

**EFFECTS OF HEAD TEACHERS' LEADERSHIP STYLES ON LEARNERS'
ACADEMIC PERFORMANCE: A CASE OF SELECTED PUBLIC
SECONDARY SCHOOLS IN KATETE DISTRICT, EASTERN PROVINCE**

BY

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DEGREE OF MASTER OF ARTS IN EDUCATIONAL ADMINISTRATION
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DECLARATION

I, **Banda Grace**, do hereby declare that this dissertation represents my own work; and that it has not previously been submitted by any other person for a degree at Kwame Nkrumah University or any other University and it does not incorporate any published work without being acknowledged.

Sign..... **Date**.....



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APPROVAL

This research project has been submitted for examination with our approval on behalf of Kwame Nkrumah University.

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Supervisor's Name.....SignedDate.....



DEDICATION

This piece of work is dedicated to my dearest mother, Ms Eneless Banda, who has genuinely encouraged and supported my education; and to my three beautiful and wonderful children Chisomo, Chipatso and Chikondi Sakala.



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ABSTRACT

Head teachers play a very important role in the performance of both teachers and learners in the schools which they are in charge of. Therefore, the leadership styles which they adopt must be those that enhance performance of the teachers, learners and the school in general. The aim of the study was to find out the effects of the Head teachers' leadership styles on Learners' academic performance in selected public secondary schools in Katete district, Eastern Province. The study sought to answer the following questions: (1) What are the perceptions of leadership styles adopted by head teachers in selected public schools in Katete district? (2) How has been the performance of the learners in the selected secondary schools from 2014 to 2018? (3) What are the effects of the head teachers' leadership style on learners' academic performance?

The study was qualitative and adopted the phenomenological case study design through the use of unstructured questionnaires, semi-structured interviews and focus group discussions to collect data. The study involved 95 participants; that is five (5) head teachers and 90 teachers. Findings of the study showed that there was a relationship between head teachers' leadership styles and academic performance of the learners. The findings further revealed that majority of head teachers in Katete were predominantly using the autocratic and laissez-faire styles of leadership. In addition, the study revealed that learners' academic performance in all the five selected schools had been perpetually poor during the period under review.

The study recommended that head teachers need to blend leadership styles and also they need to venture into contemporary leadership styles such as transformational leadership as these tend to yield more positive results in the teaching and learning process. The study also recommended that head teachers should undertake regular capacity building activities if they have to discharge their duties effectively. The study further recommended that the appointing authority should consider appointing head teachers who have undergone educational administration and leadership training.

ACRONYMS

CPD Continuing Professional Development

DEBS District Education Board Secretary

ECZ Examinations Council of Zambia

MDG Millennium Development Goals

MoGE Ministry of General Education

OVC Orphaned and Vulnerable Children

SHRO Senior Human Resource Officer

TCZ Teaching Council of Zambia

TSC Teaching Service Commission



TABLE OF CONTENTS

DECLARATION	i
COPYRIGHT	ii
APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
ACRONYMS	vii
LIST OF TABLES	xii
LIST OF APPENDICES	xiv
CHAPTER ONE: INTRODUCTION	1
1.0 Overview.....	1
1.1 Background of the Study	1
1.1.1 Eastern Province Grade 12 Learner Performance from 2014 to 2018	2
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study	5
1.4 Research Objectives	5
1.5 Research Questions	6
1.6 Significance of the Study	6
1.7 Limitations of the Study	6
1.8 Delimitations of the Study	6
1.9 Theoretical Framework.....	6
1.10 Conceptual Framework.....	8
1.12 Summary	9
CHAPTER TWO: LITERATURE REVIEW	10
2.0 Overview.....	10
2.1 The Concept of Leadership	10
2.2 Leadership Styles and their Effects on Learners’ Academic Performance.....	12
2.2.1 Autocratic Leadership Style and Learners’ Academic Performance.....	13

2.2.2 Democratic Leadership Styles and Learners’ Academic Performance	14
2.2.3 Laissez-Faire Leadership Style and Learners’ Academic Performance	14
2.2.4 Transformational Leadership Style and Learners’ Academic Performance.....	15
2.3 Strategies that can be used to make Leadership more Effective in the Improvement of Learners’ Academic Performance.....	16
2.4 Global Perspectives.....	18
2.5 African Perspectives.....	23
2.6 Zambian Perspectives.....	25
2.7 Summary.....	28
CHAPTER THREE: METHODOLOGY	30
3.0 Overview.....	30
3.1 Research Design	30
3.2 Target Population.....	30
3.3 Sample Size.....	31
3.4 Sampling Procedure	31
3.4.1 Purposive Sampling.....	31
3.5 Research Instruments	31
3.6 Data Collection Procedure	32
3.7 Data Analysis	32
3.8 Validity and Reliability	32
3.8.1 Validity.....	32
3.8.2 Reliability.....	33
3.9 Ethical Considerations.....	33
3.10 Summary.....	33
CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS	34
4.0 Overview.....	34
4.2 Head teachers Demographic Information	35
4.2.2 Academic Qualifications of Head teachers	36
4.2.3 Teaching Experience of Head teachers.....	36
4.3.4 Experience/Duration in Current Position.....	37

4.3. Teachers Demographic Data	38
4.3.1. Gender of Participating Teachers.	38
4.3.2 Teachers Highest Academic Qualifications	38
4.3.3 Teachers' Work Experience	39
4.4 Perceptions of Head teachers' Leadership Styles	41
4.4.1. Teachers' Perceptions of their Head teacher's Leadership Style.....	41
4.4.2 Head teachers' Perceptions of their Leadership Styles.....	44
4.5 Performance of the Selected Schools in National Examinations from 2014 to 2018.	45
4.5.1 Head teachers' Responses	47
4.5.2 Teachers' Responses	49
4.6 How Head teachers' Leadership Styles Affect the Academic Performance of Learners.	51
4.7.1 Teachers' Responses on the Effects of Head teachers' Leadership Styles on Learner Performance.	51
4.6.2. Head teachers' Responses on the Effects of Leadership Styles on Learners' Academic Performance	55
4.7 Strategies that can be used to make Leadership more Effective in the Improvement.....	57
of Learners' Academic Performance.	57
4.7.1 Teachers' Responses	58
4.7.2 Head teachers' Responses.	60
4.8 Summary.....	62
CHAPTER FIVE: DISCUSSION OF FINDINGS.....	63
5.0 Overview.....	63
5.1.1 Perception of Teachers in Autocratic Dominated Schools.....	64
5.1.2 Teachers' Perceptions in Laissez-Faire Dominated School	66
5.2 Performance of the Selected Secondary Schools in National Examinations from 2014 to 2018. ...	67
5.3 How Head teachers' Leadership Style Affects Learners' Academic Performance.	68
5.3.1 Effects of Autocratic and Laissez-Faire Leadership Styles on Learners' Academic Performance	70
5.4 Summary.....	73

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS	74
6.0 Overview.....	74
6.1 Conclusion	74
6.2 Recommendations.....	76
6.3 Suggested Areas for Further Research	76
6.4 Summary.....	77
REFERENCES.....	78
APPENDICES	90

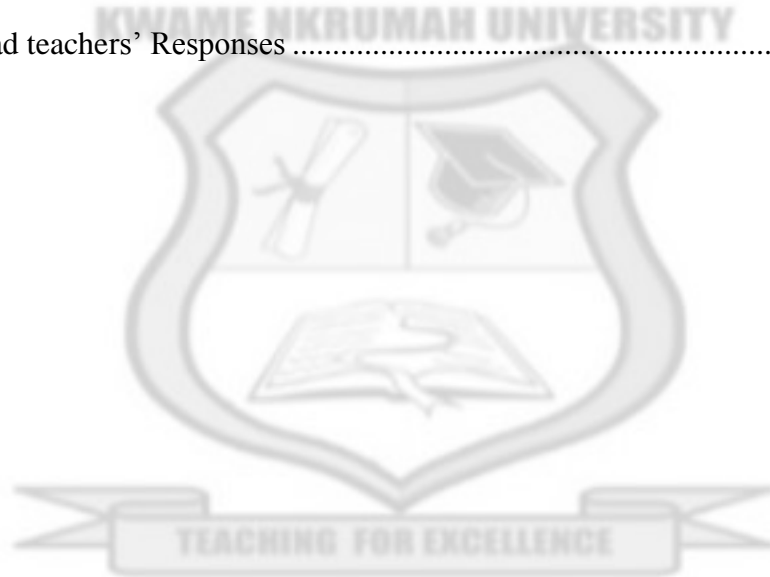


LIST OF TABLES

Table 1.1: Learner Performance Trends in Eastern Province and Katete.....	3
Table 1.2: Learner Performance Trend for Katete District.....	3
Table 1.3: Katete District Examinations Analysis.....	4
Table 1.4: ECZ Grading System.....	4
Table 4.1 Study Response Rate	34
Table 4.2 Gender of Head Teachers	35
Table 4.3 Academic Qualification of Head teachers	36
Table 4.4. Teaching Experience of Head Teachers	36
Table 4.5 Experience/Duration in Current Position.....	37
Table 4.6 Gender of Participating Teachers.	38
Table 4.7 Teachers Highest Academic Qualifications.....	38
Table 4.8. Teachers’ Work Experience.....	39
Table 4.9 Teachers’ Perceptions.....	41
Table 4.10 Head teachers’ Perceptions.....	44
Table 4.11. Performance of the Selected Schools in National Examinations from 2014 to 2018.....	46
Table 4.12 Teachers’ Responses.....	51
Table 4.13 Head teachers’ Responses.....	55
Table 4.14: Teachers’ Responses.....	58
Table 4.15 Head teachers’ Responses.....	61

LIST OF FIGURES

Figure 1.1 Conceptual Framework	8
Figure 4.1 Study Response Rate	35
Figure 4.2 Teachers' Work Experience	40
Figure 4.3 The performance of the selected schools in national examinations from 2014 to 2018.....	46
Figure 4.4 Teachers' responses.....	52
Figure4.5 Head teachers' Responses	55



LIST OF APPENDICES

Appendix 1: Introductory Letter from Kwame Nkrumah University.	91
Appendix 2: Introductory Letter from Katete District Education Board Secretary	93
Appendix 3: Participants' Written Consent Form	94
Appendix 4: Interview guide for head teachers of the selected schools.	95
Appendix 5: FDG Guide for teachers	96
Appendix 6: Semi Structured Questionnaire for teachers.....	97



CHAPTER ONE

INTRODUCTION

1.0 Overview

The chapter presents the background of the study, the Statement of the Problem, the purpose of the study, the objectives, research questions, significance of the study and the study's limitations.

1.1 Background of the Study

The mandate of public secondary schools in Zambia is to produce learners who are able to compete on a worldwide level in terms of academic achievement. Secondary education also focuses on preparing learners for direct access to tertiary institutions as well to vocational training centers. It is also the purpose of secondary education to prepare learners to develop self-reliance and entrepreneurship (MOE, 1996).

In Zambia, 'learner performance' is the main tool used to assess the quality of education. This tool is also used to provide statistics of learners qualifying for tertiary education. However, despite the mandate of the public secondary schools in Zambia, learners' performance during the national examinations is still below par. This has raised concern, not only to government but also to other stakeholders such as parents, teachers and learners themselves (MOGE, 2012). For instance, the national pass rate in the grade 12 general certificate examinations was reported to have dropped from 60.1 percent in 2013 to 55.87 percent in 2014 (MOGE, 2015). This drop in the pass percentage is evidence that secondary education in Zambia has been underperforming.

Education is a crucial strategy for the development of society as it empowers man to his productive nature. It is for this reason that academic performance in Zambian secondary schools has remained a major area of concern in the delivery of education. Educational policies in Zambia emphasise, among others, the quality of teaching and learning in schools as well as the instructional role of the school head. The ministry of education, together with all stake holders, views the school head as the pivot of the school community because he/she is in charge of the total management and administration of the school. Research has also revealed that the performance of the head teacher in terms of leadership affects learners' achievements and school performance in general, even

though the effect may not be direct. The school head teacher is expected to provide the vision and proper leadership for school improvement and effectiveness. Dunkley (2000) found that the differences in learners' behaviour and academic outcomes are solely influenced by the head teacher. He further states that the activities of the school are determined by what the head teacher does. In short, the head teacher influences everyone's behaviour. Ramsey (1999) also contends that in an organisation like the school, teachers and learners tend to live up to the image of the head teacher. Therefore, no school has high performance without an effective and efficient leader. In other words, the head is the model of behaviour and work attitude to be emulated by all. The implication of this is that the head teacher is expected to accept responsibility for whatever learners and staff do. As such the head teacher is mostly held accountable for poor academic performance of the school. Kabeta et al (2015) also connect school leadership with the quality of teaching and learning, motivation of staff and learners, and also the ethos of the school. Head teachers are no longer seen as managers but leaders, whose concern is to influence teachers and learners (Marshall, 1988; Walcott, 1984). Sidhu (2013) equally established that one of the primary responsibilities of a head teacher is the concern of development for each learner. The learner is at the core of the educational process and all its activities should aim at developing the learners holistically (Kochhar, 2011).

Leadership remains a major factor to improve the condition of any societal department and the same is true in a school setup. From experience, functional schools and outstanding performance are believed to be products of good and effective leadership. Where there's failed leadership, there's failed performance. In light of the above, this study aimed at finding out the effects of the school head teachers' leadership styles on school learners' academic performance, with particular reference to learners in public day secondary schools in Katete district.

1.1.1 Eastern Province Grade 12 Learner Performance from 2014 to 2018.

The situation in Eastern province is that all head teachers and the majority of the teachers are suitably qualified and all government schools are operating under similar conditions. That is, they have the same calibre of learners, they face similar challenges and the ministry is supplying the same teaching and learning materials to these schools. However, all the comparable circumstances notwithstanding, learners' academic performance in schools in the province is not at par. Some

schools have been known for outstanding performance while others have perpetually underperformed. Consequently, the provincial performance has been affected in the recent past years. For the purpose of this study, the following tables show learner performance trends in Eastern province and Katete district where this study was undertaken.

Table 1.1: Learner Performance Trends in Eastern Province and Katete

Year	Pass percentage (%)
2014	67.4
2015	71.01
2016	68.54
2017	64
2018	62.88

Source: Eastern Province Strategic Plan (2018 – 2021)

The table above shows that in 2015, the province has never hit above the performance trend of the learners in Eastern province from 2014 to 2018. As can be seen in the table, performance has gradually gone down and the set strategic plan target of 80 percent pass remains unattained.

Table 1.2: Learner Performance Trend for Katete District

YEAR	PASS PERCENTAGE	PASS TARGET
2018	58.35	80
2017	67.4	80
2016	76.14	80
2015	76.77	80
2014	88.5	80

Source: Katete District Examinations Analysis Report (2018)

Table 1.2 shows the learner performance trend for Katete district in the period under review. From this information, it is plain to see that learner performance in Katete district has gone down with the lowest performance recorded in 2018. In 2014, the district managed to attain the target but this was short-lived as performance drastically went down in the subsequent years.

Table 1.3: Katete District Examinations Analysis

Year	No. entered	No. sat	No. passed	No. failed	Percentage (%)
2018	1129	1114	650	464	58.35
2017	1074	1064	717	347	67.4
2016	1013	1006	765	241	76.14
2015	925	917	703	214	76.77
2014	897	893	790	103	88.5
Total	5038	4994	3625	1369	

Source: Katete District Examinations Analysis Report (2018)

Table 1.3 shows that in the period under review (2014 – 2018), a total of **4994** learners sat for the high-stake school certificate examinations in Katete district and only **3625** managed to pass. In terms of percentage, this is representative of **72.58** percent. **1369** learners failed completely, representing **27.41** percent of the learners.

What is notable also from the information in Table 1.3 is that the number of learners who fail completely has been increasing each year. It is like the more the number of learners sitting for these examinations, the higher the number of failures.

The following table shows the grading system used by the Examinations Council of Zambia for the school certificate examinations.

Table 1.4: ECZ Grading System

GRADE	MARKS	VALUE
One	75 And Above	Distinction
Two	65-74	Distinction
Three	60-64	Merit
Four	55-59	Merit
Five	50-54	Credit
SIX (Quality Pass)	45-49	CREDIT
Seven	40-44	Satisfactory
Eight	35-39	Satisfactory (Pass)
Nine	34 And Below	Unsatisfactory (Fail)

Source: ECZ (2014)

According to the grading system shown above, a learner makes a school certificate if they pass in any six subjects including English. A learner should score a minimum grade of a credit in their best six subject which will enable them gain admission into institutions of higher learning.

1.2 Statement of the Problem

In the recent past years, there's been a growing effort to improve leadership skills of school administrators. This is evident by a number of professional development programs and trainings that are conducted in the effort to better the management of schools by the school administrators. Without a proper leadership style exhibited by school administrators effective teaching can be compromised and result in poor learner performance. A study was conducted by Andende (2016) which investigated the head teachers' leadership styles and their effects on teachers' morale. Another one by Mwape (2013) surveyed head teachers' leadership styles and their effects on the school climate. However, these studies did not highlight how leadership styles affected learner performance. Despite Governments efforts through the Ministry of General Education to improve leadership style capabilities of head teachers it is still unknown how leadership style affects learners' performance in Katete district. Smith and Andrew (1989) found that studies on effective schools reflect the view that the head teacher has the direct responsibility for improving instruction and learning in the school.

1.3 Purpose of the Study

The purpose of this study was to find out the effects of the head teachers' leadership styles on pupil performance in five selected public secondary schools in Katete district.

1.4 Research Objectives

The objectives of the study were to:

- i. Establish perceptions on leadership styles adopted by head teachers in the selected secondary schools.
- ii. Determine of performance of the selected schools in national examinations from 2014 to 2018.
- iii. Find out how head teachers' leadership styles affect learners' academic performance.

1.5 Research Questions

The study was guided by the following research questions:

- i. What are the perceptions on the leadership styles adopted by head teachers in the selected secondary schools?
- ii. What is the performance of the selected schools in the national examinations from 2014 to 2018?
- iii. How do head teachers' leadership styles affect learners' academic performance?

