

**INFLUENCE OF HEADTEACHERS' MANAGEMENT STYLES ON
TEACHERS MOTIVATION IN PUBLIC SECONDARY SCHOOLS IN
GARISSA TOWNSHIP, GARISSA COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the student

This research project is unique and hasn't been submitted to another university for a degree or award.

Signature..... Date

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MED/2019/46913

Approval by the supervisor

I verify that the candidate will conduct the work described in this research proposal under my supervision.

Signature  Date ...**24/07/2023**.....

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ABSTRACT

The purpose of this study is to look into how the management methods of head teachers affect the motivation of teachers in public secondary schools in Garissa Township, Garissa County. In most cases, head teachers in public secondary schools are the ones who suffer from subpar performance. The majority of parents frequently blame the head teacher's leadership methods for their kids' subpar performance. The objectives of the study will be to: find out the relationship between democratic leadership style and pupils' academic performance; determine relationship between the autocratic leadership style and pupils' academic performance; find out the relationship between the transformative leadership styles and pupils' academic performance; and determine the leadership the relationship between the transactional leadership styles and pupils' academic performance. Quantitative methods theory served as the foundation for our investigation. The correlational research design, which aimed to quantify the link between the variables, would be used in this study. 750 instructors and head teachers from 30 public secondary schools in Garissa Sub County will be the study's target group. There will be 200 people in the sample, including 192 teachers and 8 head teachers. To determine the number of head teachers and teachers to include in the study sample, stratified sampling will be used to get the sample. Eight head teachers from 30 schools and 192 teachers from 720 instructors will be chosen by simple random sampling. To gather information, two questionnaires will be used: one for head teachers and one for teachers. Two nearby schools that are not part of the study will participate in a pilot trial. In order to address ethical concerns, Mount Kenya University will be cleared, a permit will be acquired from NACOSTI, and formal letters from the District Education Officer and the County Director of Education will be received. The participants will be guaranteed their privacy and confidentiality and will sign an informed consent form. Both descriptive and inferential statistics will be used in the quantitative analysis of the data.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	:	Board of Management
DEO	:	District education Office
EFA	:	Education for all
KCSE	:	Kenya Certificate of Secondary Education
KEMI	:	Kenya Educational Management Institute
SDGs	:	Sustainable Development Goals
NACOSTI	:	National Commission for Science, Technology and Innovation
QASO	:	Quality Assurance and Standard Officer
SPSS	:	Statistical Package for Social Science
SDE	:	Sub county Director of Education



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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section includes the research background, statement of the problem, research aim, objectives of the study, research questions, and assumptions. It also covers the significance and rationale of the study, limitations of the study, and definitions of key terms.

1.1 Background of the study

The techniques utilized in the administrative process are crucial for the success of any firm. As administrators, school leaders are crucial for ensuring the proper execution of instruction and learning. "Leadership pertains to organizational enhancement; specifically, it involves setting consensus-driven and valuable objectives for the organization and facilitating individuals in pursuing those objectives," asserted researchers Leithwood, Day, Sammons, Harris, and Hopkins (2006).

Waters, Marzano, and McNulty (2005) assert that effective leadership encompasses not just the knowledge of actions to do but also the discernment of when, how, and why to execute them. Chitiavi (2002) asserts that effective leadership by head teachers is essential for the optimal performance of schools. The aforementioned research emphasized the headmaster's pivotal role in delivering school leadership. He was designated as the individual responsible for organizing and coordinating all school resources and stakeholders to fulfill the school's objectives. The five primary functions of principal leadership, as outlined in a recent report by the Wallace Foundation (2011), include cultivating a vision of academic success for all students, creating a conducive learning environment, fostering leadership among teachers and adults to fulfill the school's vision, enhancing instructional practices to optimize teacher performance and

student learning, and managing personnel, data, and processes to facilitate school improvement.

Educational professionals consistently prioritize leadership. The concept of leadership is fraught with ambiguity, indicating a lack of definitive data on what defines successful or effective leadership. The extensive global research conducted on this topic underscores the significance of such reform. The most apparent and prevalent form of leadership instability, as identified in a study by Hargreaves and Fink (2006), is the frequent turnover of the principal and vice principal. This significantly undermines initiatives to reform educational institutions. A principal who enhances her competencies in all 21 leadership tasks by one standard deviation is expected to yield a 10 percentile point rise in student test scores, as per a meta-analysis conducted by Waters, Marzano, and McNully (2005). Research conducted in North America and Australia indicates that transformative leadership markedly enhances student engagement (Leithwood et al., 2003; Silins & Mulford, 2002). Furthermore, Canadian research conducted by Macmillan (2004) and Fink and Brayman (2006) has demonstrated the adverse effects of principal succession on initiatives designed to enhance student achievement, highlighting the importance of leadership.

Research on school leadership in Africa has been conducted, highlighting the expressed concerns on the issue. A recent study conducted in Uganda by Nsubuga (2008) indicates a correlation between leadership styles and school performance. The study indicates that for schools to operate effectively, their leadership must adopt strategies that address the diverse requirements of all stakeholders.

A study conducted in Kenya by the ILO International Programme on the Elimination of Child Labour (ILO-IPEC, 2003) highlighted the issue of leadership. The program sent a team of consultants to perform a situation analysis regarding favorable learning

conditions for children removed from or prevented from child labor in primary schools in the former Garissa district. Inadequate systems that failed to deter child work and support children's adaptation to the educational environment were seen. A multitude of challenges faced by these children remain neglected, significantly increasing their chance of dropping out. This was evidenced by cases where schools with elevated dropout rates paradoxically exhibited high re-enrollment rates.

A multitude of research papers have concentrated on the leadership styles of head teachers. Adeoti (2012) contends that the leadership styles of the head teacher influence the efficacy and efficiency of a school. Chaplain (2003, cited in Byron, 2007) substantiates these views by emphasizing the pivotal function of the head teacher in maintaining order within the classroom.

The importance of the head teacher's leadership qualities cannot be overstated. Various parties have proposed several views regarding the expectations of head teachers in their administrative roles. The Ministry of Education, Science and Technology (MOEST, 2001/2002) recommends in its report that qualified and competent personnel be chosen as school administrators and managers, with appointments based on established criteria. The 2004 report from the Kenya Educational Staff Institute stipulates that head teachers must possess qualifications and, if necessary, undergo management training prior to assuming their roles. Kubai (2004) contends that head teachers must treat staff and pupils with respect to enhance school performance. This underscores the necessity for head teachers to be empathetic and flexible, while also being ready to motivate and serve as role models (MOEST, 2001).

Consequently, head teachers' leadership styles significantly contribute to their performance by motivating educators and ensuring discipline within and beyond the school environment. Reports indicate that "Effective school leaders will adeptly

concentrate the school's efforts on the essential" by employing appropriate leadership styles. They will formulate objectives that align with the school's mission and possess a clear rationale. They will clearly communicate the aims and purpose, ensuring that all participants understand their responsibilities (McIver, Kearns, Lyons & Sussman, 2009). Ultimately, leadership is offering direction for team activities directed towards specific objectives. A range of leadership ideologies may be necessary for this.

Many scholars have acknowledged different leadership theories (Avolio & Bass, 2004; Yulk, 2005). Avolio and Bass (2004) categorize leadership styles into transactional, transformational, and laissez-faire based on their leadership theory. Yulk (2005) asserts that an authoritarian approach inhibits decision-making participation, while a laissez-faire style facilitates unrestricted involvement; conversely, a democratic style is characterized by coordination, cooperation, and collaboration.

The leadership style adopted by head teachers may influence various aspects of students' learning. Henry (2009) asserts that the primary factor influencing teachers' commitment to their school is school leadership. Nsubunga (2008) asserts that pupils disdain stringent administrators who adversely affect their academic achievement. Mumbe (2005, cited in Keith, 2007) asserts that democratic leadership styles positively influence students' academic achievement and overall school efficacy by fostering collaboration between teachers and administrators to attain desired results. While most research emphasizes the direct outcomes students achieve from the head teacher's motivational strategies, it is essential to analyze leadership styles through the lens of students' summative evaluations.

1.2 Statement of the Problem

Kenya's educational framework, guided by policies such as the Children's Act of 2001 and the Basic Education Act of 2012, mandates that every child has the right to receive a basic education. These policies reflect the government's commitment to providing quality

education and equitable learning opportunities across the country. However, despite these efforts, significant disparities persist in academic performance among regions, with counties like Garissa showing notably lower results on national exams compared to others, such as Makueni County (Mwatsuma & Silvester, 2012). These discrepancies are alarming, as they not only limit individual students' opportunities for advancement but also reveal systemic issues that hinder equitable educational progress. Factors such as limited resources, socio-economic challenges, and cultural differences may play a role; however, the leadership style of headteachers is frequently highlighted as a critical, yet often overlooked, factor influencing students' academic outcomes.

While ineffective leadership styles are often blamed for poor student performance, less attention is given to identifying and implementing effective leadership practices that could positively impact student achievement. Headteachers' leadership styles directly affect school culture, teacher motivation, and student engagement, which are essential components of a productive learning environment (Botha, 2005; Oyetunyi, 2006). Yet, little research has been conducted on identifying leadership styles best suited to address the unique challenges faced by schools in Garissa County. This study seeks to fill this gap by examining various leadership approaches to determine which styles can best support academic improvement in underperforming regions. By identifying and promoting effective leadership strategies tailored to the needs of Garissa County, this study aims to provide insights that can be used to develop more targeted policy interventions, fostering an environment where students are better supported to achieve academic success.

1.3 Purpose of the study

The purpose of this study will be to investigate the influence of head teacher's management styles on teachers' motivation in public secondary schools in Garissa

Township, Garissa County.

1.4 Objectives of the study

The study will be guided by the following objectives:

- i) To find out the relationship between democratic leadership style on teacher's motivation in public secondary schools in Garissa Township, Garissa County.
- ii) To determine whether there is a relationship between the autocratic leadership styles on teacher's motivation in public secondary schools in Garissa Township, Garissa County.
- iii) To find out the relationship between the transformative leadership styles on teacher's motivation in public secondary schools in Garissa Township, Garissa County.
- iv) To determine the leadership the relationship between the transactional leadership styles on teacher's motivation in public secondary schools in Garissa Township, Garissa County.

1.5 Research questions

- i) What is the relationship between democratic leadership style on teacher's motivation in public secondary schools in Garissa Township, Garissa County.
- ii) Is there any relationship between the autocratic leadership styles on teacher's motivation in public secondary schools in Garissa Township, Garissa County.
- iii) What is the relationship between the transformative leadership styles on teacher's motivation in public secondary schools in Garissa Township, Garissa County.
- iv) What is the leadership the relationship between the transactional leadership styles on teacher's motivation in public secondary schools in Garissa Township, Garissa County.

1.6 Rationale of the study

School administrators are crucial to ensure the effective conduct of teaching and learning. The Wallace Foundation (2011) identifies five primary functions of principal leadership: articulating a vision of academic success for all students; cultivating leadership among others to ensure that adults, including teachers, fulfill their roles in realizing the school's vision; enhancing instructional practices to enable teachers to excel and students to maximize their learning potential; and establishing an educationally supportive work environment. The topic of leadership was highlighted by the international program for the eradication of child labor (ILO-IPEC 2003), which employed a team of consultants to perform a situational analysis regarding favorable learning conditions for children who were withdrawn from and barred from participating in child labor in public secondary schools in Garissa Township. Students in specific places, such as Garissa County, consistently underperform on national assessments relative to their counterparts in other areas, despite the stipulations of the Children's Act and the Basic Education (2012) that ensure children obtain a fundamental education.

1.7 Significance of the study

The results of this study will assist the researcher in addressing the intriguing subject of how head teacher leadership styles may affect teachers' motivation in public secondary schools located in Garissa Township, Garissa County. Additionally, the results allow training colleges and institutions like KESI to expand the range of pre-service and school administration courses in order to develop more effective and efficient leadership styles. Head teachers may also find the findings helpful in reevaluating and reassessing their own leadership styles and making any necessary adjustments. Education policy makers in a variety of educational domains may find the findings helpful.

In order to better prepare themselves to manage public or public secondary schools in Kenya, teachers who want to become deputies as heads of schools can use the material to hone their leadership abilities and styles. The results could serve as the foundation for PTA conversations about what needs to be done to raise students' academic performance in public secondary schools. The study might spark curiosity and encourage more investigation into the field. This is essential for raising the caliber of leadership styles in educational institutions.

1.8 Justification of the Study

This study is vital because it addresses a critical issue in Kenya's educational system: the persistent disparity in student academic performance across different regions. Despite the Kenyan government's efforts to ensure all children have access to quality education, students in areas like Garissa County continue to perform below national standards compared to other counties, such as Makueni (Mwatsuma & Silvester, 2012). This performance gap poses a serious challenge to educational equity and limits the future opportunities available to students in underperforming regions. Given the importance of leadership in creating effective learning environments, understanding how headteachers' leadership styles influence school performance in Garissa County could provide actionable insights for improving academic outcomes in similar contexts.

