his/her leadership style(s) is one of the major factors determining the school performance in his/her school. Parson (1985) observed that the creation of any school climate starts with head teacher, and it is reflected among other things in the

relationships among teachers, between teachers and students, commitment of teachers to the achievement of school goals and objectives, and culture of the school. In other way, the head teacher is in position to initiate and maintain the kind of atmosphere he/she wants through his/her behaviour. Taylor (2002) affirms his claim by saying that the head teacher deliberately models a positive climate in school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The aim of this chapter is to review both theoretical and empirical literature in relation to leadership's style (s) on public secondary schools performance. The review is useful in view of the following: (i). It provides the theoretical basis of the study; (ii) It enables identification of factors and dynamics affecting public secondary schools performance in Tanzania. The first part is theoretical literature review while the second part is empirical literature review and the third part is research gap of the study.

#### **2.2 Theoretical Literature Review**

The main purpose of this section is to review theoretical literature on impact of head of schools leadership style(s) on performance of public secondary schools in Tanzania specifically in Hai District Council. The chapter reviews literature on sub themes that are relevant to exploring the question of impact of leadership on performance of public secondary schools. The review draws from various relevant documentary sources.

##### **2.2.1 Overview of Early Theories.**

##### **2.2.2 The Great Man Theory**

The outdated great man theory assumes that great leaders are born with qualities that make people naturally want to follow them. The theory is based upon the assumption that great leaders are born predisposed to leadership. It is also thought through the great man theory that these leaders would arise when the need presents itself. That is, if a cause or situation presents and needs a leader, would arise (Lippitt, 1969).

##### **2.2.3 Trait theory**

The Trait Theory of Leadership focused on traits such as personality, physical appearance, social background, intelligence, and ability (Taylor, 1994). The theory believed that leaders were born with certain traits that made them naturally effective leaders. Studies indicate that with many earlier studies performed to evaluate the specific traits of these highly effective leaders, researchers found inconclusive

results, but with more advanced statistical analyses, recent researchers have shown that certain traits or attributes appear to be present in many effective leaders. The following three traits are listed as the most evident in effective leaders: interpersonal factors, cognitive factors, and administrative factors. Cognitive factors are said to be related to leadership in that more intelligent leaders are better at problem-solving, decision-making, critical thinking, and creativity (Hackman & Johnson, 2000).

Among the various theories of leadership and motivation relating to effective organisational change management, perhaps the most prominent is the transformational-transactional theory of leadership. As explained in Saowalux and Peng (2007), Burns (1978), conceptualizes two factors to differentiate “ordinary” from “extraordinary” leadership: transactional and transformational leadership. Transactional leadership is based on conventional exchange relationship in which followers’ compliance (effort, productivity, and loyalty) is exchanged for expected rewards. In contrast, transformational (extraordinary) leaders raise followers’ consciousness levels about the importance and value of designated outcomes and ways of achieving them. They also motivate followers to transcend their own immediate self-interest for the sake of the mission and vision of the organisation.

Such total engagement (emotional, intellectual and moral) encourages followers to develop and perform beyond expectations (Burns, 1978; Bass, 1985). Burns (1978), observes that transformational leadership involves the process of influencing major changes in organisational attitudes in order to achieve the organisation’s objectives and strategies. Bass (1985), observed that transactional leaders work their organisational cultures following existing rules and procedures, while transformational leaders change their cultures based on a new vision and a revision of shared assumptions, values and norms. When an organisation must adapt to changes in technology, its leadership is a critical factor in its successful change. The model attempts to relate physical traits such as, height and weight, to effective leadership. Most of these factors relate to situational factors. For example, a minimum weight and height might be necessary to perform the tasks efficiently in a military leadership position. In business organisations, these are not the requirements to be an effective leader. Due to above weakness the theory will not guide our study.

#### **2.2.4 Reinforcement and Expectancy Theories**

Theories were advanced Skinner and Vroom. These theories hold that a behaviour which has a rewarding experience is likely to be repeated. This implies that, for remuneration is that high employee performance followed by a monetary reward will make future employee perform more likely (Aswathappa, 2005). Lawler (1992) argues that the simplicity of expectancy theory is deceptive because it assumes that if an employer makes a reward, such as a financial bonus or promotion, enticing enough, employees will increase their productivity to obtain the reward. However, this only works if the employees believe the reward is beneficial to their immediate needs. Similarly, a promotion that provides higher status but requires longer hours may be a deterrent to an employee who values evening and weekend time with their children. The reinforcement theory on the other hand has been criticised on the premises that it considers behaviour and consequences without considering processes of internal motivation or individual differences (Redmond, 2010). Also, it argued that the great shortcoming of the theory is that it is difficult to identify rewards or punishment (Booth, 1996). Because of those shortcomings, the theories will not be depicted to guide our study.

#### **2.2.5 Contingency theory**

The theory of contingency was postulated by Fiedler's (1984). Contingency theory is one of the contingency theories that states that effective leadership depends not only on the style of leading but on the control over a situation. There needs to be good leader-member relations, task with clear goals and procedures, and the ability for the leader to mete out rewards and punishments. Lacking these three in the right combination and context will result in leadership failure.

Fiedler's contingency theory emphasised the leader's personality, or psychological disposition, is a main variable in her/his ability to lead, and said that how the group receives the leader, the task involved, and whether the leader can actually exert control over the group are the three principle factors that determine how successful the leader-led arrangement will be. Thus, the values from the least preferred co-worker (LPC) are added and then averaged to produce the score. A high LPC score, as can be seen from the example, exhibits a positive orientation towards human



relations. S/he gets along with people. The nature of the task is less important and issues in doing it may be compensated for with good human relations. When the environment is such that each group member is independent, such as in a scientific setting, tasks may not be all that well defined, and a leader must rely more on her or his personality to accomplish goals. Contingency approach suffers from inadequately of literature. One of the weakness of theory, it has not adequately spelled out various types of actions which can be taken under different situations. It is not sufficient to say that 'a managerial action depends on the situation. Therefore the theory is not going to be depicted in our study.

### **2.2.6 Equity Theory**

Equity theory was developed by Adams (1965). The theory calls for a fair balance to be struck between an employee's inputs (such as hard work, skill level, tolerance and enthusiasm) and an employee's outputs (benefits and intangibles such as recognition). According to this theory employee' perceptions of how they are being treated by the organisation are of prime importance to them. For the employee who perceives inequity in his or her rewards, seeks to restore equity.

The beliefs of the equity theory can be applied in various businesses undertaking that: Firstly, employees expect a fair return for what they contribute to their jobs or organisations, thus once the job is done employees have to be paid accordingly. Secondly, 13 employees determine what their equitable return should be after comparing their inputs and outcomes with those of their co-workers. Thirdly, employees who perceive themselves as being in an inequitable situation will seek to reduce the inequity either by distorting productivity in their own minds or by directly altering inputs and/or outputs, or by leaving the organisation (Carrell & Dietrich, 1978).

However, both the assumptions and practical application of equity theory have been criticised. The equity has weakness as questioned about the simplicity of the model, criticising that a number of demographic and psychological variables affect people's perceptions of fairness and interactions with others. Also it has been criticised that people might conceive the concept of equity or inequity not only in terms of the specific inputs and outcomes of association other than overarching structure that

determines those inputs and outputs. Therefore, in a business scenario, one might feel that his or her compensation is equitable to other workforce other than the whole damages structure as unfair (Ibid). Therefore, the equity theory will be depicted to guide our study because human being by nature needs inputs and outputs to be equally.

### **2.2.7 Transactional Theory of Leadership**

Transactional theory was theorized by Max Weber and Bernard (1970). As its name implies, involves a “transaction” or quid pro quo between a supervisor and a subordinate. The type of the transaction, whether a reward or discipline, depends on the employee’s performance. Bass (1985) theorized the transactional leaders appeal to the subordinates’ self-interests (as cited by Chan, 2005). Transactional leaders attempt to meet the current needs of their subordinates through bargaining and exchanging. Transactional leaders expect their followers to attain agreed-upon goals without encouraging them to take on greater responsibilities for self-development or leading others. There is no attempt to change followers’ attitudes, values, growth, and development on a long-term basis. Both leaders and followers focus on achieving the negotiated performance level (Chan, 2005). A transactional leader motivates subordinates by giving rewards for services provided. This leader clarifies the subordinates’ goals and arranges contingent rewards as inducements toward the achievement of the goals. People are motivated by reward and punishment and social systems work best with a clear chain of command, when people have agreed to do a job, a part of the deal is that they cede all authority to their manager. The prime purpose of a subordinate is to do what their manager tells them to do.

### **2.2.8 Transformational Leadership Theory**

Transformational Leadership theory was theorized by Burns (1978). The difference between transformational and transactional leadership lies in the way of motivating others. Transformational leader’s behaviour originates in the personal values and beliefs of the leader and motivates subordinates to do more than expect (Bass, 1985). Burns (1978) identified transformational leadership as a process where, “one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality”. For transformational leadership style,

the follower feels trust, admiration, loyalty and respect towards the leader, and is motivated to do more than what was originally expected to do.

The transformational leader motivates by making follower more aware of the importance of task outcomes, inducing them to transcend their own self-interest for the sake of the organisation or team and activating their higher-order needs. He encourages followers to think critically and seek new ways to approach their jobs, resulting in intellectual stimulation. As a result, there is an increase in their level of performance, satisfaction, and commitment to the goals of their organisation. Finally, the fourth dimension of transformational leadership is “individual consideration” which is concerned with developing followers by coaching and mentoring. The leader pays close attention to the inter-individual differences among the followers and act as mentor to the follower. He teaches and helps others develop their strengths, and listens attentively to others’ concerns.

Transformational Leadership is about getting everyone involved in decision-making. The overriding element of successful leadership is to involve people in the process of leading (Horan, 1999). Transformational leadership is a type of leadership style that leads to positive changes in those who follow. Transformational leaders are generally energetic, enthusiastic and passionate. Not only are these leaders concerned and involved in the process; they are also focused on helping every member of the group succeed as well.

The concept of transformational leadership was initially introduced by leadership expert and presidential biographer James MacGregor Burns. According to Burns (1978), transformational leadership can be seen when "leaders and followers make each other to advance to a higher level of moral and motivation." Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions and motivations to work towards common goals. Later, researcher Bernard M. Bass, (1985) expanded upon Burns original ideas to develop what is today referred to as Bass’ Transformational Leadership Theory. According to Bass, transformational leadership can be defined based on the impact that it has on followers. Transformational leaders, Bass suggested, garner trust, respect and admiration from their followers. Bass (1985) also suggested that there were four different components of transformational leadership.

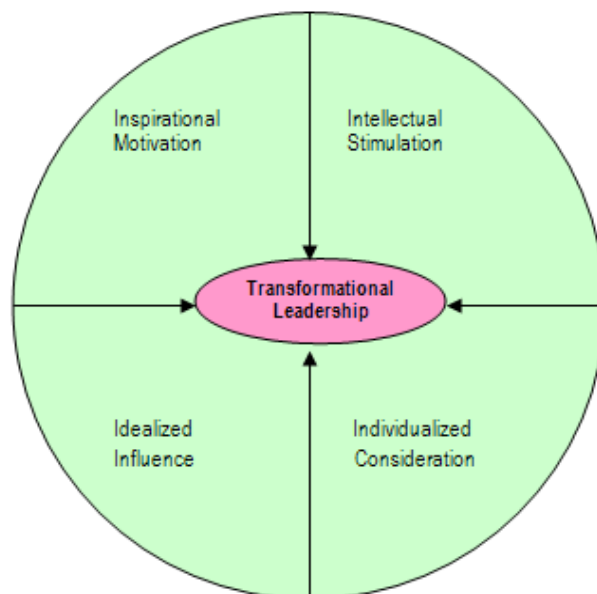
**Intellectual Stimulation** – Transformational leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn.