1.6 Significance of the Study

This study may provide great insight to head teachers by providing knowledge on the relationship between leadership styles and academic performance. Additionally, findings of the study may also help policy makers in policy direction or in making necessary changes in educational policies. The findings of the study may further assist the Ministry of General Education by providing insight as to whether the head teachers need capacity building in leadership in order to carry out their duties effectively.

1.7 Limitations of the Study

The study totally depended on the cooperation of the participants, considering that it bordered on head teachers' leadership styles. Some respondents were hesitant to provide information to the researcher. Therefore, the researcher assured them of utmost confidentiality and that their responses would be used only for academic purposes and that their identities would never be revealed. Timely access to relevant information was yet another limitation, therefore the researcher had to revisit some places. In addition, the study was conducted in a time of Covid-19 and having physical group discussion with participants was a challenge thus the research had to use a mobile phone to gather information from respondents.

1.8 Delimitations of the Study

Although there are numerous factors that affect the academic performance of the learners in secondary schools, this study was limited to the effects of head teachers' leadership styles on learners' academic performance.

1.9 Theoretical Framework

This study was guided by the Human Relations Theory and Herzberg's two factor Theory on head teachers' leadership styles on learner's performance. This theory, also called the Motivation-

Hygiene Theory or the dual-factor theory, was penned by Frederick Herzberg in 1959. This American psychologist, who was very interested in people's motivation and job satisfaction, came up with the theory. He conducted his research by asking a group of people about their good and bad experiences at work. He was surprised that the group answered questions about their good experiences very differently from the ones about their bad experiences. Based on this, he developed the theory that people's job satisfaction depends on two kinds of factors. Factors for satisfaction (motivators / satisfiers) and factors for dissatisfaction (hygiene factors/dissatisfiers). Performance, recognition, job status, responsibility and opportunities for growth all fall under motivators/satisfiers.

The behavioral school came up with the Human Relation theory. The proponent of this theory was Elton Mayo in the 1930s in USA. His work illustrated that if the managers took an interest in employees and cared for them, it had a positive effect on their motivation. This theory generally describes the ways in which head teacher interact with their teachers. For instance; when the school leadership stimulates more and better work, the school will have effective human relations. When morale and efficiency deteriorate, its human relations are said to be ineffective. The theory focuses on management as a web of interpersonal relationships. The advocates of this school argue that since management and administration involve group effort and collective endeavors of people, it centers on the individual as a social psychological being and more concerned with motivation (Basu, 1994). The underlying emphasis of the theory is on the solution of the problem and motivation which is done by non-economic rewards. It further emphasizes good communication and conflict resolution between a facilitator and understanding supporter. The theory guided the researcher in data collection and analysis by exploring head teachers' leadership styles and their effects on the performance of teachers. The Hertzberg's two factor theory focuses on two kinds of factors affecting motivation and does it in different ways. He believed that all individuals have two sets of needs which include, to avoid pain and to grow psychologically. Prasad et al (2010) state that job experiences leading to favorable reactions most often are related to the context in which the job is performed. These include the surroundings and the factors on the periphery of task content.

i. Hygiene Factors

Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent / if these

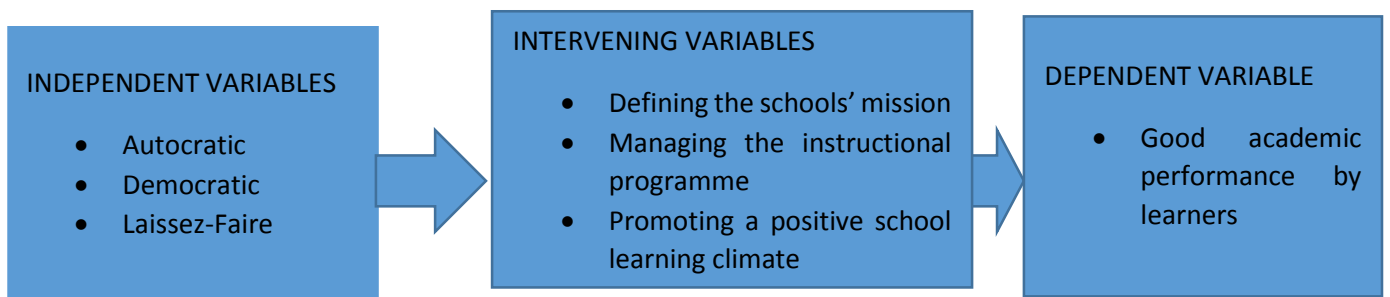
factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate / reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfiers or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job environment / scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled

ii. Motivators

These are factors whose presence motivates but whose absence does not cause any particular dissatisfaction, they just fail to motivate. Things such as recognition, sense of achievement, the challenge on the job responsibility, autonomy of the job and personal growth. Okumbe (1998) cited by Gitaka (2014) states that, Herzberg’s theory can lead to teacher’s job satisfaction through job enrichment and management allowing teachers maximum control over mechanisms of task performance. Head teachers need to delegate more responsibilities to teachers so as to enhance participation, joint responsibilities and better academic results learners.

1.10 Conceptual Framework

This study measured the effects of head teachers’ leadership on learners’ academic performance, hence a modification of Hallinger’s version of the Principal Instruction Management Rating Scale was used to measure the variables related to the study. The researcher used an adaptation of the Hallinger scale to better suit the study. The variables that were measured were: i) defining the school mission, ii) managing the instructional program and iii) promoting a positive school learning climate.



Source: Researcher (2020) – adapted from Hallinger’s Principal Instruction Rating Scale. (2008)

Figure 1.1 Conceptual Framework

1.11 Operational Definitions of Key Terms

In this study, the definitions of the following terms were important:

Effects: A change that someone or something causes in somebody or something else. A result.

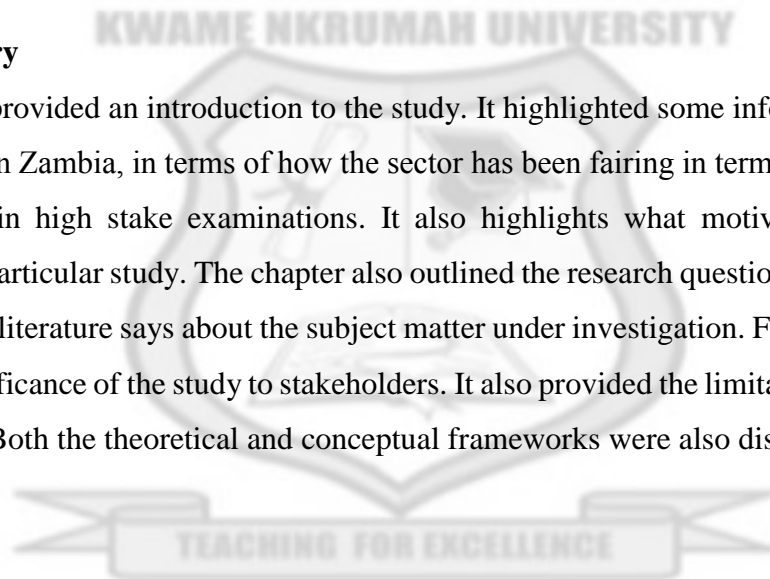
Head teacher: The teacher in charge of a school

Leadership style: A leader's method of providing direction, implementing plans, motivating people and influencing a group towards the achievement of goals.

Academic performance: Ratings used to determine learners' success in their academic subjects at school, usually done by awarding marks or indicating the level of success or failure.

1.12 Summary

This chapter provided an introduction to the study. It highlighted some information on the system of education in Zambia, in terms of how the sector has been fairing in terms of learners' academic performance in high stake examinations. It also highlights what motivated the researcher to conduct this particular study. The chapter also outlined the research questions which sought to find what existing literature says about the subject matter under investigation. Furthermore, the chapter gave the significance of the study to stakeholders. It also provided the limitations and delimitations of the study. Both the theoretical and conceptual frameworks were also discussed in this chapter.



CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter provides a review of literatures written by different authors related to this study. Literature reviewed in this study is presented in four sections under the following subheadings: the concept of leadership, leadership development, leadership styles and their effects on learners' academic performance and strategies that can be used to make leadership more effective in the improvement of learners' academic performance. It further provides the summary of the chapter.

2.1 The Concept of Leadership

The definition of leadership in literature has been very diverse. According to Daft (2005), scholars and other writers have offered more than 350 definitions of the term leadership. From the numerous definitions given, it can be seen that there seem to be no single definition that encompasses all concepts regarding leadership, however, the ideas of what leadership is have been provided. Generally, leadership is defined in terms of traits, behaviours, roles and processes. Yuki's (1998) synthesis of definitions reflect the assumption that leadership involves a process whereby intentional influence is exerted by one person over other people to guide, structure and facilitate activities and relationships in a group or organization.

In regard to school effectiveness, Harris (1999) observed that the importance of the leadership of a school head is one of the clearest of messages from school effectiveness research. Some researchers (such as Barth, 1981; and Manase, 1982) argue that effective teachers, good school community interaction, and background of the students' population might be accountable for the creation of good schools. Other researchers (such as Cohen, 1981; and Creemers, 1997), however, argue that leadership in a school bears the ultimate responsibility of how effective or ineffective a school will be. Research on school effectiveness also recognizes the importance of quality leadership by consistently identifying strong instructional leaders as instrumental in creating a positive school culture (Edmonds, 1979). Leadership is essentially about striking the right balance between the needs of people, tasks and goals in a given situation. According to Harris et al. (2003),

leadership is about collaborative learning that leads to purposeful change, and this learning has direction towards aspirations and shared responses.

Seyfarth (1999) defines leadership as an eclectic merging of supervision, curriculum development and staff development. The definition is supported by Blasé and Blasé (1999) when they contend that leadership is a blend of several tasks such as shaping and communicating school goals, supervising and evaluating practices, developing and coordinating the curriculum, developing staff and evaluating progress on learner achievement.

According to Leithwood (1994) leadership is a series of behaviours that is defined to affect classroom instruction. In this environment headteachers are responsible for informing teachers about new educational strategies, technologies and tools that apply to effective instruction. Head teachers must also assist teachers in critiquing these tools to determine their applicability to the classroom (Whitaker and Moses, 1994).

Leadership encompasses those actions that a head teacher takes or delegates to others to promote growth in pupil learning and it comprises of the following tasks: defining the purpose of schooling, setting school wide goals, providing the resources needed for learning to occur, supervising and evaluating teachers, coordinating staff development programmes and creating collegial relationships with and among teachers (Van De Grift, 1993). It is in the spirit of this definition that Weller (1999) refers to leadership as the high visibility and involvement of the head teacher in every phase of the school programme. Andrews, Basom and Basom (1994), contended that to create a visible presence in day to day activities head teachers must model behaviours consistent with the school's vision, live and breathe their beliefs in education. They must organize resources to accomplish goals, informally "drop in on the classroom", and make staff development activities a priority and most of all to help people do the right things.

Burns (1978, cited in Bergeson) gave a global definition of leadership. He said that leadership over human beings is exercised when persons with certain motives and purposes mobilize in competition or conflict with others, institutional, political, psychological and other resources so as to arouse, engage and satisfy the motives of followers. This is done in order to realise goals mutually held by both leaders and followers. The above explanation is the reason why the leader

needs to use a leadership style that would embrace these critical aspects if they are to succeed in their endeavours.

As indicated by Mullins (2007), an exact definition of leadership is not essential but guiding concepts are needed. From the key elements regarding the definitions of leadership, it can be said that leadership involves, among other things, working with others towards achieving a shared vision, inspiring others along the way, and taking personal responsibility to make things happen. Leadership requires the skills of building relationship with others. It is a characteristic to be able to instil in others the desire to perform actions for a specific purpose.

From all these definitions, it is clear that leadership sets a vision for one's organisation, gains the commitment of others and motivates others towards achieving the goal. All the three functions are needed by organisations such as schools to reach the required level of performance. The common goal of the Zambian education system as seen in section one is to provide education to its people so that they are able to pursue knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals, accept and value other persons irrespective of gender, religion, ethnic origin or any other discriminatory characteristics (MoE, 1996). To achieve this intention, the ministry of education needs head teachers or school leaders who must catch this vision and be able to influence both teachers and learners towards its attainment. As in Bennis and Nanus (1985 cited in D'Souza, 1994) definition of leadership, a leader must be able to translate intentions into reality and be able to sustain it. Intentions in this case are goals which a leader helps to formulate. The leader must possess the ability to cause the realization of these goals no matter what happens. Therefore, a head teacher who is a visionary and ensures the vision comes into reality is deemed a good leader.

2.2 Leadership Styles and their Effects on Learners' Academic Performance

In any organisation, including the school system, the way in which the leader reacts to a specific situation has its own impact on the work environment. Leadership styles can affect the organisation positively or negatively. In other words, the style which the leader manifests in an organisation is of paramount importance in achieving organisational aims and objectives. In view of this, it is important for educational leaders, to acquaint themselves with the various leadership styles in order to accomplish their tasks better (Mbamba, 1992). The role of leadership is largely determined by the culture of the organization. It has been argued that organization's beliefs, values

and assumptions are of critical importance to the overall style of leadership that it adopts (Bunmi, 2007).

Leadership style is the behaviour pattern used by a leader to resolve organizational issues. There are several different leadership styles that can be identified in various leaders. Every style has its own set of good and bad characteristics. The leadership styles that were considered in this study are autocratic, democratic, laissez-faire and transformational leadership. Lau Tzu (as cited in Sashkin, 2003) found that good leadership commits to doing less and being more. In order to help people to perform well, the leader should be skilled in the art of leadership. Leadership styles have been classified on the basis of how leaders use their authority and these include:

2.2.1 Autocratic Leadership Style and Learners' Academic Performance

The autocratic leader gives no explanation when giving an order. He or she commands and expects compliance by using his ability to give rewards and punishment. Okumbe (1998) found that a head teacher who uses this type of leadership does not allow for any participation in decision making. In this leadership style, the leader is domineering, non-consultative, coercive, dictatorial, using threats and punishments. Psychologists believe that this style of leadership emanates from the leader's feelings of fear and insecurity.

Autocratic leaders are also transactional leaders as their style of leadership promotes compliance through both reward and punishment. In schools where this leadership style is practised, the teachers and learners or subordinates lack motivation and show little interest and involvement in their work. Some studies have shown that the more autocratic the head teacher is, the worse the academic performance of the school is (Iileka; 2017, Mbera; 2015, Bal et al; 2008). Adewole and Olamiyi's, (1992) study found that the autocratic leadership style of the school head teachers had a negative effect on school performance in secondary schools in Uganda and therefore recommended that school headteachers avoid the use of the autocratic leadership styles in the management of schools.

However, the autocratic leadership style has some notable pros, one of which is that workers are compelled to work quickly for high production. Therefore, one would expect that performance in schools where this type of leadership is used would be high as there is close supervision of learners

and teachers alike. Because of this assumption, the researcher deemed it necessary to examine how this leadership style influences learners' academic performance in Katete district.

2.2.2 Democratic Leadership Styles and Learners' Academic Performance

The democratic leadership style, which is also known as the interactive or participative leadership, is based on the belief that the organisation is everybody's responsibility although the leader has the primary responsibility of guiding the group in arriving at collective decisions. According to Odaiwo (2012) found that democratic leadership is characterised by cooperation and collaboration. A democratic leader consults with subordinates on proposed actions and encourages participation. This leadership style also encourages delegation, coaching, accountability and recognising potential in others. Cole (2002) alludes that this style is grounded on the belief that where people are committed to decision-making in which they are part of, they will exercise self-direction and are motivated. Matuku (2005) also noted that the institutional climate allows for interaction which breeds high team spirits, cohesion and adherence to the institutional ethos.

Several studies have revealed that in schools where the head teacher applies the democratic leadership style, performance was noticeably satisfactory because as teachers and learners are helped by their own academic targets because they set the targets themselves (Iileka; 2017, Andende; 2016, Yambo; 2014, Mwape; 2012, Wango; 2010). Isaiah, (1999) established that school performance in secondary schools in Uganda was positively related to the democratic leadership style employed by school head teachers. The study also documented the gains and contributions accrued from the use of the democratic leadership style by head teachers. The democratic leadership style encouraged everybody to participate in the affairs of the school as a whole. The staff felt they were part of the school, and hence they were part of the leadership of the school. Alshamari et al (2015) also drew the conclusion that when teachers and learners are involved in all processes and systems put in place for the school to operate, they stay committed towards achieving academically both as individuals and as a team. Given that, they would always want to associate themselves with the school and their leader.

2.2.3 Laissez-Faire Leadership Style and Learners' Academic Performance

Laissez faire is a term that comes from the French meaning, 'let them do what they wish'. A laissez-faire leader uses a higher degree of freedom in doing things. There are no hard and fast rules in this type of leadership which leads to total freedom and/or autonomy of the staff of the

organisation. A leader who uses the laissez-fair style of leadership dodges responsibility and allows followers to work as they wish with no interference. The leader lets the followers decide what will be done with little or no influence at all from the leader. The leader either presents the problem to the group and lets them decide what to do or the group may make the decision on what to do. Boampong et al (2016) however contend that where the followers are skilled and competent in their various disciplines, this style of leadership can be appreciated.

By and large, the laissez-faire leadership style can lead to apathy and anarchy on the part of the staff. In a school where laissez-faire leadership is used, it is bound to influence learner performance negatively as this leadership style affects the school work environment. For instance, teachers may deliberately stay away from class while no action is taken to reprimand them. Consequently, the learners may also relax due to the status quo and this can have a negative influence on their performance (Andende, 2016). Hence this study sought to find out if this was one of the leadership styles employed by head teachers in public secondary schools in Katete district.