Leadership is a key factor that directly influences teachers' motivation, instructional quality, and students' overall learning experience. Studies show that headteachers have a significant role in shaping school culture, fostering teacher collaboration, and maintaining high expectations for student achievement (Botha, 2005; Oyetunyi, 2006). When headteachers adopt leadership styles that promote a positive school environment, teachers are more likely to feel motivated, empowered, and committed to their work, which ultimately benefits students. However, little research has been done on the specific

leadership practices that might address the unique challenges of schools in resource-constrained and culturally diverse regions like Garissa County. By exploring these dynamics, this study seeks to contribute a nuanced understanding of how different leadership styles can be tailored to improve educational outcomes in challenging environments.

In addition, the findings from this study could have significant implications for educational policy and practice. By identifying leadership styles that positively impact student achievement in underperforming regions, this research can inform the design of targeted training programs for headteachers, equipping them with the skills needed to foster effective learning environments. These insights can be instrumental for policymakers looking to address regional disparities in Kenya's education system and achieve more equitable educational outcomes. The study could serve as a model for other underperforming regions in Kenya and beyond, illustrating how strategic leadership practices can be leveraged to address systemic educational challenges and improve student success.

1.9 Scope of the study

This study will be conducted in public secondary schools located in Garissa Township, Garissa County. The study would encompass instructors and head teachers at public secondary schools in Garissa Township, Garissa County. This study will concentrate only on four leadership philosophies—democratic, autocratic, transformative, and transactional—and their impact on teachers' motivation. Data for this research will be collected only using questionnaires designed specifically for teachers and head teachers. The data collection phase of the project will require three weeks. The designated period for the study is June 2023 to July 2023.

1.10 Delimitations of the study

- i) The study will focus on democratic, autocratic, laissez-faire and transformative management styles used by Head teachers in Garissa Township, Garissa County.
- ii) This study is delimited to Statistics from Garissa town; Garissa County Education Directors' office indicates that there are a total of 9 public secondary schools in the sub-county. There are 9 Head teachers, 90 Bom Members and 250 teachers working in public secondary schools within Garissa Township, Garissa County.
- iii) The study will be restricted to public secondary schools in the Garissa Township, Garissa County.
- iv) The researcher will target to collect data from Head teachers, BOM members and teachers, through the questionnaires and interview Schedules.

1.10 Limitations of the study

Lack of honesty by Head teachers, BOM Chairs and teachers but researcher will hold meetings with respondents to elaborate on the importance of the study and assure respondents of the confidentiality of their responses to mitigate challenge of getting dishonest answers.

With a small sample, it will be difficult to draw broader generalization about other counties hence the difference in the environmental settings raised different issues during analysis of the data.

The study in public secondary schools on head teachers management styles will not be generalized in private schools whose management styles might be different as management structure in private schools are different from those of public schools.

1.11 Assumptions of study

The study makes the following assumptions:

- i. Head teacher's management styles have an influence Teachers motivation in public secondary schools in Garissa Township, Garissa County.
- ii. Head teachers' democratic management styles influence Teachers motivation in public secondary schools in Garissa Township, Garissa County.
- iii. Head teachers' laissez-faire management influence Teachers motivation in public secondary schools in Garissa Township, Garissa County. The female Head teachers' transformational management style influence Teachers motivation in public secondary schools in Garissa Township Garissa County.



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1.13 Operational definition of terms

The following are the operational definition of terms as used in the research:

Teachers' motivation- This pertains to the performance of students in national exams, specifically the KCSE examination results, in secondary education facilities across Garissa Township, Garissa County.

Autocratic management- This concerns the authoritarian approach adopted by headteachers in managing public schools.

Democratic management- This pertains to the management style of headteachers who consider the opinions of others before making decisions in public schools.

Laissez-faire management- This describes a management style where headteachers empower their staff to develop their own strategies and make decisions in public schools.

Style of management- This research examines how headteachers in public schools manage daily operations, using their management strategies to demonstrate their administrative skills.

Performance- In this study, the term refers to the operational efficiency of the school, as well as the effectiveness of the school staff's performance.

Transactional Management. This concerns the influence of a leader on their subordinates through the implementation of rewards and punishments as motivational tools.

Transformational Management- This describes a management style in which the leader serves as a role model and motivator, inspiring followers to work not solely for material gain but out of a genuine passion for their work.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The review of the literature on the relationship between leadership styles and academic achievement is the main objective of this chapter. The definition, characteristics, development, and conceptualization of leadership are the main topics of the review. Additionally, it will concentrate on leadership theories and styles, paying particular attention to those that are relevant to educational institutions.

2.1 Empirical Literature

2.1.1 Concept of Leadership Styles

Leadership effectiveness often depends on contextual factors, including organizational culture, follower characteristics, and the nature of the task at hand. According to Fiedler's Contingency Theory (1967), the effectiveness of a leader's style is contingent upon the degree to which the leader's style aligns with situational demands. Situational Leadership Theory, developed by Hersey and Blanchard (1977), further underscores the need for leaders to adapt their style based on follower maturity, suggesting a dynamic approach to leadership.

Leadership is a prominent and pervasive term that is disputed across several professions and is regarded as a dynamic notion. Consequently, scholars remain intrigued by the concept of leadership. Cheng (2002) contends that leadership is among the most observed yet least comprehended phenomena globally. Cheng (2002) asserts that the numerous scholars attempting to define, categorize, and contextualize the study of leadership have only exacerbated its complexity and obscurity. Adlam (2003) asserts that "leadership is a rather complex concept." This might be ascribed to the diverse methodologies employed to delineate leadership and demonstrate its effectiveness.

According to Botha (2005), leadership is the act of motivating others to achieve specific goals. Nonetheless, Botha (2005) fails to consider the motivational strategies that leadership use to facilitate organizational change. Oyetunyi (2006) defines leadership as the ability to inspire followers to mutually support and believe in each other to achieve corporate goals. Moreover, Oyetunyi (2006) concludes that a leader's objective is to cultivate confidence among their personnel to achieve effectiveness. A leader must articulate the optimal organization, influence followers, and concentrate all endeavors on attaining that objective.

Formulating a succinct description of leadership is exceedingly challenging. The concept of leadership has been perceived differently by numerous scholars. Omar (2005) posits that the study of leadership can be both daunting and enticing. He finds it daunting since it is perceived to include psychological, legal, political, and educational dimensions. Humans have been captivated with leadership from the beginning of time. Aspiring leaders may utilize it as a benchmark to evaluate themselves against individuals who have attained the status of exemplary leaders.

Stogdill, as cited in Buchanan & Huczynski (2010) and Daft & Lane (2005), posits that leadership is fundamentally the ability to influence, characterized as an influencing process or "an influence relationship among leaders and followers aimed at achieving tangible changes and outcomes that align with their collective objectives." Consequently, leadership focuses on attaining goals through the utilization of human behavior, direct action, individuals, and relationships.

The critical duties and increasing demands placed on principals shape leadership in educational institutions. Research demonstrates that in the current competitive landscape, principals are optimally situated to improve instruction and learning (DeVita, 1998 as cited in Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). Principals are expected

to surmount the numerous challenges they face nowadays. According to DeVita (1998, cited in Davis et al., 2005), principals are anticipated to serve as educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community developers, public relations professionals, budget analysts, facility managers, administrators of special programs, and proficient overseers of legal, contractual, and policy mandates and initiatives. These studies indicate that principals must be attuned to the increasing diversity of student needs and reconcile the often-opposing interests of parents, teachers, students, district officials, unions, and state and federal authorities.

In the realm of education, principals play a multifaceted role, as DeVita (1998) highlights, acting as leaders who must balance instructional duties with administrative responsibilities. They are pivotal in fostering an environment conducive to learning by employing leadership strategies that consider the complex needs of diverse students. Principals, therefore, must adapt their leadership style to address challenges unique to their school community, supporting both educators and students. Transformational and instructional leadership models have been widely endorsed in education, emphasizing the principal's role in shaping a shared vision, promoting teacher development, and focusing on student achievement.

The importance of principals in ensuring that all students receive high-quality education through effectively managed schools is repeatedly highlighted by educators and intellectuals. Schmidt-Davis and Bottoms (2011) emphasize the significant impact principals can exert on students.

2.1.2 Pupils' Academic Performance

Schiefelbein and Summons (1995) identify the following determinants of academic success in developing nations: class size, availability of textbooks, library resources, teacher attributes, student-teacher ratio, and school administration. Duignan (1986) enumerates several aspects influencing student achievement, such as teacher and student conduct, school

culture and climate, and leadership styles. While more factors may exist, all previously listed elements can influence students' academic performance; hence, generalizing these factors is difficult.

Research has consistently shown that class size and student-teacher ratios play a significant role in academic achievement. Smaller class sizes often allow for personalized instruction, greater student engagement, and increased teacher-student interaction, all of which are positively associated with improved academic outcomes (Finn & Achilles, 1999). In contrast, larger classes may limit individual attention, potentially affecting students' understanding and retention of information, particularly in resource-constrained settings.

Teachers' qualifications, experience, pedagogical skills, and attitudes profoundly affect student achievement. Effective teachers demonstrate adaptability, subject-matter expertise, and a deep understanding of students' learning needs, creating an environment that fosters academic growth. Moreover, teachers' attitudes and expectations for their students can influence motivation and self-esteem, impacting students' effort and, consequently, their academic performance (Hattie, 2009).

School culture and climate encompass the values, norms, expectations, and overall atmosphere within a school. A supportive and inclusive school culture that values diversity, safety, and respect is conducive to learning. Positive school climates encourage student engagement, collaboration, and a sense of belonging, which research has shown to be associated with higher academic performance (Thapa et al., 2013).

The involvement of parents in their children's education and the family's socioeconomic background significantly influence academic performance. Parental engagement can include helping with homework, attending school events, and encouraging educational aspirations. Children from higher socioeconomic backgrounds often have access to additional educational resources and support, such as private tutoring or extracurricular activities, which may provide an advantage in academic achievement (Coleman, 1966).

Students' physical and mental health also impact their ability to learn effectively. Poor nutrition, frequent illness, or mental health challenges can hinder concentration, memory, and cognitive functioning, resulting in lower academic performance. Studies have shown that adequate nutrition, regular exercise, and mental health support are critical for students to perform well academically (Jukes et al., 2008).

Participation in extracurricular activities, such as sports, music, or clubs, can positively affect academic performance by promoting skills like teamwork, time management, and discipline. Additionally, these activities offer opportunities for social interaction and emotional support, which can enhance students' academic motivation and sense of belonging (Eccles & Barber, 1999).

Educational policies, funding, and community support also play essential roles in shaping academic performance. Schools in regions with sufficient educational funding are often better equipped, have smaller class sizes, and provide teacher development programs. In developing nations, disparities in educational policies and funding can create significant challenges, as schools may lack basic infrastructure, adequate teaching staff, or essential learning materials, affecting students' academic outcomes.

2.1.3 Democratic Leadership Style and Pupils' Academic Performance

The fundamental attributes of democratic leadership include reciprocal communication, participatory planning, and the decentralization of authority. Oyetunyi (2006) emphasizes that the primary focus is on collaboration; management and subordinates jointly make decisions. The individual maintains ultimate authority in decision-making, even when soliciting feedback from subordinates prior to making a choice (consultative). Furthermore, management may permit subordinates to vote on an issue prior to decision-making (democratic) or pursue consensus among the teachers regarding a problem before reaching a conclusion.

The leader employing a democratic leadership style maintains ultimate decision-making authority, despite permitting subordinate participation in the decision-making process. Furthermore, it has been observed that embracing this strategy signifies strength rather than weakness, since it honors employees' operational ways, ultimately benefiting both parties by facilitating staff integration into the team and enhancing decision-making. David and Gamage (2007) assert that stakeholder trust is influenced by the democratic and participative leadership and management of schools. David and Gamage (2007) asserted that school leaders aiming to enhance confidence among stakeholders should consider indications associated with democratic or participatory leadership when executing their leadership roles and responsibilities. The research examined a survey assessing the efficacy of democratic and participatory administration and management within a specific school division in the Philippines. The study concludes that, like to the Philippines, Kenyan school administrators who endorse democratic leadership techniques similarly exhibit equal faith in their stakeholders' capacity to manage their institutions. They engage the community, parents, students, and subordinates in the decision-making process.

School administrators recognize that individuals do not operate at their optimal capacity when they experience feelings of weakness, incompetence, or alienation; they comprehend that those responsible for achieving results must possess a sense of ownership, as indicated by Kouzes and Posner (2003, referenced in Julia, 2008). Individuals responsible for reforming schools to address the problems of the new millennium must meticulously foster democratic leadership to provide high-quality education. The implementation of democracy in educational institutions fosters a highly productive and efficient learning environment, while democratic leadership enhances individual potential. To foster and advocate for high-quality education, democratic

leadership practices in secondary schools delineate strategies for optimizing the potential of all stakeholders.

