

**INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON LEARNER  
ACADEMIC PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN  
MANYINGA DISTRICT OF NORTH WESTERN PROVINCE, ZAMBIA**

**BY**

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partial fulfilment of the requirement for the award of the degree of Master of Education in  
Educational Management.**

**THE UNIVERSITY OF ZAMBIA**

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**DECLARATION**

I, **Wallace Kanchele**, do hereby solemnly declare that this piece of work represents my own, and that all the works of other persons have been duly acknowledged, and that this work has not been previously presented for any degree at this and indeed at any other university for similar purposes.

Signature: .....

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**APPROVAL**

This research report by Wallace Kanchele is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Management.

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## **DEDICATION**

I dedicate this study to my beloved wife, Annie M. Kanchele and all my children. Thank you so much for your tireless efforts and commitment in ensuring that I get the best out of life. Grandy Delly Chijikwa (Mrs), your continuous support and encouragement is the reason why I have reached this far hence, I thank you. Dad (Whitehead as we called you) may your soul rest in eternal peace, I know my completion of this study would have made you so proud because of the high value you placed on educational achievement.

I also dedicate this study to my family the Kancheles.

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## ABSTRACT

The Headteacher as the chief executive of a school is responsible for the quality performance in the school. He or she bears the ultimate responsibility for the overall performance, proficiency and effectiveness of the school. His or her role is to promote high academic performance in a school. The success of what is done in the school is mostly attributed to the Headteacher. 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, be it academic or administrative. Schools can make a difference to learner achievement and the Head teachers leadership style is one which can determine the success or the failure of the school programmes. It is therefore important that the performance of a school is appraised against the performance the person who leads it. The purpose of this study was to investigate the effect of leadership styles of head teachers on the learner`s academic performance in selected public secondary schools in Manyinga District.

The study attempted to find out the many leadership styles used, the relationship between school head teacher`s leadership style and the learner`s academic achievement and finally it attempted to establish how leadership style enhances academic performance in schools. The study was qualitative in approach and it used a case study design. The target population was public secondary schools in Manyinga District. Schools which had presented learners examination results from 2018 to 2020 were sampled using the purposive sampling design and thus a total of 4 head teachers, 12 teachers and 24 learners were sampled.

Two types of research instruments were used in the study to collect data and these were interviews and focus group discussions. Qualitative data was coded using thematic analysis where it was categorized, tabulated and arranged under themes and sub themes in relation to the many concerns of the entire study. Finding of the study showed that head teachers leadership styles had an effect on learner`s academic performance and no single leadership style is effective unless they are combined. From the findings, the study recommended that head teachers should involve all the stakeholders in decision making, head teachers and teachers should be trained in leadership and teacher-training institutions should incorporate it in their curriculum.

**Key terms:** *Leadership styles, Headteacher, learner, academic performance, secondary school.*

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# CHAPTER ONE

## INTRODUCTION

### 1.0 Overview

The chapter will establish the background of the study, statement of the problem, research objectives with their mirror study questions, significance of the study, limitation of the study and delimitation of the study. The aim of the study will also be stated including the theoretical framework, conceptual framework and operational definition of terms. The chapter will close with a summary.

### 1.1 Background of the Study

Academic performance in school context has been a topic of concern worldwide and this has resulted in many countries and educational systems to have educational reforms time and again (Manfred, 2008). There has been strong emphasis on the importance of management on the effectiveness and improvement of schools for development (Naseer, 2012). As alluded to by Naseer (2012), the academic performance of each and every school is highly dependent on the head teacher's leadership styles which includes relationship with the subordinate staff and other stake holders. The head teachers are known to be key persons in the rate at which development both in academics and physical infrastructure takes place at every school (Gyamfi and Pobbi, 2016).

As emphasized by MOE (1996), the fundamental aim of the education system provided in schools is to promote the integral harmonious development of the physical, intellectual, affective, moral and spiritual endowments of all students so that they develop into complete persons and this is only achieved through high academic performance. According to Sydney (2015), a head teacher has the duty to lead and manage within the range of key result areas such as educational programs, learning outcomes, student welfare, staff welfare, development and management, physical and financial resource management, and school and community partnerships which are his/her key accountabilities. Naseer (2012), further points out that, a higher achievement in all the key result areas cannot be appreciated without good academic performance of the learners in a school. Moreover, research has shown that effective and successful school performance depends on the

leadership styles of the head teacher of the individual institutions (Ankomah et al, 2005). According to Kalleja (2003), the head teachers have the duty to put the school at the map of development in academic performance first and then all other such as, educational programs, student welfare, staff welfare, development and management of physical and financial resources, and school and community partnerships which are his/her key accountabilities. The leadership styles adopted by a particular head teacher has great influence on the rate of academic performance of the school (Govinda, 2002). However, what we do not know is how much influence the head teachers' leadership styles in selected secondary schools of Manyinga has on their learner's academic performance. Hence, this research seeks to investigate the influence of head teacher's leadership styles on the learners' academic performance in selected secondary schools of Manyinga District in Northwestern Province.

### **1.3 Statement of the problem**

Improving the academic performance of a school is the most cardinal aim for every effective head teacher. For every effective and improved school, the credit goes to the head teacher of that school who is known to be the chief planner and manager (Naseer, 2012). Research has shown that the management strategies adopted by a particular head teacher in a school and the leadership techniques deployed have an impact on how much the institution is open for improvement in academic performance and general development (Kalleja, 2003). Following the decentralization policy in Zambia, the head teachers of schools have the duty to ensure that their schools perform effectively in all areas (MOE, 2005). Nevertheless, the problem is that we do not know the extent to which the leadership styles employed by different head teachers of secondary schools in Manyinga District influences the academic performance of the learners in their schools hence the research. It is the aim of this study therefore to investigate the influence of head teacher's leadership styles and its effect on the learner's academic performance in selected secondary schools in Manyinga District of North Western Province.

### **1.4 Purpose of the study**

Investigate how leadership styles of head teachers affect the academic performance of learners in selected secondary schools in Manyinga District of North Western Province.

## **1.5 Significance of the study**

The significance of the study refers to the importance of conducting the study or the issue at hand (Kombo, 2006:49). The research will establish the leadership styles used by head teachers in selected secondary schools of Manyinga District. The study shall establish how leadership styles enhance academic performance of learners in selected secondary schools of Manyinga District. The research will determine the relationship between the school leadership styles and the academic performance of learners in selected secondary schools of Manyinga District. Furthermore, the research will evaluate the most appropriate head teachers' leadership styles to use in order to enhance the proper academic performance of learners in the selected schools of Manyinga district. In a nutshell, it is hoped that the results of this study will enlighten school management the use of strategies enhancing academic performance in their school.

## **1.6 General research objective**

To investigate whether the leadership styles used by head teachers have an effect on the learner's academic performance in selected secondary schools of Manyinga District.

### **1.6.1 Specific research objectives**

1. To establish the leadership styles used by head teachers in selected secondary schools of Manyinga District.
2. To investigate how leadership styles, enhance academic performance of learners in selected secondary schools of Manyinga District.
3. To determine the relationship between the head teacher's leadership styles and the academic performance of learners in selected secondary schools of Manyinga District.
4. To evaluate the most appropriate head teachers' leadership style to use in order to enhance the proper academic performance of learners in the selected secondary schools of Manyinga District.

## **1.7 General research question**

How do leadership styles used by head teachers affect the learner's academic performance in selected secondary schools of Manyinga District?

### **1.7.1 Specific Research Questions**

1. What are the leadership styles used by head teachers in selected secondary schools of Manyinga District?
2. In what ways do head teacher's leadership styles enhance the learner's academic performance in selected secondary schools of Manyinga District?
3. What is the relationship between the head teacher's leadership styles and the academic performance of learners in selected secondary schools of Manyinga District?
4. What is the most appropriate head teacher's leadership style to use in order to enhance the proper academic performance of the learners in selected secondary schools of Manyinga District?

### **1.8 Limitations of the study**

The study will be carried out in selected public secondary schools in Manyinga District and will be limited to the selected secondary schools in the district. Since the results will be conducted in Manyinga District only, the results cannot be generalized to other districts which were not studied

### **1.9 Delimitations of the study**

The study will only focus on influence of head teacher's leadership styles in enhancing academic performance of learners in selected secondary schools in Manyinga District.

### **1.10 Theoretical framework**

This study will be guided by Hersey – Blanchard situational leadership theory. According to Hersey, Blanchard & Johnson, (2001), this theory was developed by Hersey and Blanchard in the early 1980's. The theory stresses the need to use the various management styles depending on the maturity of the people being led and the nature of the task. Hence, maturity means the willingness and ability of an individual to accomplish the task. This theory emphasis that there is no single effective leadership style in all situations. Therefore, the maturity of the teachers and the learners determines the style the head teacher should use to be an effective leader. According to this theory, maturity is the extent to which an individual exhibits willingness and ability to accomplish a task. Meaning that, ability is the combination of knowledge, experience and skill that a person or a

group need on the completion of a specific task. This theory identifies four styles which are telling, selling, participating and delegating on the one that fits the situation at hand (Hersey, Blanchard & Johnson, 2001:190).

**Telling** – This style of leadership can also be called **directing**. The Hersey and Blanchard Situational Leadership Model puts high emphasis on directive behaviour and low emphasis on supportive behaviour. A leader's primary concern lays with the task delivery and less with the personal needs of the subordinates. Typical behaviour for a S1 leadership style, according to Hersey, is offering step-by-step instructions, clear explanation of the consequences of non-performance and close supervision. In such a situation, it is important that the task is clearly defined and the stages of the process are easy to follow (Hersey, Blanchard & Johnson, 2001).

**Selling-** This style is also called **coaching**. The leadership style is the high directive and high supportive S2 leadership style. Hersey argued that this style is needed for R2 followers who are willing, but not able to perform a task. The leader's style should therefore be concerned with increasing the confidence and skills of followers so that they can ultimately take on more responsibility for their actions (Hersey, Blanchard & Johnson, 2001).