**Individualized Consideration** – Transformational leadership also involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of each follower’s unique contributions.

**Inspirational Motivation** – Transformational leaders have a clear vision that they are able to articulate to followers. These leaders are also able to help followers experience the same passion and motivation to fulfil these goals.

**Idealized Influence** – The transformational leader serves as a role model for followers. Because followers trust and respect the leader, they emulate this individual and internalize his or her ideals.

**Figure 2.1 Model of Transformational Leadership**



### **2.2.9 Frederick Herzberg's Motivation and Hygiene Factors**

Frederick Herzberg (1923-2000), clinical psychologist and pioneer of 'job enrichment', is regarded as one of the great original thinkers in management and motivational theory. Although Herzberg is most noted for his famous 'hygiene' and motivational factors theory, he was essentially concerned with people's well-being at work. Underpinning his theories and academic teachings, he was basically attempting to bring more humanity and caring into the workplace. He and others did not develop their theories to be used as 'motivational tools' purely to improve organisational performance. They sought instead primarily to explain how to manage people properly, for the good of all people at work. Herzberg's research proved that people will strive to achieve 'hygiene' needs because they are unhappy without them, but once satisfied the effect soon wears off - satisfaction is temporary. Then as now, poorly managed organisations fail to understand that people are not 'motivated' by addressing 'hygiene' needs. People are only truly motivated by enabling them to reach for and satisfy the factors that Herzberg identified as real motivators, such as personal growth, development, etc., which represent a far deeper level of meaning and fulfilment (Wikipedia, 2015).

Herzberg did a motivational study in which he argued that there are job-satisfiers (motivators) related to the job contents and job-dissatisfiers (Hygiene factors) concerned with the job context. Motivators include Achievement, Recognition, Work itself, Responsibility and Advancement. The hygiene factors do not „motivate/satisfy“ rather „prevent dissatisfaction.“ These factors are contextual such as, Company policy, Administration, Supervision, Salary, Interpersonal relations, Supervisor, and Working conditions (Herzberg et al., 1959). Herzberg's theory is the most useful model to study job satisfaction (Kim, 2004). For instance, the researchers have found that it helps in understanding the job satisfaction in the „educational settings“. Others have used it as a theoretical framework for assessing the police officers' job satisfaction (Getahun et al., 2007).

### **2.3 Leadership**

The concept of leadership is clearly understood through its three theories based on trait, behaviour, and situation. Leadership styles, or more specifically effective

leadership, are very crucial in Tanzania public secondary schools as it is throughout the world. Tanzanian Public secondary schools are not different from others worldwide in terms of striving for performance in order to attain global excellence. As organisations and their environments continue to transform quickly into the future, a new style of leadership, that is less bureaucratic and more democratic, is required to ensure organisation's survival and performance. According to Mester, Visser and Roodt (2003) most managers and organisations realise that they face a future of rapid and complex change. It is believed that, organisations that are over-managed and under-led inhibit organisations from growth and change (Swanepoel, Erasmus, van Wyk and Schenk, 2000).

Discussions of leadership in the 20th century essentially began with the trait approach. While this perspective is now seen as incomplete, there has been recent renewed interest in characteristics of effective leaders. In spite of the questionable premise of trait theory as originally conceived, recent research has identified some traits associated with effective leaders: intelligence, self-confidence, determination, integrity, and sociability (Northouse, 2004, p. 19). In an extensive review of the trait research, Yukl (2006) found several traits that were related to leadership effectiveness: a high energy level and tolerance for stress, self-confidence (including self-esteem and self-efficacy), an internal locus of control orientation, emotional stability and maturity, and personal integrity. Little is known about how a combination of traits may impact effectiveness. Researchers do agree that it is important to note that traits are important only to the extent that they are relevant to a particular leadership situation. In fact, one of the weaknesses of the trait approach is that it does not provide detailed descriptions of how traits affect organizational outcomes (Northouse, 2004, p. 24).

The skills approach suggests that leadership abilities can be developed, whereas traits are more inherent in an individual. This approach is most prominent in leadership development programs that focus on identifying specific competencies that are important in a leadership setting. Leadership competencies have been defined as "the combination of knowledge, skills, traits, and attributes that collectively enable someone to perform a given job" (Zenger & Folkman, 2002, p. 83). The use of

competencies in leadership development has become somewhat controversial (Hollenbeck, McCall, & Silzer, 2006).

According to Likert (1967), optimal performance can only be achieved if attention is paid to human aspects of subordinates' problems and behavioural aspects, such as motivating forces, processes in communication, goal setting, and control and performance characteristics. Based on these premises, leadership styles could be either job-centred or employee centred. The employee centred style has an ideal consultative style of leadership. Although control is basically a top management job, it is shared by managers at middle and lower levels. Many modern leadership gurus like Bennis (1990), Kouzes (1995) and Posner (1993) argued that a fundamental competency for a leader is continuous learning with an attitude of curiosity and openness to new information. They used formal and informal education to gain the knowledge and skills vital to their leadership work. It is also important to focus on emotional as well as logical intelligence to recognize, understand and respond to the view and feelings of diverse others (Goleman, 1995).

Situational leadership incorporates the maturity of followers in their model. They make an assumption that leaders should adapt their style to follower development style referring to their maturity based on how ready and willing the follower is to perform the required tasks considering competence and motivation (Hersey and Blanchard (2001). Leadership needs skills to manage one's fear to face risks, to be aggressive and to be completely devoted in bringing the organization to victory (Donnithrone, 1993). The functions of a leader described are integration, coordination, assimilation, seeing the big picture, recognize a multiplicity of perspective and incorporate all of them, diplomacy and well versed in the organization.

Hersey and Blanchard's (2001) situational leadership incorporated the maturity of followers in their model. They made an assumption that leaders should adapt their style to follower development style referring to their maturity based on how ready and willing the follower is to perform the required tasks considering competence and motivation. Appointment to school leadership in Tanzania has undergone several phases. Initially head of schools were appointed on recommendation by the stakeholders. Later their appointment was based on seniority and currently it is based on merit where the level of education is a parameter. After graduation from colleges with Diplomas or

Degrees in Education, teachers are posted to various public secondary schools in the country by the Ministry concerned. However, such arrangement could be abused by principals, politicians or sponsors picking on a person of their choice who may be lacking the qualities cited. Studies have also shown that being a good classroom teacher does not automatically mean one can make an effective school leader (Bush & Oduro, 2006).

To understand the leadership styles of a principal, a review of the different definitions of leadership is necessary. Description of leadership can sound very passionate, even evangelical because leading is a human activity. Leadership was defined by Terry (1987) as the activity of influencing people to strive willingly for group objectives while Tannenbaum et al (1959) define leadership as the interpersonal influence exercised in a situation and directed, through the communication process toward the attainment of specialized goal or goals. The role of the principal in schools has been in a constant state of change since its emergence. The issue has been mostly around whether the principal is a manager of the building or a leader of the school. Additionally, there has been discrepancy in the expectations of the principal in regard to curriculum and instruction. The emergence of the school principal began in the mid-nineteenth century. The lead teacher or principal teacher is the authority in the school, organizes curriculum, is the disciplinarian, and supervises operations (Rousmaniere, 2007).

Into the twentieth century, the principal continued the emergence from teacher to administrator with professional requirements and licensing becoming required for the position of principal. For much of the twentieth century, the role of the principal was that of manager where the principal was expected to uphold district mandates, manage personnel, manage the budget, and handle other operational issues. As American education moved into a new era of accountability in the Principal later part of the century, this role necessitated the inclusion of leadership. This role of principal was further developed stating that principals must serve as leaders for student learning (Usdan, McCloud, & Podmostko, 2000). Continuing research on effective schools has verified the common sense observation that schools are rarely effective, in any sense of the word, unless the principal is a good leader (Cawelti, 1984).



### **2.3.1 School Leadership**

School leadership refers to the process of involving the application of management principles in designing, developing and effecting resources towards achievement of educational goals (Okumbe, 2001). It is a process of encouraging and helping teachers and learners to work enthusiastically toward realisation of school objectives (educational objectives). This effectiveness according to UNESCO (2009) is judged by the extent to which schools generally meet the expectations of the society within which they are established. Effective head of schools are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement.

Wilmore (2002) states that head teachers play diverse roles: they are responsible for effecting education policy, keeping track of all activities within the school and ensuring that their schools run smoothly.

Therefore, the head of schools require the best leadership approaches in order to enhance efficiency and effectiveness. In other words, it can be argued that the actions of school leaders impact school capacity and may either enhance or diminish student achievements. By considering the importance of the head school tasks, his/her leadership style is one of the major factors determining the school performance in his/her school. Parson (1985) observed that the creation of any school climate starts with head teacher, and it is reflected among other things in the relationships among teachers, between teachers and students, commitment of teachers to the achievement of school goals and objectives, and culture of the school. In other way, the head of school is in position to initiate and maintain the kind of atmosphere he/she wants through his/her behaviour.

### **2.4 School Performance**

The school performance is an important measure of success or failures for students, teacher and head of schools. Performance of each individual challenges their mental and physical abilities. The ability to handle difficult conditions at work influence ones work and performance. Effective head of schools are strong educators, anchoring their work on central issues of learning and teaching and continuous

school improvement. The performance indicators are intended to provide clarity and specificity about the skills, beliefs, and knowledge head of school needs to demonstrate effective leadership in improving student achievement as well as teachers performance (Schmoker, 2001).

Five performance areas have been identified as the critical leadership skills a head of school must demonstrate to effectively lead a school in improving students and staff achievements. These are; promoting collaborative problem solving and open communication; collecting, analyzing, and using data to identify school needs; using data to identify and plan for needed changes in the instructional program; implementing and monitoring the school improvement plan; using systems thinking to establish a clear focus on attaining student achievement goals.

These five performance areas identified by Schmoker (2001) are not a chronology of what the head of school must do first, second, and third, but rather are cyclical in nature and must be demonstrated continuously throughout the school improvement process. The end product of this process is the school improvement plan, whereas the end goal for the process is improved student achievement. It has been observed that United States performance benchmarks often emphasize process and input measure that are relatively easy to change although have been found to bear little relationship to student achievement. A superior approach of improvement, would involve tracking individual student's overtime and aggregating the year-by-year changes into overall summary for the school that demand data requirements.

The introduction of accountability system indicates improvement in student performance and other outcomes (Hanushek and Raymond, 2002). Studies indicate that schools' performance matter most in terms of students' performance that influences the pattern of the nation's economic success. The Germans now produce students at the top of international rankings because Cooley and Shen (2003) described the head of school as responsible to accountability standards that have been implemented in schools such as performance, goals, school reports and sanctions for poor performance. The study of Billger (2007) examined the relationship between a school head's performances and pays and further examined school outcomes that reflected head of school's performance. School outcomes are school size, students-teacher ratios, poverty rates, controlling finances and these are

explained by the head of school's leadership styles. Performance is certainly harder to measure in not-for-profit organizations than in for-profit forms (Hallock, 2002). Schools with higher enrolments may offer higher salaries, reflecting the increased demands associated with more students to the head of schools aside from the determined expertise as measured by education and experiences.

Ebert and Stone found that head of schools affect students' achievement by choosing curricula, evaluating teachers and appropriately allocating teacher's time (Ebert and Stone, 1988) customers and suppliers or other interested stakeholders. The results from 360-degree feedback are often used by the person receiving the feedback to plan their personal development and facilitate performance improvement. Results are also used by some organizations in making administrative decisions, such as pay or promotion. When this is the case, the 360 assessment is for evaluation purposes, and is sometimes called a "360-degree review. There is also controversy regarding whether 360-degree feedback improves employee performance, and it has even been suggested that it may decrease shareholder value (Pfau & Kay, 2002).