The researcher inquires whether head teachers in the Garissa Township Sub-County can consider decentralization of authority and facilitate participatory planning and reciprocal communication, despite the literature indicating that democratic leadership presents a highly promising leadership style. Moreover, can teachers' empowerment, teamwork, and collaboration genuinely yield the desired advantages if the leader utilizing this approach maintains ultimate authority in decision-making? The subsequent hypothesis derives from this argument:

2.1.4 Autocratic Leadership Style effect on Students' Academic Leadership

Reports indicate that an autocratic or directive leadership style "derives power from position, control of rewards, and coercion," centralizing authority in the leader (Daft & Lane 2011, p. 45; Hamilton 2010; Lussier & Achua 2010). Autocratic leaders are frequently despised due to their prohibition of followers' initiative, consideration, and personal development. Teachers and pupils in schools with authoritarian leadership from administrators remain uncomfortable and scared of authority. This ultimately restricts their ability to achieve their maximum potential.

they exhibiting high authoritarianism and a low desire for independence like autocratic leadership, as noted by Quinn (2011), especially in dire situations where absolute control is prioritized over the associated costs or when they just seek guidance. This technique exemplifies a leader who, disregarding the thoughts or perspectives of subordinates, dictates tasks and methods to his workforce. Certain individuals tend to perceive this strategy as a method of shouting, use pejorative language, exerting power abusively, and governing by intimidation. However, there are circumstances where an authoritarian leadership style is appropriate, especially when one possesses all the requisite information

to address the problem, faces time constraints, and has a highly motivated team. Random promotions, indiscriminate disciplinary measures, and employment termination are probable traits of authoritarian leadership in public secondary schools.

According to McShane, Travaglione, and Olekalns (2009), autocratic leaders in educational institutions exhibit a task-oriented leadership style by assigning specific tasks, delineating duties and procedures, enforcing regulations, and enhancing efficiency. However, McShane et al. (2011) assert that this may have adverse effects, leading to "absenteeism, grievances, turnover, and job dissatisfaction."

Research by Kasule (2007) indicates that autocratic leaders predominantly prioritize "authority" to achieve objectives, particularly in the context of teacher productivity in private secondary schools in the Wakiso region. Head instructors often endorse it due to its speedy outcomes and the pressure on subordinates to meet deadlines.

The contradictory findings regarding the efficacy of autocratic leadership complicates the determination of its proper application. Consequently, it remains uncertain if an autocratic leadership style is suitable for secondary schools and if it may enhance student achievement. The researcher formulates the subsequent hypotheses in response to these inquiries:

2.1.5 Transformative Leadership Style and Pupils' Academic Performance

Ross and Gray (2006) define transformative leadership as a complex concept with three components: individual consideration, intellectual stimulation of members, and charisma, which involves defining and sustaining an organization's vision. Moreover, good leadership enhances a company by motivating individuals to prioritize corporate objectives over personal ambitions, realigning their needs to align with organizational standards, and uplifting members' values. The role of principals is examined in relation to transformative leadership. Ross and Gray (2006) assert that while most principals are

perceived as accountable for students' academic achievement, their real effect is rather minimal.

A study including 3,042 instructors and 205 schools indicates that the impact of leadership on achievement is indirect. The study revealed that administrators employing a transformational leadership style significantly influenced teachers' commitment to the school's objectives, perhaps affecting student advancement and the overall school process indirectly. Furthermore, Ross and Gray (2006) assert that transformative leadership enhances organizations by possessing the ability to raise individuals' convictions and motivate them to align their needs with those of the organization.

Nsubuga (2008) asserts that this leadership style requires managers to grant subordinates control and influence. These methodologies endorse consensus-driven leadership, wherein management adheres to the majority's decisions. These tactics fundamentally motivate employees to adhere to the organization's objective and execute tasks according to their own discretion.

These strategies facilitate accelerated learning for followers when entrusted with decision-making responsibilities, hence enhancing their cohesiveness. These strategies can enhance motivation and team cohesion by granting team members increased responsibility and engaging them in all decision-making processes. The primary danger of these approaches is that the team's capacity to achieve objectives or fulfill targets will be significantly impaired if they lack the requisite competence or reliability to make essential judgments.

Consequently, head teachers ought to delegate leadership responsibilities, enabling teachers inside the study context to operate freely, provided their actions are consistent with the school's objective. Consequently, the inquiry pertains to whether secondary educators in the Garissa Township sub-County possess the requisite skills to identify and

assess projects that are relevant for effectively engaging students. More importantly, can they be depended upon to make appropriate decisions concerning matters of student success? The researchers propose the following hypothesis if such concerns remain insufficiently addressed:

2.1.6 Transactional Leadership Style and Pupils' Academic Performance

A fundamental aspect of transactional leadership is the hierarchical transfer of authority from higher levels. Julia (2008) asserts that this type of leadership accelerates decision-making, which is particularly advantageous in emergencies. The responsibilities, functions, and expectations of subordinates are explicitly communicated to them. This approach involves the leader continually emphasizing duty while demonstrating minimal regard for the perspectives of subordinates. This is fundamentally a coercive method whereby decisions are imposed from above on subordinates to create structure.

During crises, when educators must act swiftly and devise rapid solutions, this strategy is considered ideal. Julia (2008) asserts that unless a significant crisis is experienced by the majority of the organization's staff, this approach is improbable to succeed due to insufficient effort in articulating the necessity for change to the staff or in fostering their support for the changes.

Comparisons have been attempted to differentiate between transformational and transactional leadership regarding expectations for subordinate outcomes. According to Cherry (2007, cited in Sherry), transactional leadership conjures a management archetype, but transformational leadership inspires representations of remarkable figures like Martin Luther King, Jr. or General Colin Powell. Northouse (2010) asserts that "transactional leadership is distinct from transformational leadership as a transactional leader does not prioritize the personal development of their subordinates or address their individual needs."

Studies demonstrate that transformational leadership surpasses transactional leadership. Transformational leadership is considered to exert a more positive influence on leadership outcomes than transactional leadership (Judge & Piccolo, 2004). Hypotheses regarding the relationship between students' academic performance and transactional leadership emerge from this. Given that leadership is essential for the sustainability of educational institutions, professionals in the area recognize its paramount significance. In an era of heightened pressures for global educational growth, this understanding has emerged (Nkata, 2005).

Enhanced administration will be necessary to accommodate the continually rising enrollment and the swift proliferation of educational institutions. To enhance efficiency and effectiveness, innovative leadership strategies will be required in mass education across all tiers. Oyetunyi (2006) asserts that the significance of leadership within an institution, such as a school, is manifest in various aspects, including academic success, student discipline, instructional methodologies, and the overall school environment, among others. Fostering a sense of educational advancement inside school frameworks underscores that a unified vision, which highlights the relationship between school efficacy and leadership, is the sole prerequisite for achieving effective standards. Prominent scholars and researchers, including Steyn (2005) and Maicibi (2005), assert that proficient school operations necessitate a comprehension of school leadership.

Schmidt-Davis and Bottoms (2011) assert that leadership significantly impacts performance and argue that "collaboration between teachers and principals, rather than isolated efforts, enhances schools." Principals should fundamentally facilitate the creation of a framework for collaboration and collective decision-making that includes teachers and other subordinates. Sashkin and Sashkin (2003) substantiate this assertion by contending that leadership is crucial as it aids companies in reducing ambiguity and

uncertainty. School leadership can be situated within the larger framework of institutional leadership, where effective administration and performance necessitate leadership skills. Research that consistently links principal leadership to learning underscores the importance of leadership within the educational context. The Wallace Foundation (2011) indicates that, when considered individually, most school variables exert negligible influence on learning. It is the principal's duty to create an environment conducive to the integration of distinct factors to achieve critical mass. Louis et al. (2010) concur, asserting that leaders are vital since they may activate the latent potential of organizations.

Specific assumptions regarding human nature underpin the attitudes and actions of leaders in executing their leadership responsibilities. Leaders, whether intentionally or unintentionally, ground their actions on their personal ideas of human behavior and their assessments of the character attributes of their subordinates.

Fredrick W. Taylor and his colleagues perceived scientific management as treating individuals as machines subject to control by their leaders, in contrast to Mary Parker's viewpoint on human relations movements. Follex observed that the establishment and maintenance of dynamic yet amicable connections is the foremost challenge confronting any organization, be it municipal or federal government, a corporation, or an educational system. The objective of this technique was to enhance employee productivity.

The proponents, spearheaded by Munsterberg, want to establish a workplace that honors both duties and human elements with the respect they merit. Munsterberg sought to find individuals whose cognitive traits were most aligned with their professional roles. Theory proponents assert that involving all employees in both production and decision-making processes will enhance work performance efficiency. Maslow and McGregor assert that once a need is fulfilled, it ceases to inspire behavior, necessitating a shift in focus to higher-level wants.

Herzberg (1989) formulated the motivation-hygiene hypothesis to analyze the influence of job searchers on fundamental human needs. Approximately 200 engineers and accountants from 11 distinct industries in the Pittsburgh area engaged in comprehensive interviews for the study. Herzberg (1998) categorizes human needs into two distinct types. He identified that individuals expressed concern regarding their work environment when dissatisfied, categorizing these requirements as "hygiene factors." Furthermore, he found that positive job satisfaction was associated with the nature of the task itself. Due of the influence of these requirements on individuals' oversight of achievement, he classified them as "motivators."

2.2 Theoretical Literature Review

Different leadership styles have been shown in literature to impact differently on pupil's performance.

2.2.1 Contingency Theory of Leadership

Fiedler's contingency theory posits that managers can employ diverse leadership styles. A manager needs a specific leadership style contingent upon the conditions. The factors affecting the situation will dictate the resolution of the managerial issue. A prescriptive leadership style may yield optimal outcomes in a routine (mechanistic) environment characterized by repetitive tasks, but a flexible, participatory approach may be requisite in a dynamic context.

Fiedler analyzed three circumstances that can define the condition of a managerial assignment:

The connection and task orientation of managers were evaluated. Task-oriented managers generally excel in contexts characterized by organized duties, varying degrees of positional power, and favorable leader-member relationships. They excel at unstructured jobs; yet, the authority of Position A Review is substantial. Conversely, they excelled in

unstructured work environments with moderate to poor leader-member interactions. Under all other conditions, relationship-oriented managers exhibit superior performance. Consequently, a manager may need to employ an alternative style for a certain issue or a distinct situation.

A weighted aggregate of various environmental characteristics is established, with "favourable" at one extreme and "unfavourable" at the other. In clearly delineated "favourable" and "unfavourable" scenarios, a task-oriented approach is superior; but, in intermediate situations, a relationship-oriented strategy is more effective. Managers may attempt to modify the variables of the environment to align with their style.

The contingency model theory posits that a leader's situational control is influenced by their positional authority, task organization, and relationships with subordinates. Leader-member relations refer to the extent of loyalty, dependability, and support a leader receives from their staff. This assesses the manager's impression of their rapport with the group of employees. The manager possesses a robust employment structure and can readily reward or reprimand staff members within a constructive relationship. The task is generally unstructured, and the leader possesses limited authority in a detrimental relationship. The task structure is positively influenced when subordinate requirements are explicitly articulated.

Positioning power refers to the extent of authority or influence a manager perceives the organization has conferred upon them to direct, reward, and discipline subordinates. The positioning power of managers is contingent upon whether employees' decision-making authority is augmented (unfavorable) or reduced (favorable).

The relationship-oriented style seeks to cultivate interpersonal connections and enhance team growth within the organization, whereas the task-oriented style leader derives pleasure and fulfillment from accomplishing organizational objectives. There is no

definitive correct or incorrect method of leadership.

Individuals possess varying tastes regarding leadership. Task-motivated leaders excel when the team achieves success, such as establishing a new sales record or exceeding a formidable competitor. Relationship-oriented CEOs operate optimally when a favorable corporate image and heightened customer satisfaction are attained.

2.2.2 Rationale for a Theory of Performance

The performer or others may have an impact on certain elements that affect performance improvement, while other elements are unchangeable. There are three types of variables that can be changed.

The mentality of the performer. Positively charged activities constitute an aspect of the performer's personality. Establishing challenging goals, embracing failure as an essential element of attaining superior performance, and fostering conditions that provide the performer with an appropriate sense of security are few examples. immersion. Engagement in an intellectual, social, and physical environment can enhance performance and foster both professional and personal development. Social connections, domain competence, experiential learning, emotional states (positive and negative), and spiritual congruence are all elements.

Contemplative Methodology. Reflective practice encompasses actions that aid individuals in concentrating on and extracting lessons from their experiences. Examples encompass evaluating present performance, documenting accomplishments, recognizing growth prospects, assessing and shaping personal identity, and enhancing knowledge acquisition. The section on evaluation presents many approaches for promoting reflective practice.

Three axioms can encapsulate the prerequisites for optimal performance and performance augmentation: Facilitate the performer's optimal emotional condition (performer's

disposition) in accordance with Axiom 1. Axiom 2: Conduct the performance in an engaging environment. Axiom 3: Promote reflective practice among the performance.

This concept is analogous to other ideas presented in the literature. Tomlinson et al. (2002) assert that the Parallel Curriculum advocates for four concurrent courses that enhance the four adjustable components. The primary focus of both the core curriculum and the curriculum of links is knowledge creation. The curriculum for practice promotes skill enhancement and prioritizes contextual relevance. The primary emphasis of the identity curriculum is the advancement of the person within a professional community. The works of Caine et al. also furnish evidence supporting the three axioms. The performer's demeanor aligns with a state of relaxed alertness. Immersion aligns with intentional engagement in demanding tasks and stimulating environments. Reflective practice aligns with the active processing of occurrences.

