

**A STUDY OF TEACHERS' PERCEPTIONS AND THEIR  
EXPECTATIONS OF HEADTEACHERS' LEADERSHIP STYLES IN  
PUBLIC SECONDARY SCHOOLS IN VIHIGA DISTRICT**

**BY**

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REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN  
EDUCATIONAL ADMINISTRATION AND PLANNING**

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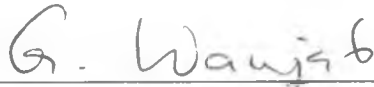
## DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.



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This thesis has been submitted for examination with our approval as university supervisors.



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## DEDICATION

This thesis is dedicated to my wife Rose Kasiti and my sons Humphrey and Edwin for their perseverance, tolerance, support and encouragement.

## ABSTRACT

Leadership is a very vital concept in school administration. Poor leadership does not enhance proper task performance. There was evidence from the reviewed literature that the performance of headteachers in their leadership positions was not as expected. Hence there was a need to investigate this through a study.

The purpose of this study was to determine whether what the teachers perceived their headteachers did related to what they expected them to do in their leadership styles. The study was to establish the effect of headteachers' sex, age, academic qualifications and administrative experience on their leadership styles. The study was also to determine the effect of teachers' sex, age, academic qualifications and teaching experience on their expectations of headteachers' leadership styles. In addition, the study was to identify problems encountered by both headteachers and teachers in school administration and the possible solutions to the problems encountered.

Based on ex post facto research design, objectives and hypotheses, research instruments were designed. Headteachers' questionnaires had two parts while teachers' questionnaires had four parts. By using Pearson product-moment correlation co-efficient and Spearman-Brown Prophecy the reliability of the research instrument after a pilot study was 0.91. Pearson product-moment correlation co-efficient, two tailed t-tests and analysis of variance (ANOVA) were used to test null hypotheses at significance level of 0.05. Stratified random sampling was used to select respondents for the study. out of the sample of 70 headteachers and 350 teachers, 67 questionnaires were collected from

headteachers while 330 were collected from teachers. These represented return rate of 95.71% for headteachers and 94.29% for teachers.

The major findings were:

- 1 There was no significant relationship between teachers' perceptions and their expectations of headteachers' leadership styles.
- 2 Headteachers were perceived as high in initiating structure and low in consideration but were expected to be high both in initiating structure and consideration.
- 3 There was no significant difference between headteachers' sex and their leadership styles both in initiating structure and consideration.
- 4 Female headteachers were perceived as high in initiating structure than male headteachers but male headteachers were perceived as high in consideration than female headteachers.

Major recommendations were:

1. There is need for headteachers to balance between initiating structure and consideration. They should improve in their response to teachers' interests.
2. Headteachers with higher academic qualifications should be appointed to head schools.
3. Headteachers should be encouraged to seek further education so as to improve in their leadership skills.
4. Some mixed schools should be converted into pure boys' and girls' boarding schools.

Suggestions for further research were: -

1. The study can be replicated in other districts especially urban centres to compare with these findings.
2. The study can be extended to include perceived and expected headteachers' leadership styles and organizational climate of schools.
3. The study can be carried out using students' perceptions and their expectations of headteachers' leadership styles.
4. The study can also be extended to include perceived and expected headteachers' leadership styles and their effect on student performance.

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# CHAPTER ONE

## INTRODUCTION

### Background to the problem

Lodiaga (1996,p.1) defines leadership as the "ability to conduct or guide the subjects, the ability to assimilate and translate ideas, rules, regulations and procedures to guide subjects in carrying out a mission within a defined mandate. So a leader is a person with commanding authority or influence." Campbell, Corbally and Nystrand (1983,p.125) consider leadership to be "a process through which an individual (the leader) secures co-operation of others (followers) towards goal achievement in a particular setting." Koontz and O'Donnell (1976,p.484) define leadership as "interpersonal influence, exercised in a situation and directed through the communication process towards the attainment of a specific goal or goals." Stogdill (1959) defines leadership as the "initiation and maintenance of structure in expectation and interaction."

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Campbell et al (1983) argue that leadership is one of the most popular explanations for the success or failure of organizations and the most talked about managerial activity in organizations. Efforts to assess the performance of individuals in leadership positions depend on achieving objectives and maintaining a cohesive work group. Rice (1965) contends that at the manifest level of behaviour, a leader has to be able to carry his or her followers with him or her, inspire them, make decisions on their behalf with their collaboration and communicate the decisions to others; he or she has to be able to act in ways that will not only further task performance but enlist the co-operation of his or her followers by mobilizing the appropriate basic assumptions. Akabogu ,Ukeje and Ndu (1992) argue that an administrator's work is very much concerned with offering leadership to the work group. His or her



effectiveness as an administrator depends on the limit set by philosophical, sociological or psychological elements.

Akabogu et al. (1992) argue that for the headteacher to carry out his or her responsibility successfully, it is essential that he or she should display, utilize or assert his or her status authority on as few occasions and with as little ostentation as possible. According to Torrington and Weightman (1980) leadership seems particularly appropriate at the extremes of experience: in a very stable environment and in a very turbulent and life threatening times. In stable times a leader can make control more acceptable by being a good communicator and can humanize the structures and procedures. In turbulent times, such as amalgamation, losing the sixth form or poor progress reports a strong leader can embody what needs to be done and so help in business of creating the new purpose.

Heads of institutions are central to the successful management of educational institutions (Republic of Kenya, 1988). Mbiti (1974) adds that the success of any school depends on how effective the headteacher is as an administrator. Kaplich (Kenya Times, 1997, June 21) supports this by stating that although there are other factors that contribute to the success of schools, it is undeniable that headteachers play a crucial role, hence the truism "there can be no such thing as a good school without a good headteacher." Mbiti (1974) advises that a headteacher should not only respect his position of responsibility but must also prove by actual performance that the employer was right in appointing him or her to his or her post. The headteacher should create a conducive working environment.

Heads of institutions are appointed among serving teachers, most of who have had no prior training in institutional management (Republic of Kenya, 1988). Eshiwani (1993) adds that school teachers who had barely taught for two years after

university were being appointed as headteachers. In addition, Times Reporter (Kenya Times, 1998, November 28) notes that teachers are appointed to positions of headship unprepared. In her study, Njuguna (1998) found that headteachers were appointed among teachers who had low academic and professional qualifications and among those who did not train as teachers initially. Dr. Cathy Gaynor an education consultant through an interview by Wachira (East African Standard, 1998, April 25) outlines that politically well-connected but professionally and academically weak teachers have been promoted over their better-qualified colleagues.

Since most headteachers are appointed without prior institutional management, Eshiwani (1993) asserts that it was perhaps with this realization that the Kenya government established the Kenya Education Staff Institute (KESI) in 1981 to serve as an instrument for the development of administrative staff of the Ministry of Education. Despite its establishment, Morumbasi (1993) explains that invitation to KESI for management and leadership courses is not automatic for all headteachers. She notes that headteachers are first appointed from the classroom and may be, a year later, invited to attend KESI courses. Kihumba (East African Standard, 1996, August 31) adds that KESI cannot function effectively since it has financial handicaps. Consequently, KESI is not able to accomplish its training projects.

Lodiaga (1996) notes that a good leader should initiate the led into action; handle problems and requests, gifts and tributes and respond quickly to requests for assistance. In contrast, Kwena (Daily Nation, 2000, July 14) observes that Shimo la Tewa high school in Mombasa was shut down due to student unrest. The students accused the headmaster of refusing to see them over their grievances. Nation Correspondent (Daily Nation, 2000, October 27) informs that rioting students of

Kiboku secondary school in Machakos district chased the headmaster out of the institution. The students accused him of neglecting their welfare.

McCloskey (1967) notes that when a school principal exercises effective leadership, the symbol he or she embodies gains public respect and in turn increases leadership ability; when he or she fails to lead, respect for his or her personality declines. Kaplich (Kenya Times, 1999, May 1) asserts that educationists today are in agreement that the job of a headteacher is to ensure good leadership and to be a diplomat while discerning his or her administrative duties. This is not always the case as Nation Correspondent (Daily Nation, 2000, July 12) reports that more than 120 students of Kithituni secondary school in Makueni district were sent home after they went on the rampage. They accused the headmaster of being arrogant and not listening to them. Times Reporter (Kenya Times, 1982, November 1) states that teachers accuse some headteachers in Nakuru district for embarrassing, mistreating and molesting them.

Eshiwani (1993) observes that educational systems in Kenya as well as in many developing countries have weak managerial capability. Musembi (Kenya Times, 1998, November 28) adds that Catholic Church bishops demand that schools and other educational institutions be run by competent professionals. Due to poor leadership in their schools, Nyagaka and Matundura (East African Standard, 2001, January 19) report that Kisii Catholic Church refused the re-opening of five schools until the headteachers were transferred. The church alleged that in one of the schools, student population had dropped from 600 to 250 students since the headteacher took over.

Dunham (1992,p.65) states:

characteristics of the head reported to cause difficulties to the staff include: autocratic leadership behaviour, which ignores consultation and refuses to delegate decision making and authority; indecisive or ambiguous leadership behaviour, which does not provide clear and helpful guidelines for teachers.

In support, Kamket (Daily Nation, 1997, January 30) explains that students of Kilimo high school in Nakuru district claimed that the headmaster harassed and even slapped teachers in front of students. Mbae (1994) remarks that a study carried out in Nigeria shows that secondary school heads are authoritarian and even autocratic in their administrative tendencies. He concludes that the situation in Kenya is more or less the same. Nation Correspondent (Daily Nation, 2000, July 30) reports that scores of girls of Mazeras Memorial girls' high school in Mombasa deserted their school accusing their headmistress of high handedness. The students said that the headmistress failed to address the grievances they had presented to her. On the same note, studies carried out in Kenya by Njuguna (1998), Kihara (1991) and Mangoka (1977) reveal that headteachers exercise autocracy in their leadership.

Wanyonyi (1989, January 17) in an open letter to the editor of Kenya Times comments that he has noted poor administration of headteachers in Bungoma district. He notes that in a particular school 16 teachers complained of frustrations, which made their work difficult. The headteachers force teachers to go on snap transfers, cause disunity among teachers and look up for mistakes and plant them on innocent teachers for punishment by Teachers Service Commission. Telewa (1982, July 8) in an open letter to the editor of Daily Nation observes that some headteachers in Kakamega district should go back and read the principles of administration in order to run the schools efficiently. He adds that some of them achieve their leadership

through the wrong channels and the way they handle their fellow teachers is also very poor.

### **Statement of the problem**

Kihumba and Correspondents (East African Standard, 2001, January 9) quoted the Provincial Director of Education in Western province saying that eight headteachers in Vihiga district have been transferred or demoted due to poor management of their schools. Some of them have been transferred as heads of departments in other schools. This move affected 33 headteachers in the province.

Kinda (Kenya Times, 1988, November 14) observes that secondary school heads in Vihiga district have been accused for incompetence. Kinda adds that the then member of parliament for Vihiga said that most of the senior headteachers are incompetent and promoted by corrupt education officers. They also spent most of their time on their private businesses instead of administering their schools. Lubanga (1983, April 20) of Vihiga district, comments in an open letter to the editor of East African Standard that there are incompetent headteachers in Western province.

Odalo (Daily Nation, 1998, March 7) asserts that students' strikes have rocked many schools in the country due to poor leadership among headteachers. The strikes cause damage to property worth millions of shillings. For instance, Kwena (Daily Nation, 2000, July 14) reports that ten students of Eburnangwe high school in Vihiga district were arrested after a riot in which school buildings were burnt down. The students went on strike protesting against canning, suspension on flimsy grounds and lack of food. Odalo (Daily Nation, 1998, March 7) adds that students of Lenana high school in Nairobi province went on strike and burnt a vehicle of their principal. The students accused the principal of imposing harsh rules in the school.

Ndung'u (Daily Nation, 1998, May 24) remarks that many cases of students boycotting classes to demand the removal of unpopular headteachers who they claim are ruthless, incompetent or unapproachable have been reported. Nation Correspondent (Daily Nation, 2000, June 22) observes that Busali high school in Vihiga district was closed indefinitely when students went on strike demanding the transfer of their headmaster. The students accused him of imposing a levy on each student for maintenance of school bus, which they said had grounded for months. Nation Correspondent (Daily Nation, 2000, July 23) informs that students at Kagumo girls' high school in Kirinyaga district went on strike demanding the removal of their headmistress. The students accused her of suspending them on flimsy grounds. They also complained of a poor diet and filthy toilets. Kenya News Agency (Kenya Times, 1983, January 7) states that some headteachers are unapproachable by their students.

Radoli (Daily Nation, 1997, March 22) reports that the then Minister of Education speaking at Mukumu girls' high school in Western province said that management of schools in the province was wanting. He pointed out that the appointment of headteachers in the province should be done on merit. He directed that teachers be given freedom to do their work well. He noted that some schools in the province were under enrolled because they were badly managed by headteachers. Vihiga district schools as part of Western province encounters what the Minister pointed out. Nation Correspondent (Daily Nation, 2000, June 7) informs that students of Namulungu secondary school in Butere-Mumias district went on strike protesting at poor management and lack of water, electricity and security.

Eshiwani (1983) remarks that headteachers in many schools in Western province of Kenya lack sound and efficient leadership. He further claims that poor administration of secondary schools in Western province is due to incompetence on

the part of some headteachers. Vihiga district as part of Western province encounters the same administrative problems in schools. Eshiwani further states:

teachers and board of governors (BOG) describe a good proportion of headteachers as incompetent. Some headteachers give the impression that they are so much concerned with “ugali na sukuma wiki (bread and butter)” aspect of their administration that they have little time and energy left for their schools (p.29).

Ndung'u (Daily Nation, 1998, May 24) asserts that teachers complain of dictatorial tactics and divisive rule of principals. For instance, Nation Correspondent (Daily Nation, 1998, March 12) reports that teachers of Matungulu secondary school in Machakos district protested against their headteacher paralyzing learning in the school. The teachers claimed that the headteacher was frustrating them. Nation Correspondent (Daily Nation, 2000, May 6) informs that a school headteacher assaulted a female teacher and tore her dress when she went to his office to seek permission to go for medical treatment. The teacher said that the headteacher slapped her on the face, felling her on chairs. Ramani (East African Standard, 2000, August 14) observes that one of the participants in the Davy Koech commission on Kenya Education System probably a teacher said that in some schools teachers are forced to teach at night and offer extra coaching during weekends. The participant said that teachers caught in this kind of a situation are suppressed to the extent that they cannot question a decision made by their head. If any teacher dares to question, he or she is perceived to be disloyal to their administration. In order to contain such behaviour, the headteacher may resort to brinkmanship reminiscent of military dictatorship.

From the literature reviewed it was evident that the performance of headteachers in their leadership positions was below the expectations. There was need to investigate the headteachers leadership styles through a study.

### **Purpose of the study**

This study was designed to determine whether what teachers perceived their headteachers did related to what the teachers expected them to do in their leadership styles. The study was to establish the effect of headteachers' sex, age, academic qualifications and administrative experience on their leadership styles. The study was also to determine the effect of teachers' sex, age, academic qualifications and teaching experience on their expectations of headteachers' leadership styles. In addition, the study was to identify problems headteachers and teachers encountered in school administration and the possible solutions to the problems.

### **Objectives of the study**

The following objectives were used to guide the study. These were to:

1. Determine relationship between teachers' perceptions and their expectations of headteachers' leadership styles.
2. Establish the effect of headteachers' sex, age, academic qualifications and administrative experience on their leadership styles.
3. Determine the effect of teachers' sex, age, academic qualifications and teaching experience on their expectations of headteachers' leadership styles
4. Identify problems encountered by headteachers in their school administration and the possible solutions the headteachers expect to use in solving the problems.
5. Identify problems teachers encounter from headteachers' school administration.
6. Identify possible solutions the teachers expect will solve the problems they encounter from the headteachers school administration.



### **Hypotheses of the study**

The following null hypotheses were formulated from the foregoing objectives.

HO<sub>1</sub>. There is no significant relationship between teachers' perceptions and their expectations of headteachers' leadership styles.

HO<sub>2</sub>. There is no significant difference between headteachers' leadership styles as perceived by teachers and the headteachers':

(a) Sex

(b) Age

(c) Academic qualifications

(d) Administrative experience

HO<sub>3</sub>. There is no significant difference between headteachers' leadership styles as expected by teachers and the teachers':

(a) Sex

(b) Age

(c) Academic qualifications

(d) Teaching experience.

### **Significance of the study**

This study is expected to be significant to Teachers Service Commission (TSC) in appointment of headteachers in secondary schools. This is so, because the study identified headteachers' leadership practices as related to their variables. The outcome may assist headteachers to improve in their leadership styles, which will affect school climate. This may be due to the teachers' expectations of their headteachers' leadership styles. The study may also be significant to Kenya Education

Staff Institute (KESI) since the training of headteachers in leadership of their schools should partly be dependent on studies carried out on leadership styles.

### **Limitations of the study**

Limited numbers of studies have been carried out in Kenya as far as teachers' perceptions and their expectations of headteachers' leadership styles is concerned for comparison purposes.

