

THE EFFECT OF LEADERSHIP STYLES OF HEADTEACHERS ON THE LEARNER'S
ACADEMIC PERFORMANCE IN SELECTED PUBLIC SECONDARY SCHOOLS OF
MPIKA DISTRICT

BY

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DECLARATION

I, Racheal Chunda, do 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.

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CERTIFICATE OF APPROVAL

This research report by Racheal Chunda 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 mother Mrs. Chunda Chama Lillian and my late father Mr. Chunda Alick Kaluba. Thank you so much for your tireless efforts and commitment in ensuring that I get the best out of life. Mum your continuous support and encouragement is the reason why I have reached this far hence, I thank you. Dad 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 Chunda's.

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ABSTRACT

The Headteacher as the chief executive of a school is responsible for the quality of 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 partly 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 teacher's leadership style is one factor determining that success. It is therefore important that the performance of a school is appraised against the performance of 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 Mpika District.

The study attempted to find out the main leadership styles used, the relationship between school head teachers 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 4 public secondary schools in Mpika District. Schools which had presented learners examination results from 2013 to 2016 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 main concerns of the entire study. Findings 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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ACRONYMS

ECZ	Examination Council of Zambia
DEBS	District Education Board Secretary
LTR	Learner Teacher Ratio
FGD	Focus Group Discussion
MOE	Ministry of Education
HOD	Head of Department
PEO	Provincial Education Officer

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents background of the study, statement of the problem, research objectives, research questions, significance of the study, limitation of the study, delimitation of the study, theoretical framework, conceptual framework and operational definitions of terms. The chapter closes with a summary.

1.1 Background of the Study

School administration is an important part of our education system. Administrators face a variety of issues on a daily basis. Every school administrator has a personal educational leadership philosophy. This philosophy covers a multitude of areas which school administrators would deal with on a daily basis. Any school is only as strong as the leadership and administration that runs it (Cole, 2004). Being a school administrator or in a school leadership position is a thankless job and one that comes with making difficult decisions. A leader is recognized as a person who sets direction and influences people to follow that direction. Some early researchers attempted to define effective leadership styles and to relate them with various aspects of organisational outcomes (Lewin, et al., 1939). A leader is a person who sees something that needs to be done, knows that they can help make it happen and gets started (Cole, 2004). A leader sees opportunity and captures it. He or she sees a future that can be different and better and help others see that picture too. He or she is a coach, an encourager and is willing to take risks today for something better for tomorrow.

Aikaman and Unterhalter (2005), assert that educating a nation remains the most primary strategy for the development of the society throughout the world. Through education, people's standards of living are likely to improve, as they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. Nsubuga (2008), concurs with Aikaman and Unterhalter (2005), when they pointed out that the role of education is not just to impart knowledge and skills that enable the beneficiaries to function as economic and social change agents in the society, but also to impart values, ideas, attitudes and aspirations important for holistic development. Researches carried out in

developed countries points out that the academic achievement of many educational institutions is influenced by the leadership styles of the administration and management team. The desire to excel in academic achievement has been present since the introduction of formal education in Africa (Lewin, 2006). This is because learners' academic achievement at the end of secondary education determines one's future career and eventually job opportunities.

A leader is a communicator, coordinator and listener. 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, students' council, clubs, committees and organisations involved in running the school. The democratic control means aiding the dialogue, encouraging employees to contribute towards ideas, and processing all the accessible information to the finest verdict. The democratic leader should be talented enough to converse that decision back to the group to boost up unity in the plan that is chosen. In an autocratic leadership style, the person in charge has total authority and control over decision making. Hence, leaders in education institutions play an important role in order to deliver quality education. Most educational experts like Mirkamali (1995), as cited in Bakhtiar (2003:224), consider administrators as the main source and driving force for organisational development and academic growth of learners. The success of these administrators is owed to the method or leadership style used in the administration process (Cole, 2004). Drucker (1993), indicated that the quality and performance of managers are the key criteria in deciding organisational success. A school without a manager's leadership is not able to transmute input resources into competitive advantage. Therefore, it is clear that the leadership style of a manager has a close relation to the development of an organisation.

An essential aspect of an organisation is leadership. It gives meaning and adds value to expected performance of an organisation. Leadership is the process of influencing the activities of a group of individuals by a leader to achieve a common goal (Nworgu, 1991). School leadership is the process of enlisting and guiding the talents and energies of teachers, learners, and parents towards achieving common educational 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, organise and conduct their instruction and their

educational interactions with and expectations for their learners (Mulford, 2003). Furthermore, learners work on academic matters, are highly motivated, and respect other learners who achieve academically (Hoy and Miskel, 2001:154).

Leadership style is a pattern of behaviour leaders used over time as perceived by others (Blanchard, 2008). Secondary schools are the second level institution in most African countries to transform young people into responsible citizens. Schools like any other organisation prepare learners to qualify them for the labour market and the future. The structures in those schools define its operation and the success of the school is often measured by its academic performance through how many learners proceed to the next level. Schools, like any other organisation have an administrative structure that highlights the role of all that are involved in it. At the helm of school management is the school manager also known as the headteacher. Sidhu (1996:110) asserts that the school managers play a key role in the well-being of a school. It is due to the sentiments highlighted above that the current study intends to investigate the effect of leadership styles of head teachers on the learner's academic performance in selected public secondary schools of Mpika District

1.2 Statement of the Problem

In this modern world, education is not only important but learner performance as well. Academic performance is more imperative as it determines the continuity of a person's literacy (Teklemarian and Nam, 2011). Most schools performance is measured on a number of learners who are able to obtain marks that allow them to proceed to the next academic level. This situation is not different from secondary learners whose academic performance is highly inclined on the mark they obtain to join universities and colleges.

Mostly, the academic performance of learners is associated with aspects such as school, discipline, availability of teaching and learning materials, the qualification of teachers and others. It is very rare that the academic achievement of learners is linked to the leadership styles adopted by school managers despite research indicating that there is a strong link between the two (Suraya and Yunus, 2012:57; Ross and Gray, 2006). In line with the aforementioned, this study intends to investigate the effect of leadership styles of head teachers on the learner's academic performance in selected public secondary schools of Mpika District.

1.3 General Research Objective

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

1.3.1 Specific Research Objectives

1. To establish the main leadership styles used by school head teachers in selected public secondary schools in Mpika District.
2. To establish how leadership styles enhance learner's academic performance in selected public secondary schools in Mpika district.
3. To determine the relationship between school head teacher's leadership style and academic achievement in selected public secondary schools in Mpika District.

1.4 General Research Question

Do the leadership styles used by head teachers have an effect on the learner's academic performance in selected public secondary schools in Mpika district?

1.4.1 Specific Research Questions

1. What are the main leadership styles used by the head teachers in public secondary schools in Mpika District?
2. In what ways do school head teacher's leadership styles enhance learner's academic performance?
3. What is the relationship between the school head teachers' leadership style and academic achievement?

1.5 Significance of the Study

Significance of the study refers to the importance of conducting the study or the issue at hand (Kombo, 2006:49). Therefore, it is hoped that this study may help the head teachers to have an insight on which leadership styles are being used in schools including the merits and demerits of the leadership styles being used in school and hence use the appropriate leadership style. Further, this study shall be useful to the researchers, head teachers and the

Ministry of Education (MOE) because the study may give knowledge on how the leadership styles are related to learner academic performance and how they affect learner's academic performance.

Furthermore, head teachers may use the information to understand a school's individual culture and nurture or change an already existing culture and also know how these leadership styles enhance learner academic performance. The study may also prove useful to educators to understand better which leadership behaviours enhance a positive school culture and improve learner's academic performance. Ash and Pearsall (1999) noted that student learning must be the focus of educational efforts, while school leaders create systemic change to pursue higher levels of learner academic performance.

Since it is the desire of every headteacher that learners perform well. Therefore, the findings of this study may also provide an insight to the head teachers on the type of leadership style which can enhance learner academic achievement. In this regard it will show how leadership styles influence learner academic achievement. If the leadership style they are using in school is not promoting high learner academic achievement, the head teachers may be able to resort to another leadership style which can promote high learner academic achievement.

For the Ministry of Education, this study may help in knowing that there is a strong relationship between leadership styles and learner academic achievement. This may make it easy for them to conscientise head teachers and teachers on the best leadership styles to be used in schools. The study findings may contribute to the existing literature on the subject as well as narrow the existing gap on research on the effect of leadership styles of head teachers on the learner's academic performance in selected public secondary schools of Mpika District.

1.6 Limitation of the study

This study was carried out in selected public secondary schools in Mpika district and was limited to these public secondary schools in the district. Since the study was conducted in Mpika district only the results cannot be generalized to other districts which were not studied.