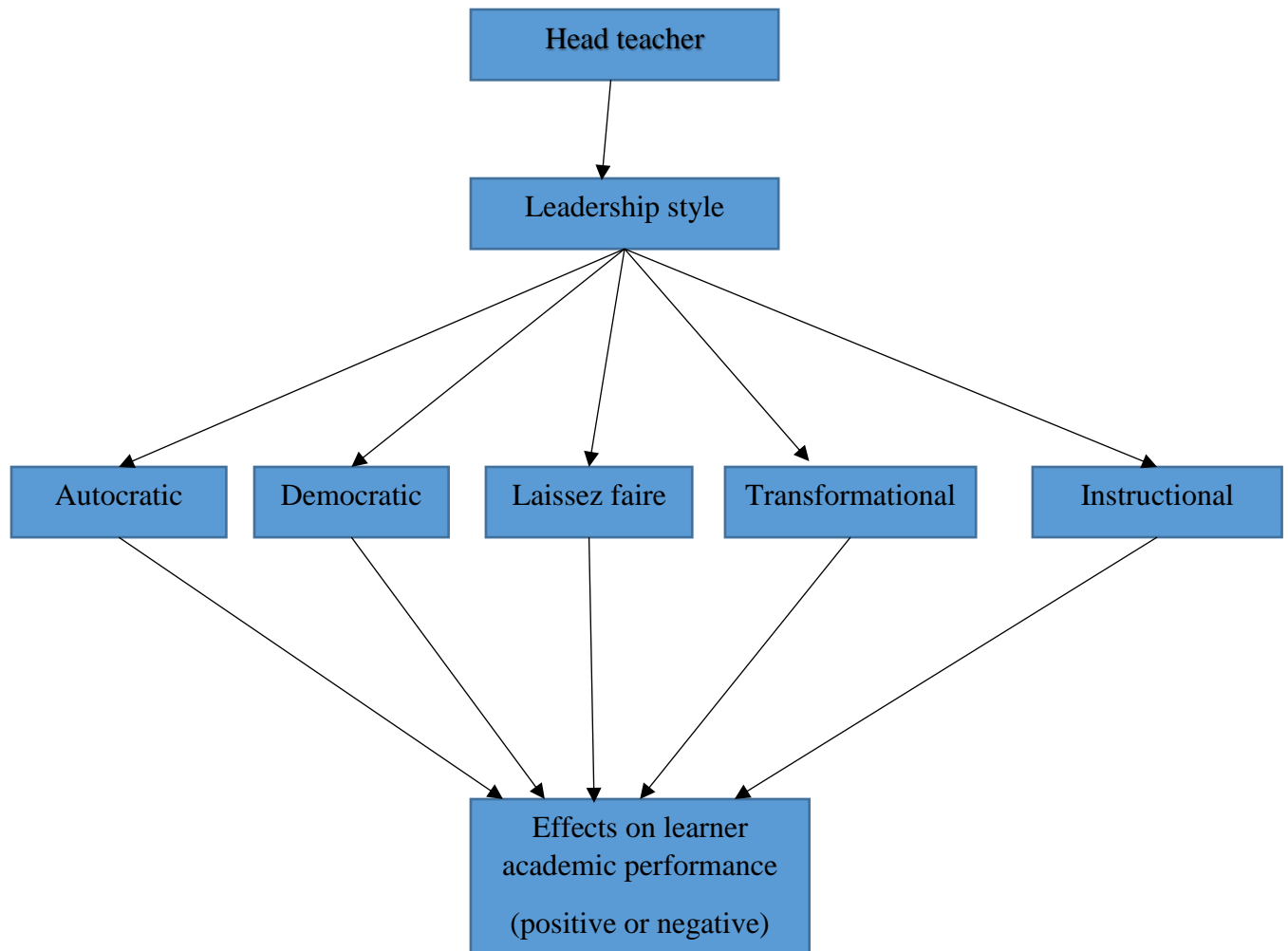
**Participating-** This leadership style is also called supporting. The leadership style applies to both R3 and D3 followers. This style (still) shows high supportive behaviours, but low directive behaviours. This may involve listening, praise and a high level of interaction between leader and follower. In addition, the leader puts a high level of trust in the follower to achieve the day-to-day tasks as the follower's competence has also grown over time. The leader will therefore only encourage and offer feedback when needed to motivate and develop the subordinate, but not as a comment on the task performance. This is because the leader believes that the follower is capable enough of achieving the required tasks largely independently (Hersey, Blanchard & Johnson, 2001).

**Delegating-** In this final leadership style it assumes a low supportive and a low directive behaviour and applies to R4 and D4 followers. This is very much a 'hands-off approach' as the subordinate is perfectly able and willing to perform the tasks independently and with great responsibility. The leader can further encourage autonomy, while keeping an eye on not overloading the follower with responsibility and not withdrawing completely from the follower's proximity. For these types of

followers, it is thus important as a leader to keep observing and monitoring them (albeit to a far lesser degree), in order to provide the necessary support if needed (Hersey, Blanchard & Johnson, 2001).

The researcher opted to use this theory to help understand how head teachers lead institutions to bring academic excellence, through the kind of leadership they offer. The researcher adopted the theory as it outlines the different levels of leadership and how applicable they can be used for maximum results. The head teachers use the telling, selling, participating and delegating to influence the desired situation in a school to bring about excellent education (Barrow, 1977). The researcher will further use this theory because it is interrelated and consistently organized concept that support the study. The theory provides the theoretical framework for interpreting the study so as to reduce the researchers' dependence on personal experiences and assumptions. This theory will be helpful to establish the leadership styles used by head teachers which have an effect on the learner's academic performance in selected secondary schools of Manyinga District.

### 1.11 Conceptual framework



**Figure 1: Conceptual framework.**

### **1.12 Summary of Chapter.**

The chapter looked at the Background of the study, statement of the problem, purpose of the study, significance of the study, Research objectives, research questions, limitation of the study, delimitation of the study, theoretical framework and closed with the conceptual framework. The next chapter will look at what has been written by other writers in line with the topic of study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Overview**

This chapter presents various literature related to the topic of the current study. The literature review addresses most of the concerns raised in the specific objectives which guide this study. The areas discussed include; the definition of management, contemporary views of management styles, learners' achievement and school achievement, effective school management and school success. The chapter closes with a summary.

#### **2.1 Definition of Leadership styles**

According to House (2002), leadership is the ability of an individual to motivate, influence and enable others to contribute success and effectiveness of the organization which they have joined. The term of leadership reflects the quality of powerful, dynamic individuals who build wealthy and influence empire (Yulk, 2002). The school manager's leadership styles as discovered by Ross and Gray (2006) are often perceived as accountable for learner achievement. They indirectly contribute to learner academic achievement through their leadership style and their commitment and beliefs about their collective capacity. There is no doubt that learner's academic achievement is very crucial at every level of education from a perspective of an individual, a family, an organization like a school and the nation as a whole. For a school to perform well both in academics and in co-curricular activities, effective leadership is needed. Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2004).

This demonstrates the teaching style of staff and the dominant leadership style may an impact on the learners to receive knowledge directly or indirectly (Harun and Salleh, 2014). Management is a key factor to improve the condition of any department and also the same in school aspect. Factional schools and outstanding performance do not exist without effective leadership. Leadership consists of the planning, prioritizing and organizing work efforts to accomplish set targets (Ghias, 2012). The mode in which School are spiritual beliefs, ideas and attitudes that make

learning more connected, value driven and meaningful (Deal and Peterson, 1994). Chandan (1987) define leadership style as the ingredient of personality embodied in leaders that causes subordinate to follow them. Okumbe (1999) on the other hand defines leadership styles as particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. The school head teacher is in a unique position as the manager or administrator who controls school's resources purpose of achievement educational goals and can accelerate the process of school development or ca demolish the progress of education (Oyedeji, 1998 and Adeyemi, 2004).

Hence, a leadership style occupies an important position in school management. Leaders express leadership in many roles. Among many others, are “formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership” (Daresh 2002:11). However, Nathan (1996:7-8) assets that providing leadership in very above-mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, whether they will be able to achieve and maintained positive relationships with staff (Mazzarella and Smith, 1989:28).

## **2.2What is School Leadership?**

The school is the basic organized community in education. The ministry of education (MOE, 1992:91) views the school head teacher as the pivot of the school community because he or she is shouldered with the total management and administration of the school and also providing the vision and appropriate leadership for school improvement and effectiveness. School leadership is the process of enlisting and guiding the talents and energies of teachers, learners, and patents towards achieving common education aims. School leadership influences what happens in the core business of the school that is teaching and learning. It influences the way learners perceive, teachers organize and conduct their instruction and their educational interactions with and expectations for their learners (Mulford, 2005). School leadership is offered by head teachers who play the role of administrators in schools. They are viewed as the chief executive officers with the role of coordinating the efforts of people in the schools towards the achievement of the school's educational goals. These goals relate to teaching, learning and overall growth of children and the youth. They act as the professional advisors to the board, leaders of forms, managers of resources and communicators to the public. School leadership is therefore concerned with learners, teachers

and the rules, regulations and policies that govern the system. Schools leadership enhances learners' outcome through creation of an environment where school learning permeates the institution culture. This means that a school leader is able to promote a shared vision, mobilize people, lead curriculum and pedagogical practice, administrate effectively and reflect critically on all practice in the institution. He or she needs to be involved with teachers in seeking to promote quality learning for all learners. School leadership involves inspiring and supporting others towards the achievement of the school vision based on clear personal and professional value. Essential functions of school leadership involve traditional competencies of integration, coordination, assimilation of details, capacity for multi perspectives, diplomacy and -core – business competency. School head teachers have to develop implement strategic school improvement plans and provide instructional guidance to learning.

Good school leadership demands that both staff and learners have a big role to play in decision making as far as school rules, regulations and programs are concerned. This should be done through staff meetings, learners' council, clubs, committees and organizations involved in running the schools. According to research highly successful leaders develop and count on leadership contributions of others in the organization though distributed leadership. Head teachers count on key teachers for such leaders along with their local administrative colleagues (Horde et, al, 1984). School leadership should encourage and provide for professional growth of the teachers. Through planned education seminars, conferences and in-service education programs teachers can improve immensely on their performers. All the school decisions and procedures must be consistent with the underlined policies of education and the philosophy of the school. These decisions should aim at achieving the set objectives and goals of the school. The whole spirit and morale of the administration should be optimistic in its effort to make the school goals a reality. School administrators who build school capacity through an effective staff may influence learner achievement. The perception of the school administrator is often as a person who manages a school and not as a person who is an instructional leader. The leaders' daily activities and decisions reflect the pervasive focus and style of the school's leadership.

## **2.3 Types of leadership styles**

### **2.3.1 Democratic leadership styles**

Democratic leadership refers to a situation where there is equal work among leaders and followers. Gold man (2002) points out that democratic organizations typically have six characteristics which are policies determined by a group of organizations, technical and job performance measures are discussed so that they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism. According to Goldman (2002) leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. In addition, pharma (2010) defines democratic style as where the leader involves one or more employees in the decision-making process by determining what to do and how to do it, yet the leader is the final authority. Therefore, it has been observed that these leaders have time to listen and share ideas with their followers and also followers are free to air out views and options on the matter at hands. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision making and are respectful.

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader or the super ordinate attempts as much as possible to make each individual feel that he or she is an important member and the owner of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis, 1999). A democratic head teacher encourages teachers, pupils and parents' participation in the decision making process and determining the standards for good learner's academic performance. Hence, all stake holders feel a sense of belonging. Thembinkosi (2005:18) argues that ambitious, diligent and motivated learners and teachers need a democratic head teacher who would dialogue problems with them and accept their ideas and opinions. Lewin et al (1939) found that this style is effective and increases learners', teachers' and parents' morale and leads to higher learner academic performance.

Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members. In Lewin's study, children in this group were less productive than the members of the authoritarian group, but their contributions were for a much higher quality. Participative leaders encourage group members to participate, but retain the final say over the decision-making process. Group members feel engaged in the process and are more motivated and creative.

Okoth (2000) carried out study on the effect of leadership style on student's performance in examinations in Nairobi province, Kenya, and found out that the head teachers' rate as being democratic had high mean performance index than autocratic head teachers. The findings contradict Nguguma (1998) who found that there is no significant relationship between leadership styles and students' examination performance. Huka (2003), brings a point of contrast by noting that head teachers who are rated most democratic had the lowest mean scores, while autocratic head teachers had higher mean scores. The same findings feature in Wanguni (2007).

However, in a situation where staff roles are unclear and within a short of period democratic style can lead to communication failure. In addition, there are instances where the teachers, learners and other stake holders have no necessary knowledge to make effective and reliable contributions, this style becomes ineffective. In this style of leadership, a high degree of staff morale is always enhanced. In other words, consultation, teamwork, participation and cooperation are the common key characteristics of successful schools. House and Mitchell as reported in (Oyetunyi, 20006) suggests that a leader can behave in different ways in different situations. The following are four kinds of leaders' behavior:

### **2.3.2 Directive style**

Directive leadership style is similar to the task-oriented style. The leader who uses this type of style provide teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when the subordinates' ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives (Hoy and Miskel, 2001:408). The head teacher tells teachers what to do on how they are supposed to prepare the schemes of work,

individual work plan and lesson plans effectively. On part of the learners the head teacher encourages them to study through allocating study time including remedial classes.

### **2.3.3 Supportive style**

Supportive leadership style is more of a relationship-oriented style. According to changing minds (2003), a supportive leader is friendly, approachable, considers subordinates 'needs and shows their welfare. He or she also increases the follower's self-esteem and makes the job more interesting. It requires the leader to be approachable and friendly. He or she displays concern for the wellbeing and personal needs for the subordinates. He or she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence, work on dissatisfying or stressful tasks and when work does not provide job satisfaction (Hoy and Miskel, 2001:408).