The 360-degree feedback system is a powerful new assessment tool intended to provide an accurate view of employees' performance by gathering evaluations of his/her individual's performance from varying perspectives including sources of feedbacks such as peer, self, supervisor, and subordinate to create a composite assessment for the purpose of performance improvement. It is sometimes known as multi-rater feedback and also includes a self-assessment and, in some cases, feedback from external sources such as they used previous poor result to start a national discussion of how to improve their schools. The assessments of international testing signify early warning signals for economic welfare of the country. Schools matter and the performance of the students now will influence the pattern of the nation's economic success (Hanushek, 2004).

The school improvement is the main objective for the use of the school performance feedback systems which was conceptualized by Visscher and Coe (2003). The school performance feedback systems (SPFSs) was defined by the authors as information system external to schools that provide them with confidential information on their performance and functioning as a basis for school self-evaluation. The pressure to

evaluate and report on the performance of publicly funded educational institutions helped create a climate in which school performance feedback was most important.

The increase in feeding back information to school has also been influenced by the development of multi level and value-added data-analysis models, which enable the computation of more reliable and valid information on school functioning. Other studies on head of schools in public schools have with larger enrolments reported more severe problems than elementary schools. School size appears to pose serious challenges for school head of schools (Gates et al, 2001).

A study by Aidlai and Vadi (2006) explored how the attitude of school administrations towards school performance criteria were related to students national examination results in Estonian schools. One important use of the national examination results is that it is a standard for entrance into the universities. The school administration (head of school) is responsible for the school performance. The school leadership utilizes both the business and education leadership approaches as supported by the Harvard schools. The attitudes held by such administration are important as quoted by DiPaola et al. (2004) that the principals' attitudes, values, beliefs and personal characteristics can inspire people to accomplish organizational goals and if pupils achievement improve over time it is to a large extend because key stakeholders share the leader's vision about these goals. Empirical research confirm that schools that perform well have a strong and effective organizational culture, whereas poorly performing schools have a negative organizational culture (Westhuizen et al., 2005).

## **2.5 Empirical Literature Review**

Anees Ullah Karamat (2013) conducted a research on "Impact of Leadership on Organisation Performance" and quantitative and qualitative method was employed. An initial premise of this study is that, as with large corporations, the attitudes and behaviours of the leaders substantially shape the functioning of smaller firms. Transactional leadership helps organisations achieve their current objectives more efficiently by linking job performance to valued rewards and by ensuring employees have the resources needed to get the job done. The level of integration and interdependencies that are needed for the new work environment as well as global

competition require leadership that goes beyond the more basic transactional styles, which involve contingent reinforcement and management-by-exception, to styles that are more intellectually stimulating, inspirational, and charismatic. Further, transformational leaders create a strategic vision, communicate that vision through framing and use of metaphor, model the vision by “walking the talk” and acting consistently, and build commitment towards the vision. This view suggests that transformational leadership will result in high levels of cohesion, commitment, trust, motivation, and performance in these new organisational environments. Previous empirical research and meta-analyses have indicated that transformational leadership has a positive effect on individual performance and organisational outcomes. However, the environment as well as the objective of the study marked the gap in which this study is seeking to bridge. This is due to the fact that leadership in relation to performance varies according to different working and management environments. Kuada (2010) conducted a study on Culture and leadership in Africa: a conceptual model and research agenda. He coined the term autocratic-benevolence to describe this form of relationship. His study suggests that although most African leaders exhibit autocratic attitudes towards their followers, they tend to provide those closest and subservient to their interests with special opportunities and privileges. These privileges include selecting them to attend overseas training programmes, advancing their promotion, approving their loan applications and providing them with other services that partially cushion them from the rough edges of life. It is this reciprocity of support and benefit that sustains superior-subordinate relationships, individual and organisational performance being of secondary importance.

Similarly, Jackson (2004) found from his study of leadership practices in several African countries that African managers tend to be highly skilled in many aspects of management and leadership. They deal efficiently with cultural diversity and multiple stakeholders and enact “humanistic” management practices. Drawing a distinction between “an instrumental view of people in organisations, and a humanistic view of people,” he argues that while the Western approach to management focuses on instrumental view of man (perceiving human beings as resources) the African perception focuses attention on human beings as having values in their own right. From this perspective leadership and management practices

in Africa may be described as predominantly humanistic with an emphasis on sharing, deference to rank, sanctity of commitment, regard for compromise and consensus, and good social and personal relations. Building on this understanding Bolden and Kirk (2009) see leadership practices in Africa as complex and multi-layered and shaped by centuries of cultural values and historical events. The study was conducted in different surroundings, with different objectives and also lapse of time mark a gap to conduct another study.

Ole Therkildsen (2007) conducted a study on “Staff Management and Organisational Performance in Tanzania and Uganda: Public Servant Perspectives”. Organisational performance is not a precisely defined concept. Intuitively, and in practice, the performance of an organisation is related to its capacity to deliver basic goods and services, and to provide a suitable policy and regulatory environment for development to take place. Thus, there is a direct link between organisational capacity and its performance. Staff – its merits, motivation and the ways it is managed in a specific organisational context - is crucial in that linkage.

This may be illustrated by a motorcar metaphor. We maintain a car’s engine, chassis, brakes, tyres, etc. – its capacity – because we value safe and reliable transportation – the car’s performance. But how much transport we get from a car also depends on factors in its “enabling environment”. Lack of fuel, bad roads and poor maintenance quickly affect a car’s performance and may eventually destroy its capacity to deliver transportation at all (Boesen & Therkildsen 2004:10; OECD 2006: 8). In organisations, the contributions of staff to work are likewise part of the capacity (‘engine’) that helps to produce organisational outputs (‘transportation’), but only if the environment (‘road’) enables it.

## **2.6 Research Gap**

Although there are a few studies conducted on impact of leadership on performance, most have predominantly focused on primary and secondary levels, also mostly confined to the western world. Although the positive impact of transformational leadership is relatively well researched in the western countries’ context, little is known about its impact abroad. Additionally, little has been researched and publicly

documented on leadership studies in Tanzania and particularly so in public secondary schools in Hai District Council.

Given the views above, the question of whether leadership has an impact on academic performance among public secondary schools is certainly a grey area that warrants investigation. It is for a better understanding of the effects of transformational leadership, particularly in public secondary schools and its impact on performance that this study is being undertaken. As shown above most of the study has been conducted on the effects of leadership to the students' academic performance in primary and secondary school in western countries. Due to that, this study was conducted on the impact of leadership on performance of public secondary schools in Hai District Council. Thus, the purpose of this study was to establish the relationship between leadership styles and its implication on performance of public secondary schools in Hai District Council.

## **2.7 Conceptual Framework**

Taking leadership style as the center of understanding school performance in public secondary schools in Tanzania, the researcher developed a model to guide the presentation of the theoretical ideas in which this study is laying up on the explanation of the phenomenon. Guided by these developments and empirical studies, the conceptual framework investigates the relationship between leadership styles and the facets of public secondary schools performance. The components in this case are decision-making, recognition, co-worker interrelationships, autonomy, management style, professional development and other basic needs.

An effective head of school ensures that there is high morale, job satisfaction and motivation among the teachers which lead to excellent school results among the students, resulting in high academic achievement. Good leadership style has an influence on academic achievement which includes the head of school organisational strategies, quality improvement measures, and skills in curriculum based establishment and teamwork.

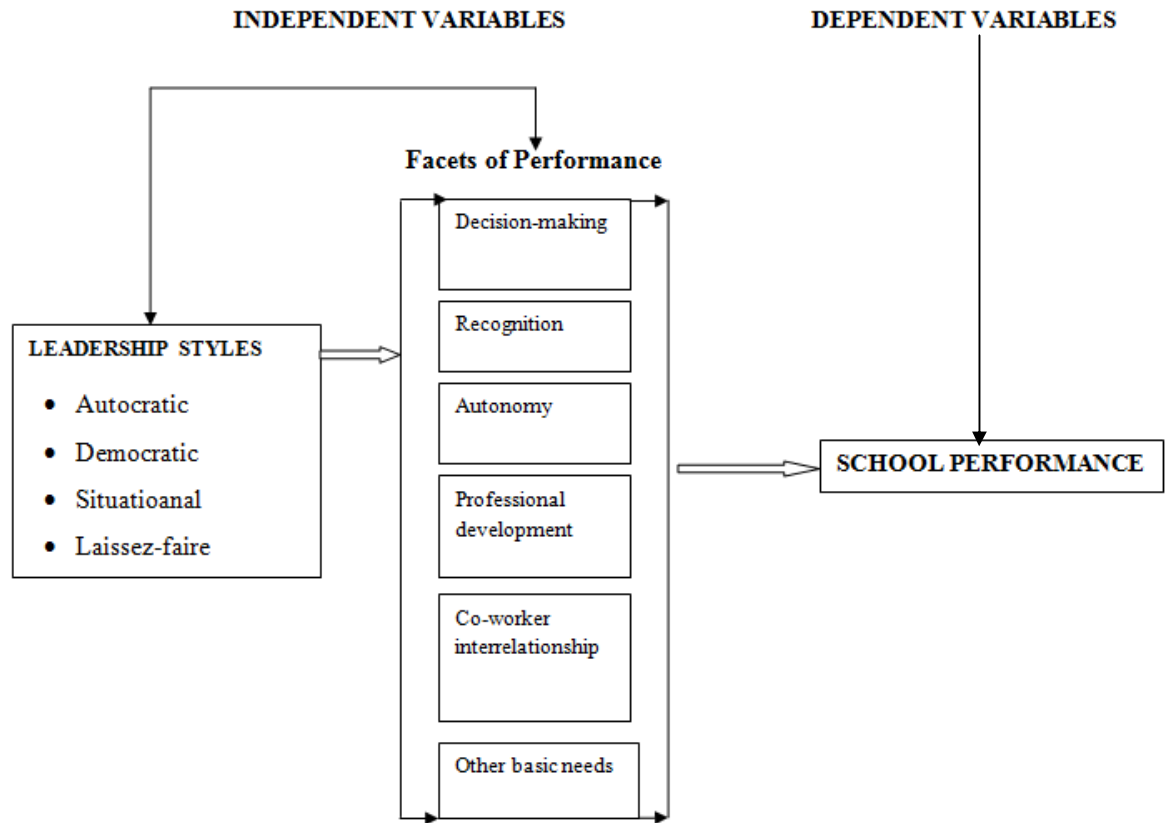
The conceptual framework is useful to the study in various ways. First the study is based on the premise that leadership plays a significant role in determining academic performance. Leadership includes a variety of tasks and roles whose effective

operationalisation will positively affect academic performance. Given the fact that the study investigated these factors, the conceptual framework is very useful. The study of Millwee (2001) observed that every organisation needs leaders who will take the first step to achieve its goals. Leaders can be easily identified due to their capacity to affect other people's lives. These leaders typically further their own personal and professional goals as well, because leadership being a great responsibility is also rewarding. The ability to handle difficult conditions at work influence ones work and performance. Effective heads of schools are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement.

According to Schmoker (2001), combination of three concepts constitutes the foundation for positive improvement results: meaningful teamwork; clear, measurable goals; and the regular collection and analysis of performance data. Head of school must lead their school through the goal-setting process in which student achievement data is analysed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritise goals to help close the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community.