1.7 Delimitation of the study

The study only focused on investigating the effect of leadership styles of head teachers on the learners' academic performance in Mpika district. Head teachers, teachers and learners were targeted by the study.

1.8 Theoretical Frame Work

The study used Hersey-Blanchard situational leadership theory. This theory was developed by Hersey and Blanchard in the early 1980s. The theory stresses the need to use the various leadership 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 put emphasis that there is no single effective leadership style in all situations. Therefore, maturity of teachers, learners determine the style the headteacher 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 the specific task. This theory identifies four leadership styles which are telling, selling, participating and delegating depending on the one that fits the situation at hand (Hersey, Blanchard and Johnson, 2001:190).

The telling leadership style involves high task and low relationship behaviour, it is also known as the authoritarian style. This style is effective when the group being led by the headteacher is less mature, lacks knowledge, skills and motivation to perform the work or study on their own. However, the headteacher should be enthusiastic not underestimate the knowledge of the group. Thus, this style works well through head teacher's instructions where he or she explains to the teachers and learners the expectations of learners academic performance, what should be done, how it should be done and when it should be done. The selling style is the opposite of telling. It involves high task and high relationship. Hersey and Blanchard (1993) argue that this style is more effective in learning institutions when teachers, learners and even parents have a minimum level of maturity, committed and willing to learn although they do not have necessary skills and experience for work. There is wide consultation from the headteacher and lead teachers such as heads of department including the learners. The headteacher supervises the way teachers execute their duties such as the implementation of the curriculum in order to enhance academic performance of learners. This

style can be effective for teachers as it motivates them in implementing the curriculum and offering remedial work to learners.

According to Hersey and Blanchard (1993) participating leadership style has low task and high relationship. This can be effective when dealing with teachers, learners or even parents who are enlightened with a high level of maturity. Whereby they have the ability to implement the curriculum and to study hard but they are unwilling. This style is common in most schools where at least all the teachers are graduates and professionals. The headteacher applies democracy in order to adopt this style and comes up with strategies that boost teachers' confidence to do their work. Lussier and Achua (2001:184) note that "communication is a two-way system" in this style where the headteacher involves all the stake holders of the school such as teachers and parents participate in the learners academic performance by giving them opportunities to suggest ideas of improvement and value them highly. There is need for dialogue, collaboration and facilitation through trainings, workshops and other incentives. Participation plays an important role in the achievement of good performance in any organisation.

Hersey and Blanchard (1993) point out that delegation style is used effectively when leading teachers in a school with both job and psychological maturity. Such teachers are able to implement the given task such as curriculum on their own, they have high confidence, high skilled, very committed and highly motivated to work. The only task for the headteacher is to offer direction. This style is also called laissez faire where the head gives most responsibility to teachers even to school prefects as a way of motivating them because they have been recognized to be mature, though the head still monitors the teaching and learning process. The theory has highlighted other factors which affect the choice of leadership styles but the prominent one is maturity of teachers and learners as the major situational factor which moderates between styles and the effect.

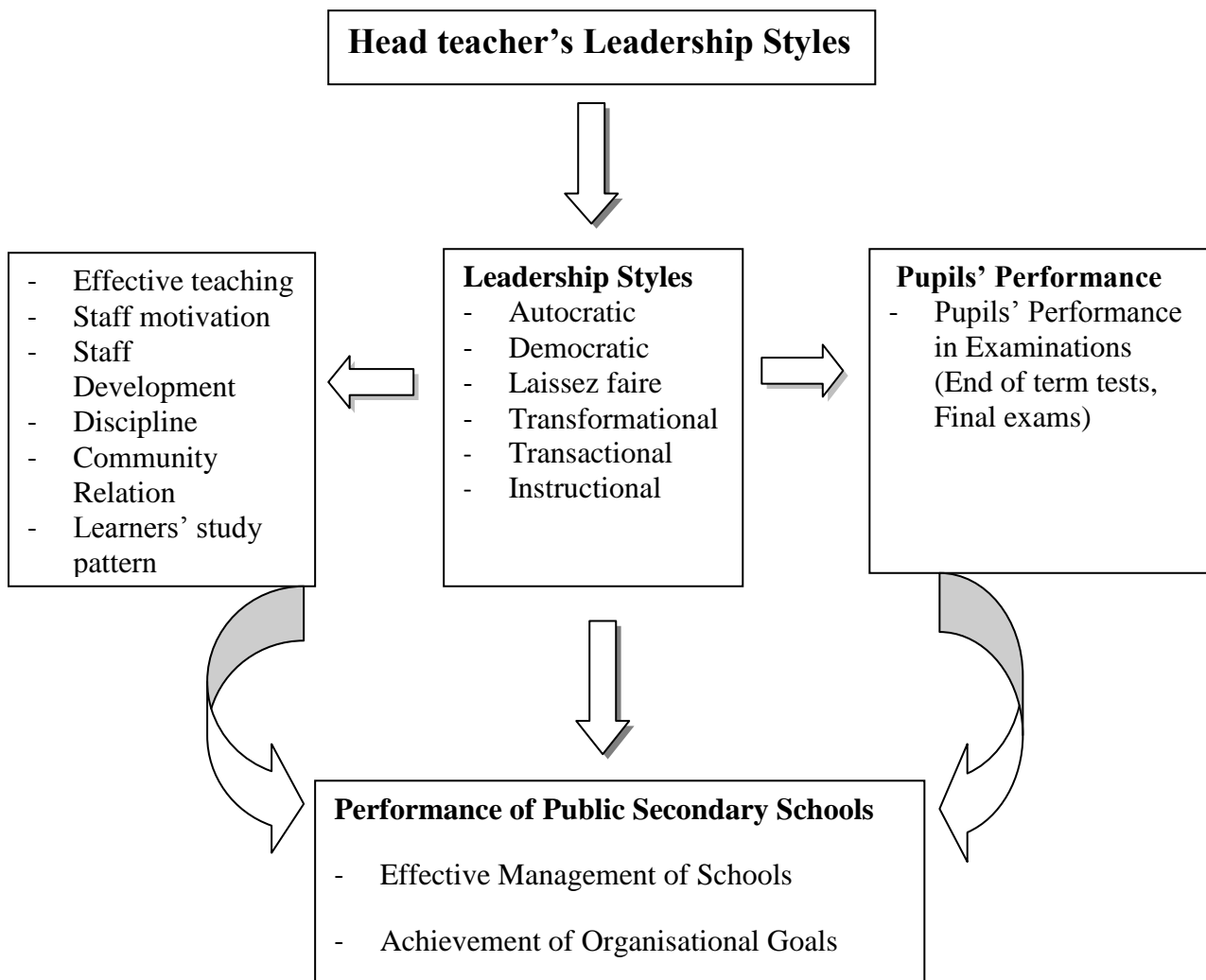
There are two categories of maturity as identified by Owens and Valesky (2007) which is job and psychological maturity. Job maturity refers to the ability of an individual's self-motivation and willingness to accept responsibilities and the possession of necessary skill to carry out the responsibilities. Head teachers need to understand the maturity of their members of staff by years of experience when they use delegation style of leadership. They should also

understand the psychological maturity of their staff and also learners to apply telling, selling, participation or delegation style of leadership. The maturity of these people always depend on the subject matter at a particular time that is why Hersey and Blanchard emphasize that there is no single style that can be effective in all situations. A leader should evaluate the situation before choosing a style.

1.9 Justification of Hersey and Blanchard Theory

The researcher used this theory because it is an interrelated and consistently organized concept that supports the study. Therefore, the theory provided the framework for interpreting the study so as to reduce the researcher's dependence on personal experiences and assumptions. This theory was helpful to establish the effect of leadership styles on learners' academic performance and how the objectives are achieved to enhance performance. Furthermore, the theory was of great help in finding out whether head teachers use different leadership styles depending on the situation or the maturity level of teachers and learners.

1.10 Conceptual Framework



This study was guided by the head teacher's leadership styles and learner academic performance. Leadership in a school organisation is the source of motivation that acts as a force that drives the human resource to work hard to achieve high performance. This study was conceptualized on academic achievement of learners influenced by effective leadership. The focus was on head teacher's leadership style which was a central variable. The conceptualization presents different styles of leadership, which had an impact either directly on the learners' academic performance or indirectly through its effect on staff motivation, effective teaching, learner's study pattern and discipline. Leadership patterns such as democratic, autocratic, laissez faire and instructional were used to explain the effectiveness of leadership styles on learners' academic performance.