Ex post facto research design was used. This means that there was no control or manipulation of independent variables. Variables like age, sex, academic qualifications and administrative experience of headteachers as well as sex, age, teaching experience and academic qualifications of teachers had already occurred and could not be manipulated.

### **Delimitations of the study**

This study was conducted in a rural setting of Vihiga district. Only public secondary schools were involved in the study. The study involved teachers and headteachers only. This study was delimited to leadership styles as part of school administration. Other areas of school administration were not considered in this study.

### **Basic assumptions of the study**

The following assumptions were made:

1. Respondents gave accurate and honest responses to the items in the questionnaires.
2. Information on perceived and preferred leadership styles of headteachers was collected using items in the questionnaires.

### **Definitions of significant terms**

**Academic qualification** refers to the level of education a respondent has attained.

**Administrative experience** refers to the number of years one has been a headteacher.

**Leadership behaviour** refers to how the headteachers structure their roles and those of the teachers as well as how they take care of teachers' interests and feelings.

**Leadership styles** refers to the underlying need-structures of the headteachers that determine their behaviour in various leadership situations.

**Perceived leadership styles** refers to the leadership practices used by headteachers in their school administration.

**Perception** refers to how teachers view the headteachers' leadership styles.

**Expected leadership styles** refers to the leadership practices teachers would prefer their headteachers to apply in their school administration.

**Public secondary school** refers to a post primary school that is maintained or assisted out of public funds and has not less than ten pupils that receive regular instructions.

**Teaching experience** refers to the length of time a teacher has taught since he or she left a training institution.

### **Organization of the study**

The final report was organized into five chapters. Chapter one constituted introduction. This comprised of background to the problem; statement of the problem; purpose of the study; objectives of the study; hypotheses of the study; significance of the study; delimitations of the study; limitations of the study; basic assumptions of the study; and definitions of significant terms.

Chapter two consisted of literature review. This was divided into: trait approach to leadership; dimensions of leadership behaviour; quadrant leadership styles; teachers' perceptions of headteachers' leadership styles; factors that affect perceptions; headteachers' leadership styles and some variables as perceived by teachers; teachers' perceptions and their expectations of headteachers' leadership styles; and conceptual framework of the study.

Chapter three covered research methodology. This was divided into research design; target population; sample and sampling procedures; the research instrument; pretesting research instrument; data collection procedure; and data analysis techniques.

Chapter four constituted of data analysis and discussion of the findings. Chapter five included a summary of findings; conclusions; recommendations; and suggestions for further studies.

## CHAPTER TWO

### LITERATURE REVIEW

Literature review was organized into the following: trait approach to leadership; dimensions of leadership behaviour; quadrant leadership styles; teachers' perceptions of headteachers' leadership styles; factors that affect perceptions; headteachers' leadership styles and some variables as perceived by teachers; teachers' perceptions and their expectations of headteachers' leadership styles; summary of literature review and conceptual framework of the study.

#### **Trait approach to leadership**

Kirumba and Wahome (1997) define a trait as a distinctive physical or psychological characteristic of an individual that contributes to his or her behaviour. They define the trait approach to leadership as the evaluation and selection of leaders based on their physical, mental and psychological characteristics. According to this approach, a successful leader is one who possesses certain traits or qualities. Luthans (1989) remarks that the earliest theories concluded that leaders are born not made. The great man theory of leadership concluded that a person is born either with or without the necessary traits of leadership. Eventually the great man theory gave way to a more realistic trait approach to leadership. Under the influence of the behaviouristic school of psychological thought, researchers accepted the fact that leadership traits are not completely inborn but can also be acquired through learning and experience.

Stogdill (1974) concludes that if a leader is endowed with superior qualities that differentiate him or her from his or her followers it should be possible to identify these qualities. This assumption gave rise to the trait theories of leadership. Adair

(1968) adds that leaders are born not made. This is perhaps the most common assumption about leadership. Those who hold it maintain that there are certain inborn qualities such as initiative, courage, intelligence and humour, which together predestine a man to be a leader. By the exercise of will power, itself seen as an important leadership trait or by rough tutoring of experience, some of these qualities might be developed. But the essential pattern is given at birth.

Bird (1940) analyzed 20 studies, which considered 79 traits. He found that 65 percent of the traits were mentioned in only a single study. Only four of the traits (extroverted, humour, intelligent and initiative) appeared in five or more studies. Jenkins (1947) reviewed 74 military studies. He found in most studies that although leaders tend to show some superiority over followers in at least one of a wide variety of abilities there was little agreement as to the abilities characterizing leaders. Stodgill (1948) reviewed 124 traits studies. He found that leaders characterized by several clusters of items that could find as capacity, achievement, responsibility, participation and status. In a survey of research on the relation of personality and small group performance, Mann (1959) found positive relationship in 71 percent to 81 percent of studies for intelligence, adjustment, extroversion, dominance, masculinity and sensitivity.

Stodgill (1974) notes that personality traits have been found to differentiate leaders from followers, successful from unsuccessful leaders and a high level from lower level leaders. Despite this fact tests designed to measure different aspects of personality have not proved very predictive or useful for selection of leaders. Reitz (1987) explains that when trait approach is applied to organizational leadership, the result is even cloudier. One of the biggest problems is that all managers think they know what the qualities of a leader are. There is some evidence to suggest that

empathy or interpersonal sensitivity and self-confidence are desirable leadership traits. Davis (1972) identified four traits that are related to effective leadership. These are intelligence, social maturity and breadth, inner motivation and achievement desire and human relations attitude.

Kirumba and Wahome (1997) report that the studies of all successful leaders reveal that they possessed similar qualities such as good personality, intelligence, self-confidence, enthusiasm, courage and imagination. Yukl (1981) contends that the trait approach is still alive but now the emphasis has shifted away from personality traits and towards job-related skills such as creativity, organization, persuasiveness, diplomacy and tactfulness, knowledge of the task and ability to speak well. The trait approach to leadership discusses the origin of leadership studies.

### **Dimensions of leadership behaviour**

Fiedler (1967) defines leadership behaviour as particular acts in which a leader engages in his or her work situation as he or she plans, directs, co-ordinates or controls the work of his or her group members. Bass (1981) argues that since the personality trait approach was deemed to have proved fruitless, an attempt was made to study the behaviour rather than the traits of leaders. Kirumba and Wahome (1997) add that dissatisfaction with trait approach to leadership, most leadership researchers diverted their attention to how leaders should behave as opposed to traits or characteristics they possess. Success in leadership depends more on what the leader does than on his or her traits.

Bass (1981) observes that Ohio State University studies developed a list of 1,800 items describing different aspects of leader's behaviour. The items were sorted by staff into nine different categories of hypothetical subscales, with most items

assigned to several scales. However staff members agreed that 150 items could be assigned to one subscale only. These items were used to develop the first form of the Leader Behaviour Description Questionnaire, the LBDQ. Nine items of behaviour were identified. Several factor studies by Halpin and Winer (1957) produced two factors rather than nine as originally hypothesized. Hemphill (1950a) identified the two as consideration and initiating structure.

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Bass (1981) observes that consideration comprised the extent to which a leader exhibited concern for the welfare of other members of the group. Considerate supervisors expressed appreciation for good work, stressed the importance of job satisfaction, maintained and strengthened self esteem of subordinates by treating them as equals, made special efforts for subordinates to feel at ease, were easy to approach, put subordinates' suggestions into operation and obtained approval of subordinates on important matters before going ahead. Inconsiderate supervisors criticized subordinates in public, treated them without considering their feelings, threatened their security and refused to accept suggestions or to explain actions.

Bass (1981) continues to argue that initiating structure referred to the extent to which a leader initiated activity in the group, organized it and defined the way work was to be done. Initiating structure included such behaviour as insisting on maintaining standards and meeting deadlines, deciding in detail what will be done and how it should be done. Particularly relevant, were defining and structuring the leader's own role and those of the subordinates towards goal attainment.

Bass (1981) contends that a form consisting of forty items was developed to measure the two factors of consideration and initiating structure: Leader Behaviour Description Questionnaire or LBDQ. Fleishman (1953c) developed an industrial version, Supervisory Behaviour Description Questionnaire (SBDQ). Stogdill (1963a)



followed along and developed Leader Behaviour Description Questionnaire-form XII (LBDQ-XII). Intentions, particularly about initiating structure, differed somewhat in the development of each version. Halpin (1957) states that the revised form of LBDQ contain fifteen items which ask subordinates to describe the actual structuring behaviour of their leader, that is, the leader's behaviour in delineating relationships with subordinates, in trying to establish well defined patterns of communications and in ways to get the job done.

Fleishman (1972) observes that SBDQ consists of twenty items also asking subordinates about their leaders actual structuring behaviour. Initiating structure as measured by the SBDQ is intended to reflect the extent to which the leader organizes and defines interactions among group members, establishes the way to get the job done, schedules and criticizes. SBDQ items for initiating structure are mainly drawn from the traits originally conceptualized as domination and production emphasis, while LBDQ items come mostly from original conceptualization about communication and organization. Stogdill (1963) comments that the revised LBDQ-XII has ten items measuring initiating structure, that is, the actions of the leaders that clearly define their role and let followers know what is expected of them. Kerr and Schriesheim (1974) add that LBDQ, SBDQ and LBDQ-XII measure both consideration and initiating structure.

In a study of nurses and their supervision, Nealey and Blood (1968) found that consideration of subordinate satisfaction was related to the consideration scores of both first and second level supervisors. Supervisors' initiating structure contributed to subordinate job satisfaction at the first but not at the second level of supervision. Fleishman (1957) formulated Leadership Opinion Questionnaire (LOQ), which contained several items that were found to measure production emphasis. Production

emphasis correlates with initiating structure but is not identical with it. Fiedler (1967) contingency model of Least Preferred Co-worker (LPC) is most researched on and highly criticized and controversy continues of what is being measured by it. LPC measures what respondents' report characterizes their feeling about a person with whom they can work least effectively.

Blake and Mouton (1964) developed a managerial grid. The vertical axis indicated concern for people and horizontal axis indicated task behaviour. In the "9,1" grid, a high concern for production 9, is coupled with a low concern for people, 1. Under "9,1" theory a manager has a position of authority in the hierarchy and knows it. "1,9" style has a low functional concern for production, 1, coupled with high concern for people, 9. By de-emphasizing production the "1,9" approach avoids some of the conflict that arises from production decisions that disturb people.

In "1,1" managerial style low concern for people, 1, is coupled with low concern for production, 1. However since concern for both is low, the manager with "1,1" orientation experiences little or no dilemma between production and people. The "1,1" approach is unnatural. It comes to those who have accepted defeat. "9,9" style has a high concern for production, 9, coupled with a high concern for people, 9. Unlike the other basic approaches it is assumed that in the "9,9" managerial style there is no necessary and inherent conflict between organization's purpose of production requirements and the needs of people. By utilizing both the mental and execution skills of the people, this '9,9' approach aims at the highest attainable level of production.

Bass (1981) gives a number of dichotomies of leadership behaviour. These include democratic versus autocratic, participative versus directive, relations oriented versus task oriented, laissez-faire versus motivation to manage. Getzel and Guba

(1957) add nomothetic versus idiographic while McGregor (1960) adds theory X versus theory Y on the given list.

Mbiti (1974) observes that democratic leadership is where power and authority must be derived from the governed. That is to say the authority to lead must be rendered legitimate by the people. People's basic needs, rights and freedoms must be guaranteed and respected by the organization. Decisions by organization's matters should be arrived at after making the necessary consultations and communications by various sections of the organization. Gullett and Hicks (1981) contend that autocratic leadership is where all the authority centers in the manager. The manager enforces decisions by use of rewards and the fear of punishment. Communication tends to be primarily, in one direction, from the manager to followers.

Bass (1960) asserts that participative leadership requires a leader with power who is willing to share it. With his or her power the leader sets the boundaries within which subordinates participation or consultations are welcome. Mbiti (1974) remarks that participative leadership is where a leader attempts to make each individual feel that he or she is an important member of the team and he or she has special talents to offer towards the success of the organization. Bass (1981) adds to this by saying that participative leadership refers to a simple distinct way of leader-subordinate decision making in which there is power equalization by the leader and sharing of a final decision making of the leader and subordinates. In contrast Bass (1981) concludes that directive leadership is where a leader decides and announces his or her decision without consulting subordinates before hand.

Relations oriented leadership is the concern about the group members in the extent to which they pursue a human relations approach and try to maintain friendly, supportive relations with followers while task oriented leadership is the concern for

group's goals and the means to achieve them (Bass, 1981). In addition, task oriented leadership places emphasis on work production as the main concern. Close supervision is notified and interaction is strictly official (Akabogu et al. 1992).

Huseman (1979) argues that laissez-faire leader set goals for his or her subordinates as well as clear parameters such as policies, deadlines and budget and sets his or her subordinates free to operate without further direction, unless the subordinates themselves request it. He says that this style comprises the essence of full managerial delegation with its benefits of optimum utilization of time and resources. Many people are motivated to full effort only if they are given this kind of free rein. Huseman calls laissez-faire leadership as free rein leadership. Kahn (1956) comments that managerial role motivation theory was directed specifically towards role taking propensities within the ideal large organization formalized and rationalized to function bureaucratically. Bass (1981) adds that a leader who is motivated to manage deals with the active end of the spectrum that are more successful to the degree that they are motivated to engage in six prescribed managerial roles: maintain good relations with supervisors; compete for advancement and recognition; be an active and assertive father figure (even if they are women managers); exercise power over subordinates with appropriate use of positive and negative sanctions; be a visible standout from his or her subordinates; and accept responsibility for administrative details.

Getzel and Guba (1957) postulated idiographic and nomothetic leadership dimensions. Idiographic leadership style applies the human relations approach to management. It is sensitive to the workers needs and welfare. Nomothetic leadership emphasizes objectives of the organization and the role of the workers. Rules and regulations are set to control the workers. Transactional leadership merges idiographic

and nomothetic leadership dimensions. Transactional varies emphasis on each of the two styles as and when the situation demands.

McGregor (1960) postulated two types of leadership: theory X and theory Y. He says that theory X is where for the management to make employees to high performance, it needs to coerce, control and even threaten them. This is because employees are assumed to be lazy, dislike work, avoid responsibilities, will seek to be led and most employees are self-centered in that they place security above all other factors. Theory Y employs humane and supportive approach to management. It assumes that employees are not inherently lazy; view work as being as natural as rest or play; exercise self control if they are committed to objectives; can on average learn to accept, even seek responsibility; and have ability to make innovative decisions. The manager's role is to provide enabling environment for the release of potentials which employees are endowed with.

Akabogu et al (1992) argue that theory Z is a systems approach to organizations. It is most modern approach that recognizes an organization as being affected by several interdependent situational factors. The factors include level of decision-making, congruence of goals, personality of members, communication within the group, size of the organization and state of the system. The theory informs that the effectiveness of the organizational structure depend on the degree to which the organization adapts to these factors. It prescribes no particular structure but in considering how to organize work, the leader should consider the entire parameters and not just the goals. The assumption of theory Z is that it offers a means of analyzing each organizational situation before deciding what organizational structure and process to design to meet the particular situation. The parameters expressed in theory Z functions as a system in which change in the value of one factor brings about

change in the significance and functions in the other five variables. Theory Z aims at harnessing McGregor's theory X and theory Y.

Many elements of democratic, participative, relations oriented, laissez-faire, idiographic and theory Y leadership styles are found in the scale of consideration while autocratic, directive, task oriented, motivation to manage, nomothetic and theory X leadership styles are found in the initiating structure scale. Dimensions of leadership behaviour was an important part of literature review in this study. This is because it is from dimensions of leadership behaviour that leadership styles were developed. Different combinations of initiating structure and consideration dimensions of leadership behaviour gave rise to the leadership styles that were determined in this study. This section of the literature review also described LBDQ-Real Staff that was used in rating headteachers' leadership styles.

### **Quadrant leadership styles**

Fiedler (1967) defines leadership style as the underlying need-structure of the individual that determines his or her behaviour in various leadership situations, that is, the consistency of the leader's goals or needs as he or she functions in different situations. Akabogu et al (1992) suggests that it is thus clear that leadership styles are functions of three factors: the leader, the led and the situation in which they operate. They further inform that since leadership styles do not change, the factors interact to determine whether the leader will be inclined to one basic style or the other. The foregoing initiating structure and consideration scales give rise to four leadership styles. Kirumba and Wahome (1997) add that based on the two dimensions of initiating structure and consideration, four leadership styles were identified representing different combinations of leadership behaviour. The four styles were

referred to as leadership models at the Ohio State University where they were formulated. Blanchard and Hersey (1977) inform that the four styles are seen as quadrants. These are:

High initiating structure – High consideration

High initiating structure – Low consideration

Low initiating structure – High consideration

Low initiating structure – Low consideration

Halpin (1956) studied superintendents and were rated as effective leaders by both staff and school board members. They were further described as high in both consideration and initiating structure. Hills (1963) obtained 872 teachers' descriptions of 50 principals. Both consideration and initiating structure were highly correlated with two representative functions: representing the interests of the teachers to higher levels of organization and representing teachers' interests to the schools clientele. Hills concluded that consideration and initiating structure were not solely concerned with internal leadership but were reflected in the manner with which the leader dealt with outsiders and higher levels of authority.