2.2.4 Transformational Leadership Style and Learners' Academic Performance

Boampong et al (2016) concluded that with transformational leadership style, followers feel trust, admiration, loyalty and respect towards the leader and that motivated them to do more than they are initially expected to do. Cole (2002) also alludes that transformational leadership is based on the belief that where people are committed to decisions in which they participate; that they will exercise self-control, self-direction and be motivated. Some studies that have been conducted have affirmed that transformational leadership is one of the most recent leadership style in which leaders can most probably enhance the motivation, morale and performances of their followers through a number of systems. The studies also found that transformational leadership style influences learners and the school's performance positively (Boampong et al; 2016, Obuje; 2013, Berber; 2012).

In schools where transformational leadership is practised, the head teacher, teachers and the learners use the phrase 'our school' which shows a sense of ownership by all. In light of this, the researcher considered having an insight into leadership styles applied by head teachers of public secondary schools in Eastern province, particularly in Katete district.

2.3 Strategies that can be used to make Leadership more Effective in the Improvement of Learners' Academic Performance.

A strategy is a plan of action designed to help in achieving a long-term or overall aim. It is a tactic, or set of tactics that an organisation could use to make it achieve the set goals and targets. Being a broad action-oriented plan, a strategic plan must include objectives, as these are the basis for planning. The aim of strategizing is to make the organisation more effective and efficient for its own progress. In terms of leadership, there is sufficient literature on strategies that can be used to make leadership more effective so as to influence effective learning and high learner performance. Scholars (such as Burns; 1978, Reeves; 2009 and Lezzote and McKee; 2006) found four major strategies that aid effective learning and high learner performance namely teamwork; avoidance of autocratic leadership; creation of a conducive environment for transformation; and finally, accountability.

Teamwork has been found to be one of the most crucial leadership strategy which aids effective learning and enhances learner performance. It is characterised by clarity of purpose, team structure, trust and accountability (Braun, 2011). The use of procedures to assist guide the group work and to provide a consistent framework are both examples of effective team structure. In addition, team structures have in place endorsements that are clear, purposeful, and easily understood. On the other hand, accountability entails that teachers and learners should be committed to decisions and plans of actions put in place. This implies that members should hold one another accountable for delivering against agreed to plans and feel a sense of obligation to the team for the sake of its progress.

Literature has indicated that the rise and success of schools is grounded on the quality of teamwork that exists within them. Effective leadership and well-functioning teaching teams are crucial to the continued improvement of teaching and learning. When schools have clearly articulated plans, it becomes easy to stretch learners' potential for the improvement of their performance (Lencioni, 2002). Effective team structures also strengthen leadership, enhance teaching and learning, nurture relationships, promote job satisfaction and provide means for mentorship and support. Teamwork also improves the school for the benefit of the learners. When the head teacher and the teachers alike belong to very strong groups, it enhances cooperation and there is combined effort which is even greater than their separate effects. As such, the teamwork provides emotional and practical

support, distributes leadership in order to better tap the potential of the school, and promotes accountability that is necessary for continued improvement (Goff, 2014).

Burns (1978) states that another strategy to make leadership more effective in improving learner performance is by avoiding using the autocratic leadership style as it does not allow sharing of ideas among teachers and among the learners. The style itself has a negative effect on the learners' performance. Where the situation demands the use of autocratic style of leadership, the head teacher should use it cautiously and only for that situation. Otherwise, this leadership style may lead to aggression and apathy towards work from the subordinates, thereby causing unending disputes and anarchy in the school.

Another strategy head teacher can use to improve learners' academic performance is creating an environment conducive enough for transformation. Simply put, head teachers should use the transformational leadership style if their learners have to excel academically (Iileka, 2017). Hoy (2003) added that transformational leadership has been attributed to good academic performance of the learners in educational institutions. Particular practices like providing colleagues with organisational purpose, engaging teachers and learners in goal setting and reviewing process towards those goals, allowing for innovation, and encouraging individuals for good performance, to mention but a few, are all examples of leadership behaviours and roles that promote good learner academic performance. Leithwood et al (2006) also found that that transformational leadership is a kind of leadership in which head teachers move individuals, in this case teachers and learners, toward a certain extent of commitment to attainment of goals by setting direction, developing people, redesigning the school and managing the instructional programme.

Other studies (such as by Iileka; 2017, Mwape; 2013, Deal and Peterson; 2012, and Rutledge; 2010) emphasize that transformational leadership in schools makes the stakeholders optimistic and predicts a significant and positive school culture comprising norms, beliefs and values. There is confidence that learners will perform well academically as the head teacher is always influencing and inspiring both teachers and learners. Transformational leadership also enhances collective effectiveness of the school. For instance, teachers believe that their actions can have a positive impact on the learners' academic performance seeing that the head teacher's actions have impacted positively on their own performance.

Accountability is yet another strategy a head teacher can use to make leadership more effective in the improvement of learner performance. In simple terms, accountability is an obligation or willingness to own up to one's actions. Further, it is a will to hold yourself to a standard that enhances both individual and organisational performances, and also to accept to be held accountable by others. In that regard, head teachers, aside from themselves, have the responsibility of making team members aware of their responsibilities as regards learner performance (Pophan; 2004, Bullough, 2003). Burns (2002) also clearly indicated that transformational leaders ensure the success of their organisations by making team members aware of their responsibilities and helping them carry out those responsibilities successfully.

Research has also revealed that parents and teachers have a responsibility towards the academic performance of the learners, hence they need to be accountable for their contribution towards learner performance. Apart from parents and teachers, the learner themselves equally have a role to play and should equally be held accountable for their academic performance. Bates 2008, as cited in Iileka, 2017) concluded that head teachers, teachers, learners and all stakeholders were equally responsible for learner performance.

2.4 Global Perspectives.

The significance of effective leadership and management for the successful operation of schools and colleges is widely acknowledged in the twenty-first century. There is growing recognition that the quality of leaders, and leadership, is critical if schools are to produce the best possible outcomes for their learners, and their stakeholders. The longstanding appreciation of the vital role of teachers is belatedly being matched by an understanding that skilled leadership is also required if schools and colleges are to thrive. The traditional view in many countries is that school principals and senior staff need only to be qualified and experienced teachers. However, there is now an emerging recognition that leadership is a parallel, if not separate, profession and requires specific preparation. This has led many countries to introduce formal development opportunities for aspiring and practising principals. In countries as diverse as Canada, England, France, Scotland and the USA, a formal leadership qualification is required before senior leaders take up their posts. Elsewhere, there is more reliance on in-service opportunities. The nature of the development process varies in line with the specific context, but the overall trend is towards preparing and developing leaders as a key dimension of school improvement.

In must be mentioned that Faisal et al (2012), in Pakistan identified and described the impact of leadership behavior of educational leaders, both relation-oriented and task-oriented, along with demographics on institutional performance for the fulfillment goals of education as envisaged in national documents. The study used questionnaires on 171 educational leaders and 1368 employees and teachers. The findings of the study revealed that both relations oriented and task oriented behavioral dimensions of educational leaders of the study were directly related to their leadership effectiveness. This evidence also suggested that the strong relationship between the two variables was optional for high leadership effectiveness for achieving the objectives of the organization. However, the study being quantitative in nature the correlation $r=73$ showed that a strong positive relationship between relation oriented behavior of educational leaders and institutional performance. On the other side the correlation $r=74$ showed that there was a strong relationship between task oriented behavior shows that comparatively second relationship is stronger than the previous one even instead of a little difference between their values. The implication of the study is that an effective educational leader reflects the behavior of the leader as high on relationship with professional qualification, interaction with subordinates or the teaching staff enjoyable academic freedom that act as catalyst in the use of potential of the staff for better instructional efficiency. The results of the study showed that transformational leadership styles had a stronger relationship with job satisfaction. This implies that transformational leadership is deemed suitable for managing government organizations. The implications of the findings were discussed further; however, it did not look at the effects of head teacher's leadership styles on their teachers' morale in primary schools.

Furthermore, in a study conducted by Hardman (2011) in Florida in the U.S.A, it was found that teachers in improving and non-improving schools had minimal differences in how they perceived their principals' leadership styles. All three leaderships were statistically significant predictors of student's achievements. Hoy and Brown (1988) found that teachers responded more favourably with "a leadership style that combines both structure and consideration". Teacher leadership has been seen in traditional roles such as departmental heads, textbook adoption committee chairperson, and union representatives. Yuki (2010), states that a favourable relationship and increased referent power for the leader make it easier to influence subordinates to carry out requests. The potential benefits derived from development and empowerment of subordinates has been demonstrated in research on participative leadership, supportive leadership and

transformational leadership. Job satisfaction is a positive or pleasing emotional state from the appraisal of one's job or experience. This definition suggests that teachers form their attitude towards their feelings, beliefs and behaviours (Robbins, 2005). Spector (1985) found that if the employees find their job fulfilling and rewarding they tend to be more satisfied. Employees' satisfaction is generally regarded as an important ingredient for organizational success. Cheng (1991) found that principals displaying high relationships and high initiating structure were the most effective in teacher-principal and teacher-teacher interactions. Successful principals are visible, knowledgeable and are positive promoters of programs and faculty.

Therefore, effective principals provide a clear and common vision that puts teachers first and see that this vision is communicated clearly and effectively to all stakeholders. Ali (2011) shows that Bangladeshi schools of leaders have vision for school improvement. They lead their schools with managerial and democratic style of leadership. They work for professional development inside the school with a view to improve the teaching and learning process. They work under pressure with their skill of handling different kinds of adverse situation like bureaucratic complex, political influence, and shortage of human and physical resources. Webb (2005) conducted a case study in six primary schools in England. The aim was to examine the reality of primary head teacher leaderships. Three alternative theoretical models of leadership were used to analyse the ways in which it had changed since the Education Reforms Act, ERA (1988) and the implications of these changes for leading teaching and learning, in England. Prior to 1988 primary head teachers as educative leaders were involved in teaching and direct working relations with children and class teachers. From this study it was argued that pedagogical leadership as exemplified by two head teachers in the study, appeared to offer much greater possibilities for developing teaching and promoting both pupils and teacher learning. While the practice of pedagogical leadership was viewed as conflicting with aspects of instructional leadership it had value congruence with educative leadership.

On the other hand, Nanjundes Swaras Wamy and Swamy (2014) state that the results of this study showed that the transformational leadership style had a stronger relationship with job satisfaction. This implies that transformational leadership is deemed suitable for managing government organizations. Matthews et al (2014) in their study in England observe that the most effective primary leadership has some core characteristics concerned with the attributes and values of

primary education leaders, what they do and how they do it. His findings suggest a differential leadership model related to school effectiveness. The quality of governance is an important but not usually a determining factor in school improvement, where outstanding school leaders are concerned. To this extent it can be concluded that these studies did not dwell on the teachers' morale in primary schools hence this study on head teachers' leadership styles and their effects on teachers' morale. Sania et al (2015) adds that teacher commitment reflects that teachers feel valued for their contribution in achieving institutional goals. Therefore, head teachers need to manage and motivate teachers' morale as it is the cornerstone of institutional performance which improves morale and productivity in schools.

Additionally, autocratic leadership behaviors have prevailed in Mexico and Taiwan, while in South Korea and the United States the dominant style is democratic. Thus, it was stated that only the democratic leadership style had a direct and significant affiliation with performance in United States (Dickson, Hartog, and Mitchelson, 2003). Achievements in schools are dependent on four identifiable leadership styles which include autocratic, democratic, transformational and laissez-faire. However, while the autocratic leadership style appears generally self-centered and allows minimum participation of subordinates in decision making, the democratic leadership style is rather people oriented and counts on the participatory contribution of subordinates, (Mgbodile, 2004). Leadership has a significant, positive and direct effect on work satisfaction and can affect organizational commitment morale and work performance indirectly through work. Bennell and Akyeampong, (2007) stipulated that teacher motivation depended critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment.

Le Clear (2005) conducted his study in Florida on Relation among Leadership styles, school culture, and student achievement. The purpose of the study was to explore the relationship between perceived effective school culture, principal leadership characteristics and student performance as measured by the Florida Comprehensive Academic Test (FCAT). The assumption in this study was that principal leadership styles and school culture were expected to enhance student achievement. A leader survey and school culture survey were used as assessment tools. Students' achievement was assessed by using the school grade that was based upon student FCAT data. The

findings of the study demonstrated that there were specific characteristics of the transactional and transformational leadership styles that affected school culture. The data provided evidence that school culture and leadership style were significantly related to student achievement. Transactional leadership affected school culture in the areas of parent/student perceptions, professional learning communities, and teacher efficacy.

Transformational leadership affected school culture in the areas of personal teaching efficacy and professional learning communities. When student socioeconomic status and school grade were added as predictors, transformational and transactional leadership remained significant. Principals directly impacted student learning through the school culture they fostered. However, this study sought to explore the head teachers' leadership styles and their effects on teachers' morale. Nanjundes swaras wamy and Swamy (2014) from India add that leadership styles affect employee performance and productivity. This is so because leadership behaviour can affect trust and satisfaction of employees in an organization. Institutional citizenship behaviour further enhances the relationship style and organizational commitment directly. Nanjundes swaras wamy and Swamy (2014) illustrates that in a manufacturing company, leadership is really a process for impacting on others commitment towards recognizing their full potential in achieving goals, vision with passion and integrity. Furthermore, the associations between leader and worker give additional factor employees' satisfaction which is considerably affected through the leadership style adopted by the leader. Thus, it can be summarized that different dimensions of leadership style and their effect on employee satisfaction, team work, have an effect on organizational change and employee performance.

In attempts to finding direct or indirect relationship of leadership style with student achievement. Haymon (1990) found a positive relationship between leadership style and school climate in the elementary schools. Valesky et al. (1992) found that a democratic style produced a better school climate than an authoritarian or laissez-faire leadership style did in high schools in Memphis, Tennessee. Decker (1993) found no relationship between leadership style and school climate in elementary schools in Iowa. Furthermore, Anderson (1993) found no relationship between leadership style and school climate in New Jersey. At the same time, similar results are found by Nichols (1993) in an urban school district. It was very possibility that better school climate produced higher student achievement. Un-Nisa (2003) concluded that the directive, supportive,

participative and achievement-oriented leadership styles as independent variable had significant effect on dependent variables of acceptance of leader, job expectancies and six facets of job satisfaction.

Furthermore, independent variables were negatively related to acceptance of leader and job satisfaction but positively related to job expectancies. The dependent variables were directly connected with academic achievement of students. Waters et al (2003) described that the calibre of leadership in a school could have a dramatic effect on student achievement. Furthermore, there was a strong relationship between effective leadership style and student achievement. Likewise, leadership could have a reverse effect on student achievement. Iqbal (2005) found that authoritative leadership style had a significant effect on school effectiveness (an indicator of student achievement) as compared to democratic style in public schools as a whole and for male head teachers. Furthermore, democratic style had a significant effect as compared to authoritative-style in case of female head teachers. The school effectiveness produced student academic achievement. It is still not agreed upon whether a particular leadership style results in the most effective form of organizational behaviour. Different leadership styles are needed for different situations and each leader should know when to use a particular leadership style. Likewise, no one leadership style is ideal for every situation. (Rad & Yarmuhammadian, 2006). There have always been debates on the issue which is the most effective leadership style in schools. Therefore, the study emphasizes the differential impact of leadership style on and its relationship with academic achievement of students in Katete district.

2.5 African Perspectives

Studies on the effects of leadership styles on performance of students in KCSE both by Okoth (2000) and Kimacia (2007) found out that head teachers rated as being democratic had high mean performance index than autocratic head teachers. Though Huka (2003), Muli (2005) and Wangui (2007) all confirmed that leadership style influenced student KCSE performance, they noted that autocratic head teachers had higher mean scores in KCSE than their democratic counterparts. In more radical findings, Njuguna (1998) noted that there is no significant relationship between leadership styles and students' KCSE performance. This study is therefore necessary to further investigate points of non-consensus on leadership styles and student performance in the Kenya Certificate of Secondary Education examination. Kimacia (2007) studied the relationship between

head teachers' leadership styles and girl students' performance in KCSE in public secondary schools in Narok County. The findings showed that there is no significant difference between head teachers' age and leadership style. This contradicts Okoth (2002) in her findings that leadership styles are as a result of age, with head teachers aged 41-45 years being rated as most democratic. There is therefore need to carry out further research on age as a variable in relationship to leadership styles of head teachers and establish whether it indeed has an influence. Njuguna (1998) found out that there is a relationship between head teachers' leadership styles and professional experience. Head teachers with professional experience of 16 years and above are rated higher on consideration behaviour. This concurs with Okoth (2000) that head teachers with an administrative experience of 11 -15 years are rated as being democratic than those with less administrative experience. This also concurs with Wangui (2007) but contradicts Kimacia (2007) who found that there is no relationship between professional experiences of teachers in rating leadership styles of head teachers. This position is contradicted by Asunda (1983) who observes that teachers with long teaching experience rate head teachers as being democratic. There is need to investigate further on the noted points of contrast. Njuguna (1998) notes that head teachers with a Bachelor of Education qualification or diploma holders practice combinations of high-initiating structure and low-consideration structure. Kimacia (2007) contradicts this position by observing that there is no relationship between academic and professional qualifications of headteachers and their leadership styles.