The recent situations in schools also present new styles such as situational, transformational and transactional. Most head teachers used at least one of these styles. By adoption of an effective leadership style the headteacher is able to keep the school vision and mission, set clear and measurable goals, ensure provision and utilization of school resources, enhance participation of all stakeholders and employ proper reward systems to encourage excellence in both learners and teachers. However, the style used in supervision of instructional activities, resource allocation, delegation of responsibilities and recognition of teachers effort can either motivate or demoralize teachers to teach effectively. This adversely affects learners' academic performance and organisational goals as it is reflected in their final examination.

1.11 Operational Definition of Terms

Headteacher: the terms headteacher and principal will be used interchangeably. The headteacher is the chief administrator, responsible for every activity that happens in the school.

Laissez faire leadership: a leadership style that leaves responsibility, delays decisions, offers no feedback, and makes little or no effort to help followers satisfy needs, achieve goals, or grow personally. It is a hands-off approach to leadership (Bass & Avolio, 1990).

Autocratic style: is a style that leaders communicate irregularly to teaching staff with limited involvement in decision-making and less delegation.

Democratic style: is a style that leaders regularly communicate with teaching staff and to participate them in decision-making for more delegation of duties.

General secondary schools: is the school system established to offer five years of general education from grade 8 -12.

Leadership style: is the pattern of behaviours, which a leader adopts to influence the behaviours of his or her followers.

Learner Academic Performance: understanding the interpretation of learning tasks by a learner with the purpose of acquiring desirable values and attitudes as well as relevant skills and knowledge in a school as manifested in examinations.

Head teacher's leadership Style: refers to the pattern or way of doing things by the principal in pursuit of his or her duties. In this study, leadership styles are looked at in terms of the way principals involve teachers in decision-making, the way they communicate and the way they delegate duties to teachers. The way the principals behave in line of decision-making, communication and delegation is expressed to determine learners' performance in secondary schools.

1.12 Summary of the Chapter

This chapter presented an introduction to the study outlining its salient features. These are; background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitations of the study and operational definition of terms. The chapter that follows provides the review of relevant literature related to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter presents an overview of research relevant to this study. The topics discussed include historical overview of leadership roles, defining leadership, contemporary views of leadership styles, learners' achievement and school achievement, effective school leadership and school success. The chapter closes with a summary.

According to House (2002), leadership is defined as ability of an individual to motivate, influence and enable others to contribute success and effectiveness of the organization which they have joined. The terms of leadership reflect 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 learners' academic achievement is very crucial at every level of education from a perspective of an individual, a family, an organisation 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 have an impact on the learners to receive knowledge directly or indirectly (Harun and Salleh, 2014). Leadership is a key factor to improve the condition of any department and also the same in school aspects. Functional schools and outstanding performance do not exist without effective leadership style. The mode in which schools 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 subordinates to follow them. Okumbe (1999) on the other hand defines leadership

styles as particular behaviours applied by a leader to motivate subordinates to achieve the objectives of the organisation. The school head teacher is in a unique position as the manager or administrator who controls school's resources for the purpose of achievements educational goals and can accelerate the process of schools development or can 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) asserts that providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff (Mazzarella and Smith, 1989:28).

2.1 School Leadership

The school is the basic organised 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 parents toward achieving common educational 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 organise 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 schools educational goals. These goals relate to teaching, learning and the overall growth of children and the youth. They act as the professional advisors to the board, leaders of reforms, 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 school system.

School 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 improve 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 organisations involved in running the school. According to research highly successful leaders develop and count on leadership contributions of others in the organisation through 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 educational seminars, conferences and in service education programs teachers can improve immensely on their performance. All the school decisions and procedures must be consistent with the underlying 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 style 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.

2.2. Types of Leadership Styles

2.2.1 Democratic Leadership Styles

Democratic leadership refers to a situation where there is equal work among leaders and followers. Goldman (2002) points out that democratic organisations typically have six characteristics which are policies determined by a group of organisations, 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 opinions on the matter at hand. 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 organisational matters are arrived at after consultation and communication with various people in the organisation. 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 organisation. 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 of 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 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 findings contradict Njuguna (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 Wangui (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 co-operation are the common key characteristics of successful schools. House and Mitchell as reported in (Oyetunyi, 2006) suggest that a leader can behave in different ways in different situations. The following are the four kinds of leaders' behaviour:

2.2.1.1 Directive Style

Directive leadership style is similar to the task-oriented style. The leader who uses this type of leadership style provides 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 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 them study time including remedial classes.

2.2.1.2 Supportive Style

Supportive leadership style is more of a relationship-oriented style. According to *Changing Minds* (2013), 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 well being and personal needs of 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).

2.2.1.3 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.

2.2.1.4 Consultative Styles

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 makes the final decision. The employees have positive attitudes toward the organisation, 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, 1985:39-44). 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.

2.2.1.5 Achievement-Oriented Style

In this style, the leader sets challenging but achievable goals for the subordinates. He or she pushes work improvement sets high expectations for subordinates and rewards them when the expectations are met. Therefore, the school head teacher can set challenging goals with high expectations 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) behaviour. This style works well with achievement-oriented subordinates (Lussier and Achua, 2001).

2.2.2 Autocratic Leadership Styles

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 organisation in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of 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 the 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 and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Hoy and Miskel, 1992).

2.2.3 Laissez-Faire Leadership Styles

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 determined by the group (Talbert and Milbrey, 1994). Autocratic leadership style as discovered by (Yulk, 2005), allows no participation in decision. Laissez-fair which is also known as free-rein leadership style empowers subordinate to work with freedom and free-will.

2.2.4 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 followers 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.

Transformational leadership 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 change and development. Head teachers motivate the 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 behaviour that leaders can learn and develop (Northouse, 2004).

2.2.5 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 punishments to the school community members based on performance results Maturano (2004). In this kind of leadership, there is clear intention of promoting the interests of the organisation surpassing one's immediate personal interests. 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 they 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 organisation, whereas the transformational practices encourage commitment and foster change.

2.2.6 Situational

In this style the leader applies a leadership behaviour basing on the prevailing situation. Leadership effectiveness is determined by the situational factors like the organisation 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 headteacher has to adjust to what limitations laid out in front of him or her by teachers, learners and the situation itself. The headteacher need to be dynamic in line with the different situations that they are faced

with. 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 behaviour changes unpredictably and too often. At the same time it can reduce uncertainty as the headteacher adapts behaviour appropriately.

2.2.7 Instructional

The concept of instructional leadership emerged from the effective schools literature (Andrews and Soder, 2007) as a means 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 headteacher. Instructional leadership identified the headteacher 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 behavioural 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 cognisant 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 tools 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 instruction and data assessment remained the focus of skills necessary for effective instructional leaders.

2.3 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 schools lowers learners' achievement because the absence of quality leadership often results in ill adapted school organisation 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 schools from unique school effectiveness characteristics and school improvement mechanisms to more pragmatic and 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 values, 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. He also observed that strong

administrative leadership by the principal is the key variable that ties together all the elements identified as characteristics of effective's school.

The headteacher is therefore charged with the 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 the teaching staff he or she has the responsibility of promoting effective teaching in the school. This he or she does by ensuring that the employer appoints qualified and competent teachers in his school. He should also be a highly competent and skilled person in modern techniques of classroom instruction, human relations, 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 and 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.

2.4 Leadership Style and Academic Achievement

Okumbe (1998) defines leadership style as particular behaviour applied by a leader to motivate his or her subordinates to achieve the objectives of the organisation. 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. Leadership 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 behavioural 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 headteacher 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 behaviour 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 area 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

there is 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 organisation's personnel. School vision influences the school climate which includes teachers' instructional behaviour as well as learner outcomes.

Effective school head teachers always value the human resources of their organisation. They provide an environment that promotes individual contributions to the organisations work. They develop and maintain collaborative relationships formed during the development and adoption of the organisation'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 heads of department. Team leadership impacts on learner's academic achievement and leadership effectiveness. Effective leaders apply their styles of leadership basing on situations. No one model 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, principles, practices and styles so that the school can adapt to changes in their particular circumstances.

2.5 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 a 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 (Raychauduri et al, 2010). Therefore, it may be claimed that learner achievement is effected by the teacher's understanding of school leadership. Such leadership is determined by the followers or subordinates, not the leader's followers, 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 capability to work with staff to focus on curriculum, instruction and learner learning attainments (Lussier and Achua, 2001). 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 leader's daily activities and outcomes reflect the general focus and style of the school's leadership (Harun and sallah, 2014). A teacher-focused leader works toward the development of school capability which builds upon positive teacher capability with the end results increasing learner academic performance (Christie, Thompson, and Whiteley, 2009).