### **2.3.4 Participative style**

The leader who employs this style consults and solicits with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Lussier and Achua, 2001:175). When making decisions head teachers should not disregard teachers, pupils and even parents' opinions. This brings a sense of belonging at the same time motivation to teach and study which leads to good academic performance of learners to be attained in school. Employees who work for a participative leader tend to exhibit greater involvement, commitment, and loyalty than employees who work under a directive leader (Bass, 1981). Consequently, employees who are allowed to participate in the decision-making process are likely to be more committed to those decisions. Participative leadership's ability to raise the commitment, involvement and loyalty among employees should be attractive to a manager wishing to promote his or her commitment to service quality to employees.

### **2.3.5 Consultative style**

The leader has substantial but not complete confidence and trust in the employees. Although general decisions are made by the leader, he or she seeks the opinions of the employees, but he make a final decision. The employees have positive attitudes toward the organization, the manager and their work. When the employees feel that enough consultation has not taken place, they publicly accept orders from the manager, but sometimes covertly resist the order by

insubordination, especially when the manager decides on majority rules principle (Owens, 1981:207). Communication flows from and to the hierarchy. The manager consults through relevant channels, with subordinates. They in turn consult with him or her on matters they would like to bring to his or her attention (Brownwell, 198:39-44). Control is mainly at the top. Middle management usually delegate tasks to control subordinates at lower levels. This is done in terms of appraisal, evaluation and supervision. Subordinates perceive control as a way of maintaining the set standard.

### **2.3.6 Achievement-oriented style**

In this style, the leader sets challenging but achievable goals for the subordinate. He or she pushes work improvement sets high expectation for subordinates and rewards them when the expectations are met. Therefore, the school head teacher can set challenging goals with high expectation for teachers, parents and learners to perform. He or she emphasizes excellence in academic performance and reward them when done. Teachers and pupils become motivated when their manager has high expectations of academic performance. That is, the leader provides both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement-oriented subordinates (Lussier and Achua, 2001).

### **2.3.7 Autocratic leadership style**

Autocratic leadership also known as authoritarian refers to a system that gives full empowerment to the leader with minimal participation from the followers. Yulk (2005) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of the followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive. The autocratic leadership style is also known as authoritarian style of leadership power and decision-making reside in the autocratic leader. The leader directs group members on the way things should be done and does not maintain

clear channel of communication between him or her subordination. He or she does not delegate authority nor permit subordinates to participate in policy making (Hoy and Miskel, 1992).

### **2.3.8 Laissez-Faire leadership style**

Laissez- Faire style of leadership is when leaders let others do as they please. Members of the group choose what they want to do and go their own way. These leaders are hands off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-Faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-Faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials needed to do the work. The leader does not interfere with or participate in the course of events determine by group (Talbert and Milbrey, 1994). Autocratic leadership style as discovered by (Yulk, 2005), allows no participation in decision. Laissez-Faire which is also known as free-rein leadership style empowers subordinates to work with freedom and free will.

### **2.3.9 Transformational**

Among the prominent leadership styles are Burns (1978) transactional and transformational leadership styles. Mcgregor Burns first introduced transformational leadership and later Bernard M. Bass developed the concept of transformational leadership in 1985. Transformational leaders emphasize on follower's intrinsic motivation and personal development through the model of integrity and fairness, set clear goals, has high expectations, encourages others, provides support and recognition, stirs emotions of people to look beyond their interest and inspires them to reach great heights. It entails moving people to a common vision by building trust and empowerment. Hence, transformational leaders are motivating influential, and proactive.

Transformation leaders changes the culture of the school and supports high performance. This leadership style is conditioned by the national, local culture and educational policies. (Leithwood and Jantzi, 1994). This therefore, affects the objectives and the culture of the school which have direct ties with commitments of teachers with and development. Head teachers motivate teachers

and learners and so enhance productivity and efficiency through communication. Hence, this style of leadership requires involvement of management to meet goals. The main focus of the head teachers is on the big picture of the school and delegate smaller tasks to the school community members to accomplish goals. Transformational leaders encourage the school community to pursue individual values, creative actions and actions. He or she motivates by strengthening team optimism, enthusiasm and commitment. The other side of this style appears to be more of set personality traits rather than a series of behavior that leaders can learn and develop (Northouse, 2004).

### **2.3.10 Transactional**

Transactional leadership is based on the use of extrinsic motivation. This style emphasizes that followers are motivated through a system of reward and punishment. The head teachers using transactional leadership style receive certain tasks to perform and provide rewards or punishment to the school community members based on performance results Maturano (2004). In this kind of leadership, there is clear intention of promoting the interest of organization surpassing one's immediate personal interest. It involves head teachers and school community members to set predetermined goals and activities together where teachers and learners in order to follow the direction and leadership of the head teacher to accomplish the school goals. In this style of leadership, the leader possesses power to review results and train and also correct the teachers and learners when they fail to meet goals but encourage learners to improve their academic performance. If the learners perform up to the expected standard, they are rewarded and if not are punished. Transactional leaders, in contrast, do not dedicate much time to developing their subordinates instead, they wait until they either fail or succeed and then react. The transactional components deal with the basic needs of the organization, whereas the transformational practices encourage commitment and foster change.

### **2.3.11 Situational**

In this style the leader applies a leadership behavior basing on the prevailing situation. Leadership effectiveness is determined by the situational factors like the organization structure, climate, role characteristics and the subordinate characteristics. Paul Hersey and Kenneth Blanchard in early 1980's developed this style. In situational leadership, three factors affect the leader's decision

which is the situation, the capacity of the followers and the capacity of the leaders (leadership theories and styles, 2009). The head teacher has to adjust to what limitations laid out in front of him or her by teachers, learners and situation itself. The head teacher needs to be dynamic in line with the different situations that they are faced. This includes being directive and supportive while delegating and coaching subordinates. In this style adaptability is the key factor. Leadership styles as discussed by Blanken (2013) are used where ongoing procedures need refinement, reinvention or retirement. He further added on that it could be confusing if behavior changes unpredictably and too often. At the same time, it can reduce uncertainty as the head teacher adapts behavior appropriately.

### **2.3.12 Instructional**

The concept instructional of leadership emerged from the effective schools' literature (Andrews and Solder, 2007) as a mean to increase learner academic success. In order to identify and implement common effective teacher practices, a need existed for a strong directive leader in the unitary role of the head teacher. Instructional leadership identified the head teacher as the center of learning, and trained leaders who would take a direct approach in curriculum development and instructional supervision as the dominant way of improving learner academic success (Dufour, 2002; Hallinger, 2003; Lashway, 2002). Most commonly instructional leadership is operationalized as defining and communicating the school's mission; managing the school's instructional program by supervising and evaluating instruction, coordinating the curriculum, monitoring student progress and creating a learning climate by protecting teacher instructional time and providing incentives for learning (Hallinger, 2005). This characterization suggests that behavioral markers of effective instructional leadership on the ground might include visiting teachers' classrooms, talking about school goals, analyzing learner progress, or coordinating teacher professional development.

DuFour (2002) stated that effective leaders need to have a focus on identifying curricular outcomes, implementing multiple common assessments, analyzing assessment results, and developing strategies for learner improvement. He added that instructional leaders have a strong working knowledge of curriculum, instruction and assessment. Head teachers understand the purposes and processes of curriculum and how it is connected to learners' cognitive development.

This includes identifying effective curricular tools, as well as ways to improve curricular integration into the lesson. DuFour (2002) also discussed how instructional leaders have a firm grasp on effective teacher instructional strategies. Leaders comprehend the knowledge, skills and arrangements necessary to formulate lesson plans and to deliver instruction in a differentiated model in order to meet the diverse needs of individual learners.

From pedagogy to practice effective instructional leaders are cognizant of appropriate instructional strategies and are able to model and evaluate them for their teachers. Instructional leaders understand the importance and process of assessing learner learning. Instructional leaders acknowledge that learner academic success is their top priority and that using assessment tool are the means by which to measure that achievement. They not only understand formative, summative, standardized and alternative assessment techniques, but also know when to implement them into the learning environment. Although DuFour (2002) advocated for a re-branding of the term instructional leader to lead learner, the attributes of curriculum development, implementation of construction and data assessment remained the focus of skills necessary for effective instructional leaders.

## **2.4 Effective school leadership**

Since the late 1990s, most educational leadership academics have studied the dynamics of successful school leadership that leads to effective schooling and high achievement of learners. Contemporary scholars such as Duke, et al (2006) have observed that the lack of effective leadership in school lowers learners' achievement because the absence of quality leadership often results in ill-adapted school organizations and programs. It also leads to unstable and difficult staffing, learners' negative attitudes to academic work and discipline, an unhealthy school system and climate, and non-cooperation of parents and community. The consequences of failed school leadership are grave. This seems to explain the significance of shifting the debate on effective school from unique school effectiveness characteristics and school improvement mechanisms to more pragmatic integrally, efficient educational leadership traits, which enhance learners' learning and achievement.

Certain key themes or practices emerged from the literature on effective school leadership. These are conceived as leading through, cherished personal qualities or attributes of the school leader,

strong instructional leadership with integration of cultural, community value, individual head teacher's management and collective leadership skills and the promotion of professional learning communities. Edmonds (1979), found that strong leadership and a climate of high expectation led to higher achievement. We also observed that strong administrative leadership by the principal is the key valuable that ties together all the elements identified as the characteristics of effective's school.

The head teacher is therefore charged with responsibility of seeing that decisions made in the school are in line with the school policies. These policies have to be implemented without deviating from the overall education policy in the country. The school head as an administrator must be efficient and responsible. As the leader of teaching staff, he or she has the responsibility of promoting effective teaching in the school. This he or her does by ensuring that the employer appoints qualified and competent teachers in his school. He should also be highly competent and skilled person in modern techniques of classroom instruction, human relations, and delegation of responsibilities and communication (Mbiti, 1974). He or she is responsible for the assignment of tasks and duties to the staff and ensuring that each person performs his or her duties satisfactorily through constant supervision. To achieve the goal of improving the curriculum goals the principal must have an understanding of the teacher and the teacher's roles must always be prepared to work effectively with the teacher. He or she must maintain discipline among the teaching staff and the learners which he or she must do with tact, fairness and firmness.

## **2.5 Leadership Style and Academic Achievement**

Okumbe (1998) defines leadership style as particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the organization. Leadership styles are usually identified as points on a continuum and he identifies them as democratic, autocratic and Laissez faire. According to Fiedler (1996), the characteristics of a leader can influence leadership effectiveness. Leaders who relate their styles to particular situational changes are likely to be effective. Management style is therefore crucial to success and so leaders have to be flexible in adopting the right styles in various situations. For many years school administrators have been urged to be democratic leaders. Democratic leadership in schools fosters stronger subordination of

teachers. It facilitates higher morale as it gives teachers the privilege to contribute their ideas to the formation of general policy structure of the school's operation.

Successful school leaders are associated with democracy. They have strong personalities, are dynamic and energetic. They emphasize on consultation, teamwork and participation. The quality of the school leadership therefore makes what is called effective schools. Effective school leadership is associated with the development of a school culture. This involves building behavioral norms that exemplify the best that a school stands for (Northouse, 2004). It also means building a school in which people believe strongly, which they identify personally and to which they gladly render their loyalty. All this gives meaning and significance to their work and this is highly motivating. When learners and staff in a school are highly motivated then the school together with learners is likely to achieve academically.

Effective schools promote more dynamic and decentralized approach to leadership which leads to school improvement. This means that the head teacher's role is to delegate authority and as Hopkins et al (1994) posit that giving other people genuine authority does not mean weakness of oneself, encouraging others to give creative leadership does not mean surrendering from having ideas of one's own and giving others real responsibility does not mean leaving them to sink but rather to support them in developing the best possible way of going forward. Effective leadership is therefore associated with democratic style of leadership. It involves vision building, relevant expertise, relationships and quality communications and participation.