The research conducted by Bransford et al. (2000) offers more support for the axioms. Their model for effective teaching and learning encompasses knowledge-centered, learner-centered, assessment-centered, and community-centered features. The performer's mindset is an element of the learner-centered approach. The assessment-centered component includes elements of reflective practice, whereas the knowledge-centered and community-centered components advocate for engagement in a stimulating environment. Reflective practice within organizational settings is underpinned by the recognized significance of a comprehensive conceptual model, appropriate data collection methods, and a reliable mechanism for deriving conclusions from observations (Pellegrino and Glaser, 2001).

2.3 Theoretical Framework

The influence of headteachers' management styles on teacher motivation, the study leverages transformational leadership theory as its foundational framework, while other

relevant theories such as Transactional Leadership Theory and Distributed Leadership Theory also provide valuable perspectives. Each of these theories presents unique approaches to leadership and motivation within an educational setting, enabling a holistic understanding of how headteachers can foster positive outcomes among teachers in public secondary schools.

2.3.1 Transformational Leadership Theory

Transformational leadership focuses on inspiring and motivating teachers through a shared vision and personal support, which encourages teachers to exceed their expectations and fully invest in their roles. Headteachers employing transformational leadership do not simply manage tasks but embody a model of growth and innovation that resonates with the educational environment (Bass & Riggio, 2006). According to Cheng (2002), transformational leaders in schools aim to align teachers' personal development goals with the school's vision, making teachers feel both personally fulfilled and professionally driven. This leadership style promotes a sense of belonging and importance among teachers, which in turn enhances their motivation and commitment to their students and school.

Transformational headteachers encourage a culture of continuous improvement, providing opportunities for professional development, mentoring, and constructive feedback. They often exhibit traits such as charisma, which helps build trust, intellectual stimulation that fosters creativity, and individualized consideration, which attends to each teacher's unique needs and aspirations (Leithwood & Jantzi, 2000). For example, headteachers who practice transformational leadership might organize regular workshops and encourage teachers to set personal goals that align with school objectives, thereby empowering teachers to take ownership of their professional growth. By facilitating an

open and supportive environment, transformational leaders contribute to a collaborative culture where teachers are motivated to innovate and excel in their instructional practices. The impact of transformational leadership on teacher motivation is also linked to the psychological empowerment teachers experience when they feel part of a meaningful and inspiring mission (Robinson, Lloyd, & Rowe, 2008). When teachers are motivated by a leader's vision, they tend to develop a higher degree of self-efficacy and commitment to their roles. This internal motivation reduces turnover rates and fosters a stable, engaged workforce that benefits students by providing consistency and dedication in the classroom. Therefore, transformational leadership, by enhancing both individual and collective motivation, creates an environment where teachers are committed to professional excellence and continuous improvement.

2.3.2 Transactional Leadership Theory

Transactional leadership, in contrast to transformational leadership, uses a more structured approach that emphasizes defined roles, policies, and reward systems. This theory relies on the principle of "transaction" or exchange between headteachers and teachers, wherein teachers are rewarded for achieving specific goals and adhering to established protocols (Burns, 1978). Headteachers using this style establish a clear framework of expectations and performance standards that guide teachers toward school-wide objectives. This structured approach can be particularly effective for achieving short-term results and maintaining a consistent level of performance among teachers (Bass, 1985). For example, headteachers might use performance appraisals to assess teachers' effectiveness and provide incentives, such as bonuses or professional recognition, for those who meet or exceed expectations.

Transactional leadership is beneficial in environments where stability, predictability, and accountability are critical. Teachers who appreciate clear guidelines and predictable

outcomes may find this approach motivating, as they can easily understand the link between their performance and the rewards they receive. This approach ensures that teachers adhere to established routines and maintain the desired standards, thereby contributing to a stable and orderly school environment (Podsakoff, MacKenzie, & Bommer, 1996). However, this approach may not inspire the same level of intrinsic motivation or creativity as transformational leadership, as teachers may focus more on meeting minimum requirements rather than pursuing professional growth or innovative teaching strategies (Judge & Piccolo, 2004).

While transactional leadership has limitations in terms of long-term motivation, it remains valuable when used strategically in combination with other leadership styles. For instance, headteachers can use transactional leadership to enforce baseline standards while implementing transformational methods to inspire deeper engagement. This combined approach allows headteachers to maintain discipline and order while also fostering an environment that encourages personal and professional development. In this way, transactional leadership can serve as a foundation that supports more innovative, growth-oriented leadership practices, creating a balanced approach that addresses both immediate and long-term school objectives.

2.3.3 Distributed Leadership Theory

Distributed Leadership Theory emphasizes shared leadership across various members of an organization, promoting a collaborative environment where teachers and other staff members actively participate in decision-making processes. This theory suggests that leadership is not centralized with the headteacher alone but is spread across multiple roles within the school, allowing teachers to take on leadership responsibilities in their areas of expertise (Spillane, Halverson, & Diamond, 2001). By distributing leadership roles, headteachers empower teachers and foster a collective sense of responsibility, which can

significantly boost teacher motivation. For example, teachers who lead curriculum development initiatives or are involved in disciplinary committees may feel more engaged and committed to the school's mission, as they see their input as meaningful and valued (Harris, 2004).

The inclusive nature of distributed leadership promotes a culture of trust and respect, where teachers' expertise is recognized and utilized effectively. Teachers who participate in leadership roles experience greater autonomy, allowing them to implement their ideas and feel more in control of their professional lives (Harris & Muijs, 2005). This autonomy fosters intrinsic motivation, as teachers become active contributors to the school's success and feel more personally invested in its outcomes. Distributed leadership can also promote professional growth by encouraging teachers to develop skills in areas such as team management, decision-making, and problem-solving. By engaging in these roles, teachers gain a broader understanding of school operations, which can improve their teaching effectiveness and job satisfaction.

Moreover, distributed leadership supports a more resilient school structure by reducing the dependency on a single leader and encouraging collaborative problem-solving. This approach enables schools to maintain continuity and stability even during transitions or periods of change, as teachers with leadership experience can step up when needed (Leithwood, Mascall, & Strauss, 2009). The shared sense of purpose and collaboration cultivated through distributed leadership fosters a supportive school culture, which can improve both teacher motivation and student outcomes. By empowering teachers to lead alongside the headteacher, distributed leadership not only motivates individual teachers but also strengthens the school as a whole, creating a dynamic environment that values contribution and shared responsibility.

The interplay between transformational, transactional, and distributed leadership theories provides a comprehensive framework for understanding how headteachers can influence teacher motivation in public secondary schools. Transformational leadership inspires teachers to achieve beyond expectations by fostering a shared vision and providing emotional support. Transactional leadership, with its emphasis on structured incentives, motivates teachers to meet specific goals, while distributed leadership encourages a collaborative culture that empowers teachers and enhances their professional agency. Headteachers who effectively integrate these approaches can create a motivating, sustainable, and high-performing educational environment that supports teacher development and improves student outcomes.

2.4 Conceptual Framework

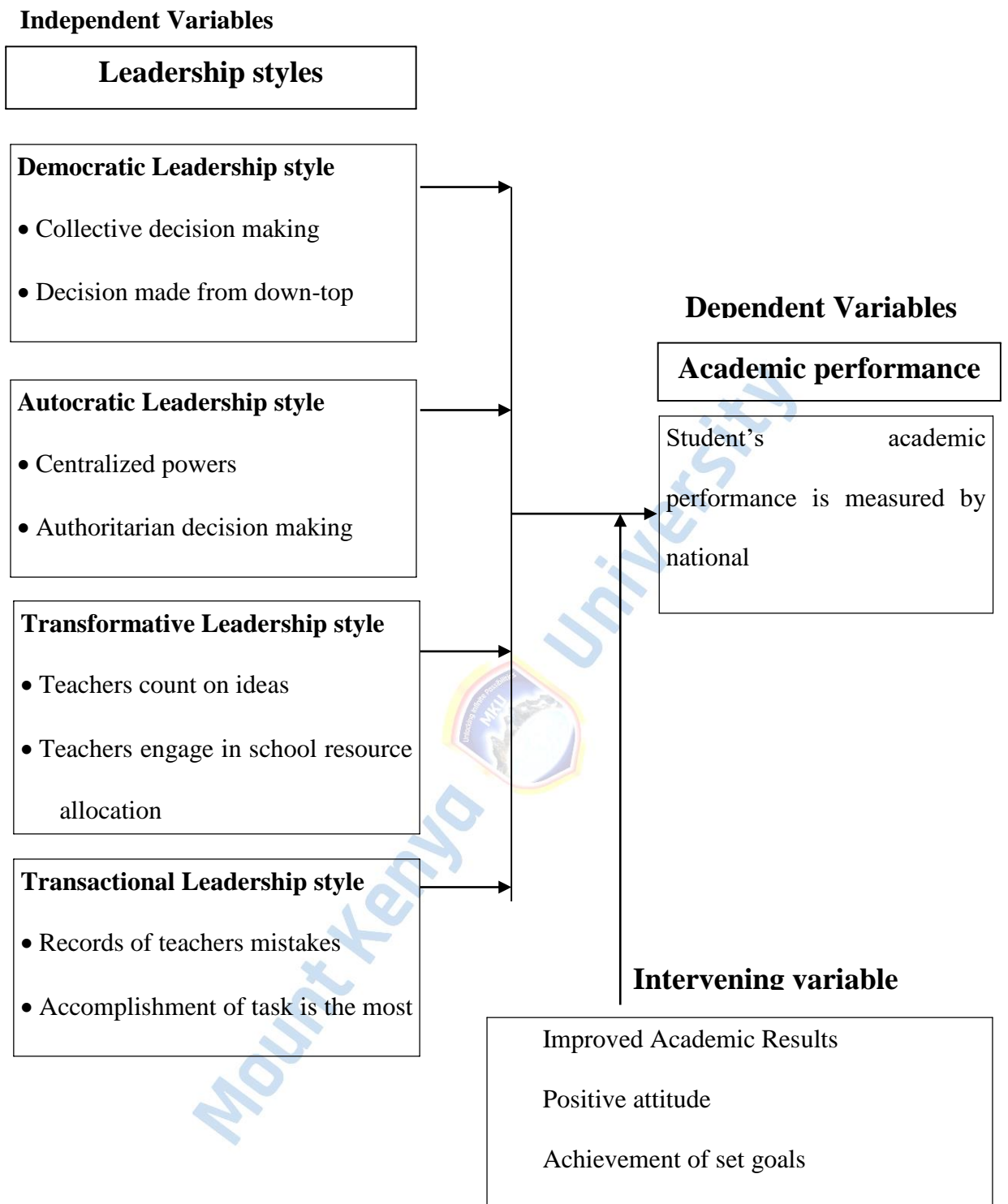
Numerous leadership philosophies have been identified by leadership style research. Democratic leadership, also known as participatory leadership, involves head teachers sharing and delegating authority while relying on and promoting the participation and knowledge of teachers and other subordinates to accomplish tasks and achieve objectives (Daft & Lane, 2005; Daft & Lane, 2011; DuBrin, 2010). Autocratic leadership, also known as directed leadership, on the other hand, is seen to concentrate power and "derive power from position, control of rewards, and coercion" (Daft & Lane, 2011; Hamilton, 2010; Lussier & Achua, 2010).

"Transformative leadership is a style for meeting the needs of followers and which is sensitive to differences," claim Currie and Lockett (2007). Therefore, by winning the followers' trust, transformational leaders may inspire them to achieve organizational goals. On the contrary, Tengilimoğlu (2005) highlights that the goal of transactional leadership is to carry on and transmit the work of the past into the future.

Three sets of variables are identified to explain differences in student academic performance based on the results of studies on leadership styles and academic accomplishment. The independent variables are the first group of variables, which are related to the leadership philosophies that have been found in the literature. According to the study, there is a direct correlation between students' academic achievement and leadership styles. The demographics and school-specific features of the respondents are the subject of the second set of variables. This group of factors makes up the moderating variables, whose effects will be looked at separately, because they are not essential to the study but could have an impact on its conclusions. Therefore, the study conceptualizes that the association between head teachers' leadership style and students' academic accomplishment is moderated by respondents' demographics and school-specific features.

Leadership styles are thought to have a direct impact on students' academic performance as determined by the outcomes of the KCPE exam. As a result, varying degrees of performance might be obtained by manipulating the four leadership styles. However, the demographic traits of the respondents may have an impact on the association between leadership styles and students' academic achievement.

The third and final set of variables is pupils' academic performance measured via mean scores posted in a series of KCPE exams (ranging from 2009 to 2013). The conceptual framework is presented in figure 2.1 below.



Source: Researcher (2024)

Figure 1 : Conceptual Framework of Leadership Styles and Pupil academic performance

2.5. Research gaps

Many school head teacher appraisal processes are still top-down superintendent evaluations with minimal input from other stakeholders, despite the fact that the research literature on school leadership clearly views the head teacher as a multi-tasker whose job responsibilities are far too complex to be evaluated by a single source (Ried, 2003, Paul, 2006). Many of the benchmarks that states and national organizations have created for school head teachers take an extremely limited view of the impact that leadership has on school functions, which further complicates effective leadership appraisal and makes it challenging for school leaders to convert the evaluation into significant change (Nsisbisga, 2003). According to Goldring et al. (2008), an analysis of 44 nations' standards and leadership evaluation practices revealed that almost half of them do not provide their school administrators with specific input on how to enhance instruction and learning.