**Figure 2.2: Conceptual Framework**



Source: Researcher's initiatives (2015)

Referring to the conceptual framework above there are three major variables; independent, intervening and dependent variables. The independent variables comprise of leadership styles i.e Autocratic, Democratic, Situational, Laissez-faire leaderships. The intervening variables are the facets of school performance which are; decision making, recognition, interrelationships, autonomy, management style, professional development and other basic needs. While the dependent variable is school performance.

## 2.9 Conclusion

Empirical studies have focused on the leader behavior approach in as much as leadership is seen as dynamic process, varying from situation to situation with changes in leaders, followers and situation. Leadership involves accomplishing goals with and through people or a leader is concerned about task and human relationships. Theories in organisation will be involved in leadership approaches. One is the

scientific management theory to improve the technique or methods used in carrying the task and the human relation theory, taking consideration of human feelings and attitudes in carrying the tasks. Depending on participation and sharing in decision making, leaders have been classified as: autocratic leader, democratic or participative leader and laissez-faire leader.

There are two general independent types of factors that affected job satisfaction and job dissatisfaction. According to them, intrinsic factors (called motivators) are factors whose presence motivates workers to perform better and so enhance job satisfaction. These constitute factors related to the job itself, achievement, advancement, recognition for achievement and responsibility. Hygiene factors (also called dissatisfies operate to reduce or eliminate job satisfaction. These factors may not necessarily motivate the employee and its absence may be a clue for job dissatisfaction. These include salary, supervision, interpersonal relations, working conditions, organisational policy and management, management style of the supervisor and job security.

The review of literature related to teacher morale show that morale is low among teachers, morale has an effect on students' attitudes and learning, and environment and administrative support are important contributors to the morale level among teachers. A large majority of teachers who leave the teaching profession leave because of dissatisfaction or a desire to change careers. Although the evidence is profound about the benefits of teacher morale in schools, teacher morale continues to lag. Through recent years, teacher morale began to become overlooked as an important aspect of the educational process. Years of study and research by many scholars, support the concept that teacher morale is a critical component of student achievement. In fact, student learning and achievement are positively impacted by the level of teacher morale.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The aim of this chapter is to review the methods and techniques that were employed in the collection, organisation and evaluation of data for the study. Therefore, this section gives scientific and systematic explanations on the population that was involved in the study, the sample size and sampling techniques which were employed, the sources of data collection and data analysis procedures which were used.

#### **3.2 Research Design**

This section specifies the nature of the research design study area and the population studied. In this research, descriptive design was being used and a case study approach adopted. Since the study aimed at assessing the impact of leadership on performance of public secondary schools, research design is in fact the conceptual structure within which the research has been conducted. The descriptive nature of the study was used to identify and obtain information on the characteristics of a particular problem or issue. This was used where the researcher requires description of the object or phenomenon best suitable in a case study. It involves an in depth description of the phenomena in the study (Mugenda & Mugenda, 1999).

According to Kothari (2008), a field survey is carried out by relating, recording, analysing and interpreting circumstance that is available. And this fits well with the study given that it reveals why there is need, to ensure that the school heads plays an effective role through providing teachers with knowledge, skills and attributes to enable them run schools effectively and efficiently. The study used a descriptive research to obtain information that described how leadership style(s) plus other factors that mentioned to help or hinder performance in public secondary schools. Kothari (2008) further argues that descriptive research is a study, which is concerned with describing the characteristics of a particular individual, or a group. The researcher carried out a pilot survey to assist and develop a reliable tool to collect data for this study.

### **3.3 Study Area**

The research was carried out in Hai District Council. Purposive sampling was used to select the area since it is one of the areas which face poor performance of students. For example, in area where the study was conducted the examination results of some of the schools in three years consecutively were as follows: In Lyasikika secondary school the trends of performance were as follows. In 2011 the school had registered 100 students for national examination and the results appeared were; no students scored division one or two, four student scored division three, twenty six students scored division four and the rest seventy failed.

A hundred and thirty one (131) students were registered in 2012 for national examination (CSEE). Out of them, no student who scored division one or two, three students scored division three, twenty one students scored division four and one hundred and seven students failed. Lastly, in 2013 they had 86 students registered for national examination, and the results were as follows; no students who scored division one, three students scored division two, six students scored had division three, twenty two students scored division four and fifty five students failed. (NECTA 2011-2013). This is also observed in other secondary schools, that the trend of performance is dropping year after year in Hai district and country wide. These schools were chosen because they had the required respondents for the study

### **3.4 Study Population**

Franked and Walled (2002) defined population as the group of interest to the researchers, the group to whom he she would like to generalise the results of the study. The target population was a group from which the researcher was interested in gaining information and drawing conclusions(Kothari,1990).The study employed three categories of population groups. The first category was the heads of public secondary schools, the second category was the teachers and the third category was the students and total number of targeted population was 112. The distribution of the population of the study is as shown in Table 3.1.

**Table 3.1. Population of the study**

Categories	Title	Population	Percent of the total (%)
Head of school	Heads of school	06	04.7
Teachers	Teachers	60	47.6
Students	Students	60	47.6
<b>Total</b>		<b>126</b>	<b>100</b>

Source: Field work 2015

### 3.5 Sample Size and Sampling Techniques

#### 3.5.1 Sample Size

In this study the researcher selected respondents in six (6) public secondary schools in Hai District Council out of 28 public secondary schools, representing 100% of the total public secondary schools with total of 764 teachers and 28 heads of schools. The researcher conveniently selected 10 respondents who are teachers in each of the six public secondary schools, 10 students from selected schools and six (6) heads of the schools respectively giving a sample size of respondents. According to Mugenda and Mugenda (2003), when carrying out descriptive studies, 10% of the target population is sufficient sample size to carry out a study.

**Table 3.2 Sample size**

Categories	Sample Size
Head of schools	06
Teachers	60
Students	60
<b>Total</b>	<b>126</b>

Source: Field work researcher, (2015)

#### 3.5.2 Sampling Techniques

A non-probability sampling technique or method was used for this study. The study purposively selected six (6) public secondary schools and respondents from each of the schools as being representative of the target population. Purposive sampling helped the researcher to select a sample that appeared to be representative of the population. The purposive sampling techniques were used to obtain six (6) secondary schools which were Lyasikika, Lyamungo, Machame, Nkuu, Tumo and Tumona with an intention that the selected schools were vital whose respondents are

facing the problem of performance hence will help the researcher to have correct information.

The researcher also applied random sampling technique because it is said to be the best techniques to obtain an optimum sample. Kothari (1990:56) random sampling design, every item of the universe has an equal chance of inclusion in, and the results obtained from probability or random sampling can be assured in terms of probability i.e. we measure the errors of estimation or the significance of results obtained from random sample, and this fact brings out the superiority of random sampling design over deliberate sampling design. This is the reason why this study considered random sampling as the best technique of selecting a representative sample.

### **3.6 Data collection methods**

Ndunguru (2007) explains that, data collection methods is about providing reliable and valid answers to investigate questions of the study which focuses on describing, explaining and correlating phenomena of social aspects to include conditions, behaviour, events, process, attitudes, motivations, intentions or expectations. Data collection methods used included primary and secondary data covered books, journals, dissertations reports and electronic data.

#### **3.6.1 Sources of primary data collection**

#### **3.6.2 Questionnaires**

Questionnaire is predetermined set of questions sent usually by post to person concerned with a request to answer the questionnaire and return the questionnaire (Kothari, 2004). Both open ended and closed questionnaires were prepared and designed, distributed and then administered to respondents in order to collect primary data about the impact of head of schools and its implication on performance of public secondary schools in study area. Questionnaires were preferred because they required few amounts of money and materials as well as time (Meero 2009). It is simple methods for a researcher to control and defend respondents. Furthermore respondents feel free and safe to provide their views when answering the given questionnaires.

### **3.6.3 Secondary data collection**

The researcher reviewed the existing literature (secondary data sources) to complement the primary data. The researcher reviewed both published and non-published documents; the documents were books, articles, journals, electronic data, policy documents and research reports all of these were scrutinised

### **3.7 Data analysis**

Data analysis is the process that includes editing, coding, classification and tabulation of collected data (Kothari, 2006). Bogdan and Biklen (1992) described data analysis as a systematic process which involves working with data, organising, breaking them into manageable units synthesising them, searching for patterns, discovering what is important and what is to be learned and deciding what to tell others in this study. Data collected were analysed using descriptive statistics through charts, frequency tables, percentages and mean which reflected relative weight of a specific category in the distribution. The process was successful using manual work together with computer programming (SPSS).

### **3.8 Data presentation**

The data analysed and presented by using tables and charts and they were also associated with the interpretation of the research results in words for more clarification.

### **3.9 Ethical consideration**

Before the research is conducted the researcher sought permission from the Institution of his /her studies by requesting for a letter of introduction. The researcher designed questionnaires with objective questions for the respondents. Caution was taken to protect the respondents' privacy and their physical and psychological needs. The researcher guaranteed the respondents confidentiality of any information that they volunteered during the process of data collection. The researcher also explained the objectives of the study to the head masters/mistress of the schools involved in the study and to other respondents as well.

### **3.10 Reliability and validity**

#### **3.10.1 Reliability**

A pilot study was carried out in 6 selected public secondary schools in Hai District Council where one (1) respondent from each school was selected. One questionnaire was presented to each respondent for one on one discussion with the researcher. After the pilot survey, the researcher made the necessary amendments to the questionnaire as requested by the respondents and that ensured that the instrument was reliable to carry out the study.

#### **3.10.2 Validity**

The researcher took pre-tests interviews before the actual study to be done. This ensured that the discussion procedures that were obtained from the data required meeting the objectives of the study thus enhancing validity of the data collected.



## **CHAPTER FOUR**

### **RESEARCH FINDINGS, ANALYSIS AND DISCUSSIONS**

#### **4.1 Introduction**

The chapter covers data analysis, results and discussion of the study findings. The study sought to establish the impact of leadership on performance of public secondary schools. The structured questions generated quantitative data, while the unstructured questions generated qualitative data. The quantitative data was analysed using descriptive statistics and presented in the form of frequency tables and percentages. The qualitative data was analysed through the use of content analysis. Results of the data analysis provided information that formed the basis for discussion, conclusion, and interpretation of the findings and recommendations of the study.

#### **4.2 Research Findings**

##### **4.2.1 Demographic Characteristics of the Respondents**

These are scientifically expressed responses based on the information provided from the closed ended questionnaires. The analysis is presented in the form of frequency distribution tables expressed in terms of percentages and interpretation to that effect.

##### **4.2.2 Age of Respondent**

The study settled with four age group, from which respondents were asked to identify his/ her group. The groups were below 31, 31 -40 years old, 41 - 49 years old and above 50. The data collected revealed that below 31 were 51.6% respondents. Between 31 -40 years were 30% respondents between 41-49 were 13.3% respondents, above 50 years were 5% respondents. So, the findings showed that most of the teachers who were involved in the study were 24-31 years old hence this influenced the leadership styles employed by the heads of schools. . Also, the study showed that the younger the teachers are, the more authoritarian the heads of schools tend to be, and as the more the teachers become old as the heads of schools the more they tend to shift to other leadership styles and this indicates that most respondents in schools in Hai District are young as shown in Table 4.1.

**Table 4.1: Teachers' distribution by Age groups**

Years	Number of respondents	Percentage (%)
Below 31	31	51.6
31-40	18	30
41-49	08	13.3
50 and above	03	5

Source: Field work 2015

#### **4.2.3 Questionnaires by Gender**

The responses show that 53.3 % were male while 46.6 % were females. This shows that the number of male teachers is higher than female teacher respondents. With a small difference in the male and female respondents, it shows that there is no discrimination in gender in the schools covered. This shows that females in Hai District have been given equal education opportunities in teaching careers. Table 4.2 indicates this distribution.