The outcome of a learner's education as evidenced through test scores is often determined by the focus and effectiveness of a school's leadership (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 organisations 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 organisation of a school are influenced by its headteacher. This belief stems from the work of (Kirmani and Siddquah 2008) that showed that among the important factors related to better learner academic achievements such as examination performance are styles and rules of the organisation. This implies that the leadership style of the headteacher as an organisational leader in the school plays a significant role in bringing about outstanding academic performance.

2.6 Empirical Studies on Leadership Style and Learner Academic Performance

2.6.1 School Leadership and Performance at 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. 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 role of the principal is important in determining high academic performance of students in examinations.

2.6.2 School Leadership and Performance 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 findings contradict Njuguna (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. 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.

2.6.3 School Leadership and Performance 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 exhibited 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.

In Malaysia 2012, Suraya and Yunus investigated on principal leadership styles in high academic performance of selected secondary schools. The main aim of the study was to examine the perceptions of teachers toward the principal leadership styles. The study was quantitative in nature and sampled hundred teachers. While the current study, was carried out to investigate the effect of leadership styles of head teachers on the learner's academic performance in selected secondary schools of Mpika District in Zambia. It used the qualitative approach where head teachers, teachers and learners were sampled. The main focus of the study was to investigate whether these leadership styles used by head teachers have an effect on learner's academic performance.

In 2012, Yusuf carried out a research on the influence of principal's leadership on student's academic achievement in secondary schools in Nigeria. The study was a survey in which fifty principals were sampled. However, Yusuf failed to include key participants in his study like teachers and learners. While the current study was conducted in Mpika District and focuses on the effect of leadership styles of head teachers on the learner's academic performance in selected public secondary schools. The current study used a case study; forty participants including headteacher, teachers and learners were in the sample. This study however included teachers. This is because, teachers have more direct contact with head teacher hence, they are able to know which leadership style he or she uses to motivate them.

Chafwa (2012) did a study on the impact of management styles exhibited by school heads on staff performance in selected high schools in Kawambwa District. The study employed quantitative design using questionnaires and interviews which sampled head teachers, deputy head teachers and teachers. The current study was done in Mpika District looking at the effect of leadership styles of head teachers on the learner's academic performance in selected secondary schools. The current study employed the qualitative approach by using interview guides and focus group discussions for learners. Head teachers, teachers and learners made up a sample.

Therefore, from the studies which have been undertaken by the previous researchers regarding this topic, this study tried 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 Mpika District. This study checked how leadership styles of head teachers affects learner's academic performance. The study also sought to find out how head teachers can use almost all styles of leadership with continuous evaluation of the school situation and know which style to employ and when.

2.7 Summary of the 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.

Review of related literature revealed that every organisation has an interest in being effective hence endeavors to attain its set goals and objectives. Public schools being organisations, it is essential to highlight the indicators of effective leadership in schools which include high academic achievement, good leader member relations, motivation of teachers and quality teaching and learning. Majority of the researchers have majorly looked at "solo" leadership by head teachers in schools and ignored the role played by other leaders like deputies and Head of departments in team leadership as structured in the lines of authority in schools. Hence, this study tried 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 Mpika District. This study checked how leadership styles of head teachers affects learner's academic performance. The study also sought to find out how head teachers can use almost all styles of leadership with continuous evaluation of the school situation and know which style to employ and when. The following chapter discusses the methodology of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 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 were described comprehensively, including the context in which the data collection took place. The chapter closes with a summary.

3.1 Research Site

The study was conducted in Mpika District of Muchinga Province, known to be the largest district of the 106 districts in Zambia.

3.2 Research Design

A 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, small group behaviour, and managerial processes, neighbourhood change and school performance.

Yin (2003) reveals that there are various case study designs namely; exploratory, descriptive and explanatory. He further describes the three as follows; exploratory case studies may be applied in situations in which the intervention being evaluated has no clear, single set of outcomes whilst a descriptive case study aims at describing and observing everything related to the phenomenon of interest without influencing it in any way. Explanatory case studies are driven by the need to answer the ‘how’ and ‘what’ questions in an area of interest for the purpose survey or experimental strategies. Therefore, this study adopted the explanatory case

study design to address the ‘how’ question as indicated in the problem statement. For the purpose of this study the qualitative method was used to investigate the effect of leadership styles of head teachers on the learner’s academic performance in selected public secondary school of Mpika District.

3.3 Target Population

Population is basically the universe of units from which the sample is to be selected (Bryman, 2012). The term unit is employed because it is not necessarily people who are being sampled. The researcher may want to sample from a universe of nations, cities and regions. The population of this study involved head teachers, teachers, and learners in four public secondary schools in Mpika District.

3.4 Sample and Sampling Procedure

A sample is a segment of the population that is selected for investigation (Bryman, 2012). It is a subset of the population. The study used purposive sampling which is categorized under non probability sampling of the participants. The goal of purposive sampling according to Bryman (2012) is to sample participants in a strategic way, so that those sampled are relevant to the research questions that are being posed. Purposive sampling means that the researcher is sampling with a purpose in mind. It targets sources that are rich in information that a researcher needs to gather. The researcher used purposive sampling to ensure that only individuals possessing unique experiences and knowledge not shared by the rest were targeted (Key informants). Therefore, the researcher does not seek to sample participants on a random basis. The reason of using this type of sampling as noted by Manning (2000) is to enable the person doing a study experience a multitude of points of view on an issue being studied. The study sample of 40 participants were involved in this study, four (4) head teachers, twelve (12) teachers and twenty-four (24) learners in four selected public secondary schools in Mpika District.

3.5 Research Instruments

In this study semi structured interviews and focus group discussions were the means of data collection. The research interview is a prominent data collection strategy in both quantitative and qualitative studies (Bryman, 2012). An interview as defined by Silverman (2004) is an interaction between the researcher and the participants in which both participants create and

construct the narrative versions of the social reality. The researcher conducted face to face interviews with the head teachers and the teachers. These interviews were unstructured and generally based open ended questions which allowed the participants to express their opinions and experiences freely. Kvale and Brinkmann (2009:2) emphasise that a research interview is based on conversations of daily life and is a professional conversation where knowledge is constructed in the inter-action between the interviewer and the interviewee which is an interchange of views between two persons conversing about a theme of mutual respect.

The focus group technique is a method of interviewing that involves more than one, usually at least four to five interviewees (Bryman, 2012). Essentially it's a group interview. Focus groups emphasize a specific theme or topic that is explored in depth, whereas group interviews often span vary widely. With the focus group discussion the researcher was interested on how people respond to each other's views and build up a view out of the interaction that took place within the group. Document analysis was also used to collect data because documents are exact, cheap to access and analyze

3.6 Data Analysis

Data analysis entails categorizing, ordering, summarizing the data and describing it in meaningful terms. The analysis was done using thematic analysis. Qualitative data was coded using thematic approach where it was categorized, tabulated and arranged under themes and sub-themes. This is a qualitative analytic method for identifying, analyzing and reporting patterns known as themes within data (Braun and Clarke, 2006). It minimally organises and describes data set in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic. Relevant interpretation, discussion and recommendations were drawn from the analyzed data. Qualitative data are the detailed descriptions of situations, events, people, interactions and observed behaviours; direct quotations from people about their experiences, documents, correspondence, records and case histories.

3.7 Validity and Reliability

The most prominent criteria for judging quality of social research are reliability and validity (Bryman, 2012). Reliability is concerned with the question of whether a measure of a concept

is stable whilst replication which is mostly valued in quantitative research and is concerned with the degree to which the results of the study can be produced (Bryman, 2012: 715-717). Validity is concerned with the integrity of the conclusions that are generated from one piece of research. Kleven (2007) affirms Bryman's definition of validity as an approximate truth of inference. Validity is the degree to which the sample of the test represents the content that the test is designed to measure (Orodho, 2009). It also refers to the degree to which results obtained from the analysis of data actually presents the phenomenon under study (Mungenda & Mungenda, 2003).

Therefore, to ensure trustworthiness in this study, the researcher carefully designed the data collection instruments and used purposive sampling to select the relevant appropriate participants for the study. In addition, appropriate relevant documents were carefully chosen for the study. Bryman (2012:717) describes triangulation as the use of more than one method or source of data in the study of a social phenomenon so that findings maybe cross checked. To enhance validity, the data which was collected through interviews was complemented by focus group discussion and documents of performance for final national examinations results records of both Grade 12 and Grade 9 for four consecutive years were analyzed.

3.8 Ethical Consideration

Ethical issues arise at a variety of stages in social research. The ethical issues cannot be ignored as they relate directly to the integrity or a piece of research and of the disciplines that are involved (Bryman, 2012). Literature in research reveals that ethnical principles in social research revolve around certain issues that are broken down by Diener and Crandall (1978) into four main areas, namely: whether there is harm to participants, lack of informed consent, and invasion of privacy and whether deception is involved.