The Okoth (2000) study revealed contrary findings to that of Njuguna (1998) who documented that highly educated head teachers are more democratic than those with low academic and professional qualifications. Olembo, et al (1992) further point out that low qualification of head teachers in academics is a source of misunderstanding in the schools. A study by Ndegwa (2002) on teacher's perceptions of leadership styles of male and female head teachers in public secondary schools in Maragwa District, Kenya, established that female head teachers in district and provincial schools practice a high-consideration structure compared to those in national schools while their male colleagues practiced a high-initiating structure. Both male and female head teachers in day and partly boarding secondary schools practice a high-consideration structure more so than their counterparts in boarding schools. The findings by Njuguna (1998) were contrary to Ndegwa (2002) noting that head teachers of day schools practice a low -consideration structure while those in boarding schools practiced a high-consideration structure. This finding similarly contradicts Okoth

(2000) who had earlier documented that in day schools, head teachers are found to be democratic compared to those in boarding or mixed schools. Okoth (2000) again found out head teachers in girls' schools are slightly more democratic compared to boys' and mixed schools. There is need therefore to establish whether the category of school has an influence on leadership style. According to Asunda (1983) being graduate (B.Ed.) teachers and having high professional qualifications caused head teachers to be rated as democratic. Ndegwa (2002) contradicts Asunda (1983) that academic and professional qualifications do not affect teachers' perceptions of male and female head teachers in their management styles. Graduate teachers rate low male head teachers in initiating structure but with no significant difference for both male and female head teachers in consideration dimension. Graduate male teachers rate female head teachers higher in consideration dimension than their male counterparts in consideration dimension. This contradicts Okoth (2000) who notes that graduate female teachers rate male head teachers democratic while their female counterparts autocratic. Amidst these differing findings, there is need for further research on whether academic and professional qualifications have any relationship with leadership style of head teachers. The study by Ibrahim and Orodho (2014) in Mandera County asked respondents in each of the focus group discussions to state whether there was any relationship between management of school and academic performance. In response to this, all findings in all schools participating in the study agreed that progress in any learning institution depends on proper management of schools.

Thus, the findings by Ibrahim and Orodho (2014) confirm what Dean (1995) found that in an attempt to define school effectiveness the basic criteria for defining the terminology is what happens to the children in the school and how they perform. She went on to say that as a head teacher, one has to work through people, so effectiveness in this sense is concerned with the ability to manage and motivate people and to organize the work of schools so that children, as much as possible can benefit. Therefore, for good academic performance to be realized, head teachers must apply the required competencies on the relevant task which is in line with the path goal leadership theory (Ibrahim & Orodho, 2014).

2.6 Zambian Perspectives

The Ministry of Education (2005) has provided an enabling environment for improved performance and democratic management in schools. Democratic administration has been a

primary concern of the 20th and 21st century. Mwanza (2004) investigated teacher perception of school management practices and their influence on teacher performance in selected high schools of Lusaka. The findings of the study were that effective head teachers exercised management styles that were contingent upon the situation. Non-effective head teachers used the democratic style occasionally but largely used either the autocratic style or the laissez faire style of management. However, this study looks at the effects of head teachers' leadership styles on primary school teachers' morale and performance but the current study looks at the effect leadership style has on learner performance. On the other hand, Mwape (2013) investigated head teachers' leadership styles and their effects on school climate in selected schools of Northern Province. The findings were that most head teachers employed either laissez-faire or directive leadership style in daily operations, while the majority of the head teachers used the participatory leadership style in problem solving situations. The study further established that school performance in secondary schools was positively related to the democratic leadership which was the style most used in Zambian schools. The study documented the gains and contributions accrued from the use of the democratic leadership by head teachers. Head teachers are viewed as of central importance in the creation of effective schools in which teachers are motivated to strive for continuous improvement in the quality of teaching and learning. The democratic leaders consult with subordinates on proposed actions and encourage participation. Motivation is the level of commitment individuals have to what they are doing or the direction of intensity of one's effort. It is an internal state that energizes directs and sustains behaviors (Munsaka, 2000). Mwanza (2004) states that the style of managerial leadership towards staff and focus of power can be classified within a broad three fold heading. These are authoritarian (autocratic) styles where the focus of power is with the manager and all interactions within the group or organization move towards the manager. It is only the manager who exercises decision making and authority for determining policy and procedure for achieving goals.

However, Mwanza, (2004) confirmed that there was a relationship between school management practices and teacher performance. In effective schools, where teachers were involved in the affairs of the school such as decision making and being entrusted with responsibilities other than teaching, teacher performance was good. Also teachers who had effective head teachers showed commitment and dedication to their work. This implies that the democratic leadership is needed for effective performance and morale of teachers in schools. In this study focus is on all leadership

styles and their influence on academic performance of learner. Chafwa (2012) assessed the impact of management styles exhibited by practicing school head teachers on teacher performance in selected government high schools. The study found that among the three management styles exhibited by head teachers, the democratic management style was found to have the most impact (positive impact) on teacher performance. The democratic management style impacted positively on teachers by energizing and motivating them to work hard. Laissez-faire and autocratic leadership styles impacted negatively on teacher performance by frustrating and demotivating them. Kelly (1991) states that, lack of motivation among teachers is probably undermining educational performance in Zambia. A study was conducted by MoE in Choma on poor school performance. Among the reasons given was conflict between the teaching staff and management as they were not happy with the way the head teachers were being appointed.

The democratic leadership style encourages everybody to participate in the affairs of the school as a whole. The staff felt they were part of the school and hence they were part of the leadership of the school. This study also established that there was a strong relationship between the democratic leadership style of head teachers and teacher leadership style. The study by Mwanza (2004) revealed that there was a relation between school management practices and teacher performance. In effective schools, where teachers were involved in the affairs of the school such as decision making and being entrusted with responsibilities other than teaching, teacher performance was good. In non-effective schools where teachers were left out most often in the running of the school, for example not usually being involved in decision making even in decisions which affected them and responsibilities were delegated only to particular persons without taking into account their capabilities. Mwanza (2004) further revealed that teachers who had effective head teachers showed commitment and dedication to their work. The level of morale among teachers in effective schools was moderate, mainly because of being lowly paid. Effective school management looks after in school factors which affect both teacher effectiveness and student achievement. A school head teacher's leadership style can either act as an external reward which 'pulls' the teacher towards cooperation or a negative reinforce which repels the teacher from cooperation. Head teachers' values are contagious; the leaders' good senses of ethics instill respect and trust in the system. The leader communicates a powerful message about what is important, how people are to be treated and how the school should operate daily.

Mwape (2013) contends that, in an organization like the school, students and staff tend to live up to the image of the head teacher. Therefore, no school has high performance, without an effective and efficient leader. The head teacher is a model of behavior and work attitude to be copied by all. The implication of this is that the head teacher is therefore expected to accept responsibility for whatever pupils and staff does and led both by word and action. Through that the head teacher creates a school climate that facilitates effective teaching and learning.

Head teachers deliberately modelled a positive climate in school. She explained that the existence of quality relationships between the head teacher and teachers, among the teachers and between the teachers and students and among students reflected a positive school climate. Kunkhuli (2004) states that aloofness behavior of some head teachers imply that they act impersonal thereby distancing themselves from teachers and students. Head teachers, who were sometimes friendly in their administration and leadership practices, helped their teachers. The Ministry of Education (1992) states that, the decline in teacher morale, alleged increases in teacher absenteeism and indiscipline and the growth in premature wastage from the teaching profession, reflect some of the effects of the deteriorating economic climate on teacher's terms and conditions of service. Kabeta et al (2015) alluded to head teachers affect the teaching and learning process in the way they relate and offer leadership to teachers. Head teachers have a role to enhance the quality of teaching and learning in schools. When they do not supervise teaching and learning outcomes the teachers and relax and not perform as expected. The findings indicated that the head teachers who participated in this study were not practicing much instructional leadership and that this negatively affected the teaching and learning outcomes. The findings further indicated that the majority of the head teachers who participated in this study did not receive any training that prepared them for this role. This study sought to explore the leadership styles and their effects on teacher's performance in selected primary schools. The current study looks at leadership style adopted by head teachers in secondary schools and not primary schools.

2.7 Summary

This chapter presented the literature review. The major sections included the perspectives of different authors from Global, African and Zambian respectively. The literature review was done in line with the themes derived from the objectives of the study. The researcher has brought out the gap from the reviewed literature. This gap has come about by considering the methodology,

approach either quantitative or qualitative, the theory and the sample size used to come up with their findings. The researchers' observations from the reviewed literature were that most of the studies took a quantitative approach and lack qualitative evidence. Some of the studies never used theories or conceptual frameworks, hence the study to prove the theories and get teachers' views over their head teachers' leadership styles.



CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter outlines the methodology which was used to collect data for the study. Franklin (2012) defines research methodology as a process used to collect information and data for reaching a conclusion. This section particularly focuses on the design of the research, target population, sample size, data collection procedure, research instruments, data analysis, and ethical considerations.

3.1 Research Design

This study was a qualitative, meaning the kind of information collected was not numerical but words that expressed feelings, perceptions and attitudes of the respondents. As stated by Creswell (2009), a research design is the process that involves the overall assumptions of research up to the method of data collection and analysis. The research design helps to plan in detail how to answer the research questions. For this study, the researcher employed a Phenomenological case study design. Starks and Brown Trinidad, (2007) defines phenomenology as a qualitative research method that is used to describe how human beings experience a certain phenomenon. A phenomenological study attempts to set aside biases and preconceived assumptions about human experiences, feelings and responses to a particular situation. It allows the researcher to delve into the perceptions, perspectives, understanding and feelings of those people who have actually experienced or lived the phenomenon or situation of interest.

3.2 Target Population

Bonney (2010) defines population of the research as a target group from which the researcher wishes to draw responses. Target refers to the entire group of individuals or subjects to which the researcher will generalize the conclusion. Target population for this study comprised of public secondary schools, school head teachers and class teachers. The focus of the study was to find out the effects of head teachers' leadership styles on learners' academic performance in public secondary schools in Katete District of Eastern province, Zambia.

3.3 Sample Size

Sampling is concerned with the selection of a sub set of individuals from within the statistical population to estimate characteristics of the whole population (Franklin, 2012). Five day secondary schools were purposefully selected and used for the study. In terms of respondents, 90 teachers and 5 head teachers were involved in the study, making a total of 95 respondents.

3.4 Sampling Procedure

Sampling entails the selection of a sub set of individuals from within the statistical population to estimate characteristics of the whole population Franklin (2012). In this stud non-probability methods were used. Of the 14 public day secondary schools, 5 schools and head teachers were selected using the purposive sampling technique because this is where learner performance has been stagnantly poor and by virtue of them being office bearers, respectively. Sampling of teachers was done using Homogeneous sampling technique. The methods of selecting the sample was done by the researcher to ensure that sample is collected without bias and those participants should do so out of personal interest and willingness in line with the ethical guidelines.

3.4.1 Purposive Sampling

Kombo (2006) defines purposive sampling as the sampling procedure which enables you to use judgment to select cases that will enable you to answer the research questions and to meet your objectives. The researcher selected five public day secondary schools and five head teachers of the selected schools using this procedure. Its characteristic of using one's judgment to select cases enabled the researcher to select those schools where learners' academic performance was perpetually poor.

3.5 Research Instruments

Data collection refers to gathering of information aimed at proving or refuting some facts Bryant (2007). Hence, collection involves explaining how you actually carry out your data collection process and which instruments were used and why. In collecting data for this study, the following instruments were used: unstructured interview schedules were used to collect information from head teachers. Semi structured Questionnaires were also employed to collect information from both teachers and head teachers. Bell (2006) states that questionnaires are a good way of collecting

information quickly and that they are relatively cheaper. They also secure standardized results that can be tabulated and treated statistically. By and large, questionnaires as instruments of data collection in research provide objective, consistent and quantifiable data (Bowling, 2001). The researcher also conducted Focus Group Discussions to collect information from the teachers.

3.6 Data Collection Procedure

An introductory letter was obtained from Kwame Nkrumah University Directorate to the District Education Board Secretary (DEBS), Katete District, Zambia. An authorization letter was obtained from the District Education Board Secretary to the Head teachers to allow the researcher to carry out the research. The researcher then administered the self-constructed semi structured questionnaire to the respondents in their various schools which were collected after answering. The researcher also went ahead to conduct focus group discussions with some teachers in all the selected schools. After that, the researcher conducted the interviews with the head teachers using the semi-structured interview guide.

3.7 Data Analysis

The questionnaires were analysed using the descriptive statistics and thematic analysis. The close-ended questions were analysed using the descriptive statistics such as simple percentages. The open-ended questions from the questionnaires as well as the interviews were analysed using the thematic data analysis method. This is where themes emerged from the study objectives. Related information from the interviews and focus group discussion was put together and was analysed under one theme. Excel was used for the analysis of data from close-ended questions. Data from the semi structured questionnaires was coded for analysis in Excel so as to generate figures.

3.8 Validity and Reliability

3.8.1 Validity.

Validity of the test is a measure of how well a test measures what is supposed to be measured while reliability is a measure of how consistent the results from the test are (Kombo and Tromp 2006). Therefore, to ensure reliability and validity of information, the researcher used various instruments like questionnaire, focus group discussion and interview (triangulation).

3.8.2 Reliability

According to Musabila and Nalaila (2013), reliability refers to the degree to which the research measurements in a particular design allow consistency in observations throughout the study. The researcher took care of the issues of reliability by using more than one method of data collection (triangulating) which included one to one interview, focus group discussion (FDGs) and participant observation. The research involved three groups of respondents and the three types of data collection instruments enabled the researcher to triangulate. Triangulating both the instruments and participants helped the researcher to ensure that the instruments tested what they intended to test. The researcher therefore trusts that the findings are valid because the responses from the three research instruments were scrutinized to come up with findings which are valid.

3.9 Ethical Considerations

For each of the respondents that took part in the study, informed consent was sought. Confidentiality and anonymity were guaranteed as no names or addresses or any other personal identifying mark was solicited from them. Thus, there was no known risk, social or physical that had arisen from participating in the study.

3.10 Summary

This chapter looked at the methodology on how the research was carried out, the design and the instruments used in the study. The researcher explained the research design and why it was chosen for study. This chapter also looked at the population and sample of the population. It further established the methods that were used by the researcher to successfully collect and analyse data. In the following chapter, the researcher will present the findings of the study by linking with the research objectives as given by the respondents from the field.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.0 Overview

This chapter presents the findings of the study on the effects of head teachers' leadership styles on pupils' academic performance in selected public secondary schools of Katete District, Zambia. The findings are presented according to the research questions and objectives. The findings for all the research questions came from the responses from the conducted interviews with the school head teachers, focus group discussions with the class teachers and the self-administered questionnaires to both head teachers and teachers. Data from the questionnaire was analysed using the Statistical Package for Social Science (SPSS) as well as thematic analysis.

The objectives that guided the study were:

- i. Establish perceptions on leadership styles adopted by head teachers in the selected secondary schools.
- ii. Determine the performance of the selected schools in national examinations from 2014 to 2018.
- iii. Find out how head teachers' leadership style affects the academic performance of pupils

The findings are shown here below.

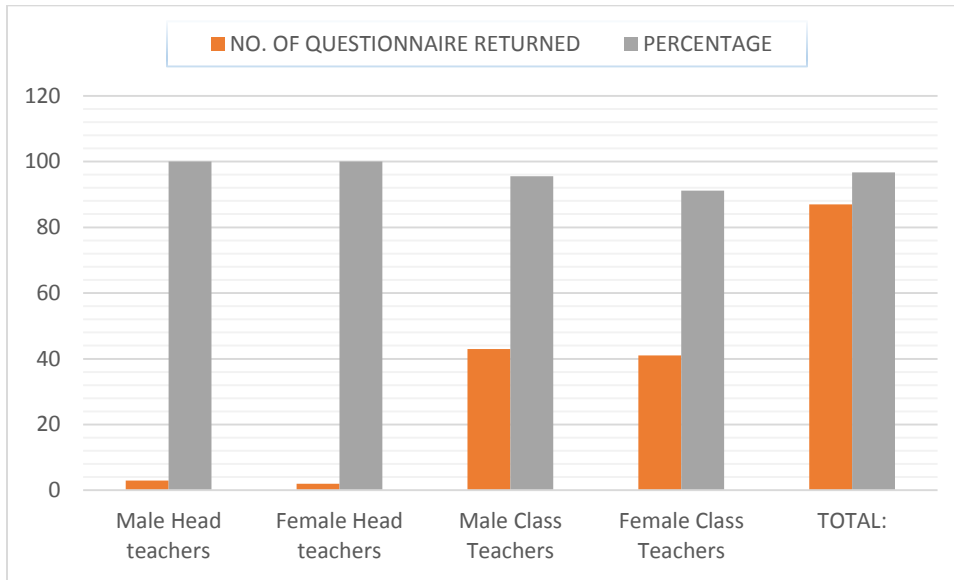
4.1 Study Response Rate

Table 4.1 Study Response Rate

TYPE OF RESPONDENTS	NO. OF QUESTIONNAIRES ISSUED	NO. OF QUESTIONNAIRE RETURNED	PERCENTAGE
Male Head teachers	03	03	100
Female Head teachers	02	02	100
Male Class Teachers	45	43	95.56
Female Class Teachers	45	41	91.11
TOTAL:	95	87	96.67

Source: Field Work, 2020

Figure 4.1 Study Response Rate



Source: Field work, 2020

The response rate of the study was **96.67** which was overwhelming appropriate as it exceeded the expected return rate of **50%**.

4.2 Head teachers Demographic Information

4.2.1 Gender of Participating Head teachers

Table 4.2 Gender of Head Teachers

Gender	Frequency	%
Male	03	60
Female	02	40
Total	05	100

Source: Field work, 2020

The study found that there were more male head teachers than there were female ones in school. This can be attributed to the social factors that men are more preferred for leadership positions than women. There is need for equal representation by gender in school leadership.

4.2.2 Academic Qualifications of Head teachers

Table 4.3 Academic Qualification of Head teachers

Qualifications	Frequency	%
Masters	01	20
Bachelors	04	80
Diploma	00	00
Total	05	100

Source: Field Work, 2020

From the findings of the study, it can be seen that the higher percentage of the head teachers have a Bachelors' degree (80%). This implies that they are qualified to head these educational institutions (schools). Only 20% of the head teachers have gone up to masters' level in terms of qualifications, although it was also gathered that others were enhancing their education.

The Ministry of General Education, TCZ and TSC all require that head teachers have a sound education so as to be able to interpret national policies, implement curriculum programmes, seeing to the welfare of the learners, managing resources (Kochhar, 2011).