**Table 4.2: Teacher's respondents by gender**

Gender	Number of respondents	Percentage (%)
Male	32	53.3
Female	28	46.6

Source: Field work 2015

#### **4.2.4: Highest Education of the Respondent**

Majority of the respondents had Bachelor of Education at 61.6 %, followed by Diploma 25 %, with a few 13.3 % having Masters Qualifications. This indicates that majority of the respondents were well educated and hence able to tackle the questionnaires given to them. The distribution is as shown in Table 4.3 below:

**Table 4.3: Teachers' distribution to education level**

Level of Education	Number of respondents	Percentage (%)
Diploma	15	25
Bachelor-degree	37	61.6
Masters	08	13.3

Source: Field work 2015

#### **4.2.5 Years of service in the organisation**

Majority of the respondents were in the duration bracket of less than one year and most had been teaching for 3 years and above. A majority of the teachers had worked for less than 10 years suggesting that many teachers had been employed recently by

the government. This indicates that a majority of the respondents were quite advanced in small age and a few were almost retiring from service.

**Table 4.4: Teacher’s distribution according to the time lived in the present school.**

Years	Number of respondents	Percentage(%)
Less than 1 year	21	35
1-3	16	26.6
4-7	12	20
8-10	07	11.6
Above 10	04	6.6

Source: Field work 2015

#### 4.2.6 Age of heads of schools respondents

The study settled four age groups from which respondents were asked to identify his/her group. The groups were below 31 years old, 31 -40 years old, 41 -49 years and 50 above. The data collected revealed that below 31 years there was no respondent and between 31 - 40 years was 16.6% of the respondents; between 41 -49 years there was 50% of respondents and above 50 there were only two respondents (33.3%). It was observed from the findings that the age of heads of schools was not crucial factor influencing leadership styles. The age distribution of heads of schools is shown in Table 4.5.

**Table 4.5: The distribution of the Age of heads of schools respondents**

Years	Number of respondents	Percentage (%)
Below 31	00	<b>00</b>
31-40	03	<b>50</b>
41-49	02	<b>33.3</b>
Above 50	01	<b>16.6</b>

Source: Field work (2015)

#### 4.2.7 Heads of schools respondent’s distribution by sex

The study considered heads of schools, both male and females. The data collected revealed that 05 heads of schools who composed 99 % were males and 01 was a female who represented 01% in the study, the distribution is as shown in Table 4.6:

**Table 4.6: The distribution of the heads of schools by gender**

Gender	Number of respondents	Percentage (%)
Male	05	99
Female	01	01

Source: Field work (2015)

#### 4.2.8 Heads of schools respondents according to the level of education

The study adopted four education levels, PhD level, masters' level, degree level and diploma level. The data collected revealed that 1 head of school fell under master's level; 4 heads of school fell under bachelor's level; while 01 fell under diploma level while there was none holding a PhD. This suggests that the data collected for all variables adopted in this study came from master's level; bachelor's level and diploma level. This distribution is as shown in Table 4.7.

**Table 4.7: Heads of schools respondents according to the level of education**

Level	Number of respondents	Percentage (%)
PhD	00	00
Masters	01	16.6
Degree	04	66.6
Diploma	01	16.6

Source: Field work (2015)

#### 4.2.9 Student's respondents according to respective classes

The study settled with two levels of classes, from 1-4 and from 5-6. The data collected revealed that 66.6% of the students fell under form one to form four and 33.3% fell under form five to form six levels. This suggests that the data collected for all variables settled in this study came from those two levels. The distribution is as shown in Table 4.8 below:

**Table 4.8: Students respondents according to respective classes**

Class	Number of respondents	Percentage (%)
1-4	40	66.6
5-6	20	33.3

Source: Field work (2015)

#### 4.3 The impact of head of schools leadership on performance of public secondary schools.

The first objective of the study was to assess the impact of head of schools leadership on performance of public secondary in terms of the extent to which they influence school performance in Hai District. Data collected from the respondents on the influence of leadership styles of heads of schools on performance of school were used to answer this research question. Teachers were asked to indicate the relationship between leadership style(s) of heads of schools and teachers on school performance by using five opinions, (Strongly Disagree, Disagree, Neutral, Agree,

and Strongly Agree). Teachers were asked whether student academic performance was dependent on leadership style.

The results show that out of 60 teachers 24 (40 %) agreed and 23 (38.3%) strongly agreed that academic performance of students was dependent on leadership style used by the head of the school. Only 07 (11.6%) of the respondents disagreed that academic performance depended on leadership style while 06 (10%) were undecided. Heads of schools were also asked a similar question. Although the results are similar to those of the teachers their level of agreement was at 33.3% with 66.6% disagree and 0.00% remaining neutral. Therefore, it was realised that there was a strong relationship between head of schools leadership styles and school performance and the contribution of the leadership styles towards school performance was high. However, from the study and also through the literature reviewed, it was clear that leadership was a very important component and critical element in the process of improving the school performance. The distribution is as shown in Table 4.9 and 4.10 below:

**Table 4.9: Teachers’ responses whether student’s academic performance is dependent on head of schools leadership style(s)**

Response	Number of respondents	Percentage (%)
Strongly Agree	23	38.3
Agree	24	40
Neutral	06	10
Strongly Disagree	02	3.3
Disagree	05	8.3

Source: Field work (2015)

**Table 4.10: Heads of schools’ responses whether student’s academic performance is dependent on their leadership style(s).**

Responses	Number of respondents	Percentage (%)
Strongly Agree	1	16.6
Agree	1	16.6
Neutral	0	00.0
Strongly Disagree	2	33.3
Disagree	2	33.3

Source: Field work (2015)

The answers from the sixty respondents who agreed or completely agreed that student academic performance was dependent on the leadership style were

further analysed to understand the type of leadership style they thought could bring about the performance. As one responded that.

*There is relationship between leadership style adopted by head of school and school performance by giving the reason that head of school is given mandate to supervise all activities that takes place in the school, so the way the head of school treats teachers or students, normally those teachers will act depending to treatment they get from head of school, if she/he is harsh to teacher normally he/she will get negative responds and even contribution from the teachers since most of the teachers are young.*

#### **4.4 Head schools' leadership style(s) on teachers' motivation in terms of achievement, competency, status, personal worth, and self-realization in public secondary schools**

The second objective of the study was to determine the influence of head of schools leadership styles on public secondary schools in regards of teachers' motivation in terms of achievement, competency, status, personal worth, and self-realization. The head of schools were presented with a number of items to measure the extent to which they exhibited achievement, competency, status, personal worth, and self-realization.

There are so many factors that made heads of schools and teachers fail to discharge their ability to lead teachers and uphold responsibility and perform school activities respectively to achieve the intended school goals. To identify these factors, the researcher prepared 10-items for heads of schools and 10-items for teachers. They were asked to rate their level of agreement to which these factors really hindered their participation in their schools using a four point Likert scale ranging from one to four-point. (Strongly Disagree, Disagree, Agree, and Strongly Agree).

.The responses of the heads of schools and teachers were used for the sake of interpretation as follows:

**Table 4.11: Relationship between the impact of head of schools leadership style(s) on performance of public secondary schools.**

No	Item	Mean	S.D	t-ob	Sig(2-tailed)	Rank
01	The Heads of schools' personality	4.18	0.81	5.996	0.000	2
02	The nature of the task	3.71	0.77	3.777	0.002	7
03	The relationship between the Head of school with staff members	4.12	0.93	4.968	0.000	4
04	The nature and culture of the school	5.24	2.78	3.323	0.004	1
05	The teachers and district education officials' expectations	3.94	1.20	3.241	0.005	6
06	The larger environment (political, economic, social)	4.12	0.86	5.374	0.000	4
07	Restricted powers of Heads of schools.	3.53	1.07	2.045	0.058	9.5
08	Lack of facilities and equipment	4.12	0.99	4.642	0.000	4
09	Lack of experience of the Heads of schools.	3.53	1.07	2.045	0.058	9.5
10	Lack of adequate training	3.59	1.00	2.416	0.028	8
<b>Grand Mean</b>		<b>4.01</b>	<b>1.15</b>	<b>3.782</b>	<b>0.016</b>	

**Key: Mean value  $\geq 4$ =strongly factor, 3.00 - 3.99=moderately factor, and  $<3.00$  poor factor at  $p < 0.05$ ,  $t_{cr} = 1.960$ ,  $df = 240$ )**

**Source: Field work (2015)**

The 4.11 above table indicates that the overall mean score of heads of schools' response regarding their' leadership style in their schools were 4.01 with a standard deviation 1.15. This shows that the problems in the table affect heads of schools' leadership style strongly. But as seen from the table, the nature and culture of the school had the highest influence with the mean value (5.24) while the least factor was restricted powers of the heads of schools and lack of experience of heads of schools with the mean value (3.53). Finally, from the result of one-sample t test, it can be concluded that there is statistically significance difference between the mean responses of heads of schools with the expected mean since the t calculated (3.782) is greater than the table value ( $t_{cr} = 1.960$ , at = 0.05 level of significance and  $df = 240$ ). With respect to relationship between the impact of head of schools leadership style(s) on performance of public secondary schools, the findings indicated that the nature and the culture of the school, the heads of schools' personality, the relationship of heads of schools with teachers, the large environments, and lack of facilities were the highest factors those influence the heads of schools leadership style practice positively. Concerning factors affecting school's performance the finding of the

study indicated that the ability of heads of schools to use effective leadership style, lack of training and supports, resistance of school administrators, lack of formal authority, and absence of supportive school cultures were among the factors that hinder school academic performance moderately.

**Table 4.12: Factors affecting school performance as well as teacher’s job performance**

No	Item	Mean	S.D	t-ob	Sig(2-tailed)	Rank
01	Lack of time for participating.	2.97	1.12	0.37	0.71	7
02	Lack of interest for participating	2.75	1.22	2.48	0.01	8
03	Believing that all responsibility is for school Head only.	2.66	1.26	3.26	0.00	9
04	Absence of supportive school culture	3.24	1.14	2.59	0.01	6
05	Absence of trust between teachers and Head of school.	3.38	1.06	4.32	0.00	3
06	Low ability of head of school to use effective leadership style.	3.70	1.17	7.27	0.00	1
07	Lack of training and support	3.46	1.24	4.50	0.00	2
08	Resistance by school administrators	3.27	1.17	2.80	0.00	4
09	Lack of formal authority	3.25	1.16	2.62	0.01	5
10	Lack of experience	2.23	1.07	8.75	0.00	10
<b>Grand Mean</b>		<b>3.09</b>	<b>1.16</b>	<b>3.90</b>	<b>0.08</b>	

**Key: Mean value  $\geq 4$ =strongly factor, 3.00 - 3.99=moderately factor, and  $<3.00$  poor factor at  $p<0.05$ ,  $t_{cr}=1.960$ ,  $df = 240$ )**

**Source: Field Data (2015)**

The above table indicates that the overall mean score of teachers’ response regarding their performance in their schools were 3.09 with a standard deviation 1.16. This shows that the problems in the table affect teachers’ job performance moderately. But as seen from the table, low ability of heads of schools to use effective leadership style had the highest influence with the mean value (3.67) while the least factor was lack of experience with the mean value (2.23). Finally, from the result of one-sample t test, it can be concluded that there was statistically significance difference between the mean responses of heads with the expected mean since the t calculated (3.90) is greater than the table value (( $t_{cr}=1.960$ , at = 0.05 level of significance and  $df = 240$ ).