In order to uphold the ethical principles in this study, the identity and positions of the participants have been kept confidential. Bryman (2012:136) points out that the issue of harm of participants in the ethical codes advocate care over maintaining the confidentiality of information meaning that identities and information on individuals should be maintained as confidential. It is for this reason; the researcher went to the study area with the letter of entry

which was prepared by the University of Zambia giving the brief description of the objectives of the study.

The study was carried out after getting permission from District Education Board Secretary on the selected sample of selected secondary schools. Assurance was given to the participants that no harm, neither emotional nor physical, pain would be inflicted on the participants. The participants were further informed the reasons for participation and the fact that the information was purely for academic purposes only. This is in accordance with the issue of lack of informed consent. In the view of Bryman (2012:138), this principle means that prospective research participants should be given as much information as might be needed to make informed decision about whether or not they wish to participate in the study.

3.9 Summary of the Chapter

The chapter has provided an in-depth overview into the research methodology used in the study. Discussed under this chapter were: the research design, study population, sample size, sampling procedures, data collection procedure, research instruments, data analysis and ethical considerations. The next chapter presents the research findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

The aim of 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 Mpika District?
2. To establish how leadership styles enhance learner's academic performance in selected public secondary schools in Mpika District.
3. To determine the relationship between school head teacher's leadership style and academic achievement in selected public secondary schools in Mpika District

4.1. Demographic Background of the Participants

In this study participants included were head teachers, teachers and learners. Among head teachers, males were 01 and females were 03. This shows that females were given the position of heads of schools than males. Teachers participated in this study, among them males were 04, and females were 08. 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 educating women in the society, for it is true to say that when educating women, it is equally educating the whole society. They were 24 learners in the study as participants.

Table 1. Below shows the characteristics of participants in this study including their sex, educational level and working experience.

Table 1: Characteristics of the Participants Including their Sex, Educational Level and Work Experience.

Category of respondents	Sex		Education level				Work experience				
	F	M	Total	Diploma	Degree	Master	Less 5 years	5-10 years	10-15 years	15-20 years	20years more
Head teachers	3	1	4	0	3	1	0	3	1	0	0
Class teachers	4	8	12	6	5	1	3	6	2	1	0
Total	9	7	16	6	8	2	3	9	3	1	0

Furthermore, for the qualification of the head teachers, there was no head teacher who was at certificate level, and there were no head teachers who were diploma holders. Head teachers that were degree holders were 03 the reasons being that the universities which provide higher education have increased from the former two Universities in Zambia to many today. In this case, head teachers join various universities to upgrade their levels of education and in this study there was 01 head teacher having a Masters degree.

In this study, head teachers who, participated were those who worked from 6 to more than 20 years. The results are as in table above. The number of years served were grouped in five phases, as indicated above. There was no head teacher, who worked less than 5 years and then there were 3 head teachers who worked between 5 – 10 years, those worked between 11 – 15 years were just 01 and no one worked more than 15 years in this study it shows head teachers were given this position while they have enough experience.

Table 2: Participants' Gender

Category of Participants	Sex		Total
	Female	Male	
Head teachers	3	1	4
Class teachers	4	8	12
Learners	8	16	24
Total	17	23	40

4.1.1 Schools Learners' Population.

This section involved determining the current enrolment in the public secondary schools in the District. Enrolment refers to the total pupils' population in a given period of time. The enrolments were collected from the admission registers for 2015 and 2016 periods.

Table 3: Learners' Population in 2015 and 2016.

S/N	SCHOOL NAME	2015 ENROLMENT	2016 ENROLMENT	PROGRESSSION %
1	School A	435	540	24%
2	School B	1500	1700	13%
3	School C	600	700	16%
4	School D	1000	1200	20%
	TOTAL	1880	2208	11%

4.2 To establish the Main Leadership Styles used by the Head teachers in Selected Public Secondary Schools.

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 Mpika District. The section focused on the leadership styles employed by head teachers. These comments came from teachers and learners through interviews and Focus Group Discussions (FGDs).

Table 4: Comments from teachers and learners on Head teacher's Leadership Style

Comments from teachers and learners on Head teacher's leadership style	Always Out of 36	Occasionally Out of 36	Rarely Out of 36
Allows staff own decisions	24	10	2
He/she is friendly and approachable	10	20	6
Concerned with teachers welfare	30	4	2
Delegates authority	10	18	8
Tries to make each teacher feel his/her contribution is important	19	11	6
Encourages teachers to set work goals	30	4	2

Involves teachers in decision making	18	9	9
Help group achieve consensus on important changes	20	10	6
Consistently reinforces good work	25	10	1
Solve problems in good time	4	12	20
Consults before making decisions	18	9	9
Trusts decisions by teachers	10	4	22
Ensures teachers know their roles	19	10	7
Always finds time to talk to the staff	18	12	6
Treats all staff as his/her equals	12	8	16
Encourages staff Initiative	15	15	6
Encourages staff development	16	15	5
Acts as the staff spokesman	30	4	2
Total 640	320	185	135

The responses in table 4 were analyzed to determine the leadership styles employed by head teachers in Mpika District. This was based on calculation of means for various aspects of leadership behaviour exhibited by the head teachers. When teachers and learners were asked to categorize the type of leadership employed by their head teachers, the above comments were stated. From the analysis employed in Table 4, the following are the leadership styles that were employed by head teachers in Mpika District as shown in Figure 1 below.

From the findings through interviews of head teachers and the teachers, 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 school B mentioned that:

“From the time our head teacher came to this school it has been proved that democratic leadership style has been used because decisions are not made centrally in the office of headteacher but all the members of staff are consulted and at the same time involved either directly or indirectly.”

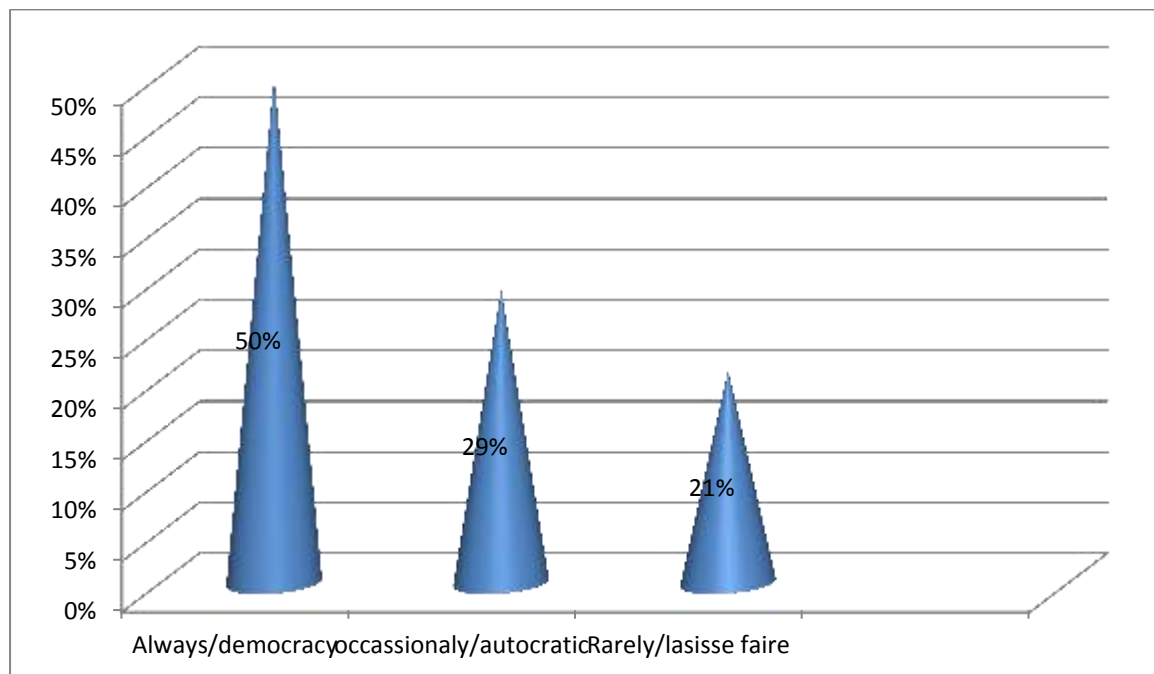
From the focus group discussion of learners, it was also found that democratic style was the dominant leadership styles and also in some cases autocratic leadership was used. Sampled learners were slightly satisfied with this type of leadership style.

Two learners from school D said that:

“Here in our school although democratic leadership style is used autocratic is the mostly used style because our headteacher is too tough.”

Figure 1 below is the summary of the main leadership styles.