Given the findings for the study, the head teachers of the sample schools in Katete district met the minimum academic requirement for one to head a public secondary school as prescribed by the MOGE and TSC

4.2.3 Teaching Experience of Head teachers

Table 4.4. Teaching Experience of Head Teachers

Year in service as a teacher	Frequency	%
0 - 10 years	00	00
11 – 20 years	00	00
Above 20 years	05	100
Total	05	100

Source: Field work, 2020

Table 4.4 presented the information regarding the number of years or duration of service of head teachers in the Ministry of Education. The study revealed that all head teachers in charge of the sample schools had taught for more than 20 years. One could conclude therefore that given their

long service in the ministry, the head teachers were aware of all tactics in the ministry hence their leadership skills were expected to be above average. Sidhu (1982) considers teaching experience a valuable asset. Experience enables teachers to gain certain characteristics such as promptness, adaptability, efficiency, initiating and keeping learners interest, command of instructional materials as well as ability to face the class with confidence.

An experienced head teacher therefore, is in a better position to advise the teachers on proper instructional procedures which would in turn enhance learners' academic performance.

4.3.4 Experience/Duration in Current Position

Table 4.5 Experience/Duration in Current Position

Experience/Duration in current position	Frequency	%
0 – 5 years	00	00
6 – 10 years	04	80
Over 10 years	01	20
Total	05	100

Source: Field Work, 2020

The researcher considered the duration of service in the current positions crucial since one's impact on performance can be judged overtime. This is in line with what the findings of the study revealed that a head teacher's leadership style somehow depended on experience in administration, consequently affecting learners academic performance.

Okumbe (1999) concluded that in order to better supervise and lead the teachers, head teachers need confidence which more often than not, tends to build up over a period of hands-on service in similar or related positions. Supervision is considered as a leadership strategy which inspires teachers to maximize teaching and productivity.

The study indicated that the longer the duration in service, the better the academic performance of their schools, as they were widely informed and a variety of approaches to leadership.

4.3. Teachers Demographic Data

4.3.1. Gender of Participating Teachers.

Table 4.6 Gender of Participating Teachers.

Gender	Frequency	Total
Male	45	50
Female	45	50
Total	90	100

Source: Field work, 2020

Ninety teachers from the five selected public day's secondary schools participated in the study. The researcher tried as much as possible to give equal opportunities to both genders in the schools. This was mainly to avoid issues of biasness or gender-based stereotypes against schools leaders. Unless in schools where there were fewer female teachers than males as the case was for school C where there only 7 female teachers present at the time the research was conducted. Nevertheless, the number was equalized by selecting more female participant at school A, which happened to have a large number of female teacher than their male counter parts.

4.3.2 Teachers Highest Academic Qualifications

Table 4.7 Teachers Highest Academic Qualifications

Qualification	Frequency	Percentage (%)
Masters	00	00
Bachelor's	28	31.11
Diploma	56	62.22
Certificate	06	6.67
Total	90	100

Source: Field work, 2020

Just like head teachers, teachers were request to indicate their highest level of academic qualifications as Masters' Bachelor's Diploma or Certificate in their respective school. The findings, as shown in table 4.6 above, revealed that no teacher in all the five sampled schools had attained a master's degree yet. Although some indicated that they were contemplating going for it while others were already studying for it.

The study also revealed that the majority of the teachers (62.22%) were diploma holders. However, many too indicated that they were advancing their qualification to a Bachelor's degree. This therefore means that the majority of teachers in Katete district are teaching on secondment as their qualification (Diploma) is meant to teach the junior secondary level. The study further revealed that some schools have serious staffing crisis to the extent that some primary certificate holder were seconded to teach at the secondary level, especially in subjects like mathematics, science and computer studies. However, these teachers equally indicated that they were upgrading their qualifications to Bachelor's degree in the subjects they were seconded to teach.

It was evident from the findings that sampled schools had the majority of the teachers qualified to teach in a secondary school but at junior secondary level only. High education level not only enriches one's knowledge but also reinforces confidence, and exposes the teacher to new and improved pedagogies.

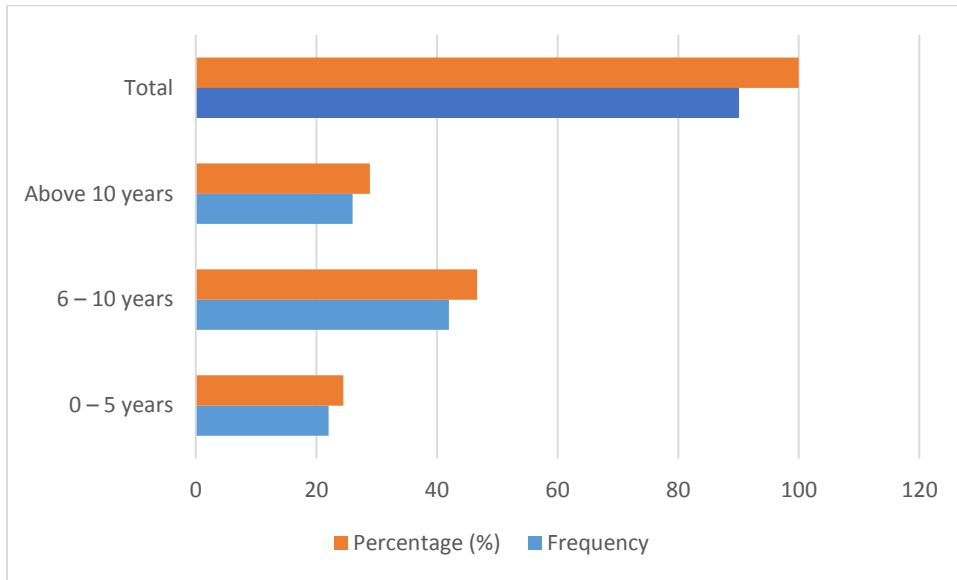
4.3.3 Teachers' Work Experience

Table 4.8: Teachers' Work Experience

No. of years	Frequency	Percentage (%)
0 – 5 years	22	24.44
6 – 10 years	42	46.67
Above 10 years	26	28.89
Total	90	100

Source: Field work, 2020.

Figure 4.2 Teachers' Work Experience



Source: Field work, 2020.

Teachers were equally asked to indicate their work experience by ticking against their years of experience in the teaching service. From the information given, it was found that the majority of teachers (75.56%) had worked for more than five years in the teaching service, with 28.89% having worked for over ten years.

For the purposes of this study, teaching experience of the teachers was considered relevant as experienced teachers were thought to have worked through several school leadership systems. Hence, the researcher deemed them experienced enough to give valid responses as regards the leadership of their head teachers. The researcher agreed with Sidhu's (1982) findings that teaching experience was a valuable asset as it enables the teachers to gain certain commendable characteristics which are vital in enhancing learner performance. This is so because from the researcher's own experience, schools with most experienced teachers tended to perform better academically.

4.4 Perceptions of Head teachers' Leadership Styles

4.4.1. Teachers' Perceptions of their Head teacher's Leadership Style

Table 4.9 Teachers' Perceptions

School/Leadership style	Democratic	Laissez-faire	Autocratic	Transformational
School A		✓		
School B			✓	
School C			✓	
School D	✓		✓	
School E			✓	

Source: Field work, 2020.

The table above shows teachers' responses regarding their perceptions of their head teachers' leadership styles. The study revealed that the majority of the teachers (66 out of 90), representing 73 percent, indicated that head teachers were using autocratic leadership style than any other leadership style. This was followed by laissez-faire style of leadership as the case for school A. A section of the teachers at school D (6.67 percent) indicated that their head teacher was using the democratic style of leadership although they were quick to mention that she was also autocratic in nature.

The perceptions from the teachers show that autocratic leadership style is commonly used in public secondary schools in Katete district.

One of the respondents from school B had this to say about their head teacher:

“...our head teacher is a jack of all trades. He does not know how to delegate and does not trust any teacher with any responsibility. He ends up doing everything himself.”

Another teacher added to say;

“...our head runs this school like he is running his farm. He has no regards for anyone and does not involve us in anything pertaining this school. He is arrogant and egoistic too...”

A teacher from school E had the following to say;

“...our head teacher has inferiority complex and his leadership leaves much to be desired. He does not know how to consult people on anything. We just see things happening in school without anybody’s consent, not even the deputy head teacher’s.”

Teachers in school D during the focus group discussion, bemoaned lack of recognition from their head teacher. They indicated that their head teacher does not appreciate them no matter how much time and effort they put in to make sure the school performs well. One teacher openly said: “... *our head is very selfish. She does not see anything good in us, she’s just good at fault finding. Her behaviour, being a leader, is very demoralising...*”

However, other teachers felt their head teacher had some democratic traits in her although her autocratic nature overshadowed it. One teacher said;

“...she tries to consult us on some issues but what surprises us is that she will opt to act contrary to what we agreed as a group. It’s like she consults us for formality and that is demotivating....”

“...our head has few teachers in her camp whom she consults before taking any action, the she will just come to inform the rest of us about the decision she has taken on a particular issue. But the good part is that when she meets too much opposition, she listens sometimes...” Added another.

Teachers from school C equally indicated that their head teacher was using the autocratic style of leadership, although the researcher could perceive a degree of fondness from the teachers. They referred to their head teacher as “the Iron Lady”. Asked why they referred to her as such, one of the teachers replied: “...*our head is a man. She runs this school with an iron fist. She’s a hard nut to crack!*”

The teachers, however stated that their head teacher exhibited behaviours of an autocratic leader because she never allows any participation from members.

One teacher said:

“...the problem with our head is that she does not allow us to be part of the system in the school and yet she expects results from us. She just commands us to do things for her without considering our individual abilities.”

“...there is a gap between teachers and the administration and as such, there’s always tension because of lack of trust between the admin and the teachers,” added another.

On the other hand, teachers from school A lamented that they lacked leadership in the school. They referred to their head teacher as an “absent father”. They indicated that the head teacher had no interest whatsoever in the welfare of the teachers, let alone, the learners. They also said the school was being run by the deputy head teacher, who, according to them, was better suited to be the head teacher and not the status quo.

One teacher even went to the extent of saying:

“...this school is on autopilot because our head has no leadership qualities at all. I don’t know what criteria was used to appoint him as head teacher...”

Another teacher added that:

“...he does not even inspire the teachers to work hard. It’s like he doesn’t have any idea what it means to be the head. He is so flat but he’s lucky he has teachers who know what to do and when, otherwise this school would have been worse than it is already...”

The sentiments expressed by the teachers clearly revealed that autocratic leadership style is the mostly used leadership style in public day secondary schools in Katete district.

4.4.2 Head teachers' Perceptions of their Leadership Styles.

Table 4.10 Head teachers' Perceptions

School/Leadership style	Democratic	Laissez-faire	Autocratic	Transformational
School A	✓			
School B	✓			
School C	✓			
School D	✓		✓	
School E	✓			

Source: Field work, 2020.

Head teachers' responses on their leadership styles

To establish the most used leadership styles among the head teachers, head teachers were subjected to various questions during the interviews and their responses were as indicated above in table 4.10.

The study involved five (5) head teachers from the five sampled secondary schools. Head teachers had similar responses on the leadership styles mostly used by them in secondary schools. What came out strongly from them in terms of the leadership style they used was that they all indicated the democratic leadership style.

What was fascinating from the findings was that the head teacher from school D was the only one who indicated that she was using two leadership styles; democratic and autocratic leadership styles. When the researcher asked her why she was blending the two leadership styles, her response was as follows:

“.... you see, these teachers behave like children sometimes. If you are not tough on them, they will not do the correct thing. You constantly have to push them so that they work accordingly....”

Other head teachers told the researcher that they were using the democratic style of leadership, although one of the head teachers, from school E, showed some elements of transactional leadership.

In his statements during the interview, he said the following:

“...I allow my teachers to do things on their own as long as they are doing what the system prescribes. When I give them work to do and the teacher performs well, I have no problem rewarding them for the good job. But the lazy ones, ah, forget.”

The head teacher of school A also referred to himself as a democratic leader. He mentioned that he always consulted the teachers before deciding the course of action to be taken.

“I try to consult my teachers before deciding any course of action so that when we achieve, we all achieve together. However, it’s not everything that you need to consult, certain decisions require my own discretion as the head. But I try as much as possible to involve the staff in almost all issues.” He said.

The study also revealed that both teachers and head teachers were seemingly unaware of any other leadership styles in that none of them mentioned any other styles of leadership other than the common three mentioned namely democratic, laissez-fair and autocratic leadership styles. In some instances, the teachers were only indicating democratic and autocratic leadership styles.

4.5 Performance of the Selected Schools in National Examinations from 2014 to 2018.

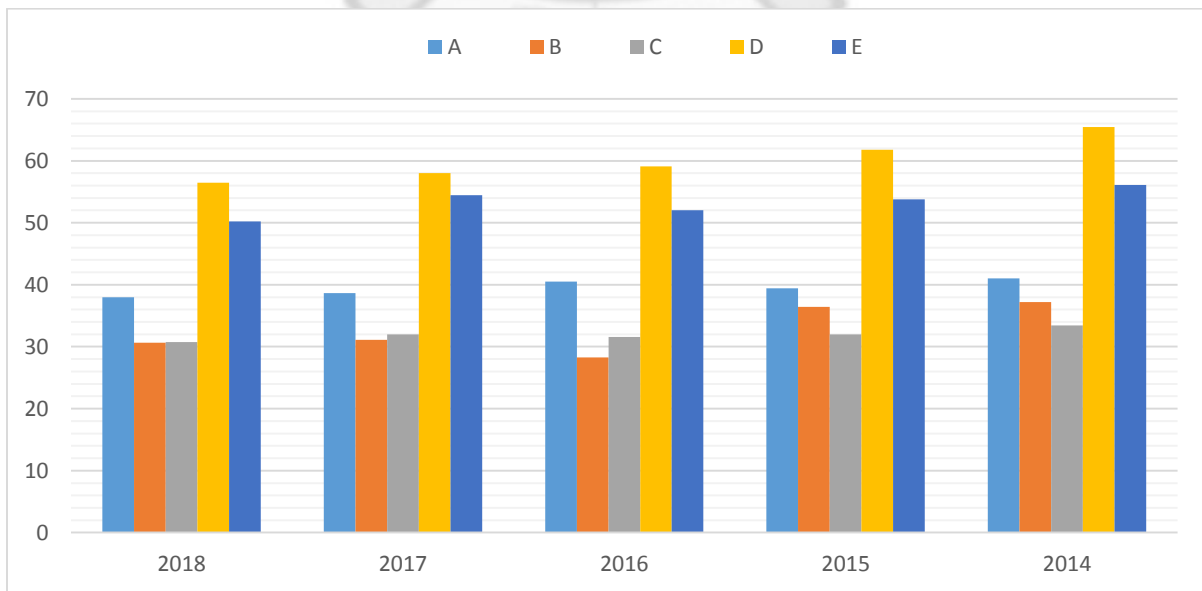
The question sought to find out how the sampled schools had performed academically during the period under review. The study considered the performance of grade twelve learners in the national examinations because the study concentrated on secondary schools. The findings were as follows:

Table 4.11. Performance of the Selected Schools in National Examinations from 2014 to 2018.

Year/School	A	B	C	D	E
2018	38.0	30.66	30.76	56.44	50.22
2017	38.67	31.11	32.0	58.0	54.44
2016	40.52	28.26	31.56	59.11	52.0
2015	39.44	36.44	31.98	61.78	53.78
2014	41.0	37.22	33.44	65.44	56.11

Source: Individual school results analysis reports.

Figure 2.3 The performance of the selected schools in national examinations from 2014 to 2018.



Source: Individual school results analysis reports.

The table above shows the grade twelve examinations results analyses from the five selected day secondary schools for the years between 2014 and 2018. From the information given, it was established that performance of the learners was quite poor. It was plain to see that the schools had not performed well through the years. Learner performance in terms of examinations had evidently dwindled during the period under review.

Despite the poor performance of the schools, it was found that school D had better performance among the sampled schools. The researcher figured that the slight difference in pass percentages could be attributed to the democratic element exhibited by the head teacher of school D, as reported in the teachers' and head teachers' perceptions of the leadership styles in the schools.

Asked as to why the performances were low in their schools, both categories of the respondents had the following to say:

4.5.1 Head teachers' Responses

All five head teachers who took part in the study admitted that learners did not perform well academically in their schools and that their schools ranked low in academic performance in the district especially at grade twelve level. According to the head teachers, low performance in their schools had more to do with lack of resources than it had to do with their leadership.

One of the head teachers said:

“...much as we know we have a role as head teachers in the performance of the learners and the schools in general, but there are other things that can be attributed to poor examination results. Things such as inadequate infrastructure, lack of teaching and learning materials, lack of government funding, and so forth.”

Another head teacher added that:

“Look, most of these day schools were just upgraded to the status of secondary school from primary school with no improvement in terms of infrastructure and resources. As such, they are still below the acceptable standard of a secondary school. There is overcrowding in classrooms because room is not enough to accommodate all the learners hence, we are forced to have double sessions; one in the morning and another in the afternoon. The teachers all come in the morning and have to stay on until both sessions are done, so you will find that by the time the afternoon sessions begin, the teachers will have been tired already

and effectiveness is not there. So these are some of the challenges we face that hinder good performance.

Another head teacher who was visibly agitated went on to say,

“...you see, one day you will be head teacher and then you will appreciate that it’s not easy to head a government school. Teachers’ behaviour and their work culture in a government school is bad. They are simply not serious with work. They can’t work unless they are pushed to do so. You will find that a teacher can be out of the station for a long time and come back with very flimsy excuses, accompanied with some letter from the superiors, what can you do as head? You just watch them like that! Meanwhile it is the innocent learners who are suffering. And when the results are bad, all fingers will point at the head teacher!”

The study also found that poverty, absenteeism, truancy, early marriages and teen pregnancy, alcohol/substance abuse, lack of interest in education resulting from lack of role models in their families were other factors that affected learners’ academic performance in day secondary schools in Katete district.

“Learners come to school late, why truancy and absenteeism are rampant. Some learners are also in the habit of coming to school drunk. Others have genuine economic challenges as majority of our learners are weekly boarders and have to fend for themselves because they are OVCs,” stated the head teacher from school B.