The characteristics of head teachers often determine the dynamics of a school community and the academic outcomes of school policies and procedures. When a school lacks effective leadership, minimal learning takes place. School leaders beginning with the head teacher must provide strong leadership that sets the tone for the daily operations of the school community. In the absence of effective school leadership discipline breaks down, academics falter and a sense of organized chaos reigns. Ineffective leadership in schools causes disruption in the teaching and learning process leading to inadequate coverage of the school curriculum (Eshiwani, 1984). Ineffective leadership leads to delinquent behavior among some learners and their subsequent failure in national examinations (Thomas, 1993).

Effective school head teachers hire teachers that are impassioned, organized and know their subject are well who would rise to every challenge and be committed to success and excellence. They are able to identify emerging issues and problems and deal with them positively. They work in an environment of transparent openness; their doors are always open, take all telephone calls, address even the most difficult situations or parents and ensure they are teacher motivation and quality teaching and learning (Fullan, 1992). Effective school head teachers promote increased teacher participation and leadership in decision-making process of various aspects of the school administration. They believe in change by having a vision which they develop with co-workers and value the organization's personnel. School vision influences the school climate, which includes teachers' instructional behavior as well as learner outcomes.

Effective school head teacher always values the human resources of their organization. They provide an environment that promotes individual contributions to their organizations work. They develop and maintain collaborative relationships formed during the development and adoption of the organization's shared vision (Hopkins et al, 1994). They form teams, support team efforts, develop the skills groups and individuals need, provide the necessary resources both human and material to fulfill the shared vision. According to the Zambian government head teachers are supposed to share leadership roles with their deputies and head of departments. Team leadership impacts on learner's academic achievements and leadership effectiveness. Effective leaders apply their styles of leadership basing on situations. No one models of leadership can fit in all schools as they vary in size, catchment areas, vision, culture, intellectual capacity and professional maturity of staff. He or she should therefore regularly review leadership and management roles, structures, principle, practices and styles so that the school can adapt to changes in their particular circumstances.

## **2.6 Leadership Style Enhances Learner Academic Performance**

The actions of school leaders influence school capability and may either enhance or decrease learner achievement. School capability is defined as the collective power of a school staff to raise learner achievement (Goldman, 2002). The effective educational leader is one who has the ability to develop o school's capability to enhance learner learning through the motivation of teachers, staff and learners. Such leadership is determined by the followers or subordinates, not the leaders

(Raychaudhuri et al, 2010). Therefore, it may be claimed that learner achievement is affected by the teacher's understanding of school leadership. Such leadership is determined by the followers or subordinates, not the leaders.

School administrators who build school capability through an effective leadership style may influence learner achievement through teachers (Christie, Thompson, and Whiteley, 2009). The school leader must have or be able to develop the capacity to work with staff to focus on curriculum, instruction and learner learning attainments (Lussier and Achua, 2001). The perception of the administrator is often as a person who manages a school and not as a person who is an instruction leader. The leader's daily activities and outcomes reflect the general focus and style of the school's leadership (Harun and Salleh, 2014). A teacher-focused leader works toward the development of school capability which build upon positive teacher capability with the end results increasing learner academic performance (Christie, Thompson, and Whitely, 2009).

The outcome of a learner's education as evidenced through test scores is often determined by the focus and effectiveness of a (Leithwood, 1994). The educational leader's role is to engage and motivate teachers to raise learner learning gains (Leithwood and Janzi, 1994). Learners reveal their ability to learn through their measured achievement, attendance, and participation in school activities. However, it is the learners' perception of their teachers that sets the daily learning process in motion. Furthermore, it is the teacher's perception of how they are valued and supported by their school's leadership that often has an influence on their daily decisions to motivate learners (Leithwood, 1994).

A school is one of the most important organizations in society, established to achieve specific educational objectives. One of these objectives is to promote learner education and improve academic performance. According to the classical academic phase model, the better the teacher the more the learners learn (Freiberg, 1998). But if learners do not learn, it is not because they have not been taught enough. The culture and the organization of a school are influenced by its head teacher. This belief stems from the work of (Kirmani and Siddquah, 2008 ) that shows that among the important factors rated to better learner academic achievements such as examination performance are styles and rules of the organization. This implies that the leadership style of the

head teacher as an organizational leader in the school plays a significant role in bringing about outstanding academic performance.

## **2.7 Review of related studies at a global level**

Mulford (2005) carried out a research on successful principal leadership in Australia. Among the findings were the ways in which principals contribute to success in the school. These include; providing positive direction through their vision and enthusiasm, holding high expectations of staff and students, empowering staff, promoting change in teaching and learning and building school capacity and style of leadership. It is the same in my study as I want to assess the influence of the leadership styles of the headteachers in these schools in Manyinga District.

Suraya and Yunus (2012) investigated on principal leadership styles in high academic performance of selected secondary schools in Kelantan Darulnaim in Malaysia who examined the perception of teachers towards the principal leadership styles. The findings from the study showed that teachers had positive perceptions towards the principal's leadership styles. The study also found that the roles of the principal is important in determining high academic performance of students in examinations. The study was quantitative in nature and sampled hundred teachers. The above study relates to my study as it brings out the findings which point to the influence of the leadership styles of the head teachers to the academic performance of learners.

### **2.7.1 Review of related studies in Africa**

Okoth (2000) carried out a study on the effects of leadership styles on students' performance in examinations in Nairobi Province, Kenya, and found out that head teachers rated as being democratic had high mean performance index than autocratic head teachers. The above study helps me to make closer comparison with the studies done on the same topic within the region.

In 2012, Yusuf carried out a study on the influence of principals' leadership style on students' academic achievement secondary schools in Nigeria who found that autocratic leadership style had a negative influence on students' academic achievement while democratic leadership styles had a positive influence. Laissez-Faire leadership style had no significant influence on students' academic achievement. The study was a survey in which fifty principals were sampled. Just like

the study by Okoth (200) this study brings an understanding of the situation within the continent , which makes me make a good reference in my research.

### **2.7.2 Review of related studies in Zambia**

Chafwa (2012) carried out a research on the impact of management styles exhibited by school heads on staff performance in selected schools in Kawambwa District. From the findings, the school heads exhibits all the three major management styles of authoritarian, democratic and laissez-faire in their supervision of teachers. The democratic management style was found to be the most used with a positive impact on teachers energizing and motivating them to work hard. Authoritarian and laissez-faire styles had negative impact on teachers' performance, frustrating and demotivating them. The findings also showed that there was a relationship between management styles exhibited by school heads and teacher performance. This study brings the topic close to home as the area where the study was done and the environment is almost the same as the area of my study, rural and under the same policies.

### **2.8 The Identified Research Gap**

Therefore, from the studies which have been undertaken by the previous researchers regarding this topic, this study tries to fill the gap by carrying out the study which sought to investigate the effect of leadership styles of head teachers on the learner's academic performance in selected public secondary schools of Manyinga District. This study will check on how leadership styles of head teachers affects learner's academic performance. The study also seek to find out how head teachers can use almost all styles of leadership with continuous evaluation of the school situation and then know which style to employ and when.

### **2.9 Summary of Chapter**

The major focus of the literature review was the literature related to various aspects of leadership. The views of various scholars on the definition and importance of leadership have been given to give an understanding of this concept that is critical to this study. This was followed by a brief description of school leadership and the roles of school leaders and practices that can make them effective. Leadership styles have also been discussed and their contribution to academic achievement.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

This chapter covers the following areas: research design, population of the study, sample size, sampling techniques, data collection procedure, data collection instruments, data analysis and ethical considerations. The methods used will be described comprehensively, including the context in which the data collection took place. The chapter closes with a summary.

#### **3.2 Research Methodology**

In terms of the research methodology adopted in this study, it can be stated from the onset that the research approach used in this study was qualitative research and the research design used was the case study. By qualitative research is a research method which is used to understand how people experience the situation or environment (Bryman, 2012). It uses different approaches which are flexible and focus on retaining the rich meaning when interpreting data. In this method of research, the researchers often consider themselves as ‘instruments’ in research because all observations, interpretations and analysis are filtered through the researcher’s own personal lens.

The research will use a case study to conduct this research. This research design provides a framework for the collection and analysis of data (Bryman, 2012). To address the research questions of this study, the study adopted the case study design. Kombo and Tromp (2006:70) define it as the scheme, outline or plan that is used to generate answers to research problems. As Stake (1995) observes, ‘case study’ research is concerned with the complexity and particular nature of the case in question. In this regard it can be pointed out that this approach enabled the researcher to be familiar and understand the problem in realistic terms. Different scholars in research have described ‘case study’ method in various ways. Yin (2009:4) stresses that “case study method allows investigators to retain the holistic and meaningful characteristics of real-life events.” These are events such as individual life cycles and small group behaviour and managerial processes, neighborhood change and school performance. This will help to have an in-depth understanding of people’s views, their attitudes and perception on the extent to which the head teachers influence the development of schools in the selected schools of Manyinga District of

Zambia. I will use the case study approach in my study as that will help me come up with better results. I have chosen this (case study) approach in my research as this approach generates an in-depth, multi-faceted understanding of complex issues in real-life context such as assessing the influence of the leadership on the academic performance.

### **3.3 The Study Population**

The study population will include Head Teachers, Deputy Head, Heads of Department, Teachers and DEBS office from selected schools of Manyinga District in Zambia.

### **3.4 The Study Sample**

The study sample will comprise of thirty-four (34) participants of which 4 will be head teachers, 4 will be deputy head teachers 4 H.O. Ds. 8 Teachers, 12 learners and 2 officers from DEBS office. As much as possible, the composition of the selected participants will be 50% male and 50% female unless where the ranking favors one gender in which the situation may be dictated by the composition of the mentioned structures. The number above will be selected from four secondary schools in Manyinga District of Zambia and District Education Board Secretary's (DEBS) office in Manyinga District.

### **3.5 Sampling Procedure**

In this study convenient sampling will be used to select head teachers and two DEBS officers, in convenience sampling, researcher selects subjects that are more readily accessible, Thus, opportunity to participate is not equal for all qualified individuals in the target population and study results are not necessarily generalizable to the population, while purposive sampling will be used to select deputy head teachers in selected schools. Purposive sampling is intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon Random sampling will be used to select H.O. Ds and teachers. Random sampling will be used to avoid biasness while purposive sampling will be used because the individuals selected are in strategic positions (Schutt, 2006).

### **3.6 Instruments for Data Collection**

The instruments used in collecting data were interview schedules and a focus group discussion. Interview schedule were used when collecting data from the DEBS officers, head teachers, deputy head in selected schools, DEBS office. Focus group discussion was used to collect data from the teachers. These will facilitate the collection of concerted and complementing ideas from the head teachers, deputy head teachers and teachers in selected schools.

### **3.7 Procedure for Data Collection**

Before the respondents will be given any task, the researcher will get their consent to be involved in the project. The researcher will start the data collection process by conducting one to one interview with the head teachers followed by the deputy head teachers and lastly but not the least teachers from the selected schools. The last activity to be done in data collection will be focus group discussion with the head teachers first then with the teachers. These two groups will be met separately to ensure that there is no interference by members of one group on another group.

### **3.8 Data Analysis**

The researcher intends to analyze the collected data by means of thematic analysis following the themes that emerge from the data collected. Thematic analysis will be used to analyze data collected through interviews and focus group discussion. This will ensure a thorough description of the in-depth information to be provided by the said three groups of participants according to themes. Data will be presented in form of descriptions, tables, percentages and graphs (Sullivan P. 2011).

### **3.9 Research site**

The research will be conducted in Manyinga District of North western province. It is approximately 325km away from Solwezi, the provincial Quarters.