Figure 1: Leadership Styles



4.2.1. Leadership Styles Adopted

This section captures the first objective of the study; it sought to establish the leadership styles adopted by the various head teachers in the secondary schools of Mpika District. 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.

One headteacher said that:

“The matter at hand dictates the leadership style to be employed.”

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 5 below.

Table 5: Leadership Style Adopted

Leadership Styles	Frequency	Percentage
Autocratic styles	8	20%
Democratic styles	10	25%
Situational styles	20	50%
Laissez-fair leadership style	2	5%
Total	40	100%

The study showed that most participants 20 representing 50 percent of the public secondary schools heads in Mpika had adopted situational leadership style; this is to mean that the school head teachers 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 10 participants representing 25 percent further 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.

4.3 To Establish how Leadership Styles Enhance Learner’s Academic Performance.

In line with the second research objective of the study which sought to find out in which ways the head teacher’s leadership styles enhance learner’s academic performance. The findings from the interviews of head teachers revealed that they used democratic leadership style where all the 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 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.”

The study found out that head teachers also used situational leadership. This gave an implication that situational leadership style was effective and contributed significantly to learner’s performance. Data is summarized in the two Tables below.

4.3.1 Situational Leadership Style and Learners’ Performance

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

Table: 6. Situational Leadership Style and Learners’ performance

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

The study findings showed that the head teachers always appreciated ideas and abilities of staff. On the other hand head teachers sometimes were consultative in decision making, shared success and failure with other stakeholders 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 Learners Performance

From the interviews of teachers in line with the second research objective, the study established that head teachers leadership styles sometimes encouraged free expression of feelings. Table 7. Presents the data.

Table: 7 Autocratic Leadership Style and Learners Performance

Statements	Always	sometimes
Influences school stakeholders	✓	
Express confidence in staff members	✓	
Teaching experience/academic qualification	✓	
Encourage free expression of feelings		✓
Consultation in decision making		✓
Encourages standard performance	✓	
Encourage staff development and welfare		✓

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 teachers leadership styles always expressed confidence in staff members while they further indicated that head teachers leadership styles sometimes encouraged standard performance and staff development and welfare. Lastly head teachers 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 analyze 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 8 below presented the data.

Table 8 Cross-tabulations of Leadership Styles and Learners' Performance

Leadership style	Frequency	Pass rate in ECZ examinations
Autocratic leadership	6	Low pass rate
Democratic leadership	20	High pass rate
Situational leadership	14	Mixed pass rate
Total	40	

Data in Table 8 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 result 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 9.

Table 9: Teachers and Learners Views on Academic Performance at Grade 9 Exams

Views on Learners performance at grade 9 exams	Teachers	%	Learners	%
Good	1	8%	3	13%
Poor	3	25%	8	33%
Average.	8	67%	13	54%
Total	12	100%	24	100%

When teachers were asked about general performance of learners, 8 teachers which is out of 12 was equivalent to 67 percent said the results were average, 3 teachers which was equivalent to 25 percent, said the results were poor. 8 percent, said should it was good. When learners were asked about learner performance in grade nine final examinations, 13 learners which was equivalent to 54 percent said it was very poor, 8 learners which was equivalent to 33 percent, said results were poor and 3 learners said results were good which was 13 percent. 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 10: Learners Performance in Grade 9 National Examinations

S/N	School Name	2016 number sat- Grade 9	2016 number passed -Grade 9	Pass %			
				2016	2015	2014	2013
1	School A	87	58	67%	73%	62%	64%
2	School B	124	95	77%	72%	85%	70%
3	School C	200	156	78%	61%	72%	57%
4	School D	117	52	44%	64%	35%	48%
	TOTAL	528	361	66%	68%	64%	60%

4.3.5 Pupils Performance in Grade 12 National Examinations

Table 11: Learners Performance in Grade 12 National Examinations

S/N	School Name	2016 number sat- Grade 12	2016 number passed- Grade 12	Pass %			
				2016	2015	2014	2013
1	School A	109	91	84%	85%	80%	67%
2	School B	356	291	82%	62%	64%	83%
3	School C	480	336	70%	67%	65%	85%
4	School D	295	143	48%	55%	62%	60%
	TOTAL	1240	861	71%	67%	68%	73%

Document analysis revealed that, generally as Mpika District, the performance of the learners declined from the 68 percent in 2015 to 66 percent in 2016 at grade nine (9) level in last year's national examination. This was a clear indication that there are serious factors working against performance of learners in the schools. There was evidence over the sampled years that there had been minimal change in performance of learners. A close scrutiny of the Table 11 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 the Mpika 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 A and School D lamented that there was inadequate infrastructure in their schools such as classrooms, desks, science and computer laboratories. They mentioned that there was inadequate teaching and learning materials such as text books, apparatus for the science laboratories which is a challenge. One learner said that:

“During mock exams apparatus for science practicals was a big challenge in our school which led to finishing the science practical very late because the laboratory was only able to accommodate few learners at a time. This also has contributed to poor results. Hence the learning environment is not very conducive”. Learners emphasized that they needed more text books.

4.3.7 Motivation of Teachers and Learners

On the statement of 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 To Determine the Relationship between the School Head teacher’s Leadership Style and Academic Achievement.

4.4.1 Influence of Head teachers’ Leadership Styles on Learners’ Academic Achievement

In line with the third research objective of the study the head teachers admitted that there was a

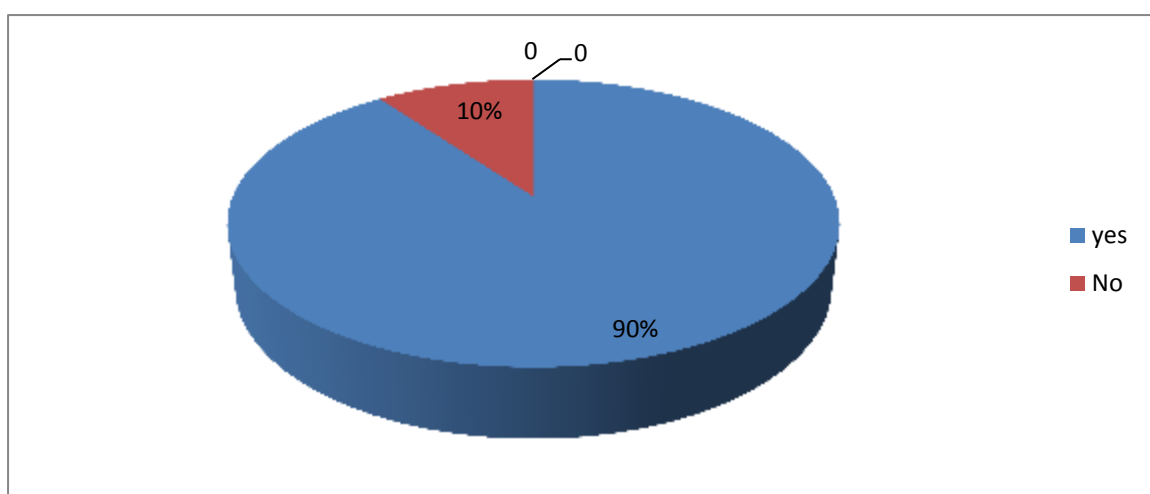
relationship between the head teacher's leadership style and academic achievement because they acted as policy makers in schools and comes up with strategies on how well the school would be run. From the findings through interviews, the head teachers stated that leadership styles used in a school would 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 teachers leadership styles and learner academic achievement. Hence, the head teacher's leadership style has influence on learner academic achievement. Figure 2 and 3 shows the summary of responses.