Fleishman (1957) studied foremen in production plant using Supervisory Behaviour Description Questionnaire (SBDQ). Effective foremen were described as high in initiation of structure and low in consideration. Fleishman and Harris (1962) studied foremen using Supervisory Behaviour Description Questionnaire (SBDQ). They found that foremen's consideration and initiating structure interacted to affect employees' grievances and turnover. High degrees of consideration along with low degrees of initiating structure of foremen were associated with the lowest rates of employee turnover and grievances. Bailey (1966) studied four principals described by their superintendents and four teachers as higher in consideration than in initiating

structure. Four other principals were described as higher in initiating structure than in consideration. Wall (1970) studied four principals who scored low in dialogue, decision-making and action on LBDQ-XII. Effective principals were described higher than ineffective principals in consideration and tolerance of freedom. Ineffective principals were described as higher in production emphasis.

Greene and Schriesheim (1977) completed a rare longitudinal study suggesting that more initiating structure by a leader can contribute to good relations, which in turn may possibly result in higher productivity by the group. Mangoka (1977) states that high scores on both initiating structure and consideration characterize effective leadership behaviour. Similarly, Blake, Mouton and Williams (1981) maintain that high initiating structure and high consideration style is more effective leadership orientation than other styles.

Campbell et al (1983) argue that leaders should manifest high initiating structure and consideration. They note that the difficulty with this is that, not all leaders are equally inclined to and adapt at both kinds of behaviour and both kinds of behaviour are not equally important. For example, they argue that initiating structure (providing direction) is clearly more important than consideration (demonstrating warmth and concern) in setting of emergency crowd control. Thus the problem is to know which kind of leadership behaviour to employ in a particular situation. Akabogu et al (1992) inform that research has shown leaders exhibit less consideration and more initiating structure towards subordinates who are low in performance and high consideration and low initiating structure for productive employees. Quadrant leadership styles as part of the literature review gave perceived and expected leadership styles that were used in the study.



### Teachers' perceptions of headteachers' leadership styles

Cinco (1975) studied leadership behaviour, organizational climate and productivity of Catholic secondary schools in Mindanao, Philippines. The purpose of the study was to determine the principals' leadership behaviour and organizational climate of the catholic secondary schools as perceived by themselves and teachers. The study also attempted to establish if there was a relationship between headteachers' leadership behaviour and selected variables. These variables were education, administrative experience, age and sex of headteachers and size of the school. Variables like sex of students and category of the school were not used in the study. Both 219 teachers and 73 principals filled LBDQ with 40 items. She found that principals were rated high on the initiating structure than on consideration. These findings differ with those of Gibbon (1976).

Gibbon (1976) studied the relationship between leadership styles of principals and the organizational climate in secondary schools in the republic of South Africa. The major purpose of the study was to determine whether or not a statistically significant relationship existed between the leadership styles of principals and the organizational climate in South Africa secondary schools as perceived by teachers. Leadership styles were analyzed as single construct and in terms of twelve leadership behaviour dimensions. Another purpose was to examine statistically the emphases in the leadership styles of principals on organizational goals and individuals in relation to authoritative and participative organizational climate. The third purpose was to determine the statistical significance of the relationship between selected variables and leadership styles. The variables were age, sex and professional experience of principals and size of the school. The sample comprised of the principals and teachers of 19 schools chosen. The teachers used LBDQ-XII to measure the leadership styles

of principals. The principals' leadership styles did not differ statistically in the initiating structure and consideration.

Mangoka (1977) carried out a study of the leadership behaviour of Nairobi and Machakos secondary school headmasters and headmistresses. The purpose of the study was to investigate the relationship between school heads' leadership behaviour and their sex, academic qualifications and administrative experience. It also sought to examine if difference existed between urban and rural secondary school heads in terms of leadership behaviour. In addition it investigated how leadership of heads differed in girls, boys and mixed schools. Variables such as age of the headteachers and size of the school were not used in relating the headteachers' leadership behaviour. 195 teachers rated the 40 headteachers' leadership behaviour on LBDQ-Real Staff. The headteachers were rated as initiating more structure than consideration. These findings differ with those of Asunda.

Sukhabanij (1980) investigated principals' leadership behaviour as perceived by secondary school principals and teachers in Nakorn Pathom, Thailand. Thailand principals' leadership behaviour was measured by LBDQ-XII through a sample of 608 secondary school teachers and 22 principals. The teachers rated their principals as high in both initiating structure and consideration. They also perceived their principals as having no significant difference in both initiating structure and consideration.

Asunda (1983) carried out a study of the leadership behaviour and styles of secondary school headteachers in Nairobi. The purpose of the study was to identify the leadership behaviour and styles that are prevalent among the Kenya secondary school headteachers. The study involved headteachers' and teachers' variables such as sex and academic qualifications. The age and administrative experience of headteachers and teachers were not involved in the study. Other variables studied in

relation to headteachers' leadership behaviour and styles were sex of students, size of the school and category of the school. Headteachers and teachers completed Own Behaviour (OB) and Leadership Behaviour (LB) forms respectively. The teachers' responses showed that they perceived the headteachers' leadership behaviour as being on the democratic side of the autocratic versus democratic continuum.

Muchira (1988) carried out an investigation of leadership effectiveness in primary teachers colleges in Kenya: a study of leadership styles, job satisfaction and student achievement. The purpose of the study was to determine and describe leadership effectiveness in primary teachers' colleges in Kenya. It also sought to investigate the extent to which principals' leadership styles were related to their individual characteristics of age, education and experience. The Fiedler's Least Preferred Co-worker (LPC) scale was used to collect data from 12 principals while 360 faculty members filled Leader Member Relationship (LMR) to determine the leadership styles of the principals. Variables used in the study include principals' age, education, teaching experience and administrative experience. Sex of principals was not used to test leadership since we had only one female principal out of the twelve principals. This could not give a good statistical significance. The findings were that majority of principals (83.3 per cent) were high LPC leaders, that is they were relations oriented than task oriented leaders as perceived by faculty members. These findings differ with those of Mangoka (1977).

Kihara (1991) carried out a study of leadership behaviour of primary school headteachers in Thika municipality. He administered LBDQ to 17 headteachers and 102 teachers. The teachers perceived headteachers as putting more on initiating structure in comparison to consideration. These findings are not related to those of Asunda (1983).

Karanja (1992) studied leadership behaviour of primary school headteachers in Nyeri municipality. The purpose of the study was to examine how the headteachers' sex, age and administrative experience offered their leadership behaviour. 104 teachers used LBDQ-Real Staff to rate their 13 headteachers on initiating structure and consideration. He found out that some headteachers had higher scores on initiating structure and consideration. These findings differ with those of Njuguna (1998).

Njuguna (1998) studied headteachers' leadership styles and students' Kenya certificate of secondary examinations performance in public secondary schools in Nairobi Province. The purpose of the study was to investigate whether leadership styles of headteachers and student performance in public secondary schools were related. The study also attempted to establish if there was a relationship between headteachers' leadership styles and selected variables. These variables were age, sex, academic level and administrative experience of heads as well as the size of the school, sex of the students and category of the school. On using LBDQ- Real Staff 320 teachers rated their 40 headteachers as exercising high initiating structure and low consideration leadership style. This led to the conclusion that these headteachers were more task oriented than relations oriented.

### **Factors that affect perceptions**

Goodey (1971) defines perception as the process of awareness of objects or other data through the medium of senses. He notes that perception is not only a process of seeing but also of hearing, touching, tasting and smelling. Akabogu et al (1992) define perception as the act by which data or sensations that impinge upon the

sensory system are screened and organized so that we identify and classify or have some knowledge of the stimuli.

Goodey (1971) notes that perception relates to external stimuli, inner feelings and drives, experiences of the past, culture, beliefs, languages, length of residence at a location and attitudes. Schein (1987) defines culture as basic assumptions and beliefs that are shared by members of an organization. Huseman (1979) states that perception is caused by a number of factors. These include stereotyping, halo effect, the situation and characteristics of the perceiver and the perceived. Stereotyping is based on the pictures in the perceiver's head that guide his or her perception of other people. The term has long been used to describe judgement made about people on the basis of their ethnic group membership.

Bass (1981) adds that sex role stereotype labels women as less competent and warmer emotionally than men. The stereotype of an effective manager matches the masculine stereotype of competence and toughness, which lack in women. Huseman (1979) argues that halo effect is where a perceiver singles out one trait, either good or bad and uses this as a basis on rating the perceived. When people are given an opportunity to interact in a friendly situation, they tend to see others as similar to them. When there is a belief that subordinates and leaders are in different groups, the perceptions change.

Huseman (1979) notes that traits, which characterize a perceiver, are important when he or she forms an impression of others. These include sex, age, academic status, experience in a particular field and what he or she think others feel about him or her. The way one thinks that others feel about him or her is the way he or she perceives others. The characteristics of the perceived include status, sex, age, experience and their liking of the perceiver. High status people are more liked than

low status people because they are taken to be more co-operative than low status people. Status is perceived in terms of academic qualifications and position held in an organization.

Akabogu et al (1992) argue that in any social system, a person's social behaviour is partly determined by how he or she perceives his or her role and the intentions of the role sender. They inform that values, interests, family background, projection, past experience and marital status, affect perceptions. Projection is where one attributes his or her undesirable characteristics to the others. It is assumed that among the married couples, accuracy of perception is associated with more satisfactory interpersonal relationships.

#### **Headteachers' leadership styles and some variables as perceived by teachers**

The variables that were considered in teachers' perceptions and their preference for headteachers' leadership styles in this study included sex, age, academic qualifications and administrative experience of headteachers in addition to sex, age, academic qualifications and teaching experience of teachers. Other studies have used the same variables to describe leadership styles of their leaders.

#### **Sex of headteachers and their leadership styles as perceived by teachers**

Gibbon (1976) found from his study that male principals obtained significantly higher scores in leadership styles total scores than did female principals. This shows that there was a statistical significant difference in the leadership styles of male and female principals.

Osborn and Vicars (1976) found no sex differences in the initiating structure or the amount of consideration of supervisory according to their subordinates in

residences for the mentally retarded. According to a study by Mangoka (1977) there was a significant difference between male and female headteachers in their leadership styles. The findings show that female headteachers practiced high initiating structure and consideration than male counterparts. A greater proportion of female secondary school heads (77.77 per cent) were rated above the mean while a smaller proportion of male secondary school heads (38.70 per cent) were rated above the mean.

Muchira (1980) studied leadership behaviour of primary school headteachers in Nairobi. The purpose of the study was to investigate the relationship between headteachers' leadership behaviour and some variables. The variables were sex, academic background and administrative experience of headteachers as well as the school category. The researcher worked with a sample of 180 teachers and 30 headteachers. He used LBDO in the study to collect data. Male headteachers were rated higher than female heads in terms of leadership behaviour. Males were rated above the mean. This shows that male were high in both initiating structure and consideration while female were below in both cases.

In her study, Asunda (1983) found out that teachers perceived male headteachers as democratic while they perceived female headteachers as autocratic. Onyeri (1988) carried out an analytical study of the relationship between leadership styles of principals and organizational climate within selected elementary schools. Among other purposes, the study investigated whether there was a statistically significant difference in leadership styles of selected elementary school principals as a function of the following variables: age, sex, academic qualifications, professional experience of principals and size of the schools. The sample of the study was 210 classroom teachers. LBDQ instrument was used to collect data in the study. The

findings indicated that there was no statistically significant difference between the leadership styles of male and female principals.

Njuguna (1998) concluded from her study that sex of headteachers did not affect leadership behaviour in consideration but affected initiating structure. Female headteachers were rated higher in initiating structure than their male counterparts. The rating for both male and female headteachers in consideration dimension was very close and hence the difference was not significant. The studies on headteachers' sex and their leadership styles showed varying findings. Therefore, there was need for further investigation in this variable in relation to leadership styles of headteachers.

#### **Headteachers' age and their leadership styles as perceived by teachers**

A study carried out by Gibbon (1976) revealed that there was a statistical significant difference in the leadership styles of principals and their ages. The leadership styles scores of the 30 - 39 year old principals tended to be significantly higher than were scores of the 40 - 49 year old and the 50 - 59 year old principals. Dobson (1980) studied the impact of age upon leadership measures of high school principals. Seven or more randomly selected members of staff of each of the 93 principals responded to the LBDQ to assess consideration and initiating structure. Principals were divided into three age groups of 37 - 43, 44 - 50 and 51 - 60 years. The findings revealed that there was a significant relationship between age and the measures of consideration and initiating structure. That is, consideration and initiating structure were different for the three age groups. These findings differ with those of Onyeri (1988) who found that principals' leadership styles were not influenced by their age.



Muchira (1988) concluded that age was not a significant factor in leadership styles of principals. All principals were rated high relations oriented. There was one principal with above 50 years and an exception. He or she had the highest score followed by those of 30 - 39 age group, 20 - 29 age group and lastly 40 - 44 age group. Karanja (1992) found that younger headteachers were rated high in consideration and initiation of structure than older ones. These findings differ with those of Muchira (1988).

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Njuguna (1998) concluded that headteachers' initiating structure was related to their ages while their ages were not related to consideration. Headteachers above 56 years were rated highest in initiating structure dimension followed by those aged between 51 - 55, then 41 - 45 and those of 46 - 50 age group had lowest score. Below age 40 group had only one headteacher and was an exception. In consideration dimension, headteachers aged above 56 years were rated most favourably by their teachers followed by those between 46 - 50, then 51 - 55 and 41 - 45 were rated lowest in this dimension. Below age 40 group had only one headteacher and was an exception.

### **Headteachers' academic qualifications and their leadership styles as perceived by teachers**

Mangoka (1977,p.73) reported that there was a significant difference between graduate and non-graduate secondary school heads in initiating structure and consideration. Graduates were rated significantly higher on initiating structure than non-graduate secondary school headteachers. This showed that graduate headteachers exhibited more considerate behaviour and initiated more activities than non-graduate secondary school heads. According to Muchira (1980) academic qualifications

influenced leadership behaviour of headteachers. Headteachers with high academic qualifications were rated higher than those with low academic qualifications. Headteachers with P1, S1 and A1S were rated higher than P2, P3 and those below this. These findings differ with those of Thomson (1980)

Thomson (1980) sought a study of the relationship of leadership behaviour of secondary school principals to educational experiential variables. The purpose of the study was to describe the relationship that existed between and among administrative experience, formal training and school size and leadership behaviour of secondary principals of Nebraska class III school districts as perceived by teachers they supervise. LBDQ was used to gather information from 28 principals and 161 teachers. The findings revealed that there was no significant difference between principals' leadership dimensions of initiating structure and consideration and formal training.

Asunda (1983) observed that teachers under headteachers with master's degree rated their headteachers' behaviour as democratic followed by teachers working under headteachers with diploma qualification and least democratic by those with first degree. Onyeri (1988) noted that academic qualifications influenced the headteachers' leadership styles. In his study Muchira (1988) found a significant relationship between academic level and leadership styles of principals in primary teachers colleges. Bachelor's holders were rated higher than master's holders. These differ with findings of Asunda.

Njuguna (1998) concluded that academic qualifications did affect headteachers' leadership styles on initiating structure but there was no significant difference in rating of headteachers on consideration. Teachers rated headteachers with B.A/B.Sc as lowest in initiating structure while those with B.Ed were rated highest. There was only one S1 and one M.A/M.Sc headteacher and therefore their

means were ignored. There was no significant difference between the rating for diploma and B.Ed holding headteachers. In consideration, S1 and M.A/M.Sc headteachers had highest means but was only one in each case hence ignored. This was followed by B.Ed and diploma headteachers who had almost the same score. B.A/B.Sc headteachers were rated least.

### **Headteachers' administrative experience and their leadership styles as perceived by teachers**

A study by Gibbon (1976) established statistically significant difference in the principals' leadership styles and professional experience. The leadership styles scores of principals decreased as professional experience increased. Mangoka (1977) observed that long or short administrative experience was not related to high or low scores on both initiating structure and consideration. However headteachers with long administrative experience were rated higher than those with less administrative experience. These outcomes differ with those of Muchira (1980) who observed a significant difference between leadership behaviour and administrative experience. Heads with long administrative experience were rated lower than those with shorter administrative experience. Those with less than 11 years of experience were rated higher than those with 11 years of administrative experience and above.

Thomson (1980) found no significant interaction between principals' leadership dimensions of consideration and initiating structure and their administrative experience. These differ with those of Onyeri (1988) who found that administrative experience of principals influenced their leadership styles. Muchira (1988) said that there was a significant difference between principals' leadership styles and their administrative experience. The more experienced the principals were,

the more relations oriented than task oriented leadership they portrayed. Those with highest scores were with 16 – 20 years experience followed by 0 – 5 years, 11 – 15 years and lastly those with 6 – 10 years of experience.