High-performing schools have been found to be significantly influenced by school leadership. Murphy (2007) asserts that purpose defines school leadership; leaders establish objectives and concentrate their efforts on achieving them. The creation of a vision is a crucial part of any leadership display since it reflects the values and principles the organization upholds regarding education, learning, and interpersonal interactions (Zepeda, 2007). After that, successful leaders maintain the school's vision, mission, and goals at the forefront of all that the school does and at the forefront of the attention of its staff (Marzano et al., 2005).

Additionally, the study literature suggests that effective leadership is linked to interpersonal abilities. Interpersonal interactions are at the core of an organization's culture, influencing everyone's expectations and behaviors, according to Ramsey (2005, quoted in Sherry, 2008). Head teachers at schools that effectively foster leadership

develop and preserve trust, communicate more honestly, and foster dedication and support for change. They show employees that they care about them personally and are available to them (Marzano et al., 2005). The idea that learning should be prioritized is fundamental to the school leadership approach; all other tasks are centered around improving learning (Jenkins, 2009).

Since the roles of school leader and instructional leader are frequently used interchangeably, high-achieving school leaders invest a great deal of effort in creating, communicating, implementing, and overseeing a shared and supported learning vision. They also make sure that objectives are well-defined and student achievement-focused. Therefore, it is the responsibility of the leader to establish effective, fair learning opportunities for both staff and students (Murphy, 2007). Even though they are not in the classroom, effective school leaders are well-versed in teaching and have a strong commitment to their school's curriculum. They devote a significant amount of their working hours to the curriculum and work closely with colleagues to develop, implement, and oversee classroom and school-level assessment systems (Marzano et al., 2005).

In order to support students' academic and social growth, effective school leaders create these integrated communities of professional practice (Goldring et al., 2006). They give teachers access to staff development programs that cater to their changing needs (Blasé & Blase, 2000). Lastly, they give educators a shared planning period to discuss strategies for raising student accomplishment. In the end, learning communities are deliberate and distinguished by their dedication to ongoing development and adult learning in order to sustain academic achievement. Positive school culture and improved education are the results of professional collaboration (Zepeda, 2007).

The head teacher's importance in creating and preserving a positive school culture that encourages learning and participation for both adults and students is emphasized

frequently in the literature on school leadership (Goldring et al., 2006; Habegger, 2008). According to Zepeda (2007), a positive culture is in line with goals and objectives that support the school's mission and vision. In fact, Hall (2002) asserts that good head teachers are those who hold students to high standards because they believe that students' capacity to learn is essential to school development. According to Habegger (2008), high-achieving schools are characterized by a culture that empowers and instills confidence in their teachers, values their students and teachers, and enlists the assistance of parents and community members to increase the effectiveness of the school. This fosters a sense of community and gives everyone involved a clear path forward.

Good head teachers are aware that influence is a part of leadership; it calls for relationships and interactions between individuals as well as the accomplishment of objectives through cooperation, engagement, and motivation (Murphy, 2007). In order to engage people in the process of restructuring the organization and articulating fundamental values surrounding learning, head teachers must be able to effectively convey their vision and that of the school in order to create a positive school culture (Davies et al., 2005; Jenkins, 2009). Effective communication facilitates the development of agreement and support for the policies, procedures, and auxiliary systems intended to accomplish objectives among professors and staff (Leithwood et al., 2006). Effective head teachers actively promoted sharing and peer observation, exhibited cooperation, and acknowledged that collaborative networks among educators were critical to good teaching and learning (Blasé & Blasé, 2000). Strong ties to family and/or other community members and organizations that promote academic and social development are also necessary for running a school with high standards and academic success for every student (Henderson, 2006).

Although leadership and academic success have been the subject of several reviews, little focus has been placed on the traits that effective and ineffective leaders share. Despite the fact that there are a variety of leadership philosophies, the review makes it abundantly evident that the majority of research does not emphasize the connection between academic achievement and leadership style. Furthermore, no research suggests a certain style that would be the most accurate indicator of academic success. Based on this, the study aims to investigate the different leadership philosophies that head teachers display and how they affect students' academic achievement.

2.6. Summary of Literature Review

One of the most seen occurrences on earth is leadership, according to the literature review, which focused on the idea of leadership. Various academics have used a variety of methods to define leadership and explain its efficacy. In general, leadership is the capacity to influence others, a process that aims to bring about tangible changes and results that align with the goals that both leaders and followers share. It is expected of principals to overcome the many obstacles they confront nowadays. Since it is the foundation of educational institutions' sustainability, leadership is essential. To improve efficiency and effectiveness, new leadership techniques will be needed in mass education at all levels. The behavioral science model, scientific methods to management, and leadership approaches models have all been studied. Academic achievement and school leadership have also been compared, and the human relations approaches have been examined. A review of the various leadership philosophies has shown that no single style will produce the best results in terms of academic achievement, with the exception of combining the best elements of each style.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

This section describes research methodology, research design, the target population, sample procedures, research instruments, reliability and validity of instruments, data collection, analysis and ethical considerations.

3.2 Research Methodology

In order to make research as effective as possible and produce the most information with the least amount of work, time, and financial investment, research methodology entails plans and procedures that help a study go smoothly (Kothari, 2003). In this investigation, a quantitative approach will be employed. The questionnaires' closed-ended items will be used to collect quantitative data. As a result, combining continuous and discrete data will help to improve the study's quality.

3.2 Research Design

Because of its suitability for the research findings, which will produce numerical data from the research instruments and evaluate the relationship between head teachers' leadership styles and students' academic achievement in public secondary schools, the study will use a mixed research method. The SPSS Version 21 computer program and tables of figures will be utilized to compute the numerical data, which will be used to characterize and evaluate the research findings.

3.3 Location of the Study

The study will be carried out in Garissa Sub County's public secondary schools. Head teachers are in charge of all secondary schools, including those in the Sub-County. This Sub-County's public secondary schools have continuously received low scores on the

KCSE exam. The researcher has access to and familiarity with the chosen sub-county. One of Garissa County's six sub-counties is Garissa Township Sub-County.

3.4 Target Population

Teachers and head teachers in public secondary schools are the study's target group. 30 head teachers and 680 instructors from 30 public secondary schools in Garissa Township Sub County will be the study's target group.

Table 3. 1: Showing target population

Population	Number
Teachers	720
Head teachers	30
Total	750

Source: Researcher (2024)

3.5 Sampling Procedures and Sample Size

3.5.1 Sampling Procedure

Sampling is the process of choosing a relatively small subset of individuals, items, or occurrences to get insights into the larger population from which it is derived (Kothari, 2003). Public schools in the Garissa Township Sub County shall function as the sampling units. This investigation will utilize both stratified and simple random sampling approaches to choose the study sample. The strata will consist of all 30 public secondary schools. Initially, stratified sampling will be conducted to ascertain the number of head teachers and teachers to be incorporated into the study sample. The final sample will be proportionately representative of the original figures in the research population. Eight headteachers from 30 schools and 192 teachers from 720 instructors will be selected using simple random sampling. Each of the thirty head teachers will be assigned a number between 01 and 30, and only those selecting numbers 1 through 8 will be selected. Only

individuals selecting numbers 001–192 will be randomly selected from the pool of 720 teachers, who will be issued numbers 001–720 prior to their dismissal. All individuals in the population had an equal opportunity for representation in the final sample due to probabilistic methods such as stratified and simple random sampling (Tabachnick & Fidell, 2007).

3.5.2 Sample Size

The sample size will be determined using the following formulae as recommended by Tabachnick and Fidell (2007).

$$\text{Sample size} = n \frac{N}{1 + n/N}$$

$$\text{And } n = \frac{Z^2 p(1-p)}{w^2}$$

Where n is the sample size

N represents the study population, which is 710 in this instance. p is the estimated proportion, assumed to be 50% due to the unknown proportion for the current study.

The margin of error, W, is set at 5% for the proposed study, whereas Z represents the value corresponding to the confidence level of 99%, resulting in Z = 1.65.

$$\text{Thus } n = \frac{1.65^2 \times 0.5 \times 0.5}{(0.05)^2}$$

Since N = 710,

$$\text{Sample size} = 272 \frac{=189 \cong 189}{1 + 272/710}$$

Table 3. 2 : Study Sample

Subject	Study Population	Sample Size
Head teachers	30	8
Teachers	720	192
Total	750	200

The study will include 189 responders in total, or 26.6% of the target population. A minimal sample size for a descriptive study is 10% of the population. Twenty percent of the population might be needed for a reduced population (Mugenda & Mugenda, 2003).

3.6 Research Instruments

3.6.1. Questionnaires

In this investigation, a single research tool will be employed. This questionnaire will be used for head teachers and another for teachers in Garissa Township Sub County's public secondary schools. Because they will be more effective at gathering data, the study will include questionnaires for head teachers and teachers. Additionally, they will be less costly and enable the gathering of data from a sizable population (Orodho, 2009). In order to create a highly effective tool for gathering data and successfully completing the research as intended, the researcher will construct the research instruments in conjunction with the specialists who serve as the university supervisors. Both open-ended and closed-ended items will be used in the design of the surveys. Some items will be left open to provide respondents the opportunity to talk more freely about specific study topics.

3.7 Piloting of Research Instruments

A pilot study will be conducted in two public secondary schools in the Garissa Township Sub-County prior to the final study. The final study will not, however, include the schools. Eight instructors and two head teachers will be chosen to take part in the activity. Establishing and confirming the suitability of the research instruments will be the main goal of pre-testing. The procedure will also assist in identifying potential constraints

based on the comprehensiveness and coherence of the items in the study instruments. As a result, the research instruments will be suitably enhanced in relation to the goals that the study aims to assess.

3.8 Testing of Validity and Reliability of Instruments

3.8.1 Validity of Instruments

The correctness of conclusions drawn from research findings is referred to as the validity of the research instruments. Two supervisors who are specialists in the field of education will be involved in the development and evaluation of the research instruments' content validity. After that, validity will be improved by carefully reviewing the things on one's own and adding supervisors' input into the finished instruments.

3.8.2 Reliability of the Instruments

The degree to which a research instrument produces a consistent result following multiple trials is known as reliability. Each half of the test will be assessed using the split-half approach for the purposes of this investigation. Following the scoring of two consecutive tests, the consistency will be examined in order to evaluate the reliability. The correlation coefficient will be calculated using the spearman rank order correlation using the following formulas:

$$r_{xy} = \frac{\sum(x - \bar{x})(y - \bar{y})}{\sqrt{[\sum(x - \bar{x})^2][\sum(y - \bar{y})^2]}}$$

Where:

r_{xy} =the correlation coefficient

x =the value of the first half test

\bar{x} =mean of the first half test

y =the value of the second half test

\bar{y} =mean of the second half test

The instruments will be approved if the computation yields a correlation coefficient of 0.79. According to Macmillan (2004), a reliability coefficient is a number between 0.00 and 0.99; if the value is high, such as 0.78 or 0.85, the reliability is deemed high and is thus approved.

3.8.4 Dependability of Research Instrument

This will be done in order to make sure that the research findings are repeatable and consistent. In order for an outside researcher to replicate the study and provide comparable findings, the researcher will make sure that every procedure is documented in full. This will be evaluated based on the criteria used for conducting, analyzing, and presenting the research.

3.8.3 Credibility of Research Instruments

This will be accomplished by collecting information from a variety of sources, including instructors and head teachers, who play distinct responsibilities (source triangulation technique). This reduced any disparities or prejudices that persons in different roles could have. Additionally, this will be accomplished by location triangulation, which entails collecting information from various public secondary schools situated in various locations throughout Garissa Township Sub-County. This reduced any potential prejudice the researcher might have had while conducting the study.

3.9 Data Collection Procedures

A research authorization will be requested from the legal authorities prior to the completion of the investigation. The study will take three weeks to complete, and during the first week, the researcher will apply for permission to visit Garissa County from the County Education Director. Access to the sampled schools will thereafter be granted if a permit is obtained at the Sub-County level. During the second week, the researcher will schedule a meeting with the head teachers of the schools that are being studied. The

researcher will confirm the consent documents and establish a positive connection with the respondents throughout the visit. Teachers and head teachers will be given questionnaires, which will be collected the same day with the help of two qualified research assistants. Up until the final day of the third week, this process will be repeated for every school on various days. The researcher will safely retain the completed questionnaire scripts for analysis and acknowledge the contributions of all participants.

3.10 Data Analysis Techniques and Procedures

Both descriptive and inferential statistics were used to analyze the data. Means and standard deviations were used to investigate the prevailing levels of the identified leadership styles. Initially, the questionnaire items were subjected to component analysis in order to help extract variables that indicate leadership styles shown by head teachers. The chi-square test of independence was applied to assess the hypotheses that were developed on the relationships between the variables. Since the chi-square test examines significant relationships between variables without implying causality, it was chosen. Democratic head teachers were evaluated on their patience with staff and students, as well as their utilization of involvement. On the other hand, autocratic head instructors were evaluated based on their ability to make decisions alone with minimal assistance from other staff members. The ability of transformational head teachers to inspire, encourage, and serve as role models was evaluated. Transactional head teachers received ratings based on how well they managed and deployed resources to achieve outcomes.