#### **4.5 The relationship between leadership style(s) of head of school and school performance in regard with teachers' job satisfaction in terms of the extent to which teachers like their work and use their skills and knowledge on the job**

The third objective of the study was to establish the relationship between the impacts of head of schools leadership style(s) on performance of public secondary schools in regards of teachers job satisfaction in terms of the extent to which teachers like their work and use their skills and knowledge on the job in public secondary schools in Hai District Council. Data collected from the respondents, dwelt on influence of leadership styles of head of schools both school performance as well as on teachers' job satisfaction and were used to answer this research question. Teachers were asked to indicate the relationship between head of schools leadership style(s) school performance as well as teachers' job satisfaction on a four-point Likert scale (Strongly Disagree, Disagree, Agree, and Strongly Agree).

Initiation style is a task-oriented leadership style referring to the degree to which a leader defines and organises his/her role and the roles of followers (Judge, Piccolo & Ilies, 2004). The heads of schools were presented with a series of items to measure the extent to which they engage in the initiation style in order to raise school performance. Based on their responses on each item, an average score was computed to establish the extent to which they engage in initiation style of leadership for the school performance.

The teachers were also asked to rate the extent to which their heads of schools engaged in the initiation style. Tables 4.13 and 4.14 show the ratings of the heads of schools and teachers.

**Table 4.13: The heads of schools distribution in practicing initiation style in leadership**

<b>Response</b>	<b>Number of respondents</b>	<b>Percentages (%)</b>
Strongly Agree	3	50
Agree	2	33.3
Strongly Disagree	0	8.3
Disagree	1	8.3

**Source: Field Data 2015**

**Table 4.14: The teachers distribution on rating their heads of schools in the initiation style**

Response	Number of respondents	Percentages (%)
Strongly Agree	05	8.3
Agree	09	15
Strongly Disagree	26	43.3
Disagree	20	33.3

Source: Field Data (2015)

Table 4.13 gives information that 50 % of the heads of schools strongly agreed they engaged in initiation style behaviours, while they were rated by 8.3 % of their teachers to always engage in the styles. Table 4.13. also gives information that 33.3 % of the heads of schools agreed that they engaged in initiation styles, while 15 % of their teachers agreed with them they engaged in the styles occasionally. A further, 8.3 % of the heads of schools disagreed that they engaged in initiation style, and 43.3 % of the teachers confirmed this. Lastly, 8.3 % of the heads of schools strongly disagreed that they engaged in initiation style behaviours as 33.3 % of the teachers agreed with them. This shows that teachers differed with their heads of schools on the extent to which they engaged in initiation style, whereby heads of schools rated themselves higher than they were rated by their teachers. However, it emerges that majority of the heads of schools engaged in initiation style occasionally.

#### **4.6 Extent to which head of schools exhibit iinitiation style**

Consideration style is defined as the degree to which a leader shows concern and respect for followers, looks out for their welfare, and expresses appreciation and support (Bass, 1990). To measure the extent to which the heads of schools engaged in this leadership trait, they were presented with a series of items to measure the extent to which they engaged in the consideration styles which they preferred to use. The teachers were also asked to rate the extent to which their heads of schools engaged in consideration styles.

**Table 4.15: Extent to which head of schools exhibit initiative**

Response	Number of respondents	Percentages (%)
Strongly Agree	2	33.3
Agree	2	33.3
Strongly Disagree	1	8.3
Disagree	1	8.3

Source: Field Data (2015)

**Table 4.16: The teachers distribution on rating heads of schools consideration style**

Response	Number of respondents	Percentages (%)
Strongly Agree	06	10
Agree	04	6.6
Strongly Disagree	32	53.3
Disagree	18	30

Source: Field Data (2015)

Table 4.15 gives information that shows that while 33.3 % of the heads of schools strongly agreed that they engaged in consideration styles, only 10 % of the teachers rated them thus. Table 4.15 also shows that 33.3 % of the heads of schools agreed that they engaged in consideration styles, 6.6 % of the teachers supported them. While 8.3 % of the heads of schools disagreed that they engaged in consideration style styles, 53.3 % of the teachers supported their heads of schools, as they rarely engaged in this style. Finally, while 8.3 % of the heads of schools strongly disagreed; 30 % of the teachers were in agreement that heads of schools never applied consideration style of leadership. This again shows that heads of schools tended to over-rate themselves on the extent to which they engage in consideration styles.

#### **4.7 Extent to which heads of schools exhibit intellectual stimulation**

Intellectual stimulation is the leader's consistent effort to stimulate followers to be innovative and creative as well as the leader's effort to encourage followers question assumptions and reframe problems and approach them in new ways. This promotes critical thinking and problem-solving in the organisation (Harris, 2001). Heads of schools recognise that school improvement is meant to realise significant gains needed to extend beyond the head of the school alone and invite teachers to join them to find solutions (Sergiovanni, 2000).

**Table 4.17: Rating of head of schools on intellectual stimulation**

Response	Number of respondents	Percentage (%)
Strongly Agree	2	33.3
Agree	2	33.3
Strongly Disagree	0	00
Disagree	2	33.3

Source: Field work (2015)

**Table 4.18: Teachers responses on rating on heads of schools intellectual stimulation**

Response	Number of respondents	Percentage (%)
Strongly Agree	12	20
Agree	09	15
Strongly Disagree	19	31.6
Disagree	20	33.3

Source: Field work (2015)

Table 4.17 and 4.18 gives information that 33.3 % of the heads of schools strongly agreed that they always exercised intellectual stimulation, while only 20 % of the teachers viewed them to practice this leadership style. Table 8.1 and 8.2 shows that 33.3 % of the heads of schools agreed that they practised intellectual stimulation, and 15 % of the teachers agreed with this. However, while 31.6% of the teachers disagreed with their heads of schools to rarely practice transformational leadership, 16.6 % of the heads of schools confirmed to rarely practise this leadership style. Finally, while 16.6 % of the heads of schools strongly disagreed 33.3 % of the teachers were in agreement that heads of schools never applied intellectual stimulation form of leadership. This shows that heads of schools overrate themselves on the extent to which they practised intellectual stimulation form of leadership. Research has shown that individuals tend to over-rate themselves on desirable traits and under-rate themselves on undesirable traits (Sharma, 2008).

Since the study needed to know different types of the strategies which tend to bring performance in schools; To get to understand this some of the questions were provided to both heads of schools and the teachers to determine the influence of leadership style (heads of schools leadership style(s)) on teachers' motivation in terms of achievement, competency, status, personal worth, and self-realisation by using four-point Likert scale (Strongly Disagree, Disagree, Agree, and Strongly Agree).

#### **4.8 Respondents opinion on whether there is really chance for promotion on their job**

The respondents were asked whether there is really chance for promotion on their job. Table 4.19 shown below represents the study responses given by the respondents.

**Table 4.19: Head of schools rating on whether there is chance of promotion**

Response	Number of respondents	Percentages (%)
Strongly Agree	1	16.6
Agree	3	50
Strongly Disagree	1	16.6
Disagree	1	16.6

Source: Field Data (2015)

**Table 4.20: Teachers rating on whether there is chance of promotion**

Response	Number of respondents	Percentages (%)
Strongly Agree	03	5.0
Agree	05	8.3
Strongly Disagree	27	45
Disagree	25	41.6

Source: Field Data (2015)

Table 4.19 shows information that 16.6 % of the heads of schools strongly agreed that there is really chance for promotion of the teachers, while only 5.0 % of the teachers supported the heads of their schools. Tables 4.19 and 4.20 show that 50 % of the heads of schools agreed that there is chance for promotion of the teachers, and 8.3 % of the teachers agreed with this. However, while 45 % of the teachers disagreed with their heads of schools that there is chance for promotion of the teachers, 16.6 % of the heads of schools supported the fact that there is little chance of teachers' promotion. Finally, while 16.6 % of the heads of schools strongly disagreed 41.6 % of the teachers were in one accord that there is little chance of teachers' promotion. This shows that heads of schools being the managers of schools wanted to show that teachers had high chances of being promoted contrary to the opinions of the teachers.

#### **4.9 Respondents Opinion on whether the heads of schools involved teachers in making decisions**

The respondents were asked whether their heads of schools involves teachers in making decisions. Table 4.21 and 4.22 shown below represents the study responses given by the respondents.

**Table 4.21: Head of schools responses on in making Decisions**

Response	Number of respondents	Percentage (%)
Strongly Agree	2	33.3
Agree	2	33.3
Strongly Disagree	1	16.6
Disagree	1	16.6

Source: Field Data (2015)

**Table 4.22: Whether the head of schools involves Teachers in making Decisions**

Response	Number of respondents	Percentage (%)
Strongly Agree	11	18.3
Agree	09	15.0
Strongly Disagree	28	46.6
Disagree	12	20.0

Source: Field Data 2015

**Table 4.21 and 4.22** shows information that 33.3 % of the heads of schools strongly agreed that there is chance to do other school activities, while only 18.3 % of the teachers concurred with the heads of schools. Table 4.21 and 4.22 demonstrates that 33.3 % of the heads of schools agreed there is chance to do other school activities, and 15 % of the teachers agreed with this. However, while 46.6 % of the teachers disagreed with their heads of schools that there is chance to do other school activities, 16.6 % of the heads of schools supported the fact that there is chance for teachers to engage in other school activities. Finally, while 16.6 % of the heads of schools strongly disagreed only 20 % of the teachers strongly disagreed that there is chance to do other school activities. This shows teachers' involvement in school decision-making is likely to facilitate better decisions, because those closest to students know best how to improve their schools and is in the best position to make and carryout decisions.

#### **4.10 Respondent's opinion on chances to attend in-service training courses**

The respondents were asked whether there are chances to attend in-service training courses. Tables 4.23 and 4.24 shown below represents the study responses given by the respondents.

**Table 4.23: The heads of school’s opinion on chances to attend in-service training courses**

Response	Number of respondents	Percentages (%)
Strongly Agree	1	16.6
Agree	2	33.3
Strongly Disagree	2	33.3
Disagree	1	16.6

Source: Field Data (2015)

**Table 4.24: The teacher’s opinion on chances to attend in-service training courses.**

Response	Number of respondents	Percentages (%)
Strongly Agree	02	33.3
Agree	06	10.0
Strongly Disagree	32	53.3
Disagree	20	33.3

Source: Field Data (2015)

Table 4.23 and shows information that 16.6 % of the heads of schools strongly agreed that there are chances for teachers to attend in-service training courses, while only 33 % of the teachers were in support of their heads of their schools. Tables 4.23 and Table 4.24 indicate that 33.3 % of the heads of schools agreed that there are chances to attend in-service training courses, while 10 % of the teachers were in agreement. However, while 53.3% of the teachers disagreed with their heads of schools that there are chances to attend in-service training courses, 33.3 % of the heads of schools supported the teachers’ position. Finally, while 16.6 % of the heads of schools strongly disagreed; 33.3 % of the teachers were in agreement that there are chances to attend in-service training courses. This supports the view that in order to adequately meet the rapidly expanding demand for qualified teachers, governments and other development organisations have often invested heavily in in-service teacher training programmes (AIR, 2007).

#### **4.1 Opinion on the heads of schools’ leadership style(s) that may discourages teachers from contributing to the administration**

The respondents were asked whether the heads of schools’ leadership style regarding teachers with opposing views discourages teachers from contributing to the administration. Table 4.25 shown below represents the study responses given by the respondents. Tables 4.25 and 4.26 show that 33 % of the teachers strongly agreed that heads of schools’ leadership style regarding teachers with opposing views

discourage teachers from contributing to the administration this was supported by 16.6 % of the heads of schools who concurred with the teachers. Tables 4.25 and 4.26 show that 10 % of the teachers agreed, while 33.3 % of the heads of schools supported this view. However, while 53.3 % of the teachers disagreed 33.3 % of the heads of schools supported the fact that heads of schools’ leadership style regarding teachers with opposing views discourages teachers from contributing to the administration. Finally, while 16.6 % of the heads of schools strongly disagreed, 33.3 % of the teachers supported the heads of schools. This supports the view that employees are more satisfied with leaders who are considerate or supportive than with those who are either indifferent or critical towards subordinates (Yukl 1971).