4.4.2 Head teachers' Leadership Style that Affect Academic Achievement

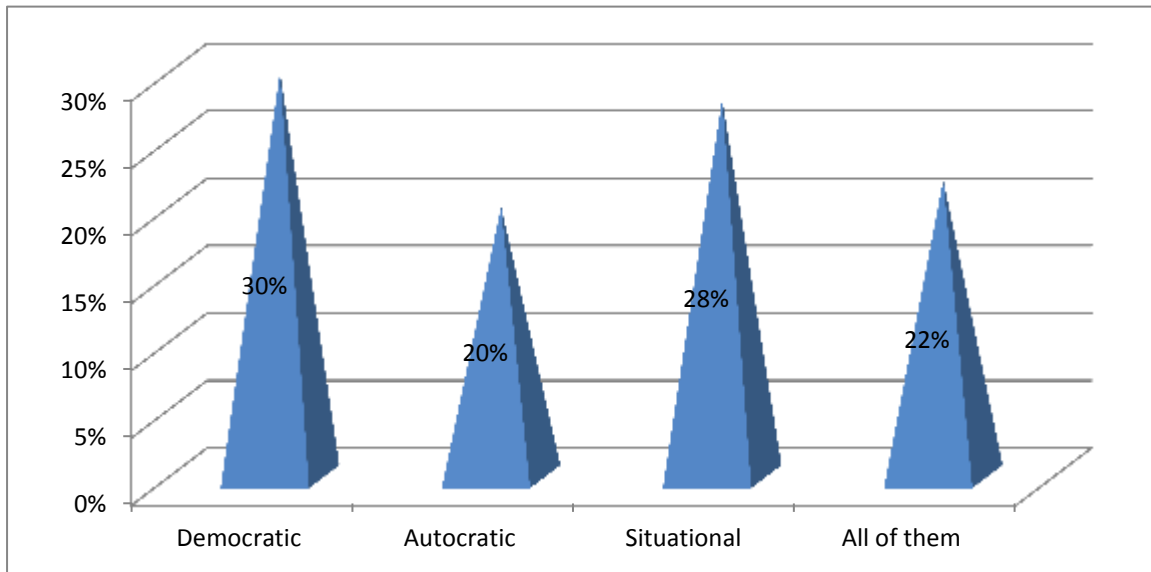
This question was asked to find out the effect of the Head teacher's leadership style on academic performance. The response is shown below:

Figure 2: Effect of Head teachers' Leadership Style on Academic Achievement



From the results, majority of participants which was 90 percent indicated that leadership style had an effect on academic achievement while 10 percent indicated that leadership style did not have an effect on academic achievement. Participants were further asked to indicate some of the leadership styles that enhance good academic performance. The responses were recorded in Figure 3 below:

Figure 3: Leadership Style which Enhances Academic Performance.



From the results, 30 percent pointed out that democratic leadership style enhanced academic achievement, 28 percent for situational and 20 percent for authoritarian leadership style. However, 22 percent 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.

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 regard to the second research objective on decision making in school the teachers said they that they were involved at different levels like in the management meetings the headteacher, deputy headteacher and Heads of Departments (HODs) meet to plan for the

school. Other members of staff were also given chance to make suggestions on different issues during the departmental and staff meeting. 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, monitors and monitresses. This was also mentioned during the head teacher’s interviews

This is 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 discussed issues and made submissions through their grade teachers, monitors and monitresses. Although some learners for one school disagreed that they not involved in decision making. Table 12 below summarised the responses of the participants.

Table 12: Teachers and Learners Involvement in Decision Making

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

Table 12 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 percent. 6 participants chose ‘disagree’; representing 17 percent and 27 participants chose ‘agree’ which represented 75 percent. 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 FGDs teachers and learners were involved in decision making.

4.4.4. Head teachers’ view on Leadership Styles and Regular Supervision

On the head teachers view on leadership styles and regular supervision, one head teacher during the interviews said that they supervise teachers by going round classroom 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 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 work to the deputy head teachers and HODs. Some teachers disagreed that the head teachers rarely closely supervised them. This was also the outcome from the FGDs of learners. Responses from participants were summarised in the Table below

Table 13: How Regular is the Head teachers' Supervision?

Response	Frequency	Percent
Strongly disagree	6	17%
Disagree	21	58%
Agree	9	25%
Total	36	100%

Table 13 shows results on how teachers were regularly supervised by their head teachers. 6 participants, representing 17 percent, strongly disagreed. 21 participants, representing 58 percent, disagreed and 9 participants, representing 25, percent agreed. This indicated that the head teachers' supervision of teachers was low. The findings of FGDs showed that head teachers hardly supervised the teachers.

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

The finding from the interviews of head teachers and teachers stated that they planned for the needed teaching and learning materials. These materials were provided but they were inadequate to carter for the learners needs. It was also found out that the needed learning and teaching materials were inadequate. Table 14 summarised the responses of participants.

Table 14: Management’s Provision of the needed Teaching and Learning Materials.

Response	Frequency	Percent
Strongly disagree	12	33%
Disagree	18	50%
Agree	6	17%
Total	36	100%

Table 14 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 percent. The option ‘disagree’ was chosen by 18 participants, representing 50 percent and those that agreed were 6 representing 17 percent. It was clear from the results that teachers were not provided with the necessary teaching and learning materials. This was similar to the findings of the FGDs, 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 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 chapter presented findings of the study. The present chapter discusses the findings of the study on the effects of leadership styles of head teachers on learner's academic performance in selected public schools in Mpika 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 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 Mpika District.

The study shows that most participants representing 50 percent of the public secondary school heads or managers in Mpika 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 the various leadership 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 put emphasis that there is no single effective leadership style in all situations. Therefore, maturity of teachers, learners determine the style the headteacher 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 operation of the same schools. Head teachers contended that democracy is the best leadership strategy for school environments. School B headteacher said:

“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 also delegates some of 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 terms of the democratic leadership style, there is high cohesion and involvement in the affairs of the institution and 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 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 while on the other hand it was found out that the head teachers sometimes encouraged performance standard as a mutual agreement to all stakeholders. Lastly the teachers indicated that the sometimes the head teachers leadership skills enhanced learners performance.

The study concluded that that laissez faire leadership style was not fully applicable for managing secondary schools in Mpika district. This style is regarded as the least effective which represent absence of avoidance 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 stakeholders in the schools.

5.3 Leadership Styles that Enhance Learners' Academic Performance in Selected Public Secondary Schools in Mpika District.

Based on the findings it was concluded that majority of public secondary schools 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 Mpika. Democratic leaders achieved high results. Democratic leadership style also has a significant relationship with learner's academic performance. Autocratic leadership style is the least adopted style among public secondary schools in Mpika District. Schools with heads who adopted autocratic leadership style learners performed poorly.

It was also revealed that head teacher's leadership styles sometimes allowed consultation in decision making and they sometimes delegated power to the teachers. However the head teacher's leadership styles always expressed confidence in staff members. Findings showed that the head teacher's leadership styles sometimes encouraged standard performance and staff development and welfare. Lastly head teachers leadership styles always influenced school stakeholders 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. He stated that:

“The democratic type of leadership style adopted by our headteacher has helped the school to produce good results at both grade 9 and grade 12 examinations.”

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 with 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 the 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 lowest mean scores, while autocratic head teachers had higher mean scores. Autocratic leadership style was also 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 the 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 expectation 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 headteacher knows how to apply each style to a particular situation. It shows that the headteacher 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 leader 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 and 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 in examinations. According to Lussier (2008) leadership is central to the effective management of educational institutions. He narrates that education administration, is indeed 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 headteacher is the key variable that ties together all the elements identified as characteristics of effective school.

Among the learners and teachers sampled from the four schools, it clearly 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, these 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 practicals were inadequate in school A and school D. It is difficult for the school to run effectively when there are no enough text books for references.

One teacher said that; *“In school when there are no books teachers become the immediate resource person because they have to provide all the materials required out of their personal initiative and improvising in to make learners understand the lesson.”*

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 teaching and learning materials helps to motivate the teachers. The head teachers through interviews stated that in ensuring teaching and learning materials are available in school, heads of departments (HODs) are asked to make requisitions, sit down with the deputy headteacher to present their needs which are approved for procurement. They also mentioned that it had not been easy to carter for all teaching and learning materials due to funding issues from the Ministry of Education (MOE). Thus, the inadequacy of teaching and learning materials in schools

Furthermore, most teachers mentioned that their efforts were recognized for good academic performance. On the other hand few teachers stated that their efforts were not recognized. From the interviews head teachers in schools said that teacher’s efforts were recognized by giving of awards on Teacher’s day and Labour Day. However, learners from three schools disagreed that their efforts are not recognized for their good performance in school. An effective headteacher ensures that the system of rewards and also incentives are set to encourage excellence in learners and teachers performance. From the results, it’s clear that

some head teachers recognize 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 Mpika 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 simulate 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 head teachers in secondary schools ensure 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 school 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 order to improve academic performance for learners, the study found out that each school had planned strategies and included them in their strategic plans. They put up strategies like giving remedial work to slow learners, catch up strategy, intensifying on the 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 were put to enhance learner academic performance in the District.

5.4 The Relationship between School Head teachers' Leadership Style and Academic Achievement in Selected Public Secondary Schools in Mpika district

In regard to the third objective on relationship between head teachers leadership style and academic achievement in Mpika 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 effect 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 teachers, teachers and learners) to get their perceptions towards effect of leadership style on school performance of secondary schools of Mpika 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 principals who use the laissez faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. They leave everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work.