3.11. Ethical Considerations

Before beginning the study, the researcher obtains consent from the subjects who will be requested to voluntarily participate. The nature and goal of the study, its regulations, and the anticipated results for the individuals and/or community will all be thoroughly explained to the participants. The respondents were given time to ask clarifying questions

in order to determine whether they grasped the expectations. The following moral actions were performed.

3.11.1. Access to Sites

The researcher was responsible for introducing the administration of the sampled schools in order to gain access to the head teachers and teachers of public secondary schools. A letter of authorization from the Garissa County Director of Education was then required. Additionally, a letter from the relevant District Education Officer where the research will be conducted and an official research permission from the National Commission of Science, Technology, and Innovation (NACOSTI) will be presented by the researcher.

3.11.2. Informed Consent

Before the exercise begins, the researcher will provide consent documents for the head teachers and teachers to sign. In order to promote equitable and unrestricted relationships, the researcher did not put the participants in uncomfortable situations. If they refused to provide specific private information, the investigator respected their feelings and allowed them to freely provide data. By asking them to provide information voluntarily and openly, the researcher was able to tell the subjects on the procedures followed during the information gathering process. Prior to the start of the data collection process, both purposively and randomly sampled respondents received a thorough explanation of this.

3.11.3. Confidentiality and Privacy

The findings were intended to be as accurate as possible because the head teachers and teachers were guaranteed that they would never be shared with any outside parties (Creswell, 2014). This guaranteed that the respondents had gained enough self-assurance to provide responses.

3.11.4. Anonymity.

The responders were reassured by the researcher that no one else would be able to learn who they were as research participants. When responding to the research tools, the participants felt more independent as a result. To ensure their anonymity, the subjects were not allowed to write their names or the names of their schools anywhere on the questionnaires.

3.11.5. Storage of Data

The researcher gave the head teachers and teachers the assurance that the investigator, supervisor, and university would securely save the data acquired and not share it with any other unworthy parties. Data was to be stored and used for this specific purpose, which was primarily academic, and it was not to be shared with anybody else.



Mount Kenya University

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

The profile of respondents, the dominating leadership styles of head teachers, the performance of teachers and students, and the correlations between head teacher leadership styles and student performance are the main topics of this chapter. It also looks at the coefficients and regression analysis.

4.1 Questionnaire Response Rate

Table 4. 1: Questionnaire Response Rate

Sample Size		Responded		Did not Respond		Response rate	
Frequency	%	Frequency	%	Frequency	%	Frequency	%
200	100 %	189	94.5	11	5.5	189	94.5

4.2. Demographic information

The researcher believed that these were important details that might help head teachers adopt a leadership style that they believe is suitable, which could have a favorable or bad effect on teachers' performance based on their own perceptions.

Table 4.1 shows that the majority of teachers are young, with 51% being between the ages of 30 and 39 and 25% being between the ages of 20 and 29. This may suggest that some head teachers use an authoritarian style that may encounter opposition since they believe they should be guided and closely watched because they are young. Additionally, some leaders might believe that they are independent young people who use laissez faire, which teachers may see favorably or unfavorably.

4.1.1 Personal Information of the Respondents

Table 4. 2: Demographic Information of the Respondents

Category	Sub-category	Frequency	Percentage
Age	20-29	47	25
	30-39	96	51
	40-49	40	21
	50 and above	5	3
	Total	189	100
Sex	Male	145	77
	Female	43	23
	Total	189	100
Position in the school	DHT	20	11
	SNT	20	11
	ASST.T	148	79
	Total	189	100
Level of Education	Master	5	3
	Diploma	23	12
	Diploma	133	71
	Specials needs	26	14
	/Diploma		
Previous Teaching Experience	Total	187	100
	1-5 years	48	31
	6-10 years	57	37
	11-15 years	17	11
	16-20 years	12	8
	Above 20 years	22	14
	Total	156	100
Teaching Experience With present school	1-5 years	136	72
	6-10 years	43	23
	11-15 years	8	4
	16-20 years	1	1
Total		189	100

Source: Primary Data (2024)

Table 2 shows that 3% of teachers are 50 years of age or older, and less than half are between the ages of 40 and 49. Head teachers may view this from a variety of angles; some may see them as self-motivated individuals, while others may see them as latent in their ability to carry out their responsibilities without coercion. Others believe they are equally rational and require debate and idea exchange.

Table 4.1 also shows that only 23% of respondents were female, with the majority of

respondents (77) being male teachers. These have an impact on the style of leadership that head teachers should employ. Men may be viewed as difficult to obey without coercion by some, as responsible and capable of carrying out tasks without oversight by others, and as resourceful and capable of exchanging ideas with others. Depending on the leadership style chosen and the recipients' perceptions, the performance may be favorable or unfavorable.

Teachers without portfolios lead the school in terms of position (79%), whereas senior teachers and deputies are equally represented (11% each) in Table 4.2.

The more teachers without formal positions there are, the more different the leadership style that should be used.

Regarding the educational level, Table 4.1 shows that the majority of teachers achieved a P1 with 71% special needs and above receiving 14%, while master's and degree degrees obtained 12% and 3%, respectively. Education level has a significant impact on the leadership style to be used; if it is miscalculated, performance may suffer.

Regarding teaching experience, 37% of respondents who have taught at previous schools have between 6 and 10 years of experience, 31% have between 1 and 5 years, 11% have between 11 and 15 years, and 8% have between 16 and 20 years. 72% of instructors in today's schools have been there for 1–5 years, whereas 1% have been there for 6–10 years. Teaching experience influences which leadership style is used, which in turn affects performance. Table 4.1 shows that most teachers have between 6 and 10 years of experience, and 1 to 5 years. This suggests that they have average experience with the leadership style of the previous school and may oppose the leadership style of the current school if it differs, which results in poor performance. In addition, it is clear that students in today's schools have the least amount of experience—between one and five years—which causes them to take longer to acquire the leadership styles used by head teachers,

therefore lowering performance.

The majority of teachers have been at schools for less than six years, as indicated by 72% of respondents who stated that their experience was between one and five years. This also applies to head teachers, who are still struggling to choose the best leadership style.

4.2 Relationship between Democratic Leadership Style and Pupils' Academic Performance

The study's independent variable is the head teachers' leadership styles, which are assessed using the items below. The following leadership philosophies were assessed: transactional, transformative, authoritarian, and democratic. The questionnaire's items are measured on a Likert scale from 1 to 4, where 1 denotes strongly disagree, 2 disagree, 3 agree, and 4 strongly agree. The results were as follows.

4.3.1. Descriptive Statistics

Table 4. 3: Leadership Styles Employed by the Head Teachers

Item	Mean	Interpretation	Rank
All Powers are centralized to me	2.38	Disagree	1
I leave my staff to make decision on school programmes and activities without prior intervention.	2.86	Agree	2
I often invite teachers to engage in addressing administrative problems.	2.83	Agree	3
I consult teachers before making decisions pertaining academic progress	2.82	Agree	4
Teachers have freedom to do as they think best in the interest of promoting academic progress in this school.	2.38	Disagree	5
The system of administration is top-down	2.80	Agree	6
The staff is involved in making school programme	2.59	Agree	7
Solving administrative problems with fellow staff improves pupil academic progress.	2.38	Disagree	8

Teachers are not interfered with when making decisions that promote progress in this school	2.23	Disagree	9
Prefer authoritarian decision making	2.54	Agree	10
Academic excellence is through consensus building	2.58	Agree	11
I share school leadership roles with my teaching staff	2.59	Agree	12
Decision are made from down and they come later to the top.	2.12	Disagree	13
It is enjoyable having teacher's count, on me for ideas and suggestions regarding progress in this school.	3.06	Agree	14
There is free delegation of responsibilities and duties for academic progress in this school.	2.41	Disagree	15
Respect for teachers' opinions regarding school improvement exist in this school.	2.92	Agree	16
You prefer collective decision making in the school	2.85	Agree	17
Teachers participate determining school resource allocation and utilization in this school	2.61	Agree	18
In terms of school activities do you go beyond self-interest for the good of the school?	2.70	Agree	19
When making decisions do you consider moral and ethical consequences of your decisions?	2.87	Agree	20
Do you give hope in your talk/discussion to the teachers and pupils on the prevailing circumstances	2.81	Agree	21
How often do you re-examine the decisions made to ascertain whether they are appropriate/correct as per the prevailing conditions?	2.02	Disagree	22
Do you play a role in the development of the strengths of the teachers and pupils in the school?	2.58	Agree	23

Do you keep records of mistakes committed by teachers and pupils in your school?	2.33	Disagree	24
Do you have a clear reward system for those who achieve their targets as expected or even surpass the targets?	2.30	Disagree	25

Source: Primary data 2024

Table 4.3 shows that the surveys were used to rate leadership style, which was then summarized in the table. Teachers' morale was raised when they participated in decision-making under a democratic leadership style. The item ranked 13 about the decision from bottom to top received a rating of 2.12, which indicates disagreement on the scale, while the average rating of 2.83 from the table fell within the agree category when rounded off to $2.83 = 3$.

According to Table 4.2, the autocratic style was regarded as disagreeing with centralized powers (2.38), while the top-down system was assessed as agreeing (2.80%). The table also measured and summarized transformational leadership style. Question number 14, which asked about the number of teachers, had a rating of 3.06, indicating that teachers were involved in the school's growth. The table above also detailed the transactional leadership style. The item regarding teacher mistake records received a rating of 2.33, which indicates disagreement. This indicates that the head teachers at some other schools were not keeping track of the mistakes made by both teachers and students. With regard to Democratic style, Table 4.3 makes it evident that the respondents' mean scores for each of the ten items fell between 2.70 and 2.98, indicating an agree rating. There is considerable agreement, as indicated by the overall mean of 2.79.

In conclusion, Table 4.3 shows that the majority of respondents (2.79 agreement rating) agreed that democratic statements should be implemented in their schools. In contrast, autocratic, transformational, and transactional leadership styles each received a rating

scale of 2.58, indicating that these leadership philosophies are still widely used in Garissa Township.

4.3.2. Inferential Statistics on Democratic Leadership Style Employed by Head Teachers

In inferential statistics, some 9 participants were sampled and correlated using Pearson. The table below indicated their relationships.

Table 4. 4: Inferential Statistics on Democratic Leadership Style Employed by Head Teachers

		THOSE AGREED	WHO THOSE DISAGREED	WHO
THOSEWHOAGREED	Pearson	1	.423	
	Correlation			
	Sig. (2-tailed)		.257	
	N	9	9	
THOSEWHODISAGREED	Pearson	.423	1	
	Correlation			
	Sig. (2-tailed)	.257		
	N	9	9	

The variables had a .423 poor association with one another. Because some instructors may not have fully comprehended the questions because they were not yet in administration, this demonstrated that those who agreed and those who opposed were far from one another. The significant threshold of .01 is greatly exceeded by the 2-tailed significance, which showed .257. As a result, there was absolutely no meaningful link between the two groups.

4.3.3. Mixing and Interpreting Data

Data was gathered and analyzed using both descriptive and inferential statistics in a democratic leadership style. According to the research, teachers and headteachers disagreed that this leadership style had no bearing on students' academic achievement. Descriptive and inferential statistics demonstrated that students' academic performance

was unaffected by democratic leadership style.

4.4 Relationship between the Autocratic Leadership Style and Pupil's' Academic Performance

Fifteen items were used to gauge the level of performance. The performance level was rated on a Likert scale, with 1 denoting strongly disagree, 2 disagree, 3 agree, and 4 highly agree.

At the start of each performance statement, teachers were asked to score their own performance using a rating scale. As indicated in Table 4 below, their answers were compiled using SPSS's mean, interpretation, and ranking.

4.4.1. Descriptive Statistics

Table 4. 5: Level of Performance of Teachers

Performance	Mean	Interpretation	Rank
I employ appropriate methods of teaching.	3.30	Agree	1
I meet deadlines for marking end of term exams.	3.09	Agree	2
I teach regularly and cover syllabus in time.	3.08	Agree	3
I am punctual whenever I have to teach.	3.08	Agree	4
I evaluate pupils and give them feedback.	3.05	Agree	5
I have enough time to attend to my teaching periods.	3.04	Agree	6
I meet deadlines for submission of exam results.	2.90	Agree	7
I have enough time to prepare for Classes.	2.90	Agree	8
I meet deadlines for submission of test results	2.88	Agree	9
I am present in school from Monday to Friday	2.72	Agree	10
I spare time to give pupils career guidance.	2.69	Agree	11
I participate in local community project.	2.65	Agree	12
I provide guidance and counseling to my local community.	2.59	Agree	13
My teaching load gives me enough time to prepare notes.	2.56	Agree	14

The time Table allows me time for my seminar presentations.	2.37	Disagree	15
Average	2.86		

Source: Primary data 2024

With the exception of one item that earned an average mean of 2.37, indicating disagreement, Table 4 shows that the mean of the 15 items ranged from 2.37 to 3.30, indicating that respondents agreed with the statement posed on level of performance. An agreement is implied by the overall mean of 2.86.