**Table 3.25: Head of schools on ignoring teachers’ suggestions**

Responses	Number of respondents	Percentages (%)
Strongly Agree	2	33.3
Agree	2	33.3
Strongly Disagree	1	16.6
Disagree	1	16.6

Source: Field Data (2015)

**Table 4.26: Teachers opinions on head of schools ‘ attitude of ignoring teachers’ suggestions**

Response	Number of respondents	Percentages (%)
Strongly Agree	22	36.6
Agree	27	45
Strongly Disagree	06	10
Disagree	05	8.3

Source: Field work 2015

#### **4.12 Opinion on use of threat and punishment to get the objectives of the school achieved by the heads of schools**

The respondents were asked whether the use of threat and punishment to get the objectives of the school achieved by the heads of schools does not make teachers feel satisfied with their job. Table 4.27 shown below represents the study responses given by the respondents.



**Table 4.27: Threat and Punishment to get the objectives of the School**

Response	Number of respondents	Percentages (%)
Strongly Agree	14	23.3
Agree	08	13.3
Strongly Disagree	20	33.3
Disagree	18	30

Source: Field Data (2015)

Table 4.27 and 4.28 show that 36.6 % of the heads of schools strongly agreed that the heads of schools' attitude of use of threat and punishment to get the objectives of the school achieved by the heads of schools does not make teachers feel satisfied with their job. This was supported by 23.3 % of the teachers who concurred with the heads of schools. Table 4.27 and 4.28 show that 45% of the heads of schools agreed, while 13.3 % of the teachers supported this view. However, while 33.3 % of the teachers disagreed with their heads of schools, 10 % of the heads of schools supported the fact that the heads of schools' attitude of using threats and punishment to get the objectives of the school achieved does not make teachers feel satisfied with their job. Finally, while 8.3 % of the heads of schools strongly disagreed, 30 % of the teachers supported the heads of schools. This seems to support the views of Delaney,,s (1991) who recommended that administrators should review their policies on a regular basis, especially in areas such as decision-making for a more effective leadership.

#### **4.13: Opinion on the head of schools' strict insistence with teachers' insubordination**

The respondents were asked whether the heads' strict insistence on teachers' absolute obedience and compliance to his/her dictates or directives may lead to teachers' insubordination. Table 4.29 shown below represents the study responses given by the respondents.

**Table 4.29: Opinion on the head of schools' strict insistence to teachers' insubordination**

Response	Number of respondents	Percentages (%)
Strongly Agree	2	33.3
Agree	1	16.6
Strongly Disagree	1	16.6
Disagree	2	33.3

Source: Field Data (2015)

**Table 4.30: Head of schools’ strict insistence on Teachers’ absolute obedience**

Response	Number of respondents	Percentages (%)
Strongly Agree	24	40
Agree	21	35
Strongly Disagree	07	11.6
Disagree	08	13.3

**Source: Field work 2015**

Table 4.29 shows information that 33.3 % of the heads of schools strongly agreed that use of threat and punishment to get the objectives of the school achieved by the heads of schools does not make teachers feel satisfied with their job. This view was supported by only 40 % of the teachers who strongly agreed with the heads of schools. Tables 4.29 and 4.30 show that 16.6% of the heads of schools agreed, while 35 % of the teachers supported this view. However, while 11.6 % of the teachers disagreed with their heads of schools, 25 % of the heads of schools supported the fact that attitude of using threats and punishment to get the objectives of the school achieved does not make teachers feel satisfied with their job. Finally, while 16.6 % of the heads of schools strongly disagreed, 13% of the teachers supported their heads of the schools. This view is clearly emphasized by Obi (2003), who states that employees are satisfied with democratic leadership because their opinions, comments and suggestions are needed for decision-making. This finding also agreed with that of Ezeuwa (2005) who observed that democratic leaders see their subordinates as colleagues and partners in progress with objective ideas for solving organisational problems.

#### **4.14 Which leadership style is used in the school by the head of schools?**

In order to know which leadership style use in the school, the data analysed and the results showed that democratic leadership style was the common leadership style adopted by head of school, followed by situation leadership style then lazier faire and the last was autocratic leadership style.

**Table 4.31: Teachers responses on leadership style(s) used in school**

Leadership style	Number of respondents	Percentage (%)
Democratic	20	33.3
Situational	16	26.6
Lazier faire	13	21.6
Autocratic	11	18.3

Source: Field data (2015)

Also students were given a task to identify which leadership style was common use by heads of school and most of the students responded to democratic leadership style, followed by situational leadership style and the last one was the autocratic leadership style. The distribution is as shown in table 4.32 below.

**Table 4.32: The students' responses on type(s) of leadership used in school**

Leadership style	Number of respondents	Percentage (%)
Democratic	27	45
Situational	12	20
Lazier faire	11	18.3
Autocratic	10	16.6

Source: Field Data (2015)

### **Respondents' opinion on whether the teaching job gives an opportunity to do things for Satisfaction**

The respondents were asked whether the teaching job gives them an opportunity to do things for satisfaction. The table 4.32 shown below represents the study responses given by the respondents.

Table 4.32 and 4.33 shows information that 18 % of the head of schools strongly agreed that the teaching job gives teachers an opportunity to do things for satisfaction, while only 17 % of the teachers agreed with the head of schools. Table 4.32 and 4.33 respectively demonstrates that 36 % of the head of schools agreed teaching job gives teachers an opportunity to do things for satisfaction, and 30 % of the teachers agreed with this. However, while 35 % of the teachers disagreed with their head of schools that teaching job gives teachers an opportunity to do things for satisfaction, 35 % of the heads of schools supported the fact that there is chance for teachers to engage in other school activities that give job satisfaction. Finally, while 18 % of the head of schools strongly disagreed only 17 % of the teachers strongly disagreed that there is chance for teachers to engage in other school activities that give job satisfaction. This observation is in agreement with the human relation theorists who argued that participatory management leads to the satisfaction of

employees" higher order needs. Supporters of this affective model argue that satisfied workers are more motivated and hence will be more productive (French, Israel, and As, 1960).

**Table 4.32 Head of schools responses on whether the teaching job gives an opportunity to do things for satisfaction**

Response	Number of respondents	Percentage (%)
Strongly Agree	07	18
Agree	24	36
Strongly Disagree	07	18
Disagree	22	35

Source: Field Data (2015)

**Table 4.33 Teachers responses on whether the teaching job gives an opportunity to do things for satisfaction**

Response	Number of respondents	Percentage (%)
Strongly Agree	06	17
Agree	20	30
Strongly Disagree	06	17
Disagree	22	35

Source: Field Data (2015)

#### **4.15 Conclusion**

##### **Suggestions on how leadership style(s) of heads of schools can impact on public schools performance**

Regarding the suggestions on how heads of schools' leadership style(s) can impact on schools performance, the study received various views. On the part of the heads of schools, they thought that by facilitating reflective practices enables teachers to study their teaching in a proactive manner. Questions asked by the heads of schools place the responsibility for developing solutions and resolving conflicts upon those involved. Additionally, the heads of schools critiques by wandering around and encouraging the teachers to do likewise, so that they would put more efforts in their performance. On the part of the teachers they suggested that heads of schools must use teaching staff to help make decisions. Teachers collectively can, along with their expertise, be used as often as possible this supports the views of Keaster (1995) who believed in the power of ownership and its ability to produce quality decisions and commitment.

Regarding the suggestions on the use of threat and punishment to get the objectives of the school achieved this does not make teachers feel satisfied with their job. Most of the respondents felt that in schools teachers should be empowered to be leaders, the focus of control for the substance of organisational change should shift from the heads of schools to teachers. It is an evolutionary process that is totally dependent upon heads of schools trusting teachers and teachers trusting their heads. The head teachers who have great trust in the abilities of staff members would be classified as a Theory Y principal (McGregor, 1960).

Regarding the suggestion on the tendency for heads of schools to neglect the rights and personal needs of the teachers leading to teachers' lack of interest in their job, most respondents felt that a leader must begin with "self" to become effective. Respondents suggested that the more aware one is of personal paradigms, the more likely one can take responsibility for their own paradigms. A paradigm is defined by Covey (1989) as the way one perceives, understands, and interprets everything going on and believes that one needs to examine own paradigms against reality, listen, and be open to other people's perceptions then a larger, more objective picture results. Empowerment does not mean that heads of schools relinquish power or that teachers must continually challenge authority. The respondents felt that empowerment means teacher liberation, suggesting that a teacher should be free from the unnecessary and unjustified control of beliefs (Prawat, 1991).

On the suggestions regarding the heads of schools' style of regarding teachers with opposing views as enemies of his/her administration discourage teachers from contributing to the administration most of the respondents felt that leadership of the school is necessary to help develop a vision of what can then mobilize the organisation change toward vision. The contexts of leadership involve commitment and credibility (Foster, 1986) and, it is suggested, it involves a radical change in thinking to achieve leadership effectiveness. The vision of empowerment exemplifies a paradigm shift with the decisions made by those working most closely with students rather than those at the top of the pyramid. The pyramid must be reversed with the decision making occurring at the bottom.

The argument can certainly be made that in this new model, the roles of heads of schools and teachers as leaders are greatly expanded. According to Wellins, Byham,

and Wilson (1991) empowerment occurs when power goes to employees who then experience a sense of ownership and control over their jobs. Byham and Cox (1992) explain that empowering employees involves helping them take ownership of their jobs so that they take personal interest in improving the performance of the organisation.

In researchers' view, leaders must have the innate ability to have vision. A vision refers to the future state that does not presently exist. A leader operates on a vision which is based on values, commitment, and aspirations. Successful leaders do a lot of asking and listening and therefore a two-way communication is established to gain access to these ideas. A great deal of time is spent interacting with people. Three sources from which to seek guidance include the past, present, and alternative image of future possibilities. Reflection of past experiences from one's self as well as others assist in building a mental picture of what did and did not work. Present practices give similar insight. To acquire vision for the future and allow spontaneous leadership requires much research for ideas. A vision cannot be implemented by decree or by coercion. It is more of an act of persuasion, and creating an enthusiastic and dedicated commitment to a vision because it is right for the times right for the organisation, and right for the people who are working in it (Bennis & Nanus, 1985).

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

Leadership is very strong predictor of school performance (Leithwood & Jantz, 2007). This study observed that among the important aspect for school performance is leadership, with the reason that leaders are the one who control day to day activities in the school. Therefore this chapter makes a summary, conclusions, and recommendations.

#### 5.1 Summary

Based on the findings of this study, it was concluded that teachers were not willing to accept the heads of schools position. Heads of schools were appointed by competition without considering their ability and training they got. Secondary school heads were practicing the laissez-faire and the democratic leadership style. At the schools where the heads were laissez-faire; teachers lead themselves, each individual are responsible to determine the job, teachers have a right to determine school objectives, heads perceive teachers as they know about their job, and heads ask approval for each individual. In the schools with democratic heads leadership; teachers exercise self-direction, heads ask for teachers idea on planning, and heads of schools believe on teachers' creativity to solve problem.

From the findings of this study, the public secondary schools' performance found to be at moderate level. It can be concluded that there is strong and positive relationship between the heads of schools' leadership style and public secondary schools' performance. Among the three leadership styles practice, the laissez-faire head of school leadership style found that increase the teacher's job performance.