### **3.10 Ethical Considerations**

As part of the ethical considerations, all participants will be assured of their total confidentiality and privacy. The identity of the respondents will not be required and the researcher will also ensure

that the phrasing of questions in the questionnaire does not cause psychological or emotional injury on the part of the respondents. The researcher will also ensure that no participant will be forced to participate in the exercise. Seeking consent and permission of the school administration in the concerned schools will be a priority before anything is done at a school. During interviews, conducive environments where the interviewees will be free shall be ensured. In case of focus group discussion, the researcher will ensure that no participant is intimidated or threatened in any way. All collected information will be kept under lock and key, to be accessed by the researcher only for confidentiality and privacy sake (AMA, 2003).

### **3.11. Chapter summary**

The chapter has provided an in-depth overview into the research methodology to be used in the study. Discussed in the chapter are areas of attention during and methods of data collection and analysis of data collected.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.0 Overview**

The aim this chapter is to present the findings of the study under the following headings: demographic background of the participants, main leadership styles used by the head teachers, head teacher's leadership style which enhance learner's academic performance, the relationship between the school head teacher's leadership style and academic achievement. The chapter closes with a summary. The findings are based on the research objectives of the study as presented in chapter one which were as follows:

1. To establish the main leadership styles used by school head teachers in selected public secondary schools in Manyinga District?
2. To establish how leadership styles, enhance learner's academic performance in selected public secondary school in Manyinga District.
3. To determine the relationship between school head teacher's leadership style and academic achievement in selected public secondary schools in Manyinga District.
4. To evaluate the most appropriate head teachers' leadership styles to use in order to enhance the proper academic performance of learners in the selected secondary schools of Manyinga District

#### **4.1 Demographic Background of the Participants**

In this study participants included were head teachers, teachers and learners. Among head teachers, males were 03 and 01 female. This shows that more males were given the position of heads of schools than females in Manyinga District. Teachers participated in this study among them males were 03, and females were 05. This also shows that female teachers are highly employed compared to male teachers, and this is due to the increase of various campaigns on the importance of education of women in the society. They were 12 learners in the study as participant. Table one

below shows the characteristics of the participants in this study including their sex, educational level and working experience (excluding learners).

**Table 1: Characteristics of participants**

Category of respondents	sex		Education level				Work experience				
	F	M	Diploma	Degree	Masters	Total	less 5yrs	5-10 yrs.	10-15yr s	15-20yr s	above 20yrs
Head teachers	1	3	0	3	1	4	0	1	1	1	1
Deputy head teachers	2	2	0	4	0	4	0	0	1	2	1
Class teachers	5	3	2	6	0	8	2	4	1	1	0
DEBS office	1	1	0	2	0	2	0	1	1	0	0
Total	9	9	2	15	1	18	2	6	4	4	2

**Source: Field Data 2021.**

The qualification of the head teachers and their deputies, were that no head teacher or deputy had a certificate, nor a diploma. Three Head teacher were degree holders and one was a master's degree holder, while all deputy head teachers had degrees and both head teachers and deputies had more than six years of work experience. This implied that all head teachers and deputies were adequately qualified for their jobs. Class teachers work experience ranged from less than five years to twenty years of being in service, with qualifications ranging from diploma to degree, while the two

officers from DEBS office had degrees. In a nutshell, all officers were adequately qualified for their jobs and had necessary experience.

#### 4.2 Main leadership styles used by head teachers

The first objective of the study was to establish the main leadership styles used by head teachers in public secondary schools in Manyinga Districts. The section focused on the leadership styles employed by the head teachers. These comments came from teachers and learners through interviews and focus group discussions in percentage form (FGDs). The responses are in table 2 overleaf.

**Table 2: Comments from teachers and learners on Head teacher’s leadership styles**

<b>Comments from teachers and learners on Head teacher’s leadership styles</b>	<b>Always</b>	<b>Occasionally</b>	<b>Rarely</b>
Allow staff own decisions	10	46	44
He/she is friendly and approachable	27	55	16
Concerned with teacher’s welfare	83	11	5
Delegates authority	27	5	22
Tries to make each teacher feel his/her contribution is important	52	30	16
Encourages teachers to set work goals	84	11	5
Involves teachers in decision making	50	25	25
Totals	333	183	133
Proportionate percentage	51%	28%	20%

From the percentages above through the interviews of teachers and learners from the four schools, it is evident that democratic style was the most dominant among other styles gathered from the views of participants. However, the sampled teachers were moderately satisfied with the democratic style of leadership they had observed from their head teachers.

One teacher from Secondary School A mentioned that the change in the administration of the school saw a change in the style and a difference has been notice on the issues of decision making. From the focus group discussion of learners, it was also found that democratic style was the dominant leadership styles and also some cases autocratic leadership is used. Sampled learners were slightly satisfied with this type of leadership style.

Two learners from Secondary School B and Secondary School C when interviewed were able to indicate that the autocratic style of leadership has been the common one, as all decisions are imposed on the teachers and the learners with little or no room for

#### **4.2.1 Leadership styles Adopted**

When head teachers were interviewed on which leadership style was adopted, they said the most dominant leadership style they were using in schools was democratic leadership style but they had adopted situational leadership style because every situation is handled differently. In their words it was clear that they applied this type of leadership as each matter dictated what approach to use when dealing with it.

This is in line with what teachers said that their head teachers employed the leadership style depending on the prevailing situation. Head teachers and teachers also mentioned that laissez faire leadership style was not fully applicable in schools. Learners through the FGD said that autocratic and democratic were the common adopted leadership styles. The following summary of responses was given are as shown in Table 3 below.

**Table 3: Leadership style adopted by Head teachers**

<b>Leadership style</b>	<b>Percentage</b>
Autocratic	20
Democratic	25
Situational	50
Laissez - fair	5
Total	100

The study showed most public secondary schools' head teachers in Manyinga District had adopted the situational leadership styles (50%) implying that the leadership style adopted was based on conditions warranted, that is, they adopted the leadership styles based on the developmental level of the institution, teachers or learners. Moreover, a number of participants revealed that head teachers had adopted democratic leadership style and autocratic leadership style; this shows that various head teachers had adopted diversified leadership styles; this may be depending to their environment or their back ground.

This analysis entails that head teachers in Manyinga District adopt situation leadership style most instances than any other leadership style.

#### **4.3 How Leadership Styles Enhances Learner's Academic Performance.**

In line with the second research objective of the study which sought to find out in which ways the head teachers leadership style enhances learner's academic performance. The findings from the interviews of head teachers revealed that they used democratic leadership style where all members of staff work collectively as a team and shared ideas be it academic and non-academic like co-curricular activities for the betterment of the school. They also stated that they adopted the situational leadership style so as to use diversified leadership styles to enhance learner's academic performance. One headteacher said that;

“when the school performs poorly it’s not the headteacher alone who is answerable but the whole team including teachers is answerable for poor performance.”

#### 4.3.1 Situational Leadership Style and Learners’ Performance

In line with the research objective two about the way the head teacher’s leadership style enhance learners’ academic performance, the study sought to establish the effects of situational leadership style on learner’s performance in final examinations through interviews. Table 6 below shows the relationship between situational leadership style and learner’s performance.

**Table 4: Situational leadership style and learners’ performance**

Statements	Always	Sometimes	Not true
Leadership skills to enhance performance		✓	
Delegates power of responsibility to teachers and support staff		✓	
Initiates and directs goals for the staff to support and accomplish targets		✓	
Encourages performance standard as mutual agreements to all stakeholders		✓	
Appreciates ideals and abilities of teachers and staff	✓		
Consultative in decision making		✓	
Shares success and failure with other stakeholders		✓	

**Source: Field data 2021**

The study findings showed that the head teachers always appreciated ideas and abilities of staff. On the other hand, head teachers sometimes were consultive in decision making, shared success

and failure with other stake holders and initiated and directed goals for staff to support. Head teachers from all the four schools acknowledged that no single leadership style was effective unless they are combined with other leadership styles. The study found out that head teachers used situational leadership in order to enhance learner’s academic performance.

#### 4.3.2 Autocratic leadership style and learner’s performance

From the interviews of teachers in line with the second research objective, the study established that head teacher’s leadership styles sometimes encouraged free expression of feelings.

**Table 5: Autocratic leadership and learners’ performance**

<b>Statements</b>	<b>Always</b>	<b>Sometimes</b>
Influences school stakeholders	✓	
Express confidence in staff members	✓	
Teaching experience/ academic qualifications	✓	
Encourage free expression of feelings		✓
Consultation in decision making		✓
Encourage standard performance	✓	
Encourage staff development and welfare		✓

**Source: field data 2021**

The data shows that head teachers ‘leadership styles sometimes allowed consultation in decision making. The data further shows that head teachers sometimes delegated power. However, it was established that head teacher’s leadership styles always expressed confidence in staff members while they further indicated that head teacher’s leadership styles sometimes encouraged standard performance and staff development and welfare. Lastly head teacher’s leadership styles always influenced school stakeholders and teaching experience or academic qualification.

### 4.3.3 Analysis of leadership style adopted and the learners' performance

To analyse the influence of leadership styles on learner's academic performance, a cross tabulation was conducted to make comparisons between the specific leadership style adopted and the learner's performance. Table 6 below presented the data.

**Table 6: Cross-tabulations of leadership styles and learners' performance**

<b>Leadership style</b>	<b>Percentage</b>	<b>Pass rate in ECZ examinations</b>
<b>Autocratic</b>	<b>15</b>	<b>Low pass rate</b>
<b>Democratic</b>	<b>50</b>	<b>High pass rate</b>
<b>Situational</b>	<b>35</b>	<b>Mixed pass rate</b>
<b>Total</b>	<b>100</b>	

**Source: field data 2021**

Data in table 6 shows that head teachers who had adopted autocratic leadership styles had a low Examination Council of Zambia (ECZ) examination pass rate. On the other hand, schools whose head had adopted democratic leadership style had a relatively higher pass rate. Head teachers who used situational leadership had mixed results whereby, some schools reported low pass rates while majority reported high pass rates.

### 4.3.4 Teachers and learners Views on Academic Performance at Grade 9

The aim here was to find out views of teachers and learners on the general performance of the learners at grade nine final examinations in relation to leadership styles adopted. The results were as follows in table 7.

**Table 7: Teachers and learners Views on Academic Performance at Grade 9 Exams.**

<b>Views on learner’s performance at grade 9 exams</b>	<b>Teachers %</b>	<b>Learners%</b>
Good	8	13
Poor	25	33
Average	67	54
<b>Total</b>	<b>100</b>	<b>100</b>

**Source: field data 2021**

What teachers were asked about general performance of learners’, 8 teachers which is out of 12 was equivalent to 67% said the results were average, 3 teachers which was equivalent 25%, said the results were poor. 8 %, said it was good. When learners were asked about learner performance in grade 9 final examinations, 13 learners which was equivalent to 54% said it was very poor, 8 learners which was equivalent to 33%, said results were poor and 3 learners said results were good which was 13%. Teachers stated that the general performance for grade nines in national examinations was not good. This has led to each school coming up with strategies on how to improve the results at both grade nine and grade twelve levels. Learners said that inadequate teaching and learning materials had contributed to the poor performance.