Njuguna (1998) indicated that there was no significant difference between the headteachers' leadership styles in initiating structure and their administrative experience. However there was a significant difference between the leadership styles of the headteachers on consideration and their administrative experience. On initiating structure, headteachers with experience of 16 years and above were rated highest than those below. Headteachers with 16 – 20 years of experience were rated highest followed by those of over 20 years, then 11 – 15 years, 1 – 5 years and least by those of 6 – 10 years. There was a significant difference between the rating on consideration of those with 16 – 20 years of experience and 1 – 5 years, those with over 20 years experience and 1 – 5, those with 6 – 10 years and 11 – 15 years. As the headteacher gained experience, the scores on consideration increased. Headteachers with administrative experience of 16 – 20 years were rated highest followed by those of over 20 years, then 6 – 10 years, 11 – 15 years and lastly by those of 1 – 5 years.

### **Teachers' sex and their perception of headteachers' leadership styles**

Bartol and Wortman (1975) studied male versus female leaders: effects on perceived leader behaviour and satisfaction in a hospital. 127 non-supervisory employees rated their 75 supervisory employees on LBDQ-XII. Female subordinates described their leaders as high on the twelve leadership behaviour subscales than did male subordinates. These findings differ with those of Paul (1980) who indicated that there was no significant difference in the teachers' perception of the leadership behaviour of principals based on the sex of teachers.

Lopez (1982) studied effects of sex differences on leadership styles and probable effectiveness of elementary school principals as perceived by themselves and their teachers using the Hersey Blanchard instrument in four medium sized California schools. Leader Effectiveness Adaptability Description (LEAD) questionnaire was used to collect data from teachers. Male teachers perceived no difference in the male and female principals' leadership styles while female teachers perceived differences in leadership styles of male and female principals.

Asunda (1983) found from her study that there were differences in the perception of male and female teachers of the headteachers' leadership behaviour. Female teachers rated the headteachers almost on the borderline of democracy and autocracy. This means that female teachers considered the headteachers as being slightly democratic. The male teachers were more liberal in the rating of their headteachers' leadership behaviour. This means that male teachers rated their headteachers as more democratic than female teachers.

### **Teachers' age and their perception of headteachers' leadership styles**

Habashi (1980) carried out a study of teachers' job satisfaction in Iran and the relationship between the dimensions of teachers' job satisfaction and patterns of principals' managerial behaviour as perceived by the teachers. The purpose of the study was to provide Iranian administrators insight into perceived patterns of managerial behaviour that may influence teacher attitude and behaviour. LBDQ-XII was administered to a sample of 168 teachers. The teachers' age influenced their perceptions of the principals' managerial behaviour on a twelve subscale dimensions.

A study by Paul (1980) found that teachers' age did not affect their perception of the leadership behaviour of principals. The findings differ with those of Habashi.

Studt (1982) carried out a study on comparison of secondary school teachers' perceptions of male and female secondary school administrators' behaviour and personal characteristics as measured on 22 continua. Teachers aged between 21 - 50 years were studied. Teachers aged between 21 – 30 years gave the highest ranking while those aged between 41 – 50 years gave the lowest ranking on the administrators.

Williamson (1982) studied the leadership role of the unit school principals of Alabama. 551 teachers responded to LBDQ. It was found out that the age of both elementary and secondary school teachers did not influence their perception of the principals' leadership roles.

### **Teachers' teaching experience and their perception of headteachers' leadership styles**

Habashi (1980) found out from his study that teaching experience of teachers influenced their perceptions of the principals' managerial behaviour. The findings differ with those of Paul (1980).

Paul (1980) studied an analysis of the perceived leadership behaviour of middle and junior high school principals of East Baton Rouge Parish public schools. The purpose of the study was to investigate the perception of teachers and principals with regard to the leadership behaviour of middle and junior principals. The study also investigated if race, sex, age, experience and training of teachers affected their perception of principals' leadership behaviour. Leader Effectiveness and Adaptability Description (LEAD) questionnaire was administered to 13 principals and 341 teachers. He found out that teaching experience of teachers did not affect their perception of principals' leadership behaviour.

## **Teachers' academic qualifications and their perception of headteachers' leadership styles**

A study by Habashi (1980) found that teachers' educational level affected their perceptions of principals' managerial behaviour. These differ from the findings of Paul (1980) who found that academic qualifications of teachers did not affect their perceptions of the principals' leadership behaviour.

Asunda (1983) found that teachers' academic qualifications affected their perceptions of headteachers' leadership behaviour. Teachers with master's degree had highest rating of their headteachers followed by bachelor's then SI and lastly diploma teachers. In a nutshell, teachers with master's degree rated their headteachers as democratic, bachelor's teachers rated them as considerably democratic, SI teachers rated them as slightly democratic while diploma teachers rated them as autocratic.

## **Teachers' perceptions and their expectation of headteachers' leadership styles**

Brewer (1980) studied secondary school principals' leadership behaviour and the atmosphere of the school as perceived by teachers, principals and superintendents. The purpose of the study was to determine the relationship between the atmosphere of schools and leadership styles of principals as perceived by teachers, principals and superintendents. Data on leadership styles was collected using LBDQ through a sample of 28 principals, 28 superintendents and 90 teachers. The findings revealed that there was no significant difference between real and ideal leadership styles of principals on initiating structure and consideration as perceived by teachers.

Bell (1980) studied comparisons of perceptions of ideal and real leader behaviour and teacher morale of secondary teachers working with female and male principals. The major purpose of the study was to determine whether there was a

significant difference in the means of the discrepancy scores between ideal and real leader behaviour of teachers working with female principals and teachers working with male principals. The sample comprised of 366 teachers from 39 schools. Female principals headed 18 of the schools while male principals headed 21 schools. Data was obtained by teachers' response to LBDQ–Real Staff and LBDQ–Ideal staff. The findings revealed that there was no significant difference in discrepancy scores of female teachers working with female and male principals or between male teachers working with female and male principals.

Yates (1981) studied the ideal behaviour of the elementary school principals: expectations of district administrators, teachers and principals. 45 elementary school principals, 45 teachers and 45 district administrators contributed the sample for the study. The Ideal Leader Behaviour Description Questionnaire (LBDQ–Ideal) developed at Ohio State University was utilized to gather data. Teachers expected the ideal principal to exhibit moderately high levels of initiating structure and consideration.

#### **Summary of literature review:**

From all the reviewed literature on studies of teachers' perceptions of their headteachers' leadership styles, none of them has shown any investigation in teachers' preference for headteachers leadership styles. The studies have also been carried out in other parts of the country and outside the country but not in Vihiga district. The studies used different forms of questionnaires to collect data on leadership styles. This study will use LBDQ – staff.

This study used a number of variables that affected teachers' perceptions and their expectations of headteachers' leadership styles. The variables were sex, age,



academic qualifications and administrative experience of headteachers. Others included sex, age, academic qualifications and teaching experience of teachers.

Studies that have been carried out on teachers' perceptions and their expectations of headteachers' leadership styles have not used teachers' variables to investigate expected headteachers' leadership styles. There was need to use teachers' variables such as sex, age, academic qualifications and teaching experience to carry out this study. In addition, all these studies have been carried outside Kenya. There was need for the same study to be carried out in Kenya to compare with the findings from outside Kenya.

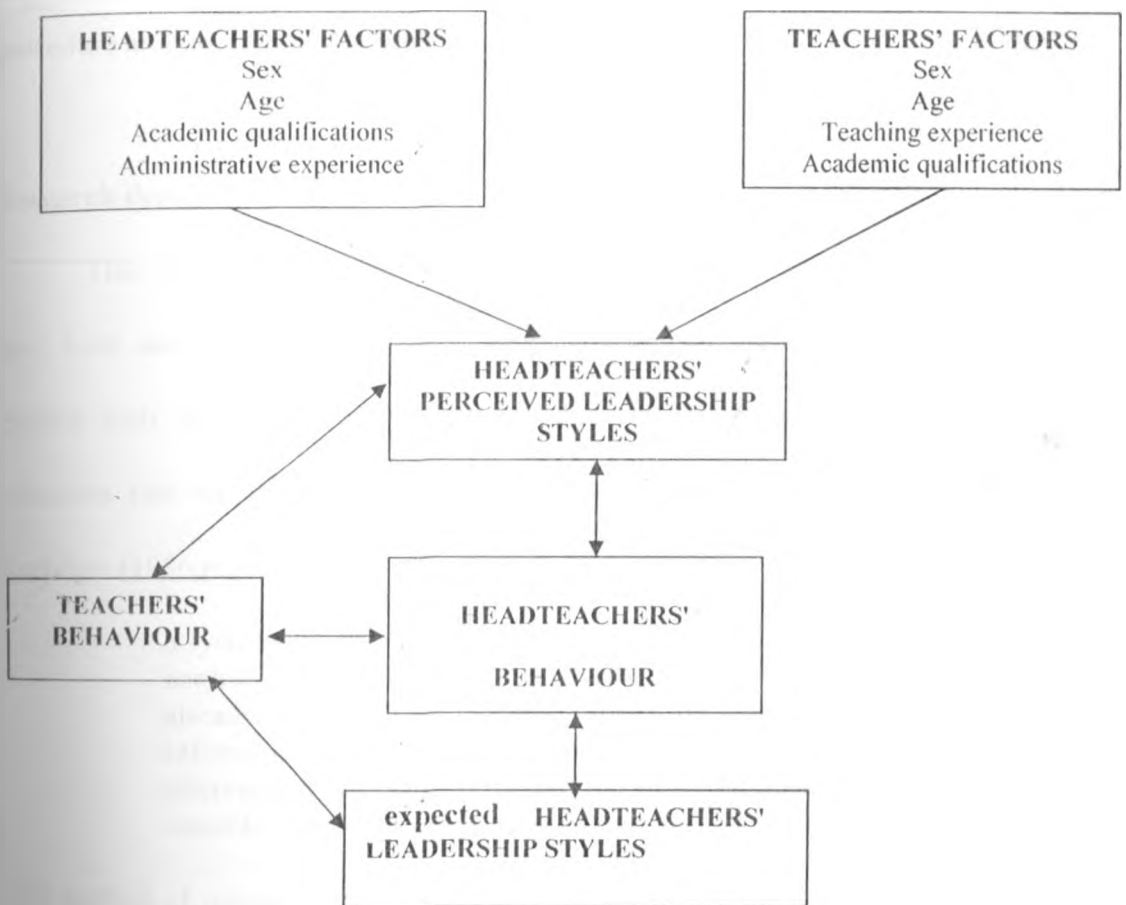
In addition, from the foregoing literature review, it was concluded that there was a discrepancy between perceived and expected headteachers' leadership styles. For instance, studies by Njuguna (1998), Kihara (1991), Mangoka (1977) and Cinco (1975) found out that headteachers put more on initiating structure than consideration aspects of leadership styles. The teachers perceived headteachers to be practicing high initiating structure – low consideration leadership styles. On the other hand, Campbell et al (1983), Blake et al (1981) and Mangoka (1977) argue that high scores on both initiating structure and consideration characterize effective leadership styles. This is supported by studies of Yates (1981) and Greene and Schriesheim (1977), which revealed that teachers expect an ideal headteacher to practice high levels on both initiating structure and consideration leadership styles. This gap between perceived and expected headteachers' leadership styles required an investigation through a study to reduce the discrepancy for effective leadership and proper functioning of schools in Kenya.

## Conceptual framework of the study

Presented in figure 1 is a conceptual framework of the relationship between perceived and expected headteachers' leadership styles.

**Figure 1**

**Conceptual framework of the relationship between perceived and expected headteachers' leadership styles**



Presented in figure 1 is a schematic conceptual framework of factors that affect headteachers' leadership styles which later affect their behaviour and teachers' behaviour. Teachers' and headteachers' behaviour affect expected headteachers' leadership styles. Similarly, expected headteachers' leadership styles affect headteachers' and teachers' behaviour which can later change the headteachers' Perceived leadership styles. The factors constitute age, sex, administrative experience and academic qualifications of headteachers and sex, age, academic qualifications and teaching experience of teachers.

## CHAPTER THREE

### RESEARCH METHODOLOGY

This chapter described the methods that were used in carrying out this study. Its subsections are: research design, the target population, sample and sampling procedures, the research instrument, pretesting research instrument, data collection procedure and data analysis techniques.

#### **Research design**

This study used ex post facto research. Borg, Gall and Gall (1996) say that ex post facto design is used because causes are studied after they presumably have exerted their effect on another variable and the cause-and-effect relationship in education that we wish to study are not amenable to experimental manipulation.

Kerlinger (1986,p.348) defines ex post facto research as:

a systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.

This method of research was appropriate because it led to the establishment of the effect of independent variables such as age, sex, academic qualifications and administrative experience of headteachers as well as sex, age, academic qualifications and teaching experience of teachers on dependent variables of perceived and preferred headteachers' leadership styles respectively. Headteachers' leadership styles had already occurred.

## **Target population**

According to the Ministry of Education, Science and Technology (2000) there were 82 public secondary schools of which, 31 were headed by female and 51 were headed by male headteachers in Vihiga district. The schools constituted 13 girls' boarding, one girls' day/boarding, seven boys' boarding, one boys' day/boarding, 48 mixed day and 12 mixed day/boarding secondary schools. The district had 1337 teachers in the schools. Out of 1337 teachers, 82 were headteachers while 95 were untrained teachers employed by board of governors. This left the study with 1160 teachers of which 369 were females and 791 were males that were used.

## **Sample and sampling procedures**

According to Krejcie and Morgan (1970), from a population of 82 you choose a sample of 70 and from a population of 1160 choose a sample of 291. Each school had 5 ( $291 \div 70$ ) teachers who participated in the study. Therefore, this study involved a sample of 70 schools from different categories and 350 ( $5 \times 70$ ) teachers. In choosing the sample, schools that had the same headteachers and teachers who had worked under the same headteacher for more than a year were picked. This was because a year was enough time for the teachers to have learnt the leadership styles of their headteachers. Similarly the untrained teachers were not included in the study as they could not know how to fill the questionnaires and could leave their employment at any time.

Schools that took part in the study were selected by stratified random sampling. Teachers were selected by simple random sampling for each school that took part in the study. A sample of schools were selected from 13 girls' boarding, one

girls' day/boarding, seven boys' boarding, one boys' day/boarding, 48 mixed day and 12 mixed day/boarding secondary schools.

Using stratified random sampling, the study involved a sample of 11 girls' boarding, one girls' day/boarding, six boys' boarding, one boys' day/boarding, 41 mixed day and 10 mixed day/boarding secondary schools.

To select respondents for the study, names of schools in each strata and teachers' names for each school selected were written on small pieces of papers folded and then placed in different baskets. A paper picked from each basket was opened and a name on it written on a different list for each basket. The small piece of paper was folded again and returned in the basket to which it was drawn. The process continued until all the numbers of respondents required from each basket were written down. If a piece of paper for a particular name was picked more than once, the paper was folded and returned to the basket from which it was drawn without writing the name down.

### **The research instrument**

This study used questionnaires as research instruments. The questionnaire for headteachers was divided into parts A and B while that of teachers was divided into parts A, B, C and D. Part A of headteachers' questionnaire had 7 items. It sought to get data on headteachers' age, sex, academic qualifications and administrative experience as well as school data that included sex of students, size of the school and category of the school. Part B consisted of two open questions. The headteachers were required to state administrative problems they encountered when carrying out their duties and give possible solutions they preferred would solve the problems.

Part A of teachers' questionnaire had four items designed to get their sex, age, academic qualifications and teaching experience. Part B was concerned with perceived leadership styles of headteachers. It consisted of 30 items based on Leader Behaviour Description Questionnaire-Real Staff (LBDQ-Real Staff). Initially LBDQ had 40 items but was later modified to become LBDQ-Real Staff with 30 items. This made it easier for teachers to describe their leaders. Part B was divided into section A and section B that dealt with initiating structure and consideration respectively. Each section had fifteen items.

Part C was concerned with expected leadership styles of headteachers. This part had 30 items divided into section A and section B each with fifteen items measuring preferred initiating structure and consideration respectively. Original LBDQ with 40 items was modified to LBDQ-Ideal Staff with 30 items so that teachers could state the leadership styles they preferred their headteachers to use in their school administration. Likert scale was used to rate all the 60 items in part B and part C of teachers' questionnaire. Borg et al (1996) say that a likert scale asks individuals to check their level of agreement with various statements on a continuum. This study used a five point likert scale namely: Always, Often, Occasionally, Rarely, or Never as they applied to each statement given.

Part D consisted of two open questions. Teachers were required to state the problems they encountered from their headteacher's school administration and highlight the possible solutions they expected the headteachers to use in carrying out their administrative duties to solve the problems.

### **Instrument validity**

In general, an instrument is valid if it measures what it claims to measure (Dalen, 1979). According to Mulusa (1988) the purpose of validity is to assess the clarity of each of the items in the instrument and the suitability of language used in the instrument. Mulusa continues to say that a pilot study is used to measure the validity of the instrument and about ten cases, which represent the target population in all the major respects, should be used. Five schools were selected for a pilot study. They consisted of one girls' boarding, one boys' boarding, one mixed day/boarding and two mixed day secondary schools. Each school involved five teachers for the pilot study making a total of twenty-five teachers and five headteachers from the same schools.