Other factors that were cited hinged on the policies that were put in place by the ministry itself. The head teachers overwhelmingly blamed poor learner performance in schools on what they termed bad and inconsistent policies by the ministry.

“...certain policies are not good and they are contributing to the low performance of the learners. There is so much inconsistency...the

problem is that they don't involve us when coming up with some of these policies." One head teacher noted.

Another stated the following:

"...while we appreciate government effort to meet the MDGs on education, but one of the consequences is over-enrolment because schools are forced to enrol whoever has made a school certificate, hence schools are flooded with learners who have poor results and are unable to perform to the expect standard and so quality is compromised. Again, public policies of enlisting teachers to conduct national exercises like census, voter education and registration, national registration, elections and so forth, also contribute to poor performance because when these teachers go for these programmes, the learners are left unattended to for a considerable amount of time. For instance, I only have two science teachers in this school against the 15 classes, and if one is picked for census for example, that leaves one teacher only. And I can't even stop him because it's national duty and I may be cited. Besides, who doesn't need money? Now can that one teacher manage to handle all the 15 classes alone? The answer is no. Even if he did, you can't expect quality from him because he will be overworked."

4.5.2 Teachers' Responses

The teachers who participated in the study expressed similar sentiments as those of the head teachers regarding the reason why learner performances were low in their schools. They cited the same factors that the head teachers cited in their responses to the same question. Factors such as lack of teaching and learning materials, inadequate infrastructure, poor attendance by the learners, lack of interest in school, some traditional practices, among others.

One teacher said,

"...here, our main challenge is lack of text books. For instance, in my subject – Literature, we don't have enough copies of books on the syllabus. As a school, we only have one copy of each book and so we

have to read the books in class. That is a challenge because children can't understand the text when it is read just once, they need to at least read it several times to be able to comprehend.”

However, a good number of the teachers indicated that their head teachers had misplaced priorities, no wonder the poor performance by the learners.

“...it is the role of the head teacher to mobilize resources for the school and also to direct the school according to their vision. When these are in place, the school will automatically perform. Both teachers and learners' performance is notably enhanced. However, failure to acknowledge and recognise hard work by both teachers and learners demoralises them and that leads to poor performance.”

One of the teachers from School E openly said,

“Our head would rather go for a workshop which will only benefit him alone meanwhile the school has no teaching and learning materials. The school always has no money when it comes to teaching materials, but the school always has money to take him to workshops and meetings. Instead of using that money to buy at least a book for the departments. Even simple stationary is a challenge, you saw how I was asking for a plain paper from you a visitor...”

Another bemoaned the lack of support from the head teacher as regards programmes that entail professional growth of the teachers. In her own words, she said,

“Our head is very selfish...he does not support any programmes that can make us grow professionally. Even a mere CPD meeting is a serious battle. When there is a workshop for teachers, he goes himself just because there is an allowance. The worst is that he doesn't even share the knowledge with us when he comes back. So most of the teachers are lagging behind in terms of new practices in the profession. How can learner performance improve like that?”

Another added that:

“Leading a school with so much emotion is not good. Our head is too temperamental and that also contributes to the poor performance by the learners. When the head is emotional, there is no objectivity and they end up making wrong decisions all together. Our head throws too many tantrums and that instils fear in both teachers and learners and the resultant is low morale and frustrations and poor performance.”

The researcher noted with concern that the cry for teaching and learning was common in all the five schools as evidenced by the responses from both teachers and head teachers involved in the study. Because of the frequency of the response, the research concluded that lack of adequate teaching and learning materials was one of the major factors contributing to poor academic performance by the learners in Katete district.

4.6 How Head teachers’ Leadership Styles Affect the Academic Performance of Learners.

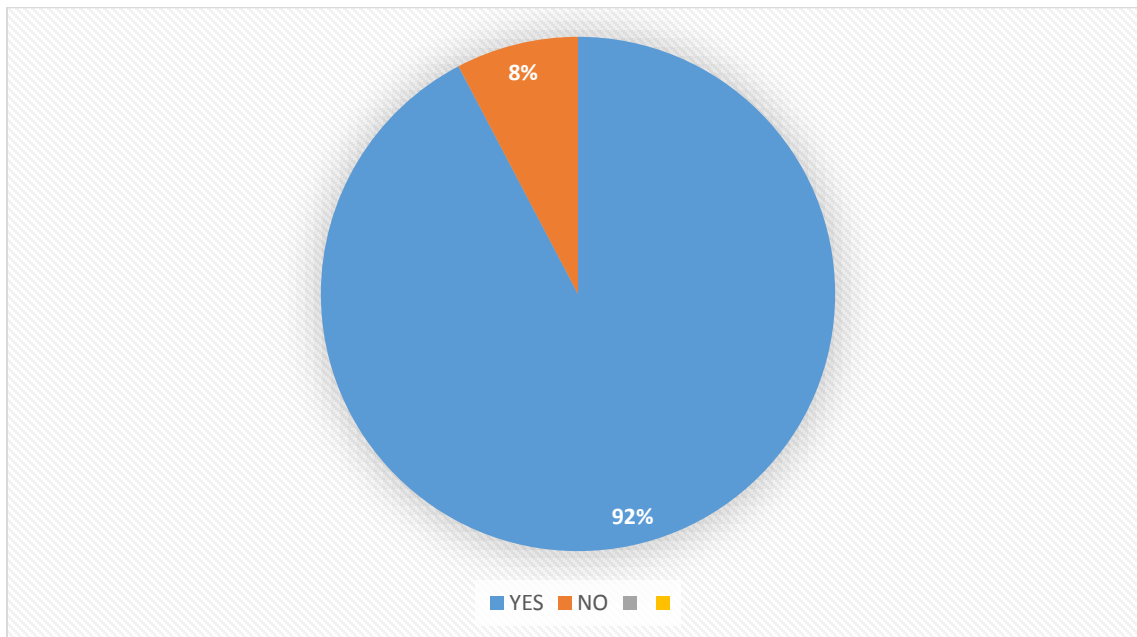
4.7.1 Teachers’ Responses on the Effects of Head teachers’ Leadership Styles on Learner Performance.

Table 4.12 Teachers’ Responses

Response	Frequency	Percent (%)
Yes	82	92
No	08	8
Total	90	100

Source: Field work, 2020

Figure 4.4 Teachers' responses



Source: Field work, 2020

The data collected from the teachers as regards the effects of head teachers' leadership styles on teachers' performance clearly indicated that the majority agree that head teachers' leadership styles have an effect on learners' academic performance. The teachers emphasised that when the school is managed without caring for the teachers, the impact is severe on the performance of the learners and the school in general.

Out of the 90 teachers who took part in the study, 82 teachers agreed that head teachers have serious effect on learners' academic performance. This data represents 92 percent of the respondents being in agreement that head teachers' leadership does influence learners' performance while only 8 percent of the teachers denied the fact that head teachers leadership styles have serious effects on learners' academic performance.

The findings indicated that majority of the teachers linked poor academic performance of the learners to head teachers' leadership styles. They contended that when the leadership is bad, performance of the learners is equally bad.

One teacher pointed out that:

“...head teachers’ behaviour has both positive and negative effects on the academic achievements of the learners. When leadership is good, learners tend to be well behaved as the head teacher enforces rules. Learners usually emulate the head teacher’s behaviour, so if the head is a late comer, even the learners will come late.”

Another added that,

“...leadership styles adopted by head teachers affect learner performance, for instance, if the head teacher fails to discipline the learners, they will resort to engaging themselves in all bad vices such as alcohol and substance abuse, unwanted or early pregnancies, absenteeism to mention but a few. And then the end result of all this is high dropout rates, thereby affecting learners’ academic performance.”

The teachers also pointed out that maintaining high visibility is another crucial role of the head teacher as it helps to deter misconduct by the learners. Thus, a good leader contributes to learners’ behavioural change in the school. However, this role is not played by head teachers who use the laissez-faire leadership style.

“...our head teacher just doesn’t care, whatever transpires to the teachers or the learners is none of his business, and he simply does not care. Most of us just come for work for the sake of our jobs, otherwise, there not even an aorta of motivation from our head teacher. And like that, you will find that even our work culture is bad...” lamented one teacher from school A.

“...our head is something else. He sits in the office from six to six and never cares to know what is going on in school. He is never available to us nor to the learners. Even most meetings are chaired by the deputy head.” added another from school A.

Another teacher from the same school complained that the head teacher does not do anything to protect instructional time. She indicated that the head teacher accepts to host several co-curricular activities consecutively, not caring how the learners would be affected. She said,

“...our school is always hosting co-curricular activities, from sports to NASA AZ. Sometimes we can host three to four activities in a row and the head doesn't seem to care how that affects learning time of the learners.”

Another teacher from school D also reported that their head teacher never considered their views, especially those whom she has labelled as 'difficult teachers'. The teacher complained that their head teacher keeps grudges and once she hated a teacher, there's nothing the teacher could do to change the situation. That teacher would be side-lined for good and in the end, the frustrated teachers started to behave as they were perceived, and consequently affecting learners' performance.

At school C, one teacher had the following to say,

“Our head teacher is so arrogant and more of a fault finder. Instead of inspiring and motivating the teachers and learners, she frustrates them. Hence the work culture is bad causing the learner to suffer as most teachers are demotivated because of the head teacher's poor leadership. What she does not realise is that when she treats the teachers bad, they end up offloading their frustrations on the innocent learner. It's a chain reaction.”

A teacher from school E also had this to say about their head teacher;

“... our head teachers use autocratic leadership styles as a way of intimidating us so as to validate his authority. He is insecure, maybe because he has a primary background...”

From the revelations of the teachers' views, the leadership styles of the head teachers have effects on learners' performance in one way or the other.

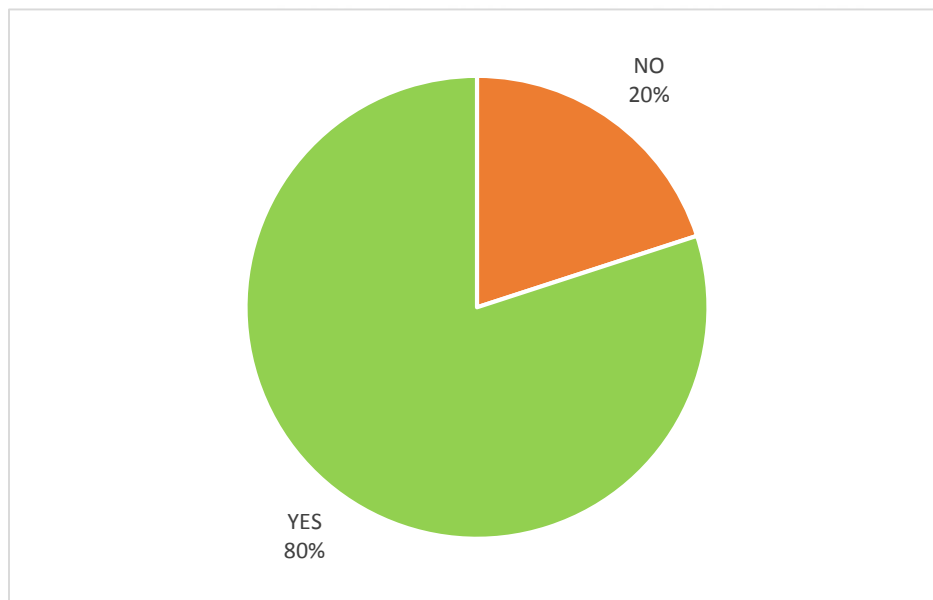
4.6.2. Head teachers' Responses on the Effects of Leadership Styles on Learners' Academic Performance

Table 4.13 Head teachers' Responses

Response	Frequency	Percent (%)
Yes	04	80
No	01	20
Total	05	100

Source: Field work, 2020.

Figure 4.5 Head teachers' Responses



Source: Field work, 2020

From head teachers' responses, all but one agreed that leadership has something to do with learners' academic performance. They seemed to agree that a head teacher played a crucial role in the success or failure of the school. One of the head teacher had this to say,

“...of course, yes a head teacher has a lot, if not everything, to do with learners' academic performance. You see, as a head teacher, my major role is to set the tone and guide the teachers and learners in that direction, thus influencing learner performance. If the head's leadership

is not inclusive, teachers can desert the head teacher and work alone and when that happens, no collective objectives can be met. These teachers and learners should not be underrated. They are capable of bringing the entire school down hence head teachers should be careful to choose leadership styles that can change the attitude of the teachers towards work for the better. It is the head teacher's vision for the school which produces an academically sound institution with disciplined teachers and learners....”

“...leadership is very important. As you may already know, where there is failed leadership there is always failed performance. We are role models. I can tell you that both teachers and learners follow our lead. So yes, I agree that leadership impacts greatly on academic performance of the school...” affirmed another.

Also in agreement was the head teacher of school B who had this to say,

“...learners' academic performance reflects the head teacher's leadership, although not entirely. There are some learners who are just bad performers but many of them need the motivation from the teachers and mainly, the head teacher in order to do well in terms of academic performance. So if you are not careful as a head teacher, you can end up making all your learners fail...”

Yet another head teacher also attributed learner performance to head teachers' leadership style by stating that:

“...it is no wonder why people always point fingers at the head of the school whenever there is poor performance. They will never point at the teachers but the head teacher. That is why I always closely supervise my teachers in terms of lesson delivery because if I let them to do things anyhow, all eyes will be on me...”

He went on further to say that the strategy that has worked for him is motivation. He emphasised the power of motivation and recognition as key elements in good leadership for improved performance.

To the contrary, the head teacher from school A, categorically stated that leadership has no effect on the learners' academic performance. Instead, he attributed learners' poor performance to factors such as cultural practices, lack of role models, learner truancy, and calibre of the learners, among others. He said:

“...my leadership does not directly affect the learners so it is not true that their performance is tied to my leadership styles. If you talk of teachers, yes I will accept but not learner performance. Teachers are the ones who are directly responsible for the classroom instruction so they are accountable for the poor results. Talk of truancy, these initiation ceremonies, family background and so on....”

The study found that the majority of head teachers linked learner performance to a head teacher's leadership style. The responses from the head teachers clearly showed that they were aware of the influence their leadership had on the performance of the learners. In view of that, the researcher expected the head teachers to be more careful the style of leadership they employed since learners' academic performance was influenced by it.

4.7 Strategies that can be used to make Leadership more Effective in the Improvement of Learners' Academic Performance.

The study sought to find out if head teachers had been using some strategies like teamwork, avoidance of autocratic leadership, creation of a conducive environment for transformation and accountability, to make leadership more effective in the improvement of learners' academic performance. The following were the responses from the respondents regarding the question.

4.7.1 Teachers' Responses

Table 4.14: Teachers' Responses.

Strategy	School A		School B		School C		School D		School E	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Team work	07	11	03	15	03	15	08	10	04	14
Avoidance of autocratic leadership	16	02	00	18	02	16	06	12	00	18
Creation of a conducive environment for transformation	07	11	01	17	03	15	07	11	02	16
Accountability	00	18	02	16	04	14	08	10	01	17

Source: Field work, 2020

Table 4.13 above shows the number of frequency each strategy received from the respondents when asked if their head teachers were using the mentioned strategies to make leadership more effective with the view to improve learners' academic performance. As can be seen from the information given in the table, it was clear that teachers felt that head teachers were not doing enough to make leadership more effective. For instance, out of the 90 teachers involved in the study, only 25 (27.78%) felt that their head teachers were using teamwork as a strategy to make leadership more effective in the quest to improve learner performance. The rest of the respondents did not think their head teachers were utilising teamwork well. One respondent from School E said:

“Our head uses divide and rule. Whenever he sees teachers together, he thinks we are gossiping about him so he will make sure he scatters us. He is so paranoid that he doesn't even want us to sit together and interact with one another in the staffroom.”

Another teacher from School A also commented that:

“Here it’s each one for himself, God for us all. Everyone does their own things. There is no teamwork and even the pupils know that we are not united as teachers. Because of that, it is difficult to discipline the children because we don’t speak one voice as teachers.”

As regards avoidance of autocratic leadership, majority of the teachers echoed that their head teachers were using the autocratic leadership style hence it was not possible to avoid it. Only teachers from School A responded that their head had avoided using the autocratic leadership style. One of the teachers from School A had this to say:

“Our head is too soft the way he handles things. It’s like he is not even there. Nobody feels the impact whether he is around or not because he is always in his office. He doesn’t have that command other head teachers have.”

“The interpersonal relationship is very poor in this school as there is so much domination by the administration such that teachers’ views are not respected. This contributes to poor lone-made decisions such as, the head teacher purchasing luxury furniture for his office at the expense of teaching and learning materials, without even consulting or respecting the finance committee’s budgetary allocations. The head teacher makes all the decisions alone and this leads to teachers withdrawing their services.” Stated a teacher from school C

On creating a conducive environment for transformation, the teachers overwhelmingly said that their head teachers did not do a good job there too as their schools were not conducive for them or the learners. One of the teachers from School C lamented to say,

“I have worked under so many administrations but this one is something else. I have not enjoyed working with this head teacher. Previously, I would look forward to going to work but this time around it is the opposite. The atmosphere in the school is always tense.”

Another one from School B said,

“Our head teacher doesn’t know how to handle us. He is always shouting at the teachers as if they are his children or dependants. Like that, teachers are not very free with him to the extent that they celebrate when he’s out of the station.”

Concerning accountability, the teachers again overwhelmingly indicated that their head teachers were not doing fine in that area. The majority indicated that head teachers were not transparent enough to allow for accountability. This was evident in the responses they gave as shown in table 4.13 above. One of the teachers pointed out that:

“...we just see things happening in this school. There is no explanation given and you can’t even ask. But when things go wrong, that’s when they will pretend to consult you.”

“I have no idea how or when the school monies are used. We are not told anything. Even in terms of other materials, we are not involved when planning for them. The head does that himself, maybe with the management. Otherwise, there is nothing like accountability in this school. And when you try to ask, you will be labelled to be against the administration so we just keep quiet,” added another respondent.