**Table 8: Learners performance in Grade 9 National Examinations**

<b>S/N</b>	<b>School</b>	<b>2019 number sat grade 9</b>	<b>2019 number passed grade 9</b>	<b>Pass %</b>			
				<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
1	School B	87	58	67	73	62	64
2	School D	124	95	77	72	85	70
3	School A	200	156	78	61	72	57
4	School C	117	52	44	64	35	48
	<b>Total</b>	<b>528</b>	<b>361</b>	<b>66</b>	<b>68</b>	<b>64</b>	<b>60</b>

### 4.3.5 Pupils Performance in Grade Twelve National Examinations

**Table 9: Learners Performance in Grade 12 National Examinations**

S/N	School	2019 number sat grade 12	2019 number passed grade 12	Pass %			
				2019	2018	2017	2016
1	B	109	91	84	85	80	67
2	D	356	291	82	62	85	83
3	A	480	336	70	67	72	85
4	C	295	143	48	55	35	60
	<b>Total</b>	<b>1240</b>	<b>861</b>	<b>71</b>	<b>67</b>	<b>64</b>	<b>73</b>

**Source: Field data 2021**

Document analysis revealed that, generally Manyinga District, the performance of the learners declined from the 68 % in 2015 to 66% in 2016 at grade nine (9) level in the last year's national examinations. This is clear indication that there are serious factors working against performance of learners in the schools. There is evidence over the sampled years that there had been minimal change in performance of learners. A close scrutiny of the table 9 showed that none of the sampled 4 years seemed to show marked improvements other than slight variation from one year to the next. It is on the basis of this evidence that it is worth to note that the performance of learners in Manyinga District had not been very good. The participants of this study indicated that there were many factors that were responsible for the poor performance in the District for grade nine (9) and twelve (12) but emphasized that acute leadership and high learner Teacher Ratio (LTR), lack of motivation on part of learners and inadequate teaching and learning materials were at the centre of the wider problem.

#### **4.3.6 Availability of Teaching and Learning Materials**

Learners from School B and School C lamented that there was inadequate infrastructure in their schools such as classrooms, desks, and science and computer laboratories. They mentioned that there was inadequate teaching and learning materials such as textbooks, apparatus for the science laboratories that is a challenge. One learner complained of the lack of teaching and learning materials in the school and inadequate infrastructure.

#### **4.3.7 Motivation of Teachers and Learners**

On the statement of the head teachers providing rewards to learners who perform well, it was clearly indicated that in school B rewards were given to outstanding learners in different subjects and disciplines. Three other schools said that they would start rewarding learners on good performance. From all the sampled schools, it clearly stated that teachers were rewarded for good performance on Teacher's Day and Labour Day while learners from three schools indicated that they were not rewarded.

### **4.4 The Relationship between the School Head Teacher's Leadership Style and Academic Achievement.**

#### **4.4.1 Influence of Head Teachers' Leadership style on learners' Academic Achievement**

In line with the third research objective of the study the head teachers admitted that there was relationship between the head teacher's leadership style and academic achievement because they acted as policy makers in schools and comes up with strategies on how well the school would be run. From the findings through interviews, the head teachers stated that leadership styles would be used in school would help to set up the school climate for that particular school such as the discipline of learners in a school, the working culture of teachers, study patterns of learners, the rules and regulations, community relation to be followed. When all these are put in place and acted upon, there is achievement of organisational goals, which is learner academic achievement.

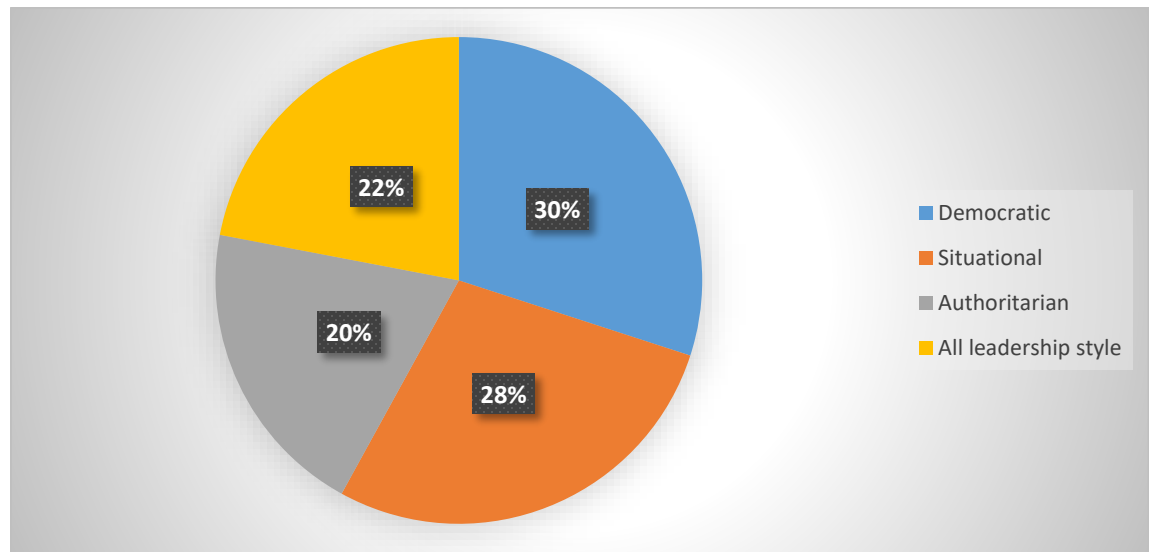
Teachers also said that the head teacher's leadership styles had an influence on learner academic achievement because their schools used democratic leadership style where decisions were made collectively and when they reached a dead lock it's the head teacher who made a decision by

coercing them. From FGDs of learners some agreed and others disagree that there was no relationship. From the above results it clearly indicated that there was a relationship between the head teacher's leadership styles and learner academic achievement. In that 90% indicated the leadership styles of the head teacher affected learner performance while only 10% indicated that leadership styles of the head teacher does not affect the performance of pupils.

#### 4.4.2 Views of teachers on Head Teachers' Leadership Style that Affect Academic Achievement

A question was asked to find out the effect of head teacher's leadership style on academic performance. The response was that 30 % pointed out that democratic leadership style enhanced academic achievement, 28% for situational and 20 % for authoritarian leadership style. However, 22% of participants indicated that all the three leadership styles need to be applied in leadership to enhance good results, pointing out that different circumstances need a unique leadership style.

**Figure 2: Views of teachers of teachers on which leadership style affect academic achievement of learners**



#### 4.4.3 Teachers and learners Involvement in Decision Making

The teachers were asked which stages their schools went through before decisions are implemented. The teachers indicated that in decision making all departments were involved and

there was consultation in all stages through staff meetings. However, some felt that no stages were involved in decision making rather they imposed directives from the higher authorities. With regards to the second research objective on decision making in school the teachers said they that were involved at different levels like in the management meetings the head teacher, deputy head teacher and heads departments (HODs) meet to plan for the schools. Other members of staff were also given chance to make suggestions on different issues during the departmental and staff meetings. The teachers also stated that learners were also involved in decision making on matters concerning them through learners' councils', in classrooms through their grade teachers, class monitors. This was also mentioned during the head teacher's interviews.

This is in line with the findings from learners through FGDs which showed that learners were involved in decision making on matters that concern them by discussing and giving suggestions to the representatives of the 'learners council' which were later submitted to the administration. This was also done in their various classrooms where they discuss issues and made submissions through their grade teachers, class monitors. Although some learners for some school disagreed that they are not involved in decision making. Table 10 below summarised the responses of the participants.

**Table 10: Teachers and learners involvement in decision-making**

Response	Frequency	Percent (%)
Strongly disagree	3	8
Disagree	6	17
Agree	27	75
Total	36	100

**Source: field data 2021**

Table 10 shows the responses to the question whether the school management involved the teachers in decision making. 3 participants had chosen option 'strongly disagree' which was represented by 8%. 6 participants chose 'disagree' represented 17% and 27 participants chose 'agree' which represented 75%. It was clear that teachers were involved in decision -making. This

strategy, if it is well followed, would make teachers to be motivated to teach effectively. As in the findings of the FDGs teachers and learners were involved in decision making.

#### **4.4.4 Head Teachers’ view on Leadership Style and Regular Supervision.**

On the head view on leadership style and regular supervision, one head teacher during the interviews said that they supervise teachers by going round classrooms physically to see whether learning is taking place in the classrooms or not, ensure that teachers report for work in good time by using a clock in register, checking the period register at the end of the week to see whether teachers taught or not. Out of the four head teachers, three reluctantly said that they did not closely supervise teachers due to other administrative duties they were occupied with, instead they left the work to the deputy head teachers and HODs. Some teachers disagreed that the head teachers rarely closely supervise them. This was also the outcome from the FDGs of learners.

Responses from participants were summarised in the table below.

**Table 11: How regular is the head teachers supervision**

<b>Response</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b>Strongly disagree</b>	<b>6</b>	<b>17</b>
<b>Disagree</b>	<b>21</b>	<b>58</b>
<b>Agree</b>	<b>9</b>	<b>25</b>
<b>Total</b>	<b>36</b>	<b>100</b>

**Source: Filed data 2021**

Table 11 shows results on how teachers were regularly supervised by their teachers. 6 participants, representing 17%, strongly disagreed. 21 participants, representing 58 %, disagreed and 9 participants, representing 25%, agreed. This indicated that the head teachers’ supervision of teachers was low. The findings of FDGs showed that head teachers hardly supervised the teachers.

#### 4.4.5 Management's Provision of the needed Teaching and Learning Materials.

The finding of interview of head teachers and teachers stated that they plan for the needed teaching and learning materials. These materials were provided but they were inadequate to cater for the learners needs. It was also found out that the needed learning and teaching materials were inadequate.

**Table 12: Management provision of the needed teaching and learning materials**

<b>Response</b>	<b>Frequency</b>	<b>Percent (%)</b>
Strongly disagree	12	33
Disagree	18	50
Agree	6	17
Total	36	100

Table 12 shows the results whether the school management provided the teachers with the needed teaching and learning materials. The option 'strongly disagree' was chosen by 12 participants, representing 33%. The option 'disagree' was chosen by 18 participants, representing 50% and those that agreed were 6 representing 17%. It was clear from the results that teachers were not provided with necessary teaching and learning materials. This was similar to the findings of the FDGs, which showed that the teaching and learning materials were not provided for as it should have been.

#### 4.6 Summary of the Chapter

The chapter presented the findings of the study according to the research objectives. Discussed under this chapter were: demographic background of the participants, main leadership styles used by the head teachers, head teacher's leadership style which enhance learner's academic performance, the relationship between the school head teacher's leadership style and academic achievement. The next chapter presents the discussion of the findings.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.0 Overview**

The previous presented findings of the study. The present chapter discusses the findings of the study on the effects of leadership styles of head teachers and learner's academic performance in selected public schools in Manyinga District. The chapter closes with a summary. The discussion of findings was guided by three research objectives which were: -

1. To establish the main leadership styles used by the school head teachers.
2. To establish how leadership styles, enhance learner's academic performance and
3. To determine the relationship between school head teacher's leadership style and academic achievement.

#### **5.1 Main Leadership Styles used by Head teachers in Public Secondary Schools in Manyinga District**

The study shows that most participants representing 50 % of the public secondary school heads or managers in Manyinga had adopted situational leadership style; this is to mean that the school heads hanged their leadership style as conditions warranted; that is, they adopted the leadership styles based on the developmental level of the institution, teachers or learners. Moreover, a number of head teachers further revealed that they had used democratic leadership style and autocratic leadership style. This is in line with Hersey-Blanchard situational leadership theory which stressed the need to use various leadership styles depending on the maturity of the people being led and the nature of the task. Hence, means the willingness and ability of an individual to accomplish a task. This theory put emphasis that there is no single effective leadership style in all situations. Therefore, maturity of teachers, learners determine the style the head teacher should use to be an effective leader. According to this theory, maturity is the extent to which an individual exhibits willingness and ability to accomplish a task (Leadership Theories and styles, 2009).

However, from the results obtained most school head teachers use the democratic leadership style compared to any other leadership styles. Schools are composed of intelligent people whose ideas are quite crucial in the day-to-day operations of the same schools. Head teachers contended that democracy is the best leadership strategy for school environments. School A secondary head teacher said that with the democratic leadership style, decisions are made democratically by the group, encouraged and assisted by the leader. Decisions on various activities in the organisations are made after communication, consultation and discussions with the various members of the organisations. In the democratic style of leadership, the leader delegates his or her responsibilities to his or her subordinates, providing them with the opportunity to participate in the organisational decision-making after they have been discussed.