The questionnaires were administered to the respondents in the pilot study. After filling them a discussion was held with the respondents to find out if there were areas where the words used were not clear. The discussion revealed that the questionnaires were clear and no changes were made.

### **Instrument reliability**

According to Best and Kahn (1998) a test is reliable to the extent that it measures what it is measuring consistently. To test reliability, the questionnaires were administered to the respondents in the pilot study, filled and then collected. The statements in part B and C of the teachers' questionnaires were combined and arranged from one to sixty. The split halves were used as a method of testing reliability. Best and Kahn (1998) state that split halves are correlating the scores on the odd items of the test (numbers 1,3,5,7 and so forth) against the even items (numbers 2,4,6,8 and so forth). Scores for even and odd items for each teacher were

added. The scores were arranged in two columns, one for even scores and the other for odd scores for all the 25 teachers. Pearson product-moment correlation coefficient ( $r$ ) was used to test reliability of the questionnaires, as it is the most often used and most precise co-efficient of correlation.

The calculation gave co-efficient of correlation ( $r$ ) to be 0.83. This correlation co-efficient ( $r$ ) of halves was corrected by Spearman-Brown Prophecy formula. The total reliability for teachers' questionnaires was 0.91. This reliability was very high and made the Leader Behaviour Description Questionnaire (LBDQ) a reliable instrument to use.

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#### **Data collection procedure**

Before the start of data collection, the Ministry of Education, Science and Technology and office of the president gave permission to carry out the research. Names of schools and teachers were gotten from the District Education Officer's (DEO's) office in Vihiga district from which the required sample was selected. After this, selected schools were visited. A request was made to the headteacher to call the selected teachers for the study where they were informed on the purpose and the confidentiality of the data that was filled in the questionnaires. The respondents were then issued with the questionnaires that were collected after one week.

#### **Data analysis techniques**

Based on likert scales, the ratings of perceived and expected headteachers' leadership styles before data analysis were as follows:



A scale	Scores for positively	Scores for negatively
	Stated items	stated items
Always	5	1
Often	4	2
Occasionally	3	3
Rarely	2	4
Never	1	5

A number of data analysis techniques were used in this study. Frequencies were used to measure numbers of occurrence of respondents as per their variables, problems encountered and their possible solutions. Percentages were used to show the size of frequencies in relation to the total number of data. Means were used in various independent variables and in calculation of standard deviations, t-tests and analysis of variance (ANOVA). Sample standard deviations show how an item is far from the mean so that one can give an interpretation (Best and Kahn, 1998).

Pearson product-moment correlation co-efficient ( $r$ ) was used to test null hypothesis  $H_{O1}$ . Two tailed t-test was used to test null hypotheses  $H_{O2}$  a, and  $H_{O3}$  a. Kerlinger (1986) says that for statistical significance, t-test tests differences of data with only two groups. One way analysis of variance (ANOVA) also called f-ratio was used to test null hypotheses  $H_{O2}$  b, c and d and  $H_{O3}$  b, c and d. Kerlinger (1986) observes that in analysis of variance, differences of more than two groups can be tested for statistical significance. If the correlation co-efficient ( $r$ ), t-test and f-ratio calculated was as great or greater than the appropriate tabled entry, the null hypothesis was rejected and if the calculated was less than the appropriate tabled entry the null hypothesis was accepted at 0.05 significance level. After analysis, data was presented in tables.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF THE FINDINGS

The purpose of this chapter was to analyse data, interpret it and discuss the findings. The findings were based on headteachers' leadership styles as rated by teachers on Leader Behaviour Description Questionnaire (LBDQ). The findings were presented in five subsections namely: return rate of questionnaires; data of respondents; teachers' response to LBDQ; hypotheses testing; and problems encountered by both headteachers and teachers in school administration and their possible solutions.

#### Return rate of questionnaires

A total of 70 questionnaires for headteachers and 350 for teachers were administered in the study. A total of 67 questionnaires for headteachers and 330 for teachers were collected representing 95.71% and 94.29 % respectively.

#### Data of respondents

Data on respondents was based on 67 headteachers and 330 teachers in 67 schools. Percentages and frequencies were used to describe data of headteachers, teachers and schools.

Sex of headteachers and teachers is presented in table 1.

**Table 1**  
**Sex of headteachers and teachers**

SEX	HEADTEACHERS		TEACHERS	
		%		%
Males	44	65.67	215	65.15
Females	23	34.33	115	34.85
<b>Total</b>	<b>67</b>	<b>100.00</b>	<b>330</b>	<b>100.00</b>

Sex of headteachers presented in table 1 indicates that there were 44(65.67%) male headteachers as compared to 23(34.33%) female headteachers. The low number of female headteachers as compared to male headteachers might have been due to the location of some of the schools. Most of the schools located in the interior were headed by male headteachers. There was almost the same number of male and female headteachers located along the main roads. The low rate of female headteachers might have also been affected by the low rate of female teachers in Vihiga District. There were 215 (65.15%) male teachers and 115(34.85%) female teachers. The higher number of male teachers and low for female teachers might have been caused by the high university and college intake of male students and low female students. It might have also been as a result of many female teachers teaching in urban areas where their husbands work. A study by Njuguna (1998) found that there were more female than male teachers since the study was carried out in an urban setting.

Academic qualifications of headteachers and teachers are presented in table 2.

**Table 2**

**Academic qualifications of headteachers and teachers**

Academic qualifications	HEADTEACHERS		TEACHERS	
	N	%	N	%
S1/Dip/ATS	15	22.39	87	26.36
B.A/B.Sc with PGDE	4	5.97	23	6.97
B.Ed	47	70.15	215	65.15
M.A/M.Sc	1	1.49	3	0.91
M.Ed	-		2	0.61
<b>Total</b>	<b>67</b>	<b>100.00</b>	<b>330</b>	<b>100.00</b>

Data in table 2 reveals that there were 15(22.39%) headteachers with S1/Dip/ATS while those with B.A/B.Sc degree with PGDE were 4(5.97%). There

were 47(70.15) headteachers who had B.Ed degree. That with M.A/M.Sc. degree was 1(1.49%). There were no headteachers with M.Ed degree. S1/Dip/ATS teachers were 87(26.36%), B.A/BSc with PGDE were 23(6.97%), B.Ed were 215(65.15%), M.A/M.sc. were 3(0.91%) and M.Ed were 2(0.61%). Most headteachers and teachers were qualified with B.Ed degree. This might have been because many students are admitted in training colleges for B.Ed degree than other academic qualifications. In addition some S1/ Dip / ATS go for degree courses reducing their number. There were very few headteachers and teachers with M.A/M.Sc and M.Ed degrees.

Statistics in table 3 presents age of headteachers and teachers.

**Table 3**

**Age of headteachers and teachers**

Age groups in years	HEADTEACHERS		TEACHERS	
	N	%	N	%
30 and below	-	-	96	29.09
31-35	-	-	98	29.20
36-40	11	16.42	60	18.18
41-45	18	26.86	46	13.94
46-50	26	38.81	30	9.09
51-55	12	17.91	-	-
<b>Total</b>	<b>67</b>	<b>100.00</b>	<b>330</b>	<b>100.00</b>

Information in table 3 indicates that age group of 46-50 years had the highest number of heateachers who were 26(38.81%). There were 11(16.42%) headteachers within the age group of 36-40 years while age group of 41-45 years had 18(26.86%). Age group of 51-55 years represented 12(17.91%) headteachers. There were no young headteachers of below 35 years. This showed that headteachers were appointed when old enough. As age increased, more headteachers were appointed

except at the age group of 51-55 years. Teachers aged 30 years and below were 96(29.09%) and those in the age group of 31-35 were 98(29.70%), teachers aged between 36-40 years were 60(18.18%), those in 41-45 age group were 46(13.94%) and those in 46 years and above age group were 30 (9.09%). In contrast with headteachers, as the age increased, the number of teachers reduced for each age group. This might have been because old and experienced teachers might have been promoted to be headteachers, education officers, tutors in colleges or taken jobs elsewhere.

Data presented in table 4 is the administrative and teaching experience of headteachers and teachers respectively.

**Table 4**  
**Administrative and teaching experience of headteachers and teachers respectively**

Experience in years	HEADTEACHERS		TEACHERS	
	N	%	N	%
1-5	22	32.84	88	26.67
6-10	17	25.37	107	32.42
11-15	18	26.87	75	22.73
16-20	6	8.95	38	11.51
21 and above	4	5.97	22	6.67
<b>Total</b>	<b>67</b>	<b>100.00</b>	<b>330</b>	<b>100.00</b>

Information in table 4 reveals that headteachers with 1-5 years of administrative experience were 22 (32.84%). They were those with highest frequency. Those who had headed schools for 6-10 years were 17 (25.37%) while those who had been heads for 11-15 years were 18 (26.87%). Administrative experience of 15-20 years represented 6 (8.95%) and those with administrative experience of 21 years and above were 4(5.97%) headteachers. As the number of

years of administrative experience increased the number of headteachers reduced. Headteachers with long administrative experience might have taken up other jobs or demoted due to poor leadership giving chance for new heads with short administrative experience. Teachers who had taught for 1-5 years were 88(26.67%), those who had taught for 6-10 years were 107(32.42%) those with teaching experience of 11-15 were 75(22.73%), those with 15-20 years of teaching were 38 (11.51%) while those with 21 years and above of teaching experience were 22(6.67%). Like for headteachers, as teaching experience increased, the number of teachers reduced. This might have been caused by promotion of experienced teachers to positions such as headteachers, education officers and tutors of colleges.

Contained in table 5 are the types of schools

**Table 5**  
**Type of schools**

Types of schools	N	%
Boys	7	10.45
Girls	11	16.42
Boys and girls	49	73.13
<b>Total</b>	<b>67</b>	<b>100.00</b>

Data in table 5 shows that there were 7(10.45%) boys' schools, 11(16.42%) girls' schools and 49(73.13%) mixed (boys and girls) schools. Most schools were mixed. Where the schools are located required both boys and girls to be enrolled so that the student population could increase.

Data presented in table 6 is the category of schools.

**Table 6**  
**Category of schools**

Category of schools	N	%
Day	39	58.21
Boarding	16	23.88
Day and boarding	12	17.91
<b>Total</b>	<b>67</b>	<b>100.00</b>

A summary in table 6 is the category of schools. There were 39 (58.21%) day schools, 16(23.88%) boarding schools and 12(17.91%) day and boarding schools. Day schools represented the highest number in category of schools since they can even be constructed in areas of poor infrastructure and they are cheap to start and run.

Contained in table 7 is the number of students in schools.

**Table 7**  
**Number of students in schools**

Number of students	N	%
200 and below	24	35.82
201-360	22	32.84
361-540	12	17.91
540-720	4	5.97
721 and above	5	7.46
<b>Total</b>	<b>67</b>	<b>100.00</b>

As shown in table 7, schools with students body of 200 and below were 24(35.82%) those with 201-360 students were 22(32.84%) those with 361-540 students were 12(17.915%), those with 541-720 students were 4(5.97%) while schools with 721 students and above were 5(7.46%). As the size of students body increased, the number of schools reduced. Most schools were under enrolled. Since

many schools had just come up, they had low student population. Some schools had been mismanaged causing drop in student population.

### **Teachers responses to Leader Behaviour Description Questionnaire (LBDQ).**

This subsection presented the ratings of teachers on LBDQ for perceived and expected statements on initiating structure and consideration dimensions of leadership styles. Mean scores and standard deviations were used to compare the headteachers' leadership styles on a five ratio scale. The scale was:-

Scale	Positively stated items	Negatively stated items
Always	5	1
Often	4	2
Occasionally	3	3
Rarely	2	4
Never	1	5

The mean scores for the ratings ranged between 1.00 -4.99. Mean scores of between 4.00-4.99 represented very high scores, mean scores of between 3.10-3.99 represented high scores, mean scores of between 3.00-3.09 represented moderate scores, mean scores of between 2.00-2.99 represented low scores while mean scores of between 1.00 -1.99 represented very low scores.



Data presented in table 8 are mean scores and standard deviations of teachers' responses to statements on perceived initiating structure.

**Table 8**

**Mean scores and standard deviations of teachers' responses to statements on perceived initiating structure.**

Statements of perceived initiating structure (He/she)	Mean	SD
1. Makes his/her attitudes (intentions) clear to the staff	3.80	1.12
2. Tries new ideas with the staff	3.56	1.10
3. Criticizes poor work	3.82	1.00
4. Assigns staff members to particular tasks (duties)	4.32	0.95
5. Is very strict	3.36	1.52
6. Speaks in a manner not to be questioned	2.70	1.22
7. Works without a plan	3.80	1.24
8. Maintains definite standards of performance	3.75	1.21
9. Emphasizes meaning of deadlines	3.64	1.25
10. Encourages the use of uniform procedures	3.75	1.28
11. Makes sure that his/her part is understood by all members	3.77	1.24
12. Asks that staff follow standard rules and regulations	4.20	1.07
13. Asks that staff members know what is expected of them	4.20	1.01
14. Sees that staff members are working to capacity	3.83	1.16
15. Sees that the work of staff members is coordinated	3.87	1.26

Information in table 8 outlines that in 3 (20.00%) statements, headteachers were perceived as very high in initiating structure. In 11(73.33%) statements they were perceived as high in initiating structure while in 1(6.67%) they were perceived as low. The headteachers concentrated much of their efforts on assigning staff members to particular tasks (mean 4.32), made sure that staff members followed standard rules and regulations (mean 4.20) and they let the staff members know what was expected of them (mean 4.20). These were the areas the headteachers thought would give direction to attainment of goals. Generally, the responses indicated that the headteachers were high in initiating structure. The findings were in agreement with those of Njuguna (1998), Kihara (1991) Sukhabanij (1980), Mangoka (1977) and Cinco (1975) who found from their studies that headteachers were perceived by their teachers as high in initiating structure. Low standard deviations showed that the ratings were close and in agreement to each other.

Mean scores and standard deviations of teachers' responses to statements on perceived consideration are presented in table 9.

**Table 9**

**Mean scores and standard deviations of teachers' responses to statements on perceived consideration.**

Statements on perceived consideration (he/she)	Mean	SD
1. Does personal favours for the staff	2.18	0.90
2. Does things to make it pleasant to be a member of staff	2.69	0.90
3. Is very easy to understand	2.69	1.02
4. Finds time to listen to members of staff	3.06	0.99
5. Keeps to himself/herself	2.33	1.28
6. Looks for personal welfare of individual staff members	2.68	1.03
7. Refuses to explain his/her actions	3.05	1.06
8. Acts without consulting the staff	2.88	1.00
9. Is slow to accept new ideas	2.68	1.02
10. Treats all staff members as his/her equals	2.58	0.99
11. Is willing to make changes	2.97	1.06
12. Is friendly and approachable	3.37	0.99
13. Makes staff members feel at ease when talking to him/her	3.38	0.98
14. Puts suggestions made by staff members into consideration	2.99	0.99
15. Gets staff approval on matters before going ahead	2.97	1.04

Results in table 9 reveals that headteachers were perceived as high in 2(13.33%) statements. In the other 2(13.33%) they were perceived as moderate while in 11(73.34%) they were perceived as low in consideration. When dealing with staff feelings and interests, the headteachers emphasized in making the staff feel at ease when talking to them (mean 3.38), they tried to be friendly and approachable (mean 3.37) and found time to listen to members of staff (mean 3.06). The responses revealed that the headteachers were generally low in consideration dimension of leadership styles. The findings were in agreement with studies of Njuguna (1998), Kihara (1991), Mangoka (1977) and Cinco (1975) who found that headteachers were perceived by their teachers as low in consideration dimension of leadership styles. The low standard deviations show that the ratings of teachers were close and in agreement to each other.

Indicated in table 10 are the mean scores and standard deviations of teachers' responses to statements on expected initiating structure.

**Table 10**

**Mean scores and standard deviations of teachers' responses to statements on expected initiating structure**

Statements on preferred initiating structure (he/she should)	Mean	SD
1. Make his/her attitudes (intentions) clear to the staff	4.31	1.00
2. His/her new ideas with the staff	4.21	0.84
3. Criticize poor work	4.25	0.85
4. Assign staff members to particular tasks (duties)	4.68	0.54
5. Be very strict	3.48	0.99
6. Speak in a manner not to be questioned	2.32	1.42
7. Work without a plan	4.80	0.75
8. Maintain standards of performance	4.80	0.50
9. Emphasize the meaning of deadlines	4.62	0.62
10. Encourage use of uniform procedures	4.72	0.54
11. Make sure that he/she is understood by all members	4.81	0.48
12. Ask that staff follow standard rules and regulations	4.70	0.67
13. Let staff members know what is expected of them	4.81	0.61
14. See that staff members are working to capacity	4.70	0.55
15. See that the work of staff members is coordinated	4.84	0.39

Statements on preferred initiating structure in table 10 shows that teachers expected headteachers to be very high in 13(86.66%) statements and to be high and low in 1(6.67%) statement each for initiating structure. For attainment of school goals the teachers preferred headteachers who should make sure that the work of staff members is coordinated (mean 4.84), they are understood by all members (mean 4.81) and let staff members know what is expected of them (mean 4.81). The ratings showed that the headteachers were expected to be very high in initiating structure than they were perceived. The findings were in agreement with those of Yates (1981) and Greene and Schriesheim (1977) who found from their studies that headteachers were expected to be high in initiating structure. This is supported by Mangoka (1977), Campbell et al (1983) and Blake et al (1981) who argue that effective leaders should be high in initiating structure. Very low standard deviations showed that the teachers' ratings were close and in agreement to each other.