4.7.2 **Head teachers’ Responses.**

Head teachers were also asked to assess themselves on their use of the four strategies aimed at making leadership more effective in order to improve learners’ academic performance. Their responses were as shown in the table below.

Table 4.15 Head teachers' Responses

Strategy	School A		School B		School C		School D		School E	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Teamwork	01	00	01	00	01	00	01	00	01	00
Avoidance of autocratic leadership	01	00	01	00	01	00	01	00	01	00
Creation of conducive environment for transformation	01	00	01	00	01	00	01	00	01	00
Accountability	01	00	01	00	01	00	01	00	01	00

Source: *Field work, 2020*

Table 4.15 above shows head teachers responses to the question regarding them using the four strategies to make leadership more effective in the improvement of learners' academic performance. According to the information given in the table, head teachers indicated that they were using all four strategies in order to make their leadership more effective in the improvement of learners' academic performance.

One head teacher had the following to say:

“I try my best to involve my teachers in almost all programmes in the school. They are frequently updated on the progress of any projects being undertaken and also the expenditure. This is done through functional committees put in place within the school.”

Another head teacher commented to say,

“...accountability is there, all expenditure is planned by the finance committee of the school and we try to follow the budget although sometimes we get to divert resources to certain activities which we may not have foreseen at the planning stage. It happens, it is normal.”

All head teachers involved in the study also indicated that they had, to the best of their knowledge and judgement, created conducive environment in their school for transformation to take place.

4.8 Summary

This chapter presented the findings of the study on head teachers' leadership styles and their effects on their teachers' morale in selected primary schools. The presentation of the findings was done under themes derived from the objectives. The themes brought out the views of the respondents according to the way they were said by bringing out direct quotations. It has further showed the feelings of respondents on the effects of head teachers on teachers' morale. The next chapter will look at the discussion of findings as presented in this chapter.



CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

The previous chapter presented the findings of the study in line with the research questions. This chapter discusses these findings according to the objectives. The purpose of the study was to find out the effects of the Head teachers' leadership styles on learners' academic performance: a case of selected public day secondary schools in Katete district.

The discussion is presented in accordance with the research objectives which were as follows:

- i. Establish perceptions on leadership styles adopted by head teachers in the selected schools.
- ii. Determine the performance of the selected schools in national examinations from 2014 to 2018.
- iii. Find out how head teachers' leadership style affects the academic performance of pupils

5.1 Perceptions on Leadership Styles Adopted by Head teachers in the Selected Schools.

In any organisation, subordinates tend to form various perceptions of their leaders' leadership practices which enable them to classify their leaders as either autocratic, democratic or laissez-faire depending on the leadership styles adopted by the leaders. In a school setup, teachers, non-teaching staff as well as the learners would perceive the head teacher's leadership depending on the style used. Adeyemi (2006) also identified autocratic, democratic laissez-faire leadership styles as mostly used leadership styles by school managers in Nigeria. A number of studies have also revealed that teachers had different perceptions of head teachers' leadership styles (Adeyemi; 2010, Gitaka; 2014, Kabeta; 2015, Lukingi; 2014, Andende; 2016).

In the quest to find out the effects of head teachers' leadership styles on learners' academic performance, this study asked the head teachers and teachers what their perceptions were of the head teachers in terms of leadership styles.

The findings, as shown in the previous chapter, showed that there was a contradiction between the head teachers' and the teachers' responses on their perceptions of the head teachers' leadership styles in schools. According to the findings, majority of teachers involved in the study indicated that head teachers were prominently using the autocratic leadership style and laissez-faire

leadership style in the schools. Head teachers hardly considered the needs of the teachers and the learners and did not show concern for their welfare. As such, teachers and learners both felt unsupported and unappreciated, resulting in withdrawal of optimum services and poor academic performance by the learners.

The findings also revealed that some teachers who perceived their head teachers to be using laissez-faire style expressed little interest in their work which they attributed to lack of inspiration from their head teacher.

On the other hand, the head teachers involved in the study indicated that they were using the democratic leadership style. Only one of the five head teachers involved in the study indicated that he was blending two leadership styles namely; democratic and autocratic leadership styles.

These findings are consistent with Iileka' (2017) findings that teachers and head teachers in Namibia's Oshikoto Region had varied perceptions of the leadership styles adopted by head teachers in that region. He (Iileka) found that teachers perceived their head teachers to be autocratic and laissez-faire leaders whereas head teachers themselves perceived themselves to be democratic.

5.1.1 Perception of Teachers in Autocratic Dominated Schools

The study's findings established that teachers viewed the autocratic leadership style as both advantageous and disadvantageous. One advantage was that it was used to maintain order and discipline in schools. Evidently, the researcher observed that in schools where headteachers employed this leadership style, there was order and discipline among the subordinates. There was order in that no learner or teacher was seen to be loitering or loafing respectively. Everyone seemed to be in the right place at the right time. However, all the advantages of autocratic leadership style notwithstanding, this finding revealed that it was loathed by majority of the teachers who took part in the study. Teachers felt that this style can bring about conflict due to imposed decisions. The findings further revealed that autocratic leadership retards innovativeness and creativity as it promotes dependency in the teachers which consequently affects performance of the learners academically.

Head teachers who use the autocratic leadership style were thought to be difficult by their teachers as they were not accommodative and harsh to them. Adeyemi (2006) agrees with this when he

posits that in autocratic leadership style, the leader took the interests of the subordinates to be secondary and as such, their needs were ignored.

The teachers listed the following attributes of their headteachers whom they perceived as autocratic: Imposed decisions, Lacked empathy, Poor communicators, Hindered innovation and creativity, Do not delegate, No freedom of expression, Do not accept criticism, Used divide and rule method, Never consult, Do not involve teachers (only their favourites), Very intimidating and demeaning and Insecure (lack self-esteem)

From the information given by the teachers in the sampled schools, head teachers used the autocratic leadership style in order to intimidate the teachers. One of the major consequences of intimidating the teachers is that the performance of the learners gets affected negatively as teachers do not work in a conducive environment. Mbiti (2014) also affirms that the more teachers are afraid of management at a working place, the more they tend to develop defensive mechanism there by resulting into poor attitude towards work. Once this situation is ingrained in the teachers, the performance of the learners gets badly affected.

Findings further unveiled that teachers' professional growth was somehow hindered in autocratic dominated schools due to the non-availability of resources to support such activities. In addition, because of not being provided with clear responsibilities by their head teachers, teachers could not fully utilize their abilities and skills.

Olum (2004) also found that in institutions where autocratic leadership was used, there was selective motivation of teachers, mainly on those closer to the head teacher. The findings are further in line with Iileka's (2017) findings that autocratic leadership style affected learners' academic performance negatively as learners' academic performance depended, to a larger extent, on the attitude of the teachers. The findings of the study are in line with the Human Relations Theory and Herzberg's two factor Theory on head teachers' leadership styles on learner's performance. The theory affirms that institutions are social systems in which psychological and emotional factors have a significant influence on productivity. The common elements in human relations theory are the beliefs that: Performance can be improved by good human relations and Managers should consult employees in matters that affect staff.

5.1.2 Teachers' Perceptions in Laissez-Faire Dominated School

Findings of the study further uncovered that in some schools, teachers perceived their head teacher as laissez-faire. The teachers in such schools where laissez-faire leadership was applied felt uninspired by their head teacher as he (the head teacher) was too timid to inspire them. The teachers reported that the head teacher just sat in his office all day instead of making himself available to teachers and learners for guidance and motivation. Because of the non-availability of the head teacher, there was no monitoring of the teaching and learning process, hence the poor academic performance.

The findings also established that because of the laissez-faire leadership, the head teacher did not care to provide teaching and learning materials for their schools, thereby making teaching and learning very difficult for teachers and learners. Teachers perceived head teachers who used laissez-faire to have 'no mind of their own', because of failure to make decisions on their own. They largely relied on the group to make decisions for them even when the teachers did not have the necessary expertise and knowledge to make such decisions.

The findings further revealed that the general perception of the teachers was that used alone, laissez-faire was not the best leadership style to be used by head teachers to run schools because complete delegation without follow-ups created problems which are most likely to affect learners' academic performance. This finding agrees well with the Human Relations Theory and Herzberg's two factor Theory, the theory hold the view that *hygiene* factors (that is factors that lead to job dissatisfaction) like relationship with subordinated affects the performance and productivity of an organisation.

The findings are consistent with McDonald's (2007) findings which associated laissez-faire leadership style with high rates of truancy and delinquency and with poor performance which consequently led to unproductive attitudes and disempowerment of the followers.

These findings are further in tandem with Mwape's (2013) findings that laissez-faire leadership style was associated with confusion and lack of inspiration.

5.2 Performance of the Selected Secondary Schools in National Examinations from 2014 to 2018.

Concerning the research objective of determining the performance of the learners in national examinations from the year 2014 to the year 2018, the findings revealed that in all the participating schools, performance was relatively poor. The findings of the study revealed that the selected schools had never met the district target of 80% pass rate in the period under review. It was further revealed that learner performance in the national examinations at Grade 12 kept dwindling year in, year out.

The findings also discovered that other than head teachers' leadership styles, there were other factors attributed to the poor performance by the learners. Factors that were predominant among others were, lack of motivation, lack of teaching and learning resources, inadequate infrastructure, as well as the calibre of the learners. Both teachers and head teachers overwhelmingly cited the above factors as being major contributors to poor performance in the selected schools, alongside head teachers' leadership styles.

The factors mentioned above are all crucial in the improvement of learners' academic performance. For instance, head teachers' leadership is key in the setting of pace and tone for the school. The head teacher is the focal point person who is crucial in the creation of a conducive environment which fosters the provision of quality education to the learners, thereby influencing their outcomes (Lukingi, 2014). Furthermore, Brooks (1999) established that learners are most likely to excel in a school environment which they feel they belong to and are more comfortable, a school environment in which they feel appreciated by their educators. In view of this, head teachers should ensure that their schools should propagate the entrenchment of a human friendly culture, characterised by such basic things as safety, orderliness, supportiveness, as well as responsive attitudes towards the learners.

As regards motivation of both teachers and learners, both head teachers and teachers involved in this study indicated that there was very little head teachers were doing to ensure their teachers and learners are kept motivated in order to improve the performance of the learners. Head teachers said that they were not doing much in terms of motivating the staff and the learners because they had limited resources to reward teachers and learners as much as they would love to. Hence they only were limited to rewarding deserving teachers on national days like the Teachers' Day, Labour Day

and so forth. However, the head teachers confessed that even the awards given on those days were not befitting but something that was better than nothing.

The teachers on the other hand pointed out that motivation did not only imply material or financial incentives but that even verbal praise and recognition of good work by the head teachers would go a long way in motivating them and the learners to keep up the good work. Providing incentives for teachers and learners is very crucial to the motivation of the subordinates. Motivation does not only come from material incentives but also from gestures such as compliments, praises, and recognition of good works by the teachers and learners. Kirby and Blasè (1992), cited in Kabeta (2015) support this when they asserted that praise is one of the important strategies that can influence teachers' work. To the contrary, the study found that head teachers were scarcely acknowledging, recognizing or rewarding superior work by either teachers or learners.

In the same vein, Bennell (2007) also noted that teacher motivation at school level is dependent on effective leadership and management skills. Kabeta (2015) also established that head teachers' leadership impacts on learner performance by influencing teacher performance. on the other hand, the Human Relations Theory and Herzberg's two factor Theory affirms that the motivational-hygiene model states that employee motivation is achieved when employees are faced with challenging but enjoyable work where one can achieve, grow, and demonstrate responsibility and advance in the organization. That is, when the employees' efforts are recognized, it brings about job satisfaction and motivation and this can improve the performance of the learners in schools.

5.3 How Head teachers' Leadership Style Affects Learners' Academic Performance.

Leadership styles are crucial in the running of any organisation. This is so because leadership styles have a great impact on the performance of the subordinates and the organisation as a whole. The same is true in an educational institution like a school. The type of leadership used by the head teacher of a school has effects on the academic performance of the learners in that particular school, whether negative or positive. Leadership styles in schools vary depending on the personality and character of the head teacher of the school. Hershman (2010; as quoted by Andende, 2016) asserts that the kind of behaviour and abilities which the manager possesses and which enables him or her to interact with the subordinates to achieve goals is peculiar to the individual manager's personality. Cruickshank (2017) also supports this when he postulates that effective

leadership should include both teaching and learning foci of instructional leadership and the capacity building perspective of transformational leadership.

This study focussed on finding out the effect of head teachers' leadership styles on the academic performance of the learners. The researcher sought to find out if the leadership styles employed by head teachers in schools had an influence on learners' academic performance. Given the responses from both categories of the respondents – head teachers and teachers, the study established that leadership styles adopted by head teachers in the selected secondary schools in Katete district do actually affect the academic performance of the learners. The study found that the majority of head teachers applied the autocratic style of leadership and that some were using the laissez-faire leadership style.

It is true that leadership of the school determines its performance-good or bad. For instance, if a head teacher adopts the democratic leadership style, teachers and learners work freely in a conducive environment in which they feel valued and hence they put in their best in order to please their leader who has shown confidence in them. On the other hand, when a head teacher employs an autocratic style and commands and expects compliance, teachers tend to withdraw as they felt intimidated and bullied by their leader. When head teachers abuse authority, teachers may lose confidence in them and end up hostile towards the leader and work in general. This hostility towards work will adversely affect learner performance.

Some head teachers were also thought to have negative attitude towards work as evidenced by their failure to involve teachers in decision making process which also breeds apathy by the teachers. Consequently, learner performance can be affected negatively.

Respondents (both head teachers and teachers) stated that the effects of the three mentioned leadership styles perceived to be employed by head teachers varied. They reported that the democratic styles was thought to have positive effects on learners' academic performance as it was motivating, consultative, participative, humane, directive and guiding, respecting teachers as professionals and creating a conducive environment for teaching and learning. Respondents on the other hand described the autocratic style as negative, demotivating, creating fear, frustrating, lacking respect and intimidating, whereas laissez-faire leadership was associated with confusion and lack of inspiration. Both autocratic and laissez-faire leadership styles were found to affect

learners' academic performance because they both do not promote conducive learning environment for the learners.

5.3.1 Effects of Autocratic and Laissez-Faire Leadership Styles on Learners' Academic Performance

The findings of the study established that the autocratic leadership style was mainly associated with negative effects on learners' performance than the positive. This was evident from the responses teachers gave regarding their head teachers' leadership styles. The teachers lamented that this style of leadership showed no interest in the teachers' and the learners' welfare because head teachers were only interested in getting the job done and also fulfilling their egos.

The findings also suggested that the autocratic leadership style did not promote professional growth for the teachers in terms of new knowledge and skills and that there was selective motivation, mainly on those closer to the head teacher. The end result of selective motivation was usually low turnover to school activities by both teachers and learners (Olum, 2004).

These findings are in tandem with the findings of Andende (2016) who indicated that the autocratic leadership style left teachers feeling intimidated by the mere presence of their head teacher. According to Andende's findings, teachers who felt intimidated will not perform to the expectation, thereby affecting learner performance. Furthermore, the study established that head teachers who used the autocratic leadership style impacted negatively on the performance of the teachers in that the teachers' morale is affected since the head teacher is only concerned with the performance of the school without caring how it would be achieved.

The findings also unveiled that some head teachers were using the laissez-faire style of leadership. It was also established that in schools where this style of leadership was used, it was bound to have negative effects on learner performance as it affected the learning environment. Documented literature equally postulates that the head teacher should be involved in most decisions of the school, hence he or she must be a thinker and a decision maker. Sushila (2004) supports this when he stated that the head teacher is the leader in the school, the pivot around which many aspects of the school revolves and the person in charge of every detail of running the school; academic or administrative.

Mwape (2013) added that teachers and learners look up to the head teacher as their role model and that alone acts as motivation to improve performance of the school as a whole. The implication of this assertion therefore, is that academic excellence of any school largely depended on the effectiveness of the head teacher.

However, in laissez-faire leadership style, the leader has no such qualities and may not be involved in decision making. There is a shift in authority from the leader to the group and the leader is timid and allowed the group to have their way all the time. This breeds bad work culture in the subordinates as they have all the freedom to do as they wish without fear of being reprimanded by their superior.

The findings of the study commensurate with Ogunja's (2010) assertions that in schools where laissez-faire is used, there is no control and conflicts are the order of the day as there is unlimited freedom and uncalled for competitions among the members.

These findings are also consistent with Mwape's (2013) findings who found that where laissez-faire style of leadership is used, performance is poor because the teachers were free to do whatever they wanted without any consequences. Learners also have the freedom to do as they pleased as nobody was quite interested in supervising the other. Mwanza (2004) equally established that most non-effective head teachers largely used either autocratic or laissez-faire styles of leadership.

Ileka (2017) conducted a similar study in the Oshikoto region of Namibia. The findings of his study were similar to these findings that principals in that region were found to be predominantly using the autocratic and laissez-faire leadership styles. His study further revealed that poor supervisory techniques on the part of the principals (head teachers) and poor internal relations were main factors contributing to the poor performance of the learners in schools in the Oshikoto Region, which this study equally established.

Further revelations from the findings of this study were that teachers wished their head teachers would use the democratic style of leadership as they perceived it to be more suitable in a place of work if performance had to be improved. In congruence with this, Nalemo (2002, cited by Lukingi, 2014) observed that people are best led by using consultative styles which embrace divergent views, allow sharing of ideas and experiences and are participatory in decision making. The teachers expressed that the key to success of any institution was teamwork which could only be

achieved if people interacted well with one another in an institution. They also felt that democratic leadership style was a better style of leadership because it allowed for participation in the decision making process which in turn brought about a sense of belonging in the teachers. Mbiti (1974) agrees with these assertions that it is the head teacher who has the endowment to create a conducive and enabling environment for the improvement of performance at all levels. This is further in support of Herzberg who hold that the motivator factors pertain to the job content, they are intrinsic to the job itself and do not result from “carrot and stick incentives”. They comprise the physiological need for growth and recognition. The absence of these factors does not prove highly dissatisfying but when present, they build strong levels of motivation that result in good job performance. They are therefore called satisfiers or motivators. These factors include; achievement, recognition, advancement, the work itself, the possibility of personal growth and responsibility.