The study shows that democratic leader consults, shares idea with the subordinates before decision making to invite their contributions as the participants greatly agreed. This significant relationship found between head teachers or principals' democratic leadership style and school performance suggest that the more democratic a headteacher 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 principals' 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 Head teachers had some responses. The first head teacher said:

I have many administrative tasks, such as receiving frequent calls from the Ministry of General Education through the Provincial Education Officer and District Education Board Secretary' office, Human Resource, paper work and dealing with parents who have problems.

The second head teacher said:

I cannot delegate sensitive administrative matters to the deputy head teacher. Hence, most of the time I am not on the ground to monitor instruction and curriculum implementation.

The third head teacher said:

Teachers tend to equate the head teacher's legitimate power and authority with fault finding. They think that we are here to write negative reports on the teachers. He pointed out that teachers had developed a certain attitude to class supervision and for that reason he complained that they usually panicked whenever he attempted to

monitor them. The teacher participants who took part in the discussion unanimously agreed that none of them was ever supervised by their head teachers because most of the time they were involved only in administration work.

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 teacher 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.

5.6 Suggestions for Improving Leadership Styles in Secondary Schools

The head teachers were asked to give their suggestions on what should be done do 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 counseling improve to their performance.

One Head teacher from School D:

“Felt that mentorship, motivation and provision of adequate text books in schools would improve the performance of learners.”

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 leaders 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 headteacher from School A felt:

“That government should offer better training through offering in service courses for head teachers and teachers. Moreover offer the head teachers and teachers leadership courses which should be implemented, monitored and supervised to better the performance in examinations”.

The head teachers 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 programs 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 headteacher 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's 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.

5.7 Summary of the Chapter

The chapter presented the discussion of the findings regarding leadership style used by head teachers in Mpika 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

CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

The previous chapter discussed the findings. This particular chapter presents the conclusions 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 Mpika District. The chapter closes with a summary.

6.1 Conclusions

The following conclusions were drawn based on the above major findings. Three research objectives were used to answer the findings of this study. 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 schools used democratic style as the main leadership style in secondary schools of Mpika 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 manager to handle teachers and learners as per situation.

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 leadership style was not fully applicable for the management of 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 effect 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 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 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 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 organize 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. These 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 therefore, important to have strong leadership skills to

manage schools. It is, therefore, recommended that compulsory continuous professional development in leadership is institutionalized 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 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 the 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 the management of the schools offers conducive teaching and learning environment for both the 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 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

Section A: Demographic information

1. What is your current 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 learners' academic performance in the school?

SECTION C: Influence of 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' leadership 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 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
Interview Guide for Teachers

SECTION A: Demographic information.

1. Sex: a). Male [] female []
2. Indicate your current academic qualification
Diploma [] bachelor degree in education [] masters []
Any other [specify] _____
3. How long have you been teaching in this school?
3-5 years [] 6-8 years [] 9 -11 years []

Section B: Leadership styles used by the headteacher

4. How does the headteacher facilitates the teamwork so that teachers can participate?
5. How are teachers involved in decision making process and the procurement of teaching and learning materials?
6. How are the teachers' efforts recognized in this school in order to motivate them?
7. Does the head teacher give opportunities for training and development?
8. Are teachers and learners closely supervised and controlled by the headteacher? Probe further as to why?

SECTION C: Influence of head teachers' leadership styles to enhance learners' academic performance.

9. In what ways does the headteacher direct and support teachers?
10. In your own opinion how is the work relationship between the headteacher and the teachers?
11. What is the head teachers' role on learner's academic performance conditions?

SECTION D: Influence of head teachers' leadership styles on learners' academic performance.

12. Are the learners rewarded on good academic performance? Probe on the reasons.
13. How does the headteacher ensures that teaching/learning process is taking place in classrooms?

14. What is the teacher/learner ratio number in class? Probe whether it affect learner academic performance.
15. Is the learner's academic performance conditions set by the headteacher in the school?
16. Does the headteacher and teachers allow learners to participate in decision making on matters that affects them in the school? Probe on how it is done?
17. In what ways does the headteacher ensure a conducive learning environment for learners in school?
18. What suggestions can be done to make head teacher's leadership style more effective?

Thank you for your participation!

Appendix C

Focus Group Discussion

SECTION A: Leadership styles used by the headteacher

1. Does the headteacher allow others to share their ideas in the meeting?
2. Does the headteacher participate in decision making on matters that affect them?
3. Does the headteacher 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 headteacher and teachers expect learners to solve problems on their own?
6. How effective is the head teachers' leadership style?

SECTION B: Influence of headteacher s' leadership styles to enhance learners' academic performance.

7. Do you think the teachers work when they are closely supervised by the headteacher?
8. How sufficient are the teaching and learning materials such as books, desks and chair, classrooms, laboratories for practicals?
If not sufficient, what do you think is needed to be done?
9. Does the headteacher 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 learners' academic performance

11. How does the headteacher 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 participation!

Appendix D
Introductory Letter



THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION

Telephone: 26021-1-291777-78 Ext. 3500 0978772249
Telegrams: UNZA LUSAKA
Telex: UNZALU ZA 44370
Fax: 26021-1-290719
Your Ref:
Our Ref:

P.O. Box 32379
LUSAKA, ZAMBIA

13th July, 2017

Chanda Rachel

Dear Sir/Madam

RE: CONFIRMATION OF STUDY

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 239365/64/11 and computer number 715810402 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management and he will be carrying out a research on The effect of leadership styles of head teachers on the learner's academic performance in selected public secondary schools of Mpilika District.

Any assistance rendered to him will be greatly appreciated.

Yours faithfully

Prof. B. Namangala, PhD
DIRECTOR
INSTITUTE OF DISTANCE EDUCATION



Appendix E

‘Confidentiality Agreement’ for all study participants’

I.....grant consent/assent that the information I share during the focus group discussion and interviews may be used by the researcher, Ms Racheal Chunda, for research purposes. I am aware that the focus group discussion and interviews will be recorded and grant consent/assent for these recordings, provided that my privacy will be protected. I undertake not to disclose any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant’s Name:

Participant Signature:

Researcher Name:

Researcher Signature:

Date:

Appendix F

Letter Requesting Assent of Grade 11 and 12 Learners Less than 18 years to Participate in the Study

Note: This letter was used to request assent from all grade eleven and twelve learners aged less than 18 years to participate in a focus group discussion. Only the names of the learners were changing on the letter.

Title of study: *The effect of leadership styles of head teachers on the learner's academic performance in selected public secondary schools of Mpika District.*

Dear

I am doing a study on 'the effect of leadership styles of head teachers on the learner's academic performance in selected public secondary schools of Mpika District' as part of my studies at the University of Zambia. Your headteacher has given me permission to do this study so that I can find how leadership styles used by head teachers affect learner academic performance in secondary schools. This will help you and many other learners of your age in different schools. This letter is to explain to you what I would like you to do. There may be some words you do not know in this letter. You may ask me or any other adults to explain any of these words that you do not know or understand. You may take a copy of this letter home to think about my invitation and talk to your parents about this before you decide if you want to be in this study.

Together with five other grade eleven (11) and twelve (12) learners, I would like you to form part of a group of six (6) grade twelve and eleven learners. Your group involvement in the research will be through five other grade twelve and eleven learners, Your group involvement in the research will be through a thirty (30) minutes interview session were together with the other learners you will be required to answer the researcher's questions relating to the title of the research indicated above. Your responses or answers to the researcher's questions will only be known by the researcher and will not be shared with your headteacher, teachers, parents or anybody else. Your responses or answers to the researcher's questions will only be known by the researcher.

I will write a report on the study without using your names in the report or say anything that will let other people know who you are. You do not have to be part in this study if you do not want. If you choose to be in the study, you may stop taking part at any time. When I am finished with my study, I shall return to your school to give a short talk about some of the helpful and interesting things I found out in my study. I shall invite you to come and listen to my talk. If you decide to be part of my study, you will be asked to sign the form on the next page. If you have any other questions about this study, you can talk to me or you can have your parent or another adult call me at: +26 0977977130. Do not sign the form until you have all your questions answered and understand what I would like you to do.

Researcher: Racheal Chunda. Cell number: +26 0977977130.

Do not sign written assent form if you have any questions. Ask your questions first and ensure that someone answers those questions.

Appendix G

‘Written Assent’ For Grade 11 and 12 Learners less than 18 years

I have read this letter which asks me to be part of a study at my school. I have understood the information about my study and I know what I will be asked to do. I am willing to be in the study.

Learner’s name:.....Learner’s signature:.....Date:.....

Witness’s name:.....Witness’s signature:.....Date:.....

(The witness is over 18 years old and present when signed.)

Parent/guardian’s name:.....Parent/guardian’s signature:.....Date:.....

Researcher’s name:.....Researcher’s signature:.....Date:.....