Similarly, in the terms of democratic leadership styles, there is high cohesion and involvement in the affairs of the institution and the staff members show a positive attitude towards their leaders. The democratic style of leadership uses discussion and bargaining to arrive at decisions. This generates high morale among staff and promotes greater group productivity.

The above findings agree with (Mulford 2005) who found that democratic leadership style related positively to employees' job satisfaction and commitment in federal organisations in western Australian while in contrast, RAD and Yarmohammadian (2006) found no relationship between leadership behaviours and employee job satisfaction where a participative leadership style was prevalent. The findings further concur with Goldman (2002) who found out that employees were likely to be satisfied by their ability to harness and input into work planning, opportunity to show initiative, ability to have a say in management decisions, a feeling that their local authority kept them well informed and that any change was well communicated to them on time hence increasing employees job satisfaction.

Findings further revealed that head teachers sometimes appreciated ideas and abilities of staff. On the other hand, head teachers sometimes were consultative in decision making. Further the head teachers sometimes initiated and directed goals for staff to support and accomplish. However, findings show that head teachers rarely allowed teachers and support staff to function freely as they wished. The head teachers sometimes shared success and failure with other stake holders while on the other hand it was found out that head teachers sometimes encouraged performance

standard as a mutual agreement to all stake holders. Lastly, the head teachers indicated that sometimes the head teacher's leadership skills enhanced learner's performance.

The study concluded that laissez faire leadership is not fully applicable for managing secondary schools in Manyinga District. This style is regarded as the least effective which represents absence of leadership because he or she may lead the school to failure when subordinates are not loyal. However, the extent to which the leader contributes to school performance is very weak. There is need to have qualified head teachers in schools who can meet the leadership challenges. The head teachers should use the most appropriate leadership style that facilitates collective responsibility and consultative decision making with all stake holders in the schools. In relation with the Hersey-Blanchard Theory to which the study focuses, there is need for maturity on the part of the people being supervised in order to achieve the intended result (Hersey, Blanchard and Johnson 2001). In the case of the findings, in most schools, the success of the activities was due to the maturity of the staff. In this case the maturity refers to the ability for the teachers and learners to accept the prevailing situation and carryout the orders or instructions. In some situations, the implementation of academic activities has to be done willingly with inadequate materials due to financial challenges.

### **5.3 Leadership Styles that Enhance Learners Academic Performance in Selected Public Secondary Schools in Manyinga District**

Based on the findings, it was concluded that majority of public secondary schools which had adopted situational leadership style to enhance learner academic performance. Schools which had adopted situational leadership style had mixed results in the final examinations; findings show that most schools had achieved mixed results that are low and high. Democratic leadership style is the second most adopted leadership style among public secondary schools in Manyinga. Democratic leaders achieved high results. Democratic leadership style also has a significant relationship with a learner's academic performance. Autocratic leadership style is the least adopted style among public secondary schools in Manyinga. Schools with heads who adopted autocratic styles learners performed poorly.

It was also revealed that head teacher's leadership styles sometimes allowed consultations in decision making and they sometimes delegated power to the teachers. However, the head teacher's

leadership styles always expressed confidence in the staff members. Findings showed that the head teacher leadership styles sometimes encouraged standard performance and staff development and welfare. Lastly, head teacher leadership styles always influenced school stake holders and teaching experience / academic qualification.

Hence the study clearly indicated that no single leadership style was effective unless it is combined with other leadership styles for effective achievement of organisational goals such as good academic performance. This is the core business of every learning institution like a school.

One teacher from school A expressed happiness that their head teacher had mostly adopted democratic type of leadership.

The analysis shows that there is a positive relationship between learners' academic performance with democratic leadership style and situational leadership style. The study shows a significant relationship between learners' performance in final examinations and democratic leadership style. This is in line with Okoth (2000) who carried out a study on the effects of leadership styles on 54 students' performance in Kenyan Secondary examinations in Nairobi Province, Kenya, and found out that head teachers rated as being democratic had high mean performance index than autocratic head teachers. Lewin (2006) study also found that participative leadership, also known as democratic leadership, is generally the most effective leadership style. Democratic leaders offer guidance to group members, but they also participate in group and allow input from other group members.

The findings however, contradict with Njuguna (1998) who found that there is no significant relationship between leadership styles and learner's performance. Huka (2003), brings a point of contrast by noting that head teachers who are rated most democratic had the lower mean scores, while autocratic head teachers had higher mean scores. Autocratic leadership style was found to have a significant relationship with higher performance. This is in line with Huka (2003), who revealed that head teachers who were autocratic head teachers had higher mean scores.

From the study it was found out that head teachers from the four schools incorporated situational leadership style. This gives an implication that situational leadership style is effective and contributes significantly to learner's academic performance. Hersey-Blanchard and Johnson

(2001) supports the findings that when head teachers are directive and supportive, while delegating and coaching the learners and teachers, good performance is achieved. This could be so because the head teacher as supported by Cole (2004) has established high standards and expectations of both teachers and learners performance. He/she always motivates learners through giving of rewards whenever they perform well, recognizes teachers' efforts through rewards and incentives, monitors learners' academic progress and monitors teachers' work which leads to good learners' academic performance.

Situational leadership style is good if the head teacher knows how to apply each style to a particular situation. It shows that the head teacher uses different leadership style to different situations encountered without considering the ability of teachers and learners. In fact, this leads to dissatisfaction because they are unable of coping with the style. This is supported by leadership theories and styles (2009) that the situation, the ability of followers and the ability of leaders are the factors which affect the leader's decision in using situational leadership style.

Furthermore, the study showed that head teachers sometimes delegated power of responsibility to teachers and support staff. According to Northouse, (2004) learners under delegative leadership were the least productive; delegative leaders offer little or no guidance to group members and leave decision-making up to group members. Furthermore, the head teachers sometimes initiated the directed goals for staff to support and accomplish. However, it was indicated that head teachers rarely allowed teachers and support staff to function freely as they wished. The head teachers sometimes shared success and failure with other stakeholders.

Likewise, the head teachers sometimes encouraged performance standard as a mutual agreement to all stakeholders. Lastly the teachers indicated that sometimes the head teacher's leadership skills enhanced learner performance on examinations. According to Lussier (2008) leadership is central to effective management of educational institutions. He narrates that educational administration, indeed is the guiding platform within which human resources and learners are able to integrate objectively in achieving better results. Edmonds (1979), also found that strong leadership and a climate of high expectation led to higher achievement. He also observed that strong administrative leadership by the head teacher is key variable that ties together all the elements identified as characteristics of effective school.

Among learners and teachers sampled from four schools, it indicated that the teaching and learning materials such as text books, laboratories, classrooms, apparatus, chairs and desks were not enough. Learners emphasized that they needed more text books in their schools were the most needed among the other needed teaching and learning materials. It was evident that the learning and teaching materials such as books in all the sampled schools and laboratories including apparatus for Practical's were inadequate at School A secondary and School C secondary. It is difficult for the school to run effectively when there are no enough text books for references.

This consumes time and become more difficult to prepare for the lesson and even deciding which technique to use in order to cater for the slow learners. In the end, they become more relaxed because they think that the administration is not caring to provide the teaching and learning materials.

Hence teachers tend not to be motivated because the administration itself is not bothered. This confirms with Daresh (2002) who stated that provision of enough learning and teaching materials helps to motivate the teachers. The head teachers through interviews stated that in ensuring teaching and learning materials are available in schools, heads of departments (HODs) are asked to make requisitions, sit down with the deputy head teacher to present their needs which are approved for procurement. They also mentioned that it had not been easy to cater for all teaching and learning materials due to funding issues from the Ministry of Education (MOE). Thus, the inadequacy of teaching and learning schools.

Furthermore, most teachers mentioned that their efforts were recognised for good academic performance. On the other hand, few teachers stated that their efforts were not recognised. From the interviews head teachers in schools said that teacher's efforts were recognised by giving of awards on teacher's day and Labour Day. However, learners from three schools disagreed that their efforts are not recognised for their good performance in schools. An effective head teacher ensures that the system of rewards and also incentives are set to encourage excellence in learners and teacher's performance. From the results, its clear that some head teachers recognise the efforts of their teachers which are a motivation factor for better academic performance.

Motivation is probably the most important factor that head teachers can use or target in order to improve the learning and teaching process. With regards to learners very little if not any learning

can occur unless learners are motivated on reliable basis. Therefore, there are a number of ways head teachers of secondary schools of Manyinga District can use or adopt to motivate their learners in schools. If the content is interesting and its process enjoyable learners can be motivated. Head teachers should make sure that teachers prepare their lessons well to stimulate learners' current and future needs with clear stated objectives so as to enhance good learner academic performance which leads to achieving organisational objectives and also effective management of schools.

When the head teachers in secondary schools ensures that teachers prepare their lessons well it would always reflect in the performance of learners in different subjects. However, the opposite is also true that teachers can make lessons interesting and yet learners fail to put in their efforts to perform well. Rewarding system is another way of motivating both learners and teachers for good performance in schools where teachers and learners are appreciated for their good efforts. Therefore, this can motivate learners even teachers by creating a school environment in which learners feel comfortable, valued and secure with good school climate.

In line with the Hersey- Blanchard situational leadership theory, (Hersey, Blanchard and Johnson, 2001). which is the guide of this study, the findings agree with the theory that with the Democratic leadership style, which was found to be used where the school had good performance was achieved. Participation by the staff and learners in decision making helps in building trust and ownership.

In order to improve academic performance for learners, the study found out that each school had planned strategies and included them in planning. They put up strategies like giving remedial work to slow learners, catch up strategy, intensifying on homework policy, compulsory science practicals for examination classes, the school target pass rate set by each school and compulsory prep for all the learners. The mentioned strategies are put to enhance learner academic performance in the district and they all participate in planning.

#### **5.4 The Relationship between school head teachers' and leadership style and academic achievement in selected public secondary schools in Manyinga District**

In regard to the third objective on relationship between head teachers and leadership style and academic achievement in Manyinga District, the study revealed that leadership style had an effect on academic achievement, use of effective leadership styles enhance high academic achievement of learners. The application of all the leadership styles that is democratic, autocratic situational, transformational and many others enhances good results, as different circumstances need a unique leadership style. The study established that the effects of laissez faire leadership style on secondary school performance was small while the contribution of this leadership style towards the overall school performance is low. In this objective there were a number of questions that were asked to the participants (head teacher, teachers and learners) to get their perceptions towards effect of leadership style on school performance of secondary schools of Manyinga District.

It was found in this study that there was less effect between head teachers laissez faire leadership style and school performance which implies that there was no accord between managers and school environment. This finding suggests that head teachers using laissez faire leadership style had poor relationship with the secondary school performance which participants greatly agreed that this leader delegate all authorities to the other staff that might reduce school performance. The finding was consistent with the findings made in previous studies (Goldring and Sharon,1993). The study also established that principles who used laissez faire leadership style tend to fail to follow on those they have delegated tasks to and consequently performance declines. They have everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work.

The study shows the democratic leader consults, shares ideas with the subordinates before decision making to invite their contributions as the participants greatly agreed. This significant relationship found between head teachers or principles' democratic leadership style and school performance suggest that the more democratic a head teacher is in his or her leadership style the better the academic performance in the schools. The finding was in agreement with the findings made by Yusuf, (2012) who found significant relationship between principles' democratic leadership style and academic performance in secondary schools.

Most school managers used the democratic leadership style compared to other leadership styles in order to involve the school community. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers, learners and prefects, for example, have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored. Thus; a positive moderate relationship was found to exist between democratic leadership style and school performance in relation to other leadership style. The use of this leadership style may therefore lead to improve school performance especially in secondary schools. Hence, the pool of intelligent people in school needs to be used in this type of leadership style.