Information presented in table 11 are the mean scores and standard deviations of teachers' responses to statements on expected consideration.

**Table 11**

**Mean scores and standard deviations of teachers responses to statements on expected consideration**

Statements on preferred consideration (He/she should:-)	M	MD
1. Do personal favours for the staff	3.02	1.19
2. Do things to make it pleasant to be a member of staff	4.52	0.77
3. Be very easy to understand	4.55	0.82
4. Find time to listen to staff members	4.69	0.59
5. Keep to himself/herself	3.24	1.02
6. Look for personal welfare of individual staff members	4.16	1.05
7. Refuse to explain his/her actions	4.55	0.73
8. Act without consulting the staff	4.44	0.75
9. Be slow to accept new ideas	4.14	0.95
10. Treat all members of his/her staff as his/her equals	3.83	0.78
11. Be willing to make changes	4.28	0.78
12. Be friendly and approachable	4.80	0.51
13. Make staff members feel at ease when talking to them	4.80	0.57
14. Put suggestions made by staff members into considerations	4.48	0.67
15. Get staff approval on important matters before going a head	4.45	0.72

Data in table 11 reveals that headteachers were expected by teachers to be very high in consideration in 12(80.00%) statements but to be high in 3(20.00%) of them. The same statements that the headteachers were perceived to emphasize more than the rest as they took care of the teachers' feelings and interests were the same statements that teachers expected the headteachers to emphasize. The only difference was that the mean scores for perceived were less than the mean scores for expected on the given statements. In dealing with teachers' feelings and interests the teachers expected headteachers who should make staff members feel at ease when talking to them (mean 4.80), be friendly and approachable (mean 4.80) and the one that should find time to listen to staff members (mean 4.69). The headteachers were expected to be very high in consideration. The findings were similar to those of Yates (1981) and Greene and Schriesheim (1977) who found out that headteachers were expected to be

high in consideration dimension of leadership styles. In support, Mangoka (1977), Campbell et al (1983) and Blake et al (1981) argue that leaders should be highly considerate to their followers for effective leadership.

### **Hypotheses testing**

Hypotheses testing were based on the teachers' responses to perceived and preferred headteachers' leadership styles concerning LBDQ as divided into initiating structure and consideration. Three hypotheses were tested. Pearson product-moment correlation co-efficient ( $r$ ) was used to test null hypothesis  $H_{01}$ , two tailed t-test was used to test null hypotheses  $H_{02}$  a and  $H_{03}$  a while one way analysis of variance (ANOVA) also called F-ratio was used to test null hypotheses  $H_{02}$  b, c and d and  $H_{03}$  b, c and d. The hypotheses were accepted at significance level of 0.05 if the calculated values of Pearson product-moment correlation co-efficient, two tailed t-tests or ANOVA (F-ratio) were less than their respective critical (tabled) values but rejected if the calculated values were equal or greater than the critical values.

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### **Teachers' perceptions and their expectation of headteachers' leadership styles**

Pearson product-moment correlation co-efficient was used to test null hypothesis  $H_{01}$  to determine if there was a significant relationship between teachers' perceptions and their expectation of headteachers' leadership styles. The null hypothesis stated:-

$H_{01}$ . There is no significant relationship between teachers' perceptions and their expectation of headteachers' leadership styles.

The calculated value of pearson product moment correlation co-efficient ( $r$ ) for teachers' perceptions and their expectation of headteachers' leadership styles in initiating structure and consideration is presented in table 12.

**Table 12**

**Pearson product moment correlation co-efficient ( $r$ ) for teachers' perceptions and their expectation of headteachers' leadership styles in initiating structure and consideration.**

Leadership styles	N	r	r-critical
Initiating structure	330	0.05	0.10
Consideration	330	-0.08	0.10

Df = 328      r- critical = 0.10

The calculated  $r$ -value in table 12 was 0.05 for initiating structure which was less than the critical  $r$ -value of 0.10. Similarly, the calculated  $r$ -value for consideration was -0.08 which was less than the critical  $r$ -value of 0.10. Thus the null hypothesis that there is no significant relationship between teachers' perceptions and their expectation of headteachers' leadership styles was accepted for both initiating structure and consideration. The findings were similar to studies by Bell (1980) and Brewer (1980) who found no significant relationship between perceived and expected headteachers' leadership styles both in initiating structure and consideration.

Mean scores and standard deviations of teachers' perceptions and their expectation of headteachers' leadership styles in initiating structure and consideration is shown in table 13.

**Table 13**

**Mean scores and standard deviations of teachers' perceptions and their expectation of headteachers' leadership styles in initiating structure and consideration.**

Leadership styles	N	Perceived		Preferred	
		Mean	SD	Mean	SD
Initiating structure	67	56.27	11.05	66.33	4.62
Consideration	67	42.33	7.83	62.42	5.51

Headteachers levels of leadership styles in table 13 shows that they were perceived by their teachers as high in initiating structure (mean 56.27) and low in consideration (mean 42.33). The headteachers thus practiced high initiating structure - low consideration leadership styles. The findings were similar to those of Njuguna (1998), Kihara (1991), Mangoka (1977) and Cinco (1975) who found from their studies that teachers perceived their headteachers as high initiating structure and low in consideration. Headteachers were high in initiating structure and low in consideration probably because the teachers were not committed to their work and their performance was not up to the expectations of the headteachers. Akabogu et al (1992) inform that research has shown leaders exhibit high initiating structure and low consideration towards subordinates who are low in performance. The headteachers were preferred by their teachers to be high both in initiating structure (mean 66.33) and consideration (mean 62.42). The findings were in agreement with those of Yates (1981) and Greene and Schriesheim (1977) who found from their studies that headteachers were expected to be high both in initiating structure and consideration. In support Mangoka (1977), Campbell et al (1983) and Blake et al (1981) argue that effective leaders are expected to show high scores both in initiating structure and consideration. Teachers expected headteachers to be higher in initiating structure than consideration probably because schools were more concerned with performance of tasks (duties). Taking care of teachers' feelings and interests came after school goals had been designed and partly achieved.

### Headteachers' sex and their leadership styles as perceived by teachers.

Two tailed t-test was used to test the null hypothesis  $H_{02}$  (a) to establish if there was a significant difference between headteachers' sex and their leadership styles as perceived by teachers. The null hypothesis stated:-

$H_{02}$  (a); There is no significant difference between headteachers' sex and their leadership styles as perceived by teachers.

Shown in table 14 are two tailed t-tests, mean scores and standard deviations of headteachers' sex and their leadership styles in initiating structure and consideration as perceived by teachers.

**Table 14**

**Two tailed t-tests, mean scores and standard deviations of headteachers' sex and their leadership in initiating structure and consideration as perceived by teachers.**

Leadership styles	Males			Females			
	N	Mean	SD	N	Mean	SD	T-test
Initiating structure	219	55.74	10.69	111	57.31	11.72	-1.22
Consideration	219	42.39	7.57	111	42.22	8.35	0.19

Df = 328      t-critical = 1.65

The calculated t-value in table 14 was -1.22 for initiating structure which was less than the critical t-value of 1.65. The null hypothesis that there is no significant difference between headteachers' sex and their leadership styles as perceived by teachers in initiating structured was thus accepted. The findings were similar to those of Onyeri (1988) and Osborn and Vicars (1976) but differed with those of Njuguna (1998) and Mangoka (1977) who found that there was a significant difference between headteachers' sex and their leadership styles in initiating structure. Female headteachers were rated higher (mean 57.31) than male headteachers (mean 55.74) in initiating structure. Since female leaders are stereotyped as weak in leadership (Bass,



1981) they would like to put their followers to task more than their male counterparts so that the stereotype can cease to exist in people's minds.

In consideration dimension, table 14 indicates that the calculated t-value was 0.19 which was less than the critical t-value of 1.65. This showed that there was no significant difference between headteachers' sex and their leadership styles in consideration as perceived by teachers. The null hypothesis was thus accepted. The findings were in agreement with those of Njuguna (1998), Onyeri (1988) and Osborn and Vicars (1976) but differed with those of Mangoka (1977) who found a significant difference between headteachers' sex and their leadership styles in consideration as perceived by teachers. Although male headteachers were higher (mean 42.39) in consideration dimension than female headteachers (mean 42.22) the difference between their mean scores was not significant. They were both low in consideration. Njuguna (1998) also found from her study that male headteachers were perceived to be more considerate than female headteachers but their means were too close and their difference was not significant.

#### **Headteachers' age and their leadership styles as perceived by teachers.**

Analysis of variance was used to test null hypothesis  $H_{02}$  (b) to establish if there was a significant difference between headteachers' age and their leadership styles as perceived by teachers. The null hypothesis stated:-

$H_{02}$  (b): There is no significant difference between headteachers' age and their leadership styles as perceived by teachers.

The summary presented in table 15 is the analysis of variance of headteachers' age and their leadership styles in initiating structure as perceived by teachers.

**Table 15**

**Analysis of variance of headteachers' age and their leadership styles in initiating structure as perceived by teachers.**

Source of variation	df	Sum of squares	Mean of squares	f-ratio
Between groups	3	358.44	119.46	0.98
Within groups	326	3982.56	122.18	
<b>Total</b>	<b>329</b>	<b>40185.00</b>		

Df = (3,326) F-critical = 2.60

The calculated value of F-ratio in table 15 was 0.98 which was less than the critical f-ratio of 2.60 for initiating structure. The null hypothesis that there is no significant difference between headteachers' age and their leadership styles as perceived by teachers was thus accepted for initiating structure. Muchira (1988) and Onyeri (1988) came up with similar findings. The findings differed with those of Njuguna (1998), Dobson (1980) and Gibbon (1976) who concluded from their studies that the headteachers leadership styles had a significant difference with their age in initiating structure.

Mean scores and standard deviations of headteachers' age and their leadership styles in initiating structure as perceived by teachers is presented in table 16 .

**Table 16**

**Mean scores and standard deviations of headteachers' age and their leadership styles in initiating structure as perceived by teachers**

Age group in years	N	Mean	SD
36-40	11	55.93	11.87
41-45	18	57.79	08.92
46-50	26	56.06	11.45
51-55	12	54.75	10.95
<b>Total</b>	<b>67</b>	<b>56.27</b>	<b>11.05</b>

Results in table 16 indicates that headteachers in age group of 41-45 years were rated highest (mean 57.79) followed by those in 46-50 age group (mean 56.06), then 36-40 age group (mean 55.93) and least rated were those in 51-55 age group. As age increased, the headteachers reduced their levels of initiating structure. Headteachers in 41-45 age group were rated highest in initiating structure probably because they were in the middle age where people are very active and expected high performance. They highly give their followers direction on performance of duties.

Calculations in table 17 represent analysis of variance of headteachers' age and their leadership styles in consideration as perceived by teachers.

**Table 17**

**Analysis of variance of headteachers' age and their leadership styles in consideration as perceived by teachers.**

Source of variation	Df	Sum of squares	Mean of squares	f-ratio
Between groups	3	515.96	171.99	2.85
Within groups	326	19555.04	60.29	
<b>Total</b>	<b>329</b>	<b>20171.00</b>		

$$Df = (3, 326) \quad F\text{-critical} = 2.60$$

The calculated F-ratio in table 17 was 2.85 which was greater than the critical F-ratio of 2.60. The null hypothesis that there is no significant difference between

headteachers' age and their leadership styles in consideration as perceived by teachers was rejected. Dobson (1980) and Gibbon (1976) found the same results from their studies. Studies by Njuguna (1998), Muchira (1988) and Onyeri (1988) found no significant difference between headteachers' age and their leadership styles in consideration as perceived by teachers.

Summary of calculations of mean scores and standard deviations of headteachers' age and their leadership styles in consideration as perceived by teachers are shown in table 18.

**Table 18**  
**Mean scores and standard deviations of headteachers' age and their leadership styles in consideration as perceived by teachers**

Age groups in years	N	Mean	SD
36-40	11	40.22	10.14
41-45	18	41.64	8.37
46-50	26	42.86	6.85
51-55	12	44.15	5.98
<b>Total</b>	<b>67</b>	<b>42.33</b>	<b>7.83</b>

Headteachers in 51-55 age group as shown in table 18 were most considerate (mean 44.15) and those in 36-40 age group were least considerate (mean 40.22). As the age of headteachers went up, they became more considerate to their teachers. The high level of consideration of older headteachers could have been affected by their fatherly response. The headteachers also thought that as they neared retirement they wanted to handle teachers with care. The young teachers were less considerate as they were interested in task performance.

## Headteachers' academic qualifications and their leadership styles as perceived by teachers.

Analysis of variance was used to test null hypothesis  $H_{02}$  (C) to establish if there was a significant difference between headteachers' academic qualifications and their leadership styles as perceived by teachers. The null hypothesis stated:-

$H_{02}$  (c): There is no significant difference between headteachers' academic qualifications and their leadership styles as perceived by teachers.

Calculation of analysis of variance of headteachers' academic qualifications and their leadership styles in initiating structure as perceived by teachers is summarized in table 19.

**Table 19**  
**Analysis of variance of headteachers' academic qualifications and their leadership styles in initiating structure as perceived by teachers**

Source of variation	Df	Sum of squares	Mean of squares	f-ratio
Between groups	3	587.02	195.67	1.61
Within groups	326	39597.98	121.47	
<b>Total</b>	<b>329</b>	<b>40185.00</b>		

Df= (3,326) F-Critical = 2.60

The calculated F-ratio of 1.61 in table 19 was less than the critical F-ratio of 2.60 for initiating structure. The null hypothesis that there is no significant difference between headteachers' academic qualifications and their leadership styles as perceived by teachers was accepted for initiating structure. The findings were similar to those of Thomson (1980) but differed with those of Njuguna (1998), Onyeri (1988), Muchira (1980) and Mangoka (1977) who found a significant difference between headteachers' academic qualifications and their leadership styles in initiating structure.

Statistical data presented in table 20 are the mean scores and standard deviations of headteachers' academic qualifications and their leadership styles in initiating structure as perceived by teachers.

**Table 20**

**Mean scores and standard deviations of headteachers' academic qualifications and their leadership styles in initiating structure as perceived by teachers.**

<b>Academic qualifications</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
SI/Dip/ATS	15	58.60	7.66
B.A/B.Sc with PGDE	4	57.21	12.70
B.Ed	47	55.48	11.82
MA/M.Sc	1	54.40	6.60
<b>Total</b>	<b>67</b>	<b>56.27</b>	<b>11.05</b>

Calculated data in table 20 reveals that SI/Dip/ATS headteachers were rated highest (mean 58.60) in initiating structure. They were followed by BA/B.Sc with PGDE headteachers (mean 57.21), then those with B.Ed degree (mean 55.48). M.A/M.Sc headteachers were rated lowest (mean 54.40) in initiating structure but since it was one headteacher it did not give a good statistical significance. The higher the levels of education the headteachers had attained, the lower the level the teachers perceived them on initiating structure. SI/Dip/ATS were rated highest in initiating structure probably because their training did not expose them to different aspects of leadership styles. They were concerned with performance of the given tasks. Since they even headed schools with teachers who had better academic qualifications they had to prove that they had power and authority by exercising high levels of initiating structure.

Presented in table 21 is the analysis of variance of headteachers' academic qualifications and their leadership styles in consideration as perceived by teachers

**Table 21**

**Analysis of variance of headteachers' academic qualifications and their leadership styles in consideration as perceived by teachers**

Source of variation	df	Sum of squares	Mean of squares	F-ratio
Between groups	3	451.50	150.50	2.49
Within groups	326	19717.50	60.49	
<b>Total</b>	<b>329</b>	<b>20171.00</b>		

Df = (3,326) F-critical = 2.60

The calculated F-ratio in table 21 was 2.49 which was less than the critical f-value of 2.60. This led to acceptance of the null hypothesis that there is no significant difference between headteachers' academic qualifications and their leadership styles in consideration as perceived by teachers. Njuguna (1998) and Thomson (1980) came up with similar findings in their studies. But the findings differed with those of Onyeri (1988), Muchira (1980) and Mangoka (1977) where they found a significant difference between headteachers' academic qualifications and their leadership styles in consideration as perceived by teachers.

Shown in Table 22 are mean scores and standard deviations of headteachers' academic qualifications and their leadership styles in consideration as perceived by teachers.