Literature also supports that a school is made up of intelligent individuals whose idea and input are crucial in the running of these schools. Teachers in the schools are capable of offering sound advice to head teachers on matters to do with academics. As such, their ideas and contributions need not be ignored, because such democratic tenets foster good relationships, motivation and performance of the school can be improved (Kochhar, 2011; Sidhu, 2013).

Ali (2011) also noted that teaching today is highly complex and requires standards of professional practice for enhanced performance. In the same vein, observed that head teachers’ democratic leadership practices positively influence teachers’ performance which in turn influence learners’ performance. Therefore, it can be said that head teachers can transform schools through their influence.

This is also in line with Chafwa’s (2012) findings that democratic management styles impacted positively on working relationships, motivation and performance and that the authoritarian and laissez-faire styles impacted negatively on internal working relationships, motivation, as well as performance of the school as a whole.

5.4 Summary

This chapter presented the discussions of findings of the study on head teachers' leadership styles and their effects on learner performance in Katete District. The discussion was done according to themes derived from the objectives of the study. Furthermore, the themes which emerged in between the objectives were clearly stated. Inferences were made in support to other studies in line with topic. Necessary arguments were put forward. The next chapter will present the conclusion of the study and recommendations to policy makers and other academics



CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

The previous chapter discussed the findings of the study. This chapter provides the conclusion of the study based on the findings and the recommendations thereof. The chapter further provides suggestions for further research.

6.1 Conclusion

Based on the findings, the study made the following conclusions:

Concerning the question on the perception on the leadership styles adopted by headteachers in the selected schools, the study found that there was a variation in the way teachers perceived the head teachers' leadership and the way head teachers perceived their own leadership. Teachers had different perceptions of their headteachers' leadership styles. All head teachers involved in the study thought themselves to be democratic leaders while the teachers perceived them as either autocratic or laissez-faire leaders. Therefore, the study concluded that the perception of both head teachers and teachers on the leadership styles adopted by head teachers in Katete district were dependent on the personal characteristics of the head teacher. The study also concluded that the most common leadership styles used by head teachers in public schools in Katete district were autocratic and laissez-fair styles.

The study further concluded that both teachers and head teachers knew little or nothing about transformational leadership style, judging from their responses when they were asked to name some leadership styles they knew.

In regard to the question on the performance of the learners in the national examinations at Grade 12 level, the study revealed that learners' academic performance in all the schools involved in the study was relatively poor. The study also observed that both categories of respondents (head teachers and teachers) attributed the poor academic performance by the learners to similar factors such as inconsistent policies, lack of teaching and learning materials, inadequate infrastructure, and lack of motivation by the head teachers, learner truancy, the calibre of learners, and generally, head teachers' leadership styles. The conclusion in that regard was that performance of the learners academically was generally poor.

The study also noted that the lack of teaching and learning materials and that of adequate infrastructure was a general cry in all the schools, especially that most of the schools in Katete district were recently upgraded to secondary school status from primary school status.

On the question regarding how head teachers' leadership styles affect learners' academic performance, the data collected from teachers indicated that head teachers' leadership styles do have effects on the academic performance of the learners. The revelations from the teachers clearly showed that leadership styles adopted by the headteachers in schools impacted on learner performance in one way or the other. The teachers also emphasized that leadership choices by the head teacher were crucial in determining the performance of the teachers, learners and the school as a whole.

The majority of head teachers involved in the study shared similar sentiments to those of the teachers regarding effects of the head teachers' leadership on learners' academic performance. They admitted that head teachers play a vital role in the success or failure of the school and that they were aware of the influence their leadership had on the academic performance of the learners.

The general picture is that the head teachers' leadership style is one of the major factors affecting learner's academic performance. Leadership styles employed by the head teachers have implications on learner performance. By and large, head teachers' leadership behaviours such as vision, values, beliefs, interpersonal skills, as well as their attitude set as an example for the whole school to follow. Therefore, head teachers need to be careful to employ leadership styles that can optimize results.

Given that, the study concluded that head teachers leadership styles affected learners' academic performance either positively or negatively depending on the leadership style adopted by the head teacher of a particular school.

On the question whether head teachers were using strategies such as teamwork, avoidance of autocratic leadership, creation of a conducive environment for transformation and accountability, the study revealed that head teachers were not doing much to make their leadership more effective in the improvement of learners' academic performance. Data gathered showed that majority of the head teachers were already using the autocratic leadership style hence the strategies that they can use to make leadership more effective automatically cannot suffice. In this regard, the study

concluded that head teachers were not utilising the strategies to make leadership more effective in order to improve learners' academic performance.

6.2 Recommendations

In light of the findings of the study, the following recommendations were made:

- i. Head teachers need to blend leadership styles such as autocratic, democratic and even laissez-faire in order to optimize results.
- ii. Head teachers also need to venture into contemporary leadership styles such as transformational style as these tend to yield more positive results in the teaching and learning process.
- iii. The Ministry of General Education to introduce on-job training for head teachers who do not have the appropriate leadership training and skills in order for them to enhance their leadership capacity.
- iv. The provincial administration, through DEBS to ensure that they hold regular workshops that hinge on leadership in order to capacity build head teachers for them to discharge their duties effectively.
- v. The Ministry of General Education, through head teachers to see to it that programmes that border on the professional growth of the teachers are strengthened.
- vi. Teaching Service Commission to consider appointing head teachers who have educational administration and leadership training because those would better understand the nitty-gritties of educational leadership.

6.3 Suggested Areas for Further Research

The study was conducted on a small scale and for academic purposes only. It was limited to selected secondary schools in one district in one out of the ten provinces of Zambia, therefore issues of generalisation may not apply.

Furthermore, the study only focused on the leadership styles of headteacher and their effects on learners' academic performance, not concentrating on other factors that affect the performance of the learners. Hence, there's need to investigate other factors that contribute to poor performance of the learners as revealed by this study. More attention should be paid to factors such as learner truancy and inadequate resources and infrastructure.

6.4 Summary

The chapter presented the conclusion and recommendations of the study and further suggested areas of future research.



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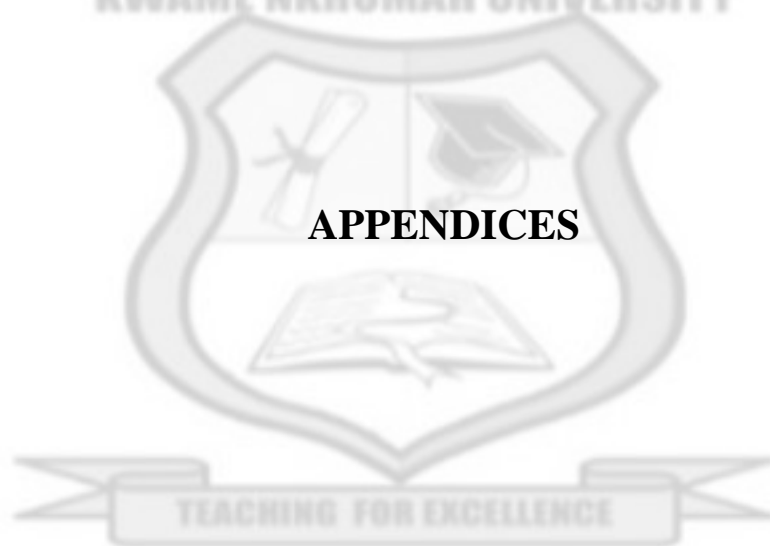
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KWAME NKRUMAH UNIVERSITY



APPENDICES

Appendix 1: Introductory Letter from Kwame Nkrumah University.





KWAME NKURUMAH UNIVERSITY
DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES

P. O. BOX 80404, KABWE, ZAMBIA
Website: www.nkrumah.edu.zm
PHONE: 0977897325/0967507131
TEL/FAX: 021 5-223223

February 18, 2020


TO WHOM IT MAY CONCERN

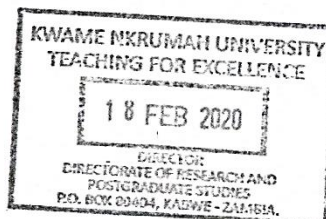
Introduction Letter: Banda Grace (Students No. 12018002)

This serves to introduce the above named as a bona fide student of Kwame Nkrumah University in Kabwe. She is a Postgraduate Student in the School of Education and pursuing a Masters Degree in Educational Administration and Leadership. Ms. Banda is working on the topic "Effects of vHeadteachers' Leadership on Academic Performance: A Case of Selected Secondary Schools in Katete District" in her research, which is a partial fulfillment of the Master of Education Degree requirements for graduation. As part of her research, she will need to collect information regarding her subject of interest from institutions such as yours, as well as from general members of the public. She has chosen to visit your institution for that purposes. The data she will gather will strictly and purely be used for academic purposes only, i.e. to enable her write a research paper that will culminate in a Master's dissertation which will be submitted to the university upon completion.

Any favourable assistance rendered to her will be highly appreciated.

Thank you in advance.


Dr. Hachintu Joseph (PhD)
Director: Research & Postgraduate Studies



Appendix 2: Introductory Letter from Katete District Education Board Secretary

All correspondence should be addressed to
The District Education Board Secretary
Tel: 0216-252276
Fax: 0216-252276
Email Address: debkatete@yahoo.com

In reply please
Quote Ref...



REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION

DISTRICT EDUCATION BOARD OFFICE
P.O. BOX 550063
KATETE

12th August, 2020

The Headteacher

..... School

KATETE

RE: INTRODUCTORY LETTER: MS. GRACE BANDA

The above stated matter refers.

I write to introduce to you the above named teacher of Jersey Day Secondary School. She is carrying out a research on the topic; **"Effects of Headteachers' Leadership styles on learners' Academic Performance"**. Please help her to carry out a research in your School as it is a partial requirement for attaining a Master of Education degree.

Kindly receive her and give all the necessary help and support to make her research a success.

Thanking you in advance.

A handwritten signature in black ink, appearing to read 'R.N. Moyo'.

R.N Moyo (Mrs.)

**DISTRICT EDUCATION BOARD SECRETARY
KATETE**

Appendix 3: Participants' Written Consent Form

KWAME NKURUMAH UNIVERSITY

Research Ethics Committee

RESEARCH CONSENT FORM FOR PARTICIPANTS

Title of research project:

Brief outline of the project:

Name of researcher:

Position of Research:

Contact of the Supervisor:

Address of the Educational Institution:

Signed by researcher:

Date:

Statement to be signed by the participant:

- I confirm that the organizer has explained fully the nature of the project and the range of activities which I will be asked to undertake. I confirm that I have had adequate opportunity to ask questions about this project.
- I understand that my participation is voluntary and that I may withdraw at any time during the project, without having to give a reason. I am aware that this study will cause no known distress to me.
- I consent to take part in this project

Signature

Date.....

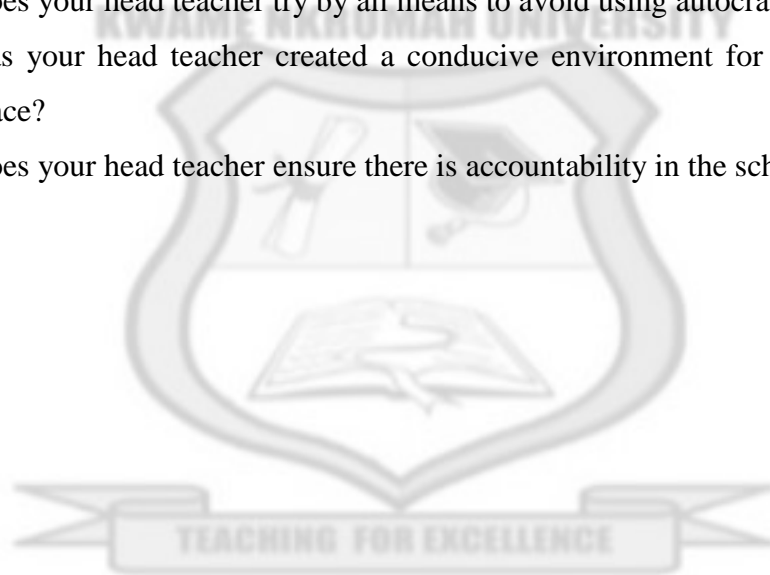
Appendix 4: Interview guide for head teachers of the selected schools.

1. How many years have you worked in the ministry of education?
2. What is your highest level of academic qualification?
3. How long have you been head teacher of this school?
4. Have you received any kind of training in educational administration?
5. Do you think head teachers have specific ways of leading the school?
6. What leadership styles do you know which are used by headteachers?
7. Which leadership style are you practicing?
8. Do you think that both teachers and pupils are comfortable with your leadership style?
9. What has been the performance of the school in grade 12 examinations before and after you assumed office?
10. In your view what factors have contributed to this performance?
11. Is there a strategy in the school aimed at improving pupil performance in the national examination?
12. What role do you play as head in ensuring the formulation and implementation of the strategy (if any) to improve pupil performance?
13. How do you ensure that teachers work towards achieving academic excellence?
14. How do you handle good and bad performance by teachers and pupils?
15. What influence does your leadership have on the learners in relation to performance?
16. What relationship is there between your performance and learner performance?
17. Has this interview helped you to see whether pupil performance in the school is connected to your leadership style or not?
18. What changes would you make after this in your style of leadership?

THANK YOU!

Appendix 5: FDG Guide for teachers

1. Do you think head teachers have a specific way of teaching?
2. What leadership styles do you know which are used by head teachers?
3. Which leadership style is practiced by your head teacher in your school?
4. Are you comfortable with such a style of leadership?
5. How does your head teacher's leadership affect learner' academic performance in your school?
6. What are some of the specific effects do these styles have on learners' academic performance?
7. How does your head teacher promote teamwork in the school?
8. Does your head teacher try by all means to avoid using autocratic leadership style?
9. Has your head teacher created a conducive environment for transformation to take place?
10. Does your head teacher ensure there is accountability in the school?



Appendix 6: Semi Structured Questionnaire for teachers

Introduction

Dear Respondent,

I'm a post graduate student at Kwame Nkrumah University doing a research on the **“Effects of Head teachers’ Leadership Styles on Learners’ Academic Performance.”**

This research is purely for academic purposes and the information given will be treated with utmost confidentiality.

This questionnaire is designed to provide information regarding your head teacher’s leadership. It consists behavioural statements that describe head teachers’ principle job practices and behaviours. You are asked to answer in terms of your observations of the head teacher’s leadership. Please answer to the best of your ability and as truthfully as you can. Try to answer all questions and do not write your name on this questionnaire.

1. How long have you served as a teacher?

0-5 years 6-10 years more than 10 years

2. What is your highest level of academic qualification?

certificate diploma degree master’s degree

3. How many years have you worked with the current head teacher?

0-3 years 4-6 years 7-10 years over 10 years

4. Do you think head teachers have specific ways of leading the school?

yes no not sure don’t know

5. What leadership styles do you know which are used by head teachers?.....
.....
.....

6. What leadership style is practiced by the head teacher in your school?.....
.....

7. Are you comfortable with such a leadership style?

Why?.....
.....
.....

8. What kind of goals does you head teacher frame?

.....
.....

9. How does the head teacher refer to the school's academic goals when making curricular decisions with the teachers?

.....
.....

10. Mention if any how the Head Teacher ensure that classroom priorities of the teachers are in line with goals and direction of the school?

.....
.....

11. How often does the head teacher conduct informal observations in the classroom?(informal observations are random unscheduled visits which last at least 5 minutes and may not involve written feedback)

.....
.....

12. To what extent does the head teacher protect instructional time?

.....
.....

13. Does s/he limit interruptions of instructional time? If yes how

.....
.....

14. What punishment is given to pupils who suffer specific consequences for missing instructional time?

.....
.....

15. In what way does the head promote or limit intrusion of extra and co-curricular activities on instructional time?

.....
.....

16. What issues does he discuss with pupils and teachers?

.....
.....

17. In what way does the head teacher provide incentives for pupils?

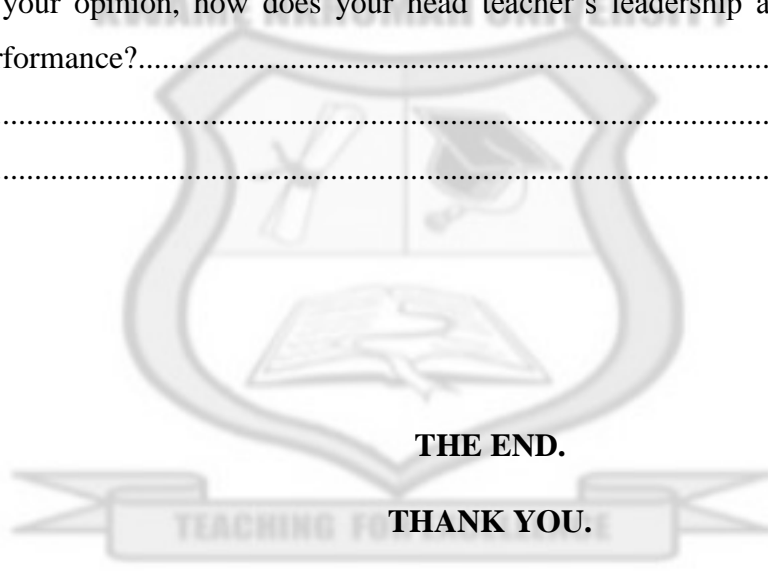
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.....

18. Give reasons if any why he does not recognise pupils who do superior work with formal rewards?

.....
.....

19. In your opinion, how does your head teacher's leadership affect pupils' academic performance?.....

.....
.....



THE END.

THANK YOU.