The overall mean of 2.86 indicates that while some teachers meet expectations, others perform below 3, which results in the mean that is displayed in Table 4.4 (2.86).

4.4.2 Inferential Statics on Level of Performance of Teachers

Inferential statistics was used using Pearson correlation sampling two cases to measure their relationships and results tabled below.

Correlations		Those who agreed	Those who disagreed
THOSEWHOAGREED	Pearson Correlation	1	-1.000**
	Sig. (2-tailed)	.	.
	N	2	2
	Pearson Correlation	-1.000**	1
THOSEWHODISAGREED	Sig. (2-tailed)	.	.
	N	2	2

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

The relationship between those who agreed and those who disagreed was negative at -1.000. This indicated that those participants who agreed and those who disagreed did so genuinely and to the far extremes.

4.4.3 Mixing and Interpreting Data

Data was gathered and analyzed using both descriptive and inferential statistics in an

authoritarian leadership style. According to the research, teachers and head teachers disagreed that this leadership style had no bearing on students' academic achievement. Descriptive and inferential statistics demonstrated that students' academic performance was unaffected by an authoritarian leadership style.

4.5. Relationship between Transformative Leadership Style and Pupils' Academic

4.5.1 Descriptive Statistics between Transformative Leadership Style and Pupils' Academic

PARTICIPANTS		F	%
Head Teachers	YES	3	1.5
	No	5	2.5
Teachers	YES	32	16
	No	160	80
Total		200	100

From the table above, the number that said yes was 35 representing some 17.5 % and those who said no were 165 representing 82.5%. The null hypotheses failed to be accepted.

4.5.2 Inferential Statistics on Relationship between Democratic Leadership Style and Pupils' Academic Performance

The study's primary goal was to determine the connection between students' academic achievement and democratic leadership style. The first hypothesis (H1: There is no substantial association between the democratic leadership style and students' academic achievement) served as the foundation for this investigation. This hypothesis was tested using the Pearson Linear Correlation Coefficient (PLCC), and the results are shown in Table 5.

Table 4. 6: Correlating Democratic Leadership Style and Performance

Variables Correlated	r-value	Sig-value	Interpretation	Decision on Ho
DLS Vs Performance	0.979	0.000	Positive and significant	Rejected

Source: Primary data 2024

Key

DLS = Democratic Leadership Style

As indicated by the values of r and significance ($r = 0.979$, $\text{sig} = 0.000$), Table 5 shows a positive significant association between teachers' performance and democratic leadership style. At the 99% level, the computed Pearson Linear correlation coefficient statistic is significant (because $\text{Sig} < .01$). Therefore, at the 99% level of confidence, the null hypothesis (H1: There is no significant association between the democratic leadership style and students' academic achievement) was rejected.

4.5.3 Mixing and Interpreting Data

Data on leadership styles that are transformative were gathered and analyzed using both descriptive and inferential statistics. According to the statistics, head teachers and other educators disagreed that this leadership style had no bearing on students' academic achievement. The students' academic performance was not impacted by the transformative leadership style, according to both descriptive and inferential data.

4.6 Relationship between the Transactional Leadership Style and Pupils' Academic Performance

4.6.1 Descriptive Statistics Analysis Transactional Leadership Style and Pupils' Academic Performance

Head teachers and teachers were required to give a yes or no answer on the judgment on transactional leadership style suitability and data compiled in the table below.

Table 4. 7: Descriptive Statistics Analysis Transactional Leadership Style and Pupils' Academic Performance

PARTICIPANTS		F	%
Head Teachers	YES	2	1
	No	6	3
Teachers	YES	22	11
	No	170	85
Total		200	100

From the table above, the number that said yes was 24 representing some 12 % and those who said no were 176 representing 88%. The null hypotheses failed to be accepted.

4.6.2. Inferential Statistics on Relationship between the transactional Leadership Style and Pupils' Academic Performance

The study's goal was to find out if there was a connection between students' academic achievement and transactional leadership style. This served as the foundation for testing the second hypothesis (H2: Students' academic performance and transactional leadership style do not significantly correlate). This hypothesis was tested using the Pearson Linear Correlation Coefficient (PLCC), and the results are listed in Table 4.8

Table 4. 8: Correlating Transactional leadership Style and Performance

Variables Correlated	r-value	Sig-value	Interpretation	Decision on Ho
TLS Vs Performance	0.983	0.000	Positive and significant	Rejected

Source: Primary data 2024

Legend;

TLS= Transactional leadership style

There is a positive and significant correlation between instructors' performance and transactional leadership style ($r = 0.983$, $sig = 0.000$). With an r-value of 0.985 and a significant value of 0.000, the relationship between transformative leadership style and

students' performance is equally favorable and significant. At the 99% level, the computed Pearson Linear correlation coefficient statistic is significant (because $\text{Sig.} < .01$). Therefore, at the 99% level of confidence, the null hypothesis (H_2 : There is no significant association between the authoritarian leadership style and students' academic achievement) was rejected.

4.6.3 Mixing and Interpreting Data

Data about transactional leadership was gathered and analyzed using both descriptive and inferential statistics. According to the research, teachers and headteachers disagreed that this leadership style had no bearing on students' academic achievement. Descriptive and inferential statistics demonstrated that students' academic performance was unaffected by transactional leadership.

4.7 Discussions of Findings

None of the hypotheses were accepted, and all were null. This indicates that the primary school headteachers' leadership philosophies in Malindi Sub County had no effect whatsoever on the academic achievement of their students. The actual academic performance and the leadership styles did not significantly correlate.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This section presents the summary of findings. Additionally, conclusions and recommendations, made in line with study objectives, are given.

5.1 Summary of the results findings

The study's background, problem statement, hypothesis, and objectives, as well as its assumptions, constraints, and delimitations, as well as its theoretical and conceptual frameworks and operational definitions of key terminology, were all covered in Chapter 1.

The literature on leadership styles and academic achievement that was relevant to the current study was reviewed in Chapter 2. The chapter also covered leadership theories, with a particular emphasis on transformational leadership theory, which served as the foundation for the investigation. The chapter also included a summary and identification of gaps.

The general approaches used to conduct the study were covered in Chapter 3. Most significantly, chapter three covered data collection and analysis, instrument validity and reliability, research instruments, sample methods, and study design.

In accordance with the goals of the study, the results were presented and discussed in Chapter 4. The majority of the teachers were under 40 years old, according to the study's analysis of the respondents' general information. Of the 188 responders, 47 were between the ages of 20 and 29, and 96 were between the ages of 30 and 39, for a total of 143. The age of those over 40 was 45.

Seventy-seven percent of the responders were male teachers, while only twenty-three percent were female. Senior teachers and the deputy head teacher make up the majority

of the school's positions; other positions are not acknowledged. The study also revealed that P1 teachers accounted for 71% of the respondents, closely followed by ATS, while P2 and P3 teachers made up only 14% and 3% of the total, respectively. According to teaching experience, 37% of teachers have 6–10 years of prior school experience, while 31% have 1–5 years. Eleven percent, eight percent, and fourteen percent went to those who had spent eleven to fifteen years, sixteen to twenty years, and more than twenty years. The bulk of the teachers at the current school have been there for one to five years. Those who have stayed for 6–10 years make up 23%, while those who have stayed for 11–30 years together make up 5%.

According to Table 4, the mean average score for teachers' performance on the Likert scale was 2.86.

According to Table 10 on the correlation between leadership styles and student performance, there is a relationship between the head teacher's leadership style and student performance. All four leadership styles had r values above 0.900

Since the computed Pearson Linear correlation coefficient statistic was significant at the 99% level for all the variables (because $\text{Sig} < .01$), all independent factors exhibited a positive and significant link with students' academic achievement. By testing the four leadership styles, all of the null hypotheses were rejected: H1: There is no significant relationship between students' academic performance and democratic leadership styles; H2: There is no significant relationship between students' academic performance and autocratic leadership styles; H3: There is no significant relationship between students' academic performance and transformative leadership styles; and H4: There is no significant relationship between students' academic performance and transactional leadership styles. Regression analysis revealed that performance was impacted by leadership style.

5.2 Conclusions

According to data gathered from the self-administered questionnaire (SAQ), the majority of teachers are under 40 years old, which indicates that they are in a critical stage where their performance is likely to be evaluated more on the basis of judgment than ability. Given that the majority hold P1 and ATS certifications, it is also clear that they are highly qualified, educated, and capable of functioning at their best. But since the school's actual performance is completely lacking, it may be concluded that head teachers' leadership styles are most likely a hindrance. This supports Shiflet's (1981) conclusion that headteachers' leadership philosophies will affect teachers' performance. The data also indicates that a large number of instructors in today's schools have not been there for very long, which may be partially to blame for their lack of experience managing learning and, consequently, their poor academic achievement.

The division practices all three of the leadership styles that were examined, according to data gathered and examined on prevailing leadership styles. The overall mean score for the 10 questions used to gauge the laissez-faire style of the 189 respondents was 2.58, indicating that some head teachers employ this approach, whereas the authoritarian style scored 2.58. The performance level of the teachers indicates that they did not provide their best effort. Instructors are slack in several areas, according to the performance level measured by 15 items. For example, the item on present in school from Monday to Friday is ranked number 10 with a mean of 2.72, indicating that many instructors miss school frequently. This is a sign of poorer performance, which could be caused by the school's leadership style. With a mean average of 2.56 and a ranking of 14 out of 15, the items on teaching load and note-taking time are equally ranked. This indicates that some teachers are still reluctant to prepare notes, citing a heavy workload as an excuse. This suggests that some teachers are less dedicated to their work, which results in poor performance.

There is a considerable correlation between instructors' performance and leadership styles, and regression research shows that leadership style has a big impact on performance. The three leadership philosophies have a favorable and significant impact on performance, as demonstrated by the Pearson linear coefficient. The null hypothesis is rejected by each of the three tests on a hypothesis—correlation, regression, and coefficient—opening the door for an alternative hypothesis. According to Robert House's path goal theory (1971), they assume that leadership styles have an impact on students' performance based on this study, but other factors may also be at play. It is thought that an organization's success or failure is mostly determined by its leader.

5.3 Recommendations for Practices

The study's conclusions led to the following suggestions being made:

1. Refresher courses on proper leadership styles to be used in respective institutions should be provided to head teachers. Sensitization is necessary for everyone to participate in order to reach the organization's goals. Head teachers in particular need to understand participatory leadership.
2. To be able to manage and collaborate with teaching staff in a harmonic manner, head teachers should have training that enables them to possess a higher level of academic qualification than their teaching staff.
3. Rather than depending on the leadership of head teachers, teachers should also be made aware of their moral obligations and encouraged to uphold the professional ethics they were taught in teacher colleges. To obtain experience before moving to another school, the ministry of education should permit instructors to work in one school for a maximum of ten years.
4. Since knowledge is power, the Ministry of Education should think about providing head teachers with scholarships. Following their training, they would then return to

lead their elementary schools.

5. Since the world is constantly expanding with new information on leadership, the Ministry of Education should regularly evaluate head teachers to improve their competency rather than having them stay competent and stuck with outdated knowledge. Additionally, the Ministry should provide head teachers with quarterly training on new leadership skills.
6. To determine performance levels and provide appropriate action when things are out of order, quality assurance officers should visit schools on a regular basis.

5.4 Recommendations for Further Research

1. The investigation was limited to the very small area of Garissa Township. To provide more intriguing and thorough results, a second study on the same topic should be conducted over the entire Garissa County.
2. To examine the impact of all leadership philosophies on students' academic achievement in both public and private schools, a comparative correlation study is advised.

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APPENDICES

Appendix I: Introduction Letter

Dear Sir/ Madam

RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a student at Mount Kenya University, currently pursuing a Master's degree in Education Leadership and Management. My research focuses on the impact of headteachers' management styles on teacher motivation in public secondary schools in Garissa Township, Garissa County. Your school has been chosen for participation in this study.

You are kindly requested to complete the attached questionnaire to the best of your ability.

Please be assured that this research is conducted solely for academic purposes.

Thanks in Advance.

Yours faithfully,

Abdullahi Mohamed Mohamud

Appendix II: Consent Form

Dear Sir/ Madam,

RE: CONSENT TO PARTICIPATE IN RESEARCH STUDY

Title of the Study: **Head teachers' management styles on teacher motivation in public secondary schools in Garissa Township, Garissa County**". Please go over the information provided in the consent form below carefully before deciding to express your opinion. Techniques employed in this research study: The researcher tried to communicate to the respondents by asking them to give their responses to questions or phrases from the cell phone person. Issues discussed involved questions about the number of women heads teachers and the level in which they agreed with those issues. This conversation consumed about 10-20 minutes. Those in participation as an alternative option will issued with a letter of introductory, the form of consent and a duplicate copy to fill and then send it back in an enclosed envelope. Discretion of records- the researcher will be the only person who had admittance to information provided and the respondents' contacts and that their information will be the one used to identify him/her. The information obtained will be written down according to a number given by the researcher. At the end of the interview or if the participant refused to participate the researcher erased his/her name using a marker pen. At the end of the study all the responses given will be taken confidentially and will be locked in a secure filing cabinet and that no individual participant's responses will be singled out.

Potential Benefits: The participants will be assured of being helped in understanding about the study.