**Table 22**

**Mean scores and standard deviations of headteachers' academic qualifications and their leadership styles in consideration as perceived by teachers.**

Academic qualifications	N	Mean	SD
SI/Dip/ATS	15	44.11	5.79
B.A/B.SC with PGDE	4	40.21	9.48
B.Ed	47	41.84	8.23
MA/M.sc	1	46.20	3.42
<b>Total</b>	<b>67</b>	<b>42.33</b>	<b>7.83</b>

Results in table 22 shows that headteachers with M.A/M.sc were most considerate (mean 46.20) followed by those with SI/Dip/ATS (mean 44.11), then B.Ed headteachers (mean 41.84). B.A/B.Sc with PGDE were rated lowest (mean 40.21) in consideration. M.A/M.Sc had learned many aspects of leadership so they knew that teachers' feelings and interests were to be put into consideration for effective performance. But since M.A/Msc had only one headteacher their rating was not statistically significant. The initial training of headteachers with B.A/B.sc with PGDE had already shaped their leadership behaviour. The later training of Postgraduate Diploma in Education (PGDE) did not improve considerably in their ability to take care of teachers' feelings and interests.

### **Headteachers' administrative experience and their leadership styles as perceived by teachers.**

Analysis of variance was used to test null hypothesis  $H_{03} (d)$  to establish if there was a significant difference between headteachers' administrative experience and their leadership styles as perceived by teachers. The null hypothesis stated :

$H_{03} (d)$ : There is no significant difference between headteachers' administrative experience and their leadership styles as perceived by teachers.



Analysis of variance of headteachers' administrative experience and their leadership styles in initiating structure as perceived by teachers is shown in table 23.

**Table 23**

**Analysis of variance of headteachers' administrative experience and their leadership styles in initiating structure as perceived by teachers.**

Source of variation	Df	Sum of squares	Mean of squares	f-ratio
Between groups	4	2022.53	505.63	4.31
Within groups	325	38162.47	117.42	
<b>Total</b>	<b>329</b>	<b>40185.00</b>		

DF=(4,325) f-critical = 2.37

The calculated F-ratio of 4.31 in table 23 was greater than F-critical of 2.37.

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This led to rejection of the null hypothesis that there is no significant difference between headteachers' administrative experience and their leadership styles in initiating structure as perceived by teachers. Njuguna (1998), Muchira (1988), Onyeri (1988), Muchira (1980) and Gibbon (1976) came up with similar findings from their studies. These finding differed with those of Thomson (1980) and Mangoka (1977) who found no significant difference between headteachers' administrative experience and their leadership styles in initiating structure as perceived by teachers.

Calculations presented in table 24 are mean scores and standard deviations of headteachers' administrative experience and their leadership styles in initiating structure as perceived by teachers.

**Table 24**

**Mean scores and standard deviations of headteachers' administrative experience and their leadership styles in initiating structure as perceived by teachers.**

<b>Administrative experience in years</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
1-5	22	55.74	10.58
6-10	17	59.47	10.28
11-15	18	53.92	12.19
16-20	6	60.00	11.11
21 and above	4	63.84	6.26
<b>Total</b>	<b>67</b>	<b>56.29</b>	<b>11.05</b>

Headteachers who had administrative experience of 21 years and above as shown in table 24 were rated highest (mean 63.84) in initiating structure followed by those who had administrative experience of between 16-20 years (mean 60.00), then those of 6-10 years (mean 59.47), then 1-5 years (mean 55.74) and those with administrative experience of 11-15 years were least rated (mean 53.92) in initiating structure. Headteachers with long administrative experience were rated higher in initiating structure than those with short administrative experience. Headteachers who had headed schools for 21 years and above were rated highest in initiating structure probably because having headed schools for that long, they had found out that unless teachers were directed on attainment of goals they would not perform their duties as expected.

Summarized in table 25 is the analysis of variance of headteachers administrative experience and their leadership styles in consideration as perceived by teachers.

**Table 25**

**Analysis of variance of headteachers administrative experience and their leadership styles in consideration as perceived by teachers.**

Source of variation	Df	Sum of squares	Mean of squares	f-ratio
Between groups	4	1637.48	409.37	7.18
Within groups	325	18533.52	57.03	
<b>Total</b>	<b>329</b>	<b>20171.00</b>		

Df = (4,325) F- Critical = 2.37

The calculated F-ratio of 7.18 in table 25 was greater than the critical F- ratio of 2.37. This led to the rejection of the null hypothesis that there is no significant difference between headteachers' administrative experience and their leadership styles in consideration as perceived by teachers. The findings were similar to those by Muchira (1988), Onyeri (1988), Muchira (1980) and Gibbon (1976). The findings, differed with those of Njuguna (1998), Thomson (1980) and Mangoka (1977) who found from their studies that there was no significant difference between headteachers' administrative experience and their leadership styles in consideration as perceived by teachers.

Presented in table 26 are the mean scores and standard deviations of headteachers' administrative experience and their leadership styles in consideration as perceived by teachers

**Table 26**

**Mean scores and standard deviations of headteachers' administrative experience and their leadership styles in consideration as perceived by teachers.**

<b>Administrative experience in years</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
1-5	22	39.29	8.97
6-10	17	44.13	7.62
11-15	18	42.96	6.07
16-20	6	45.07	6.54
21 and above	4	44.74	5.83
<b>Total</b>	<b>67</b>	<b>42.33</b>	<b>7.81</b>

Headteachers with administrative experience of 16-20 years in table 26 were most considerate (mean 45.07) followed by those with administrative experience of 21 years and above (mean 44.74), then those of 6-10 years (mean 44.13) followed by those of 11-15 years (mean 42.96) and headteachers with administrative experience of 1-5 years were rated least (mean 39.29) in consideration. As the headteachers' administrative experience increased they became more considerate. These findings were similar to those of Njuguna (1998) and Muchira (1988). Headteachers with long administrative experience knew that teachers whose feelings and interests were taken care of would perform their duties well and did not require close supervision when performing their duties.

### **Teachers' sex and their expectation of headteachers' leadership styles**

Two tailed t-test was used to test null hypothesis  $H_{03}$  (a) to determine if there was a significant difference between teachers' sex and their expectations of headteachers leadership styles. The null hypothesis stated:

H<sub>03</sub> (a): There is no significant difference between teachers' sex and their expectations of headteachers' leadership styles.

Presented in table 27 are two tailed t-tests, mean scores and standard deviations of teachers' sex and their expectation of headteachers' leadership styles in initiating structure and consideration.

**Table 27**  
**Two tailed t-tests, mean scores and standard deviations of teachers' sex and their expectations of headteachers' leadership styles in initiating structure and consideration.**

Leadership styles	Males			Females			T
	N	Mean	SD	N	Mean	SD	
Initiating structure	215	66.04	4.49	115	66.87	4.81	-1.56
Consideration	215	62.04	5.59	115	63.14	5.31	-1.73

Df = 328      t-critical = 1.65

Summarized result of the calculated t- value of  $-1.56$  in table 27 was less than the t- critical value of 1.65. This led to acceptance of the null hypothesis that there is no significant difference between teachers' sex and their expectation of headteachers' leadership styles in initiating structure. Female teachers expected headteachers who would initiate more structure (mean 66.87) than the expectations of male teachers (mean 66.04). The difference between their means was not significant. Female teachers expected headteachers who were high in initiating structure probably because they expected to do the same if given the chance, which they do it given a school to head. Both male and female teachers expected headteachers who were high in initiating structure. In consideration, the t-calculated was  $-1.73$  while t- critical was 1.65. Since the calculated t-value was greater than the t-critical, the null hypothesis that there is no significant difference between teachers' sex and their expectations of headteachers' leadership styles in consideration was rejected. Female teachers

expected headteachers who were high (mean 63.14) in consideration than the expectation of male teachers (mean 62.04). Both male and female teachers preferred headteachers who were high both in initiating structure and consideration. They realized that for effective leadership, headteachers should be higher in initiating structure than consideration.

### Teachers' age and their expectation of headteachers' leadership styles

Analysis of variance was used to test null hypothesis  $H_{O3}$  (b) to determine if there was a significant difference between teachers' age and their expectations of headteachers leadership styles. The null hypothesis stated:

$H_{O3}$  (b) There is no significant difference between teachers' age and their expectations of headteachers leadership styles.

Presented in table 28 is the analysis of variance of teachers' age and their expectations of headteachers leadership styles in initiating structure.

**Table 28**  
**Analysis of variance of teachers' age and their expectations of headteachers leadership styles in initiating structure.**

Source of variation	Df	Sum of Squares	Mean of Squares	f- ratio
Between groups	4	36.64	9.16	0.43
Within groups	325	6974.01	21.46	
<b>Total</b>	<b>329</b>	<b>7010.65</b>		

Df= (4,325)  $f$ -critical = 2.37.

The calculated f-ratio of 0.43 was therefore less than the f-critical of 2.37. This led to acceptance of the null hypothesis that there is no significant difference between teachers' age and their expectations of headteachers' leadership styles in initiating structure.

Analysis of mean scores and standard deviations of teachers' age and their expectations of headteachers' leadership styles in initiating structure are presented in table 29.

**Table 29**

**Mean scores and standard deviations of teachers' age and their expectations of headteachers' leadership styles in initiating structure.**

Age groups in years	N	Mean	SD
30 and below	96	66.40	3.91
31-35	98	66.51	4.66
36-40	60	65.67	4.60
41-45	46	66.35	5.35
46 and above	30	66.80	3.11
<b>Total</b>	<b>330</b>	<b>66.33</b>	<b>4.62</b>

As summarized in table 29 the teachers aged 46 years and above expected headteachers who would initiate the highest structure (mean 66.80). This might have been because they were aspiring to be heads of schools and that is exactly what they would do. Since headteachers were appointed when they were old enough they were ambitious that if any vacancy arose, they would be appointed as headteachers. They were followed in rating by teachers in age group of 31-35 years (mean 66.51) then those in age group of 30 years and below (mean 66.40), then 41-45 years (mean 66.35) and least (mean 65.67) by teachers who were aged between 36-40 years.

Presented in table 30 is the analysis of variance of teachers' age and their expectations of headteachers' leadership styles in consideration.

**Table 30**

**Analysis of variance of teachers' age and their expectations of headteachers' leadership styles in consideration.**

Source of variation	Df	Sum of squares	Mean of squares	f-ratio
Between group	4	277.41	69.35	2.32
Within groups	325	9705.04	29.86	
<b>Total</b>	<b>329</b>	<b>9982.45</b>		

$$Df = (4, 325) \quad f\text{-critical} = 2.37$$

Shown in table 30 is the calculated f-ratio of 2.32 which was less than f-critical value of 2.37. This led to the acceptance of null hypothesis that there is no significant difference between teachers' sex and their expectations of headteachers' leadership styles in consideration. It follows that teachers' age did not affect their expectations of headteachers' leadership styles in consideration.

Presented in table 31 are the mean scores and standard deviations of teachers' age and their expectation of headteachers' leadership styles in consideration.

**Table 31**

**Mean scores and standard deviations of teachers' age and their expectations of headteachers' leadership styles in consideration.**

Age groups in years	N	Mean	SD
30 and below	96	61.65	4.65
31-35	98	63.71	4.96
36-40	60	61.57	7.92
41-45	46	62.09	6.18
46 and above	30	62.90	3.92
<b>Total</b>	<b>330</b>	<b>62.42</b>	<b>5.51</b>

Teachers in 31-35 age group preferred headteachers who would exhibit highest level of consideration (mean 63.71) as contained in table 31. They were followed in that order by those in 46 and above age group (mean 62.90), 41-45 age group (mean 62.09), 30 and below age group (mean 61.65) and least by those in 36 -



40 age group (mean 61.57). When compared, all teachers in all age groups expected headteachers who were higher in initiating structure than consideration.

### **Teachers' academic qualifications and their expectations of headteachers' leadership styles**

Analysis of variance was used to test null hypothesis  $H_{O3}$  (c) to determine if there was a significant difference between teachers' academic qualifications and their expectations of headteachers' leadership styles. The null hypothesis stated:

$H_{O3}$  (c): There is no significant difference between teachers' academic qualifications and their expectation of headteachers' leadership styles.

Analysis of variance of teachers' academic qualifications and their expectations of headteachers' leadership styles in initiating structure is presented in table 32.

**Table 32**  
**Analysis of variance of teachers' academic qualifications and their expectations of headteachers' leadership styles in initiating structure.**

Source of variation	Df	Sum of squares	Mean of squares	f-ratio
Between groups	4	44.23	11.06	0.52
Within groups	325	6966.42	21.44	
<b>Total</b>	<b>329</b>	<b>7010.65</b>		

$$DF = (4, 325) \quad F\text{-critical} = 2.37$$

The F-ratio calculated of 0.52 was less than f-critical of 2.37 as in table 32. Thus the null hypothesis that there is no significant difference between teachers' academic qualifications and their expectation of headteachers' leadership styles was accepted for initiating structure. This meant that academic qualifications did not affect teachers' expectation of headteachers' leadership styles in initiating structure.

Presented in table 33 are mean scores and standard deviations of teachers' academic qualifications and their expectation of headteachers' leadership styles in initiating structure.

**Table 33**

**Mean scores and standard deviations of teachers' academic qualifications and their expectation of headteachers' leadership styles in initiating structure.**

<b>Academic qualifications</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
SI/Dip/ATS	87	65.79	4.76
BA/BSc with PGPE	23	65.91	6.61
B.Ed	215	66.58	4.35
M.A/M.Sc	3	67.00	3.61
M.Ed	2	66.00	1.41
<b>Total</b>	<b>330</b>	<b>66.33</b>	<b>4.62</b>

Results in table 33 show that M.A / M.Sc teachers expected headteachers who were highest (mean 67.00) in initiating structure. They were followed by M.Ed teachers (mean 66.00), then B.Ed teachers (mean 66.58), B.A/B.Sc with PGDE (mean 65.91) and least by SI/Dip/ATS teachers (mean 65.79). Teachers with higher academic qualifications expected headteachers who were higher in initiating structure than those with low academic qualifications.

Information in table 34 represents analysis of variance of teachers' academic qualifications and their expectation of headteachers' leadership styles in consideration

**Table 34****Analysis of variance of teachers' academic qualifications and their expectations of headteachers' leadership styles in consideration**

Source of variation	Df	Sum of squares	Mean of squares	f-ratio
Between groups	4	631.69	157.92	5.49
Within groups	325	6350.76	28.77	
<b>Total</b>	<b>329</b>	<b>9982.45</b>		

$$Df = (4, 325) \quad f\text{-critical} = 2.37$$

The calculated f-ratio of 5.49 was greater than the critical f-ratio of 2.37 as in table 34. The null hypothesis that there is no significant difference between teachers' academic qualifications and their expectation of headteachers' leadership styles was rejected for consideration. This meant that teachers' academic qualifications affected their expectation of headteachers' leadership styles in consideration.

A summary of mean scores, standard deviations of teachers' academic qualifications and their expectation of headteachers' leadership styles in consideration are presented in table 35.

**Table 35**

**Mean scores, standard deviations of teachers' academic qualifications and their expectations of headteachers' leadership styles in consideration**

Academic qualifications	N	Mean	SD
SI/Dip/ATS	87	61.82	5.45
B.A/B.S.C with PGDE	23	58.00	10.88
BED	215	63.13	4.41
M.A/M.Sc	3	65.00	3.46
MED	2	59.00	4.24
<b>TOTAL</b>	<b>330</b>	<b>62.42</b>	<b>5.51</b>

Data in table 35 indicates that teachers' with M.A/M.Sc degree expected headteachers' who had highest level (mean 65.00) of leadership styles in consideration. They were followed by those with B.Ed degree (mean 63.13), then those with SI/Dip/ATS (mean 61.82), then M.Ed degree (mean 59.00) and least for those with B.A/B.Sc with PGDE (mean 58.00).

#### **Teachers' teaching experience and their expectation of headteachers' leadership styles**

Analysis of variance was used to test null hypothesis  $H_{O_3}$  (d) to determine if there was a significant difference between teachers' teaching experience and their expectation of headteachers' leadership styles. The null hypothesis stated:

$H_{O_3}$  (d) there is no significant difference between teachers' teaching experience and their expectation of headteachers' leadership styles.

Calculation involving analysis of variance of teachers' teaching experience and their expectations of headteachers' leadership styles in initiating structure are presented in table 36.

**Table 36**

**Analysis of variance of teachers' teaching experience and their expectations of headteachers' leadership styles in initiating structure.**

Source of variation	Df	Sum of squares	Mean of squares	f-ratio
Between groups	4	108.96	27.24	1.28
Within groups	325	6901.69	21.24	
Total	329	7010.65		

$$Df=(4,325) \quad f\text{-critical} = 2.37$$

Since the calculated f-ratio of 1.28 in table 36 was less than the critical value of 2.37, the null hypothesis that there is no significant difference between teachers' teaching experience and their expectations of headteachers' leadership styles was accepted for initiating structure. This meant that teachers' teaching experience did not affect their expectation of headteachers' leadership styles in initiating structure.

Presented in table 37 are mean scores and standard deviations of teachers' teaching experience and their expectations of headteachers' leadership styles in initiating structure.