Heads of schools were expected to practice different leadership style to increase the schools' performance. Thus, the findings point out that the nature of the school culture, the head of schools personality, the relationship of heads of schools with his/her staff, the large environment, and lack of facilitates and equipment, were among the main factors those influence school performance. Whereas, restricted power of heads of schools, lack of experience, and lack of training were among the

less factors those hinder the heads of schools leadership style. The level teachers' job performance is the crucial variable for measuring achievement of school goals. This research found that school performance was influenced by lack of heads of schools ability to use effective leadership style, lack of training, absence of trust between teachers and heads of schools, resistance by school administrator, and lack of formal authority were among the factors those hinder the schools performance. Whereas, lack of time for participation, lack of interest for participation, teachers low believe off to accept responsibility, and lack of experience were among the factors those had low influence on school academic performance.

## **5.2 Conclusions of the study**

Based on the findings presented above, the study concludes:-

That leadership styles have an effect on public secondary schools academic performance and teachers' job satisfaction amongst the schools. Teachers differed with their heads of schools on the extent to which they engaged in initiation style, whereby heads of schools rated themselves higher than they were rated by their teachers.

When teachers lack enthusiasm they are unable to teach effectively, making students not to learn well. This could contribute to poor performance by the students in national examinations. Teachers suggested that heads of schools must use teaching staff to help make decisions. Teachers collectively can, along with their expertise, be used as often as possible and that from the above findings a head of school that has great trust in the abilities of staff members would be classified as a Theory Y principal. Principals tended to over-rate themselves on the extent to which they engage in consideration styles and also on the extent to which they practice intellectual stimulation form of leadership.

Employees are more satisfied with leaders who are considerate or supportive than with those who are either indifferent or critical towards subordinates. It is also clear that teachers' involvement in decision-making leads to more successfully performance of the school and that in school management, successful school leaders,



who are achievement oriented, provide opportunities for teachers to achieve, and enhances general school performance.

### **5.3 Recommendations of the Study**

This study offers the under listed recommendations for purposes of policy formulation: - Training of the heads of schools; it is strongly recommended that other than academic qualifications (such as bachelors or master's degree) and number of teaching experience, there was need for the inculcation of leadership skills through intensive skill training through Ministry of Educational and Vocational Training. Similarly, members of the Board of Management should undergo relevant training on school management in order for them to effectively complement the work of heads of schools and their deputies in school management.

There is a need for leaders in learning institutions to contribute not only in terms of knowledge or ideas but also in making the rights decisions and respond to changes. The heads of schools' role is to promote academic performance. The success of what is done in the school is attributed to the head of the school. He or she is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, whether academic or administrative.

The heads of schools should practice transformational leadership of consideration style, initiation style and participatory management. The heads of schools should be able to work with others to implant the vision into the structures and processes of the school. They should be able to communicate the vision to the staff of what their schools should become. The Ministry of Education and Vocational Training should improve on teacher promotion policy to ensure that there is fairness and meritocracy in the promotion process.

#### **5.3.1 Recommendations for further studies**

As this was the case study the researcher calls upon more comprehensive study in leadership style and other factors responsible for school performance in this regard suggested further studies be carried in the following related areas:

- Strategies for improving heads of schools' leadership kills and styles.
- The impact of heads of schools leadership skills and styles on teachers' effectiveness and attitudes.

- Similar studies should be conducted in other parts of the country to find out whether the findings can be generalized to the entire country.
- As organisations and their environments continue to transform quickly over the years, there is need for a study on a new style of leadership, one that is less bureaucratic and more democratic
- Both the government and parents anticipate teachers to perform better at their present levels of training. There is need for research on the whole issue of students' performance to be considered from the broad framework of input and output.

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## APPENDICES

### APPENDIX I: TEACHERS QUESTIONNAIRES

#### Dear Respondent

This questionnaire is designed to collect data from teachers that will help in a research about, “**Impact of Leadership on Performance of Public Secondary Schools in Hai District**”. You are therefore chosen to be part of this research. Be honest in giving your responses. Confidentiality will be also assured. Where explanation is required use the space provided. Thank you in advance for your cooperation.

**Please tick the most appropriate answers.**

#### Section A. Demographic Information

##### Part 1: Respondent’s Profile.

##### 1. Age

Less than 25 years	25 – 35 years	36 – 45years	Above 45

##### 2. Gender

Male	Female

##### 3. Highest Education Level reached

Primary	Secondary	Certificate	Diploma	Graduate(advanced diploma/1 <sup>st</sup> degree)	Masters and above

##### 4. Years of service in the organisation (How long have you been in this school?)

Less than 2	2 to 5	6 to 10	11 to 20	More than 20

**5. How many years have you been working with your present head of your school at this school.....years?**

**SECTION B: The impact of heads of schools leadership style (s) on performance of public secondary schools.**

Please indicate your level of agreement to the extent to which you agree that the statement describes leadership practices in your school by either placing a circle (O) or a tick (V) against the number that best reflect your opinion. The response options range from 1=Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree, and 5 = Strongly Disagree

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
01.	Lack of time for participating	1	2	3	4	5
02.	Lack of interest for participating	1	2	3	4	5
03.	Believing that all responsibility is for school Head only.	1	2	3	4	5
04.	Absence of supportive school culture	1	2	3	4	5
05.	Absence of trust between teachers and Head of school.	1	2	3	4	5
06.	Low ability of head of school to use effective leadership style.	1	2	3	4	5
07.	Lack of training and support	1	2	3	4	5
08	Resistance by school administrators	1	2	3	4	5
09	Lack of formal authority	1	2	3	4	5
10	Lack of experience	1	2	3	4	5



**SECTION C: Head schools' leadership style(s) on teachers' motivation in terms of achievement, competency, status, personal worth, and self-realization in public secondary schools**

In this section there are several statements on the Challenges those are associated with leadership on improving academic performance in secondary school. Please indicate your level of agreement to each of the statements by putting a circle (O) or a tick (V) in the appropriate box as follow: 1 =Strongly Agree, 2= Agree, 3= Neutral, 4= Strongly Disagree and 5 = Disagree

No-	Statement	Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
01.	The head of school pays more attention in school affairs when there are problems, irregularities and mistake in school.	1	2	3	4	5
02.	The head of school spends most of his/her time solving disputes, troubles and conflicts in school.	1	2	3	4	5
03	Facilities and environment are results of poor performance	1	2	3	4	5
04	Inequality of incentives to managers lower my job performance	1	2	3	4	5
05	Incompetent employees are result of poor performance	1	2	3	4	5
06	Financial problem limits the performance in organisation	1	2	3	4	5
07	Teachers do always carry out tasks allocated to them enthusiastically.	1	2	3	4	5
08	The school heads' style of regarding teachers with opposing views as enemies of his/her administration does not discourage teachers from contributing to the administration?	1	2	3	4	5

**SECTION D: The relationship between leadership style(s) of head of school and school performance in regard with teachers' job satisfaction in terms of the extent to which teachers like their work and use their skills and knowledge on the job**

In this section there are several statements on the strategies that can be taken to improve academic performance in public secondary schools. Please indicate your level of agreement to each of the statements by putting a circle (O) or a tick (V) in the appropriate box as follow: 1 =Strongly Agree, 2= Agree, 3= Neutral, 4= Strongly Disagree and 5 = Disagree

No-	Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
01.	Improvement of incentives facilitates performance in school.	1	2	3	4	5
02.	Using different leadership style will lead into a high performance.	1	2	3	4	5
03.	Allowances motivate teachers to perform efficiently and effectively.	1	2	3	4	5
04.	Good working and enough facilities, facilitates high performance.	1	2	3	4	5
05.	Recognition of employee is essential to performance.	1	2	3	4	5
06.	There is a close relationship between what I am expected to contribute to the work in a group and the reward I get out of my contribution.	1	2	3	4	5
07.	The head of the school	1	2	3	4	5

	has an ability to mobilize the teachers in social relationship.					
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**Comment on head of schools leadership style(s) and public secondary schools performance:**

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## APPENDIX II: HEADS OF SCHOOLS QUESTIONNAIRES

### Dear Respondent

This questionnaire is designed to collect data from teachers that will help in a research about, “**Impact of Leadership on Performance of Public Secondary Schools in Hai District**”. You are therefore chosen to be part of this research. Be honest in giving your responses. Confidentiality will be also assured. Where explanation is required use the space provided. Thank you in advance for your cooperation.

**Please tick the most appropriate answers.**

### Part 1: Respondent’s Profile.

#### 1. Age group

Below 31	
31-40	
41-50	
51 and Above	

#### 2. Sex

Male	
Female	

#### 3. Highest level of education

PhD	
Masters	
Degree	
Diploma	
Others	

#### 4. Teaching Experience

Less than 1 year	1-3years	4-10years	10 -20 years	More than 20yrs

## 5. Administrative Experience

Less than 1 year	1-3years	4-10years	10 -20 years	More than 20yrs

## 6. How long have you been in this school?

Less than 1 yr	1-3yrs	4-7yrs	8-10yrs	More than10yrs

## Part B: Leadership style

In this section there are several statements about leadership style used by the head of school. Please indicate your level of agreement to each of the statements by putting a circle (O) or a tick (V) in the appropriate box as follow: 1 =strongly Agree, 2= Agree, 3= Neutral, 4= strongly Disagree, and 5 = Disagree

Statement	Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
I encourage teachers to participate in decision making	1	2	3	4	5
I consult my teachers before making decision pertaining to academic issues	1	2	3	4	5
I involve school in making school programmes	1	2	3	4	5
There is powers delegation to subordinates.	1	2	3	4	5
Teachers' opinion regarding school improvement is respected.	1	2	3	4	5
Teachers are participating in making the allocation and utilization of the school resources.	1	2	3	4	5
I leave decision to be made by teachers without intervention.	1	2	3	4	5
Teachers are free to do anything is in the interest of promoting academic issues.	1	2	3	4	5
There is delegation of responsibilities and duties for academic progress.	1	2	3	4	5
Decisions regarding school programmes are made by the head of school.	1	2	3	4	5
What is important in school management is accomplishment of the task and not staff needs.	1	2	3	4	5
All powers are centralized to the head of the school.	1	2	3	4	5

I vary my leadership depending on the environment.	1	2	3	4	5
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**Part C: School academic performance and other factors.**

In this section there are several statements on academic performance and selection of other factors that can impact on performance. Please indicate your level of agreement to each of the statements by putting a circle (O) or a tick (V) in the appropriate box as follow: 1 =strongly Agree, 2= Agree, 3= Neutral, 4= Strongly Disagree and 5 = Disagree

Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
This school perform well in national exams	1	2	3	4	5
The performance of school is related to leadership style used by the head of school	1	2	3	4	5
The school perform well in all subject	1	2	3	4	5
The school has got enough teachers	1	2	3	4	5
The school has got very capable teaching staff.	1	2	3	4	5
The school adequately funded	1	2	3	4	5
Overall our students are very well disciplined.	1	2	3	4	5

**Comment on head of schools leadership style(s) on public secondary school performance:**

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### **APPENDIX III: STUDENT'S QUESTIONNAIRE**

This questionnaire is designed to collect data from students that will help in research about the leadership used by administration in your school. You do not disclose to the researcher the information, but you are requested to be honest in giving your responses, which will be handled with confidentiality. Thanks in advance for accepting to be cooperative.

1. Sex of respondent i) Male  ii) Female

2. Age i) 14-17  ii) 18-20  iii) 21 and Above

3. Class of respondent i) Form 1-4  ii) Form 5-6

4. Does the administration involve student leaders in administration matters of the school?

i) Yes  ii) Sometimes  iii) No

5. In your opinion, do you think the type of leadership styles employed influences performance in this school? i) Yes  ii) No

6. with your experience and observation, what methods of leadership do your school administrator use i) Democratic  ii) Autocratic  iii) Situational leadership   
iv) laissez-faire leadership style.