Risks: There might be anomalies but these will be dealt with a lot of caution and effort

made to reduce them.

Costs to subject: An assurance will be given to anyone wishing to participate will to do so with no cost to bear in this study.

Compensation: No charges or cost will be required from anyone wishing or participating in this research problem.

Voluntariness & Withdrawal from Study: Anyone wishing to participate will to do so on his/her own likeness and this did not affect their reputation. No legal action will be taken to anyone not participating or participating. Participation will voluntary and will done through calling and that they might wish to terminate the conversation at your convenient time.

I have gone through the information provided and that any information provided would be to my best. I realize that I might withdraw without prejudice at any time.

Name : _____

In case of a problem, you are free to contact

The Chairman

Mount Kenya University - ERC

P.O Box 342-01000- Thika.

Laissez-faire management style []

Transformational management style []

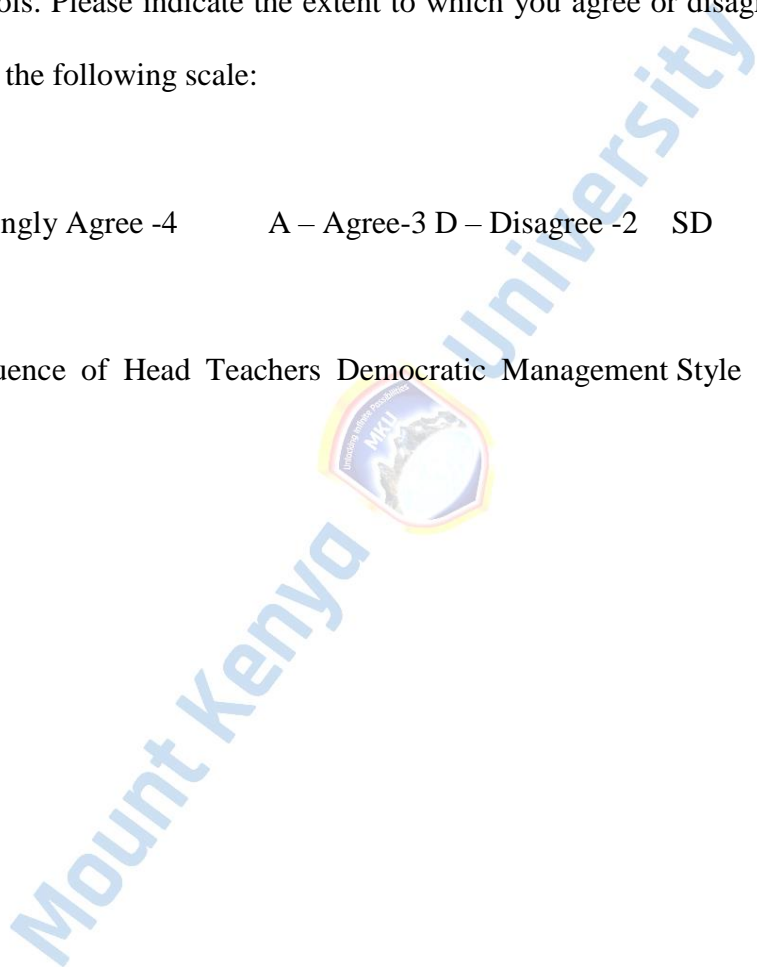
Transactional management style []

Other (specify).....

II. Below are statements regarding the prevalence of certain management styles in secondary schools. Please indicate the extent to which you agree or disagree with each statement using the following scale:

Key: SA – Strongly Agree -4 A – Agree-3 D – Disagree -2 SD – Strongly Disagree-1

Section c: influence of Head Teachers Democratic Management Style in Secondary Schools



S/N	Statement			SA	A
	D			SD	
1.	In your school, there is a collaborative effort to establish and communicate a unified purpose and a distinct vision centered on learning.				
2.	The head teacher takes collective responsibility for school practices and outcomes				
3.	The head teacher emphasizes power through people rather than				

power over people

4. The head teacher allows teachers to have considerable autonomy and discretion to plan curriculum and organize instruction within an overall framework
5. In your school you share information and make decisions together
6. Most of the resolutions agreed in the staff meetings

Section D: Influence of Head **Teachers'** Autocratic Management Style in Secondary

Schools

	S/N	Statement			SA	A	D	SD
	1.	The head teacher allows time and supports professional development that improves curriculum, instruction, and student						
2.	3.	The head teacher has forged partnerships with the community						
		The head teacher has created an atmosphere of trust and respect						
	4.	Departments are fully functional and autonomous in decision						
	5.	You have regular staff meetings/Briefs to discuss issues						

i. Comment on the effect of Head teachers' management styles on teacher motivation of students in public secondary schools in your school.

.....

ii. What suggestions can you make regarding the effect of Head teachers' management styles on teacher motivation?

Thank you for your co-operation.

Appendix IV: Head Teachers' Interview Schedule

1. How often do you use the different management styles?
2. Which one of the management styles do you apply mostly to your students?
3. Which management styles do you find appropriate when dealing with your teachers?
4. Do you think some management styles are inappropriate to use in your school?
5. Is the selection of a given management style effective in teacher motivation?
6. Do you find opposition from your teachers when using a given management style?
7. Do you think the use of different management styles affect teacher motivation in your school?
8. Which aspect of management styles do you believe best supports the educational goals of the school?
9. Kindly show ways in which the teachers have been motivated in your school?
10. What suggestions can you make regarding the effect of Head teachers' management styles on teacher motivation in public secondary schools in Garissa Township, Garissa County?

Thank you for your co-operation.

Appendix V: BOM Chairman Interview Schedule


1. Which one of the management styles do you see being applied by the headteacher in your school?
2. Which management styles do you find appropriate when dealing with your teachers?
3. Do you think some management styles are inappropriate to use in your school?
4. Is the selection of a given management style effective in teacher motivation?
5. Do you find opposition from your teachers when the head teacher uses a given management style?
6. Do you think the use of different management styles affect teacher motivation in your school?
7. Which aspect of management styles do you believe best supports the educational goals of the school?
8. Kindly show ways in which the teachers have been motivated in your school?

Appendix VI: Map of Garissa Township Sub- County



Mount K

Appendix VII: Approval from Ethics Committee from Mount Kenya University


Mount Kenya University

REF: MKU/ISERC/3756 Date: 03 June 2024
TO: ABDULLAHI MOHAMED MOHAMUD
REG: MED/2019/46913

Dear Sir/Madam,

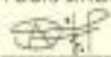
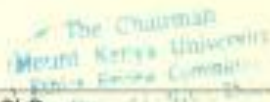
RE: INFLUENCE OF HEADTEACHERS' MANAGEMENT STYLES ON TEACHERS MOTIVATION IN PUBLIC SECONDARY SCHOOLS IN GARISSA TOWNSHIP, GARISSA COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2800**. The approval period is **03/06/2024 - 03/06/2024**.

This approval is subject to compliance with the following requirements;

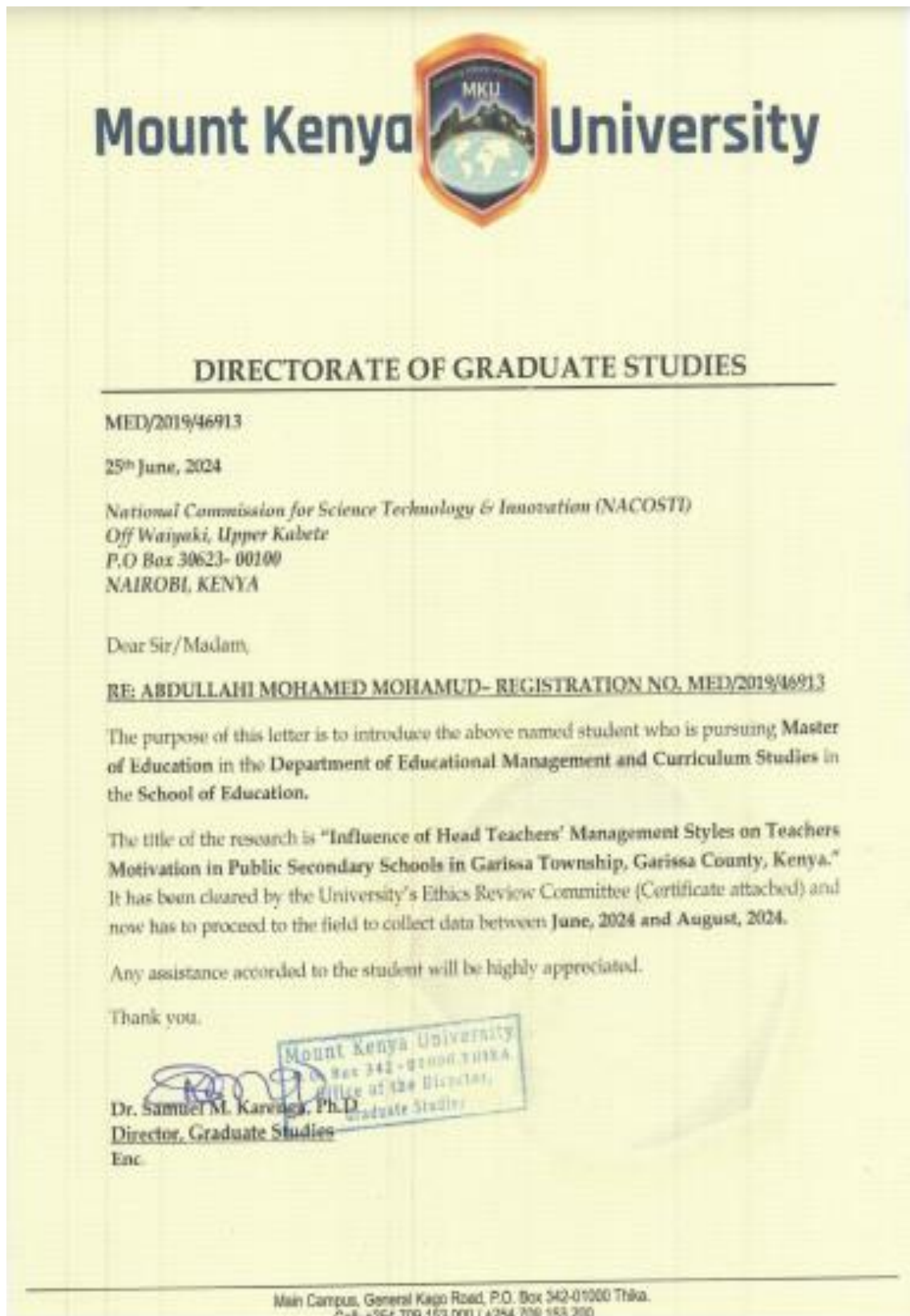
- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research.portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,


Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 / +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
Unlocking Infinite Possibilities

APPENDIX VIII: Approval from School of Postgraduate from Mount Kenya University



Appendix IX: Approval from NACOSTI


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
 Date of Issue: 18 July 2024

RESEARCH LICENSE



This is to Certify that Mr. ABDULLAHI MOHAMED MOHAMUD of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2012 (Rev. 2014) in Garissa on the topic:
INFLUENCE OF HEADTEACHERS' MANAGEMENT STYLES ON TEACHERS MOTIVATION IN PUBLIC SECONDARY SCHOOLS IN GARISSA TOWNSHIP, GARISSA COUNTY, KENYA for the period ending - 18 July 2025.

License No: NACOSTI/24/08246
Applicant Identification Number: 518918
Director General

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Verification QR Code



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See overleaf for conditions

Appendix X: Research Authorization Letter

MINISTRY OF EDUCATION STATE DEPARTMENT FOR BASIC EDUCATION

Telegram: "SCHOOLING" Garissa
Telephones: 046-210-2458, Garissa.
Fax: 046-210-3992
Email: cdegarissacounty@gmail.com
When replying please quote



COUNTY DIRECTOR OF EDUCATION
GARISSA
P. O. Box 8-70100
GARISSA

REF: NE/ED/8.26/VOLIV (160)

DATE: 13th May, 2024

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION.

Refer to your letter *Ref. No. NACOSTI/P/24/22868/701602* dated 13th May, 2024 from **National Commission for Science, Technology & Innovation** on application for authority to carry out research on "INFLUENCE OF **HEADTEACHERS' MANAGEMENT STYLES ON TEACHERS' MOTIVATION IN PUBLIC SECONDARY SCHOOLS IN GARISSA TOWNSHIP, GARISSA COUNTY KENYA**". for the period ending 13th May, 2025.

We are pleased to inform you that you have been authorised and given consent for your research outcome.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Abdihamid Maalim', written over a horizontal line.

ABDIHAMID MAALIM
COUNTY DIRECTOR OF EDUCATION
GARISSA.



CC: REGIONAL DIRECTOR OF EDUCATION-NORTHEASTERN.

Appendix XI: Similarity Index

Abdullahi Mohamed

INFLUENCE OF HEADTEACHERS' MANAGEMENT STYLES ON TEACHERS MOTIVATION IN PUBLIC SECONDARY SCHOOLS I...

-  Researches
-  Research
-  Mount Kenya University

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		Garissa University College	1%
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Matches with in-text citation present, but no quotation marks

Top Sources

- 19% Internet sources
- 6% Publications
- 10% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.