### **5.5 Head teachers' view on Leadership styles and Regular Supervision**

Head teachers as instructional leaders have the crucial role to monitor the implementation of the curriculum. The success or failure of a school weighed more on the head teacher than on the teachers. They had to see to it that the schools performed their mandate of producing future leaders for the country. What became apparent from the interviews with Head teachers was that the head teachers could no longer accomplish that task alone because of the multifaceted dimension of instructional leadership and the increasing responsibilities of the Head teacher.

The findings from the teachers are in agreement to Edmond (1979) who recognizes the head teacher as the overall supervisor of all academic and administrative activities in the school, and the one responsible for improving and maintaining high teaching and learning standards in the school. Teachers therefore perform their duties under the direction and guidance of the head teacher, if this is not done then the teachers are left without any guidance. Mbiti (1974) disagrees and stresses that it was difficult to oversee every teacher in the school due to large population. Head teachers are weighed down by administrative burden that they hardly find time to observe and supervise how teachers were teaching. Since teaching and learning is the core business of every school the head teacher is supposed to be on the ground to supervise, monitor and evaluate the teaching and learning process which includes curriculum implementation. All these are strong indicators that there is a relationship between the head teacher's leadership style and learner's academic achievement as Hersey – Blanchard leadership theory emphasizes that there is no single effective leadership style in all situations(Hersey – Blanchard and Johnson, 2001).

## **5.6 Suggestions for Improving Leadership Styles in Secondary Schools**

The head teachers were asked to give their suggestions on what should be done to improve school leadership. Many of them suggested that head teachers had to apply new ideas to improve service delivery and have better training. On the other hand, the teachers felt that the head teachers should consult in decision making. Others felt that the learners should be offered guidance and counselling to improve their performance.

Lastly all the stakeholders should be involved in bettering the school performance. The head teachers indicated that good leadership raises morale of teachers and promotes good performance in examinations. They further felt that members should be encouraged to improve performance through appreciation, rewards for good academic performance so as to motivate the learners and teachers. The head teachers are the learners of the school so they should ensure that there is good communication and interaction among head teachers, teachers, learners and other stakeholders. They were also asked what the government should do to improve head teacher's leadership styles for better academic performance in secondary schools. The teachers indicated that the government should increase its funding to schools for better performance in examinations while other head teachers from School B felt that the head teacher also pointed out that the government should conduct in-service courses for administrators to expose head teachers to management skills in order to improve performance and that teachers should also be exposed to a lot of capacity building programmes and other refresher courses. Furthermore, they mentioned that the government should select the best to head public secondary schools and award them to increase competition therefore better examination performance. The government should also increase funding for facilities and labour to enable better performance. The head teachers also felt that they should harness efforts of all staff members and parents to produce good results. To improve all other areas in the team and install sense of responsibility on all stakeholders. Further increase number of teachers to reduce workload hence better services and offer effective leadership.

Learners and teachers expressed their feeling that head teachers to be effective in their leadership role, teachers, learners, parents and mostly the government should give support to the head teachers. From this finding, it is clear that the head teacher needs support from parents, teachers and learners to affect his or her leadership practice. Few learners suggested that head teachers

should be committed and supervise learning process frequently in the school. This result means that learners felt that leadership comes with commitment and is a government responsibility. From these results, it is clear that most learners and teachers feel that involvement in decision making is imperative. Motivating others like staff and learners and training of head teachers in leadership styles would help in making head teacher's leadership style effective for achieving learners' academic performance. The findings of the research on the types of leadership styles used by the different head teachers in the schools sampled was that, they vary from school to school. With this variation comes the differences in the academic performance of the learners in their work. The school where the autocratic leadership style was most applied, made a negative influence on the performance of the learners, in schools where the head teachers were democratic style of leadership was applied the performance was positively influenced. This agrees with the findings of Yusuf in his (2012) study done in Nigeria. From this it is important to note that for better improvement in the academic performance of learners, the head teacher must use different leadership styles which suit the situation as stated in the Hersey-Blanchard Theory (Hersey, Blanchard and Johnson, 2001)

### **5.7 Summary of the Chapter**

The chapter presented the discussion of the findings regarding leadership style used by head teachers in Manyinga District. The chapter also showed how reviewed literature was related to the objectives of the study. Lastly, suggestions meant to improve leadership styles. The next chapter presents the conclusions and recommendations made in view of the findings.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.0 Overview**

The previous chapter discussed the findings. This particular chapter presents the conclusion and recommendations of the study based on the study findings and discussions on the effect of leadership styles of head teachers on the learner's academic performance in selected public secondary schools of Manyinga District. The chapter closes with a summary.

#### **6.1 Conclusion**

The following conclusions were drawn based on the findings of the study in relation to the objectives of the research. Four research objectives lead to the findings of this research. The first research objective sought to establish the main leadership style used by head teachers in public secondary schools. The findings of the study showed that head teachers in most schools used democratic style as the main leadership style in secondary schools of Manyinga District. These school managers used the democratic leadership style compared to other leadership styles in order to involve all the stakeholders of the school. Although they used democratic style, they also adopted situational leadership style because no single leadership style is effective for all situations and circumstances. Still, situational leadership was found to be an effective leadership style where learner's academic performance is concerned among others. This is because it allows the head teachers or the managers to handle teachers and learners as per situation. Thus, it can be concluded that situational leadership style is most used by head teachers in making decisions

In regard to the second research objective which sought to establish how the head teacher's leadership styles enhance learner's academic performance. The study findings on the second objective demonstrated that there is a great positive relationship existing between democratic leadership style and school performance in relation to other leadership style. From the findings of the study it became evident that schools whose head teachers adopted democratic leadership style examination pass rate was relatively higher, situational had mixed results and autocratic leadership style had a lower pass rate. It further revealed that laissez faire leadership style was not fully applicable for the management schools. This clearly indicated that depending on the leadership

style being used in school learner performance can be enhanced or affected. Meaning that, the head teacher's leadership styles have both positive and negative effect on learner's academic performance. In as much as leadership styles are used by head teachers in their schools, regardless of the type of style, they have an effect on learner's academic performance.

The third research objective determined the relationship between school head teacher's leadership style and academic achievement. In line with the third research objective of the study it was discovered that there was a relationship between the head teacher's leadership style and academic achievement because they acted as policy makers in schools and comes up with strategies on how well the school would be run. From the findings, the study revealed that leadership styles used in a school would help set up the school climate for that particular school such as the discipline of learners in a school, the working of teachers, study patterns of learners, the rules and regulations and community relation to be followed.

From the investigations done it became evident that head teachers' leadership style had an effect on learner's academic performance. It was confirmed by head teachers' responses that learner's academic achievement was their responsibility as they are required to organise all resources and other factors that lead to learner's academic performance. From this study it's clear that learner's academic performance should be a collective responsibility for all stakeholders for the attainment of high academic achievement. This greatly depends on the type of leadership style. The study brought out that leadership style had an effect on academic achievement, use of effective leadership styles enhance high academic achievement of learners.

## **6.2 Recommendations**

On the basis of findings, the study made the following recommendations;

- i. The study recommends that situational and democratic leadership styles are preferred in managing secondary schools of this district. The styles seem to be the most important ones of human resource management. They participate, transform and encourage employees to perform in the most effective way but also to attract potential teachers and learner's performance.

- ii. There are empirical grounds to hold head teachers accountable for learners' academic performance in schools. It is important to have strong leadership skills to manage schools. It is, therefore, recommended that compulsory continuous professional development in leadership is institutionalised in Zambia for head teachers.
- iii. Teacher training institutions should incorporate in their curriculum, training in the art and science of leadership in order to groom leaders' right from initial training institutions.
- iv. This study also submits that in order to make leadership important and useful in promoting quality education, it must be distributed appropriately among the different levels of administration in order to promote the concept of instructional leadership, where the teacher in the classroom is aware that he or she is also a leader.
- v. The study recommends that the head teachers should use the most appropriate leadership style that facilitates collective responsibility and consultative decision making with all stakeholders in the schools. They should also involve teachers in their administration which would enhance participative leadership and hence better performance. The government should facilitate training and empowerment of head teachers in leadership styles since these leadership styles have a direct relationship with the learner's academic performance.
- vi. The head teachers should be provided with in-service courses on quality leadership which is a prerequisite for successful academic performance. The head teachers should collaborate with the stakeholders and parents to ensure that management of the schools offers conducive teaching and learning environment for both teachers and learners for successful academic performance.
- vii. There should be delegation of power and responsibilities to teachers and support staff. Improved leadership styles should encourage standard performance of all stakeholders as a mutual agreement towards improved academic achievement. They would consequently influence school stakeholders to focus on improving performance. On the

other hand, adequate consultation by head to all stakeholders and frequent consultation would yield to better performance among the public schools.

### **6.3 Suggestions for Future Research**

- I. Future research should assess the relationship between the initial head teachers' leadership training and effective management of schools.
- II. Future research must establish whether the competencies of head teachers' supervisors (DEBS/PEO) has an influence on the performance of head teachers in schools.

### **6.4 Summary of the Chapter**

This chapter presented the conclusions and recommendations of the study which were drawn from the research objectives and finding of the study.

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## APPENDICES

### Appendix A: Interview Guide for Head Teachers, Deputy Head teachers and DEBS official.

#### Section A: Demographic information

1. What is your academic qualification?  
Diploma [ ] Bachelor Degree in Education [ ] Masters [ ] Any other .....
2. How many years have you been a headteacher?..... years
3. How is your school performing academically?
4. In your opinion who is responsible for that performance?

#### Section B: Leadership styles used by the headteacher

5. Which leadership style works best for you in this school and why?
6. Which of the leadership style is more effective in achieving the learner's academic performance in the school?

#### Section C: influence of the head teachers' leadership styles to enhance learners' academic performance

7. In which ways do you motivate teachers to enhance students' academic performance in the school?
8. How do you ensure that all the learning and teaching materials are available in the school?
9. Have you set the schools' performance standards and expectations of the teachers?
10. How are teachers involved in decision making and procurement of teaching and learning materials?

#### Section D: influence of head teachers' styles on learners 'academic performance.

11. Have you put any measures in the school which motivates learners to study hard? Probe on what measures have been put in place.
12. How do you learners participate in decision – making on matters that affect them?
13. Do you give awards to best performing learners? Give reasons

**Section E General comments regarding this study**

14. Anything you can say about leadership styles in this institution and how things are run?
15. Give suggestions on what should be done to make head teachers leadership style more effective?

**Thank you for your participation**

## **Appendix B: Focus Group Discussion**

### **Section A: leadership styles used by the head teacher**

1. Does the head teacher allow others to share their ideas in the meeting?
2. Does the head teacher allow to participate in decision making on matters that affect them?
3. Does the head teacher give you rewards for good performance? Probe on the reasons for giving rewards.
4. How are the responsibilities delegated and how are you empowered as learners?
5. Does the head teacher and teachers expect learners to solve problems on their own?
6. How effective is the head teachers' leadership style?

### **Section B influence of head teacher's leadership styles to enhance learners' academic performance.**

7. Do you think the teachers work when they are closely supervised by the head teacher?
8. How sufficient are the teaching and learning materials such as books, desks and chair, classrooms, laboratories for practical's?  
If not sufficient, what do you think is needed to be done?
9. Does the head teacher visit classes to ensure that learning and teaching takes place?
10. How is the teacher/learner relationship in classes in this school? Probe further if the number of learners affect understanding

### **Section C influence of head teachers' leadership styles on leaners academic performance**

11. How does the head teachers monitor the learners progress and study habits?
12. Is there a conducive learning environment in this school? Probe the reasons
13. How involved are you in the teaching and learning process?
14. Give suggestions on what should be done to make the head teachers' style more effective?

**Thank you for your responses.**