**Table 37**

**Mean scores and standard deviations of teachers' teaching experience and their expectations of headteachers' leadership styles in initiating structure.**

Teaching experience in years	N	Mean	SD
1-5	88	66.42	4.39
6-10	107	66.08	4.88
11-15	75	65.89	4.67
16-20	38	66.61	4.83
21 and above	22	68.27	3.21
<b>Total</b>	<b>330</b>	<b>66.33</b>	<b>4.62</b>

Teaching experience in table 37 reveals that teacher who had taught for 21 years and above expected headteachers who were highest (mean 68.27) in initiating structure followed by those with teaching experience of 16-20 years (mean 66.61), then those with 1-5 years (mean 66.42), 6-10 years (mean 66.08) and least for those with teaching experience of 11-15 years (mean 65.89). Teachers with long teaching experience expected headteachers who were higher in leadership styles in initiating structure than those with short period of teaching experience. Teachers with teaching experience of 21 years and above expected headteachers with highest level of initiating structure since their experience had shown them that high levels made teachers perform their tasks effectively.

Presented in table 38 is the analysis of variance of teachers' teaching experience and their expectation of headteachers' leadership styles in consideration

**Table 38****Analysis of variance of teachers' teaching experience and their expectations of headteachers' leadership styles in consideration**

Source of variation	Df	Sum of squares	Mean of squares	f-ratio
Between groups	4	76.64	19.16	0.63
Within groups	325	4905.81	30.48	
Total	329	9982.45		

$$Df = (4,325) \quad f\text{-critical} = 2.37$$

Results in table 38 show that calculated f-ratio of 0.63 was less than the critical f-ratio of 2.37. This led to acceptance of null hypothesis that there is no significant difference between teachers' teaching experience and their expectations of headteachers' leadership styles in consideration. It therefore followed that teachers teaching experience did not affect their expectation of headteachers' leadership styles in consideration.

Mean scores and standard deviations of teachers' teaching experience and their expectation of headteachers' leadership styles in considerations are presented in table 39.

**Table 39****Mean scores and standard deviations of teachers' teaching experience and their expectations of headteachers' leadership styles in considerations**

Teaching experience in years	N	Mean	SD
1-5	88	62.35	4.22
6-10	107	62.20	6.14
11-15	75	62.09	6.74
15-20	38	63.58	3.87
21 and above	22	63.09	4.58
Total	330	62.42	5.51

Using table 39 the teachers who had taught for 16-20 years expected headteachers who had highest level (mean 63.58) in consideration. They were followed with those who had teaching experience of 21 years and above (mean 63.09), then those with 1-5 years of teaching (mean 62.35) then those with 6-10 years of teaching (mean 62.20) and least for those who had taught for 11-15 years (mean 62.09). Teachers with long teaching experience expected headteachers who were higher in consideration than those who had short teaching experience.

#### **Problems headteachers encountered in school administration and their possible solutions.**

Presented in table 40 are frequencies and percentages of administrative problems headteachers encountered when carrying out their duties.

**Table 40**  
**Frequencies and percentages of administrative problems headteachers encountered when carrying out their duties**

Problem	N	%
Financial	50	23.47
Understaffing and poor staff balancing	30	14.08
Inadequate facilities	28	13.15
Indisciplined staff and students	15	7.04
Absenteeism of staff and students	11	5.16
Uncooperative parents and board of governors	10	4.69
Lazy, uncommitted and nonperforming staff	9	4.22
Negative community influence	9	4.22
Dropout due to lack of fees and pregnancy	9	4.22
Low quality students in academics	8	3.76
Low enrolment in day and high in boarding schools	8	3.76
Incitement of teachers/students by teachers/students	7	3.30
Insecurity	5	2.35
Over protective parents to their children	5	2.35
Political patronage	5	2.35
Drug abuse	4	1.88



Data in table 40 indicate that 23.47% of headteachers encountered financial problems. Njuguna (1998) also found that financial problems were encountered by most headteachers than other problems. Other problems mostly encountered by headteachers included understaffing and poor staff balancing (14.08 %), inadequate facilities (13.15%) and indisciplined staff and students (7.04%).

Presented in table 41 are frequencies and percentages of possible solutions the headteachers expected will solve the problems they encountered when carrying out administrative duties.

**Table 41**

**Frequencies and percentages of possible solutions the headteachers expected will solve the problems they encountered when carrying out administrative duties**

<b>Solution</b>	<b>N</b>	<b>%</b>
Grants from the government and NGOs	44	26.83
Staffing and proper staff balancing	20	12.20
Government to increase bursaries	17	10.37
Community to know schools should be run professionally	16	9.76
Regular PTA meetings	13	7.93
Guide and counsel lazy and uncooperative teachers	10	6.10
Headteachers to punish indisciplined students and staff	9	5.49
Encourage single sex schools	9	5.49
Reduce fees charged in schools	6	3.65
Staff motivation	6	3.65
Parents to discipline their children	5	3.04
Remove BOG with less than O' level of education	3	1.83
Regular inspections of schools	3	1.83
Headteachers to have knowledge of accounting	3	1.83

As shown in table 41 in solving some problems headteachers preferred to get grants from the government and NGOs (26.83%), expected staffing and proper staff

balancing to be done (12.20 %), expected the government to increase remittance of bursaries in schools (10.37%) and the community to know that schools should be run professionally (9.76%).

**Problems teachers encountered in headteachers' school administration and their possible solutions.**

Frequencies and percentages of problems teachers encountered in headteachers' school administration are presented in table 42 .

**Table 42**  
**Frequencies and percentages of problems teachers encountered in headteachers' school administration**

<b>Problem</b>	<b>N</b>	<b>%</b>
Do not involve teachers in decision making	145	34.44
Do not put personal welfare of staff at heart	48	11.40
Have low attention to discipline of staff and students	34	8.08
Dictatorial and always gloomy	22	5.23
Too rigid and conservative to issues	18	4.28
Less concerned with academic performance	18	4.28
Biased when attending to problems affecting staff members	18	4.28
Can't control their emotions if criticized	17	4.04
Hide professional information from teachers	15	3.64
Chronic absenteeism and lateness to work	14	3.32
Do not motivate staff members	14	3.32
Poor communications with the staff	13	3.09
Egocentric	12	2.85
Do not provide teaching facilities	11	2.61
Misappropriate school funds	11	2.61
Are not honest and give false promises	11	2.61

Problems in table 42 show that teachers complained that their headteachers did not involve them in decision making (34.44%). Teachers also complained that their

headteachers did not put personal welfare of teachers at heart (11.4%), they had low attention to discipline of staff and students (8.08%) and they were dictatorial and gloomy (5.23%). These problems reduce teachers' motivation and therefore they can not perform their duties to the expectations of their headteachers.

Presented in table 43 are frequencies and percentages of possible solutions teachers expected headteachers should use in their school administration to solve the problems teachers encountered

**Table 43**

**Frequencies and percentages of possible solutions teachers expected headteachers should use in their school administration to solve the problems teachers encountered**

Solution	N	%
Involve teachers in decision making	160	37.04
Motivate staff members	55	12.73
Control personal emotions	26	6.02
Treat staff without bias	26	6.02
Participate and enhance discipline	22	5.09
Care about performance	18	4.17
Proper planning and budgeting	17	3.94
Improve on learning facilities	16	3.70
Create and maintain good public relations	15	3.47
Deal with similar discipline cases uniformly	15	3.47
Be available in school	14	3.24
Delegate responsibility	14	3.24
Implement new ideas bit by bit	13	3.00
Improve on communications with the staff	11	2.55
Graduate teachers should head schools	11	2.55

Information in table 43 shows that the highly rated solutions to problems encountered by teachers were: involve teachers in decision making (37.04%), Motivate staff members (12.73%), control personal emotions (6.02%) and treat staff members without bias (6.02%)

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this study has been to determine whether what the teachers perceived their headteachers did was related to what they expected them to do in their leadership styles. The study was to establish the effect of headteachers' sex, age, academic qualifications and administrative experience on their leadership styles. The study was also to determine the effect of teachers' sex, age, academic qualifications and teaching experience on their expectation of headteachers' leadership styles. In addition, the study was to identify problems encountered by both headteachers and teachers in school administration and the possible solutions to the problems encountered.

Literature review was organized into: trait approach to leadership; dimensions of leadership behaviour; quadrant leadership styles; teachers' perceptions of headteachers' leadership styles; factors that affect perceptions; headteachers' leadership styles and some variables as perceived by teachers; teachers' perceptions and their expectation of headteachers leadership styles; and conceptual framework of the study.

Based on ex post facto research design, objectives and hypotheses, research instruments were designed. Headteachers' questionnaires had two parts while teachers' questionnaires had four parts. Pearson product-moment correlation coefficient and Spearman-Brown Prophecy were used to test reliability of the research instrument after a pilot study. Reliability of the research instrument was 0.91.

Stratified random sampling was used to select respondents for the study. Of the sample size of 70 headteachers and 350 teachers, 67 questionnaires were collected

from headteachers while 330 were collected from teachers respectively. These represented return rate of 95.71% for headteachers and 94.29% for teachers. Pearson product-moment correlation co-efficient, two tailed t-tests and analysis of variance (ANOVA) were used to test null hypotheses at significance level of 0.05. The following hypotheses were formulated to guide the study:

1. There is no significant relationship between teachers' perceptions and their expectations of headteachers leadership styles.
2. There is no significant difference between headteachers' sex, age, academic qualifications and administrative experience and their leadership styles as perceived by teachers.
3. There is no significant difference between teachers' sex, age, academic qualifications and teaching experience and their expectations of headteachers leadership styles.

A number of findings were derived from the given null hypotheses. The major findings were:

- 1(a) There was no significant relationship between teachers' perceptions and their expectations of headteachers' leadership styles.
- (b) Headteachers were perceived as high in initiating structure and low in consideration but were expected to be high both in initiating structure and consideration.
- 2(a) There was no significant difference between headteachers' sex and their leadership styles both in initiating structure and consideration.
- (b) Female headteachers were perceived as high in initiating structure than male headteachers but male headteachers were perceived as high in consideration than female headteachers.

- 3(a) There was no significant difference between headteachers' age and their leadership styles in initiating structure but there was a significant difference in consideration.
- (b) Headteachers in age group of 41-45 years were rated highest in initiating structure while those in age group of 51-55 years were rated highest in consideration.
- 4(a) There was no significant difference between headteachers' academic qualifications and their leadership styles both in initiating structure and consideration.
- (b) Headteachers with SI/Dip/ATS training were rated highest in initiating structure while those with M.A/M.Sc were rated highest for consideration.
- 5(a) There was a significant difference between headteachers' administrative experience and their leadership styles in both initiating structure and consideration.
- (b) Headteachers with administrative experience of 21 years and above were rated highest in initiating structure while those with administrative experience of 16- 20 years were rated highest in consideration.
- 6(a) There was no significant difference between teachers' sex and their expectations of headteachers' leadership styles in initiating structure but there was a significant difference in consideration.
- (b) Male teachers expected headteachers to be higher in initiating structure than what female teachers expected while female teachers expected headteachers to be higher in consideration than what male teachers expected them.

- 7(a) There was no significant difference between teachers' age and their expectations of headteachers' leadership styles both in initiating structure and consideration.
- (b) Teachers within age group of 46 years and above expected headteachers who were highest in initiating structure while those in age group of 41-45 years expected headteachers to be highest in consideration.
- 8(a) There was no significant difference between teachers' academic qualifications and their expectations of headteachers' leadership styles in initiating structure but there was a significant difference in consideration.
- (b) Teachers with M.A/M.Sc degree expected headteachers to be highest both in initiating structure and consideration.
- 9(a) There was no significant difference between teachers' teaching experience and their expectations of headteachers' leadership styles both in initiating structure and consideration.
- (b) Teachers with teaching experience of 21 years and above expected headteachers to be highest in initiating structure while those with teaching experience of 16-20 years expected headteachers to be highest in consideration.

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## Conclusions

A total of 67 questionnaires for headteachers and 330 for teachers were collected by the end of the study representing 95.71% and 94.29% respectively. There were more male headteachers than female headteachers. The low number of female headteachers might have been due to the location of some of the schools. Majority of schools located in the interior were headed by male headteachers. There were almost the same numbers of male and female headteachers located in schools along the main roads.

The low rate of female headteachers might have also been affected by the low rate of female teachers in Vihiga district. It was also found that there were more male teachers than female teachers. The higher rate of male teachers and low rate for female teachers might have been caused by the high university and college intake of male students and low for female students. It might have also been as a result of many female teachers teaching in urban areas where their husbands work.

Most headteachers and teachers were qualified with B.Ed degree. This might have been because many students are admitted in training colleges for B.Ed degree than other academic qualifications. In addition, SI/ Dip/ ATS teachers go for degree courses reducing their original number. There were very few headteachers with M.Ed and M.A/M.Sc degrees.

Age group of 46-50 years represented the highest frequency for headteachers. This indicated that headteachers were appointed when old enough. There were no young headteachers of below 35 years. As age increased more teachers were appointed except for age group of 51-55 years. Age group of 31-35 years represented highest number of teachers. There was high number of young teachers than old ones. The old teachers were few because they might have been appointed as headteachers, education officers, tutors of colleges or taken jobs elsewhere. In contrast with headteachers, as the age increased, the number of teachers reduced for each age group.

Headteachers with 1-5 years of administrative experience were highest in number than other groups of administrative experience. This meant that many headteachers had been appointed to replace those who had retired, demoted or taken jobs elsewhere. As administrative experience increased, the number of headteachers reduced. Teachers with 6-10 years of teaching represented the highest frequency for



teachers. There were more teachers with short teaching experience than those with long teaching experience. This might have been caused by promotion of experienced teachers to positions such as headteachers, education officers and tutors of colleges.

It was found out that most schools were mixed. Where the schools are located required both boys and girls to be enrolled so that the student population could go high. Day schools were higher than day and boardingschools. Day schools were highest number in category of schools since they can even be constructed in areas of poor infrastructure and they are cheap to start and run. Schools which had 200 students and below were highest in number than other groups of student size. As the size of students body increased the number of schools reduced. Since many schools had just come up, they had low student population. Some schools had been mismanaged causing drop in student population.

In statements of perceived initiating structure, it was found that headteachers emphasized on assigning staff members to particular tasks (duties), making staff members to follow standard rules and regulations and letting staff members know what was expected of them. Teachers expected headteachers to make sure that the work of staff members was coordinated, they were understood by all staff members and they let staff members know what was expected of them.

In consideration, teachers perceived headteachers as low in most statements. They were perceived higher than the rest in the following statements: Making staff members feel at ease when talking to them, being friendly and approachable and were willing to make changes. Teachers expected headteachers to highly emphasize the same statements when dealing with teachers feelings and interests. Teachers expected headteachers to be higher in statements of initiating structure and consideration than they were perceived.

Pearson product-moment correlation coefficient, two tailed t-test and analysis of variance (ANOVA) were used to test null hypotheses at significance level of 0.05. After testing the null hypotheses, some inferences were made.

There was no significant relationship between teachers' perceptions and their expectations of headteachers leadership styles both in initiating structure and consideration. Headteachers were perceived as high in initiating structure and low in consideration. The headteachers thus practiced high initiating structure - low consideration leadership styles. This might have been probably because teachers were not committed to their work and their performance was not up to the expectations of their headteachers. The headteachers were expected by their teachers to be high both in initiating structure and consideration. Teachers preferred headteachers to be higher in initiating structure than consideration probably because schools were more concerned with performance of tasks (duties). Taking care of teachers' feelings and interests came after school goals had been designed and partly achieved.

There was no significant difference between headteachers' sex and their leadership styles both in initiating structure and considerations as perceived by teachers. Female headteachers were perceived to be higher than male headteachers in initiating structure. Since female leaders are stereotyped as weak in leadership they would like to put their followers to task more than their male counterparts so that the stereotype can cease to exist in people's minds. Although male headteachers were higher in consideration than female headteachers, the difference between their mean scores was not significant. They were perceived as low in consideration.

There was no significant difference between headteachers' age and their leadership styles in initiating structure but there was a significant difference in

consideration as perceived by teachers. Headteachers in age group of 41-45 years were rated highest in initiating structure than other age groups probably because they were in their middle age where people are very active and expected high performance. They highly give their followers direction on performance of duties. As age increased, the headteachers reduced their levels of initiating structure. Heads in 51-55 age group were perceived as most considerate than other age groups. As age of headteachers went up, they became more considerate to their teachers. The high level of consideration by older headteachers could have been affected by their fatherly response. The headteachers also thought that they neared retirement they wanted to handle teachers with care.

There was no significant difference between headteachers' academic qualifications and their leadership styles both in initiating structure and consideration. S1/Dip/ATS headteachers were rated higher in initiating structure than other headteachers with different academic qualifications. The higher the level of education the headteachers had attained, the lower the level the teachers perceived them in initiating structure. S1/Dip/ATS were rated higher in initiating structure probably because their training did not expose them to different aspects of leadership styles. They were concerned with performance of the given tasks. Headteachers with M.A/MS.c degree were most considerate as compared to headteachers with other academic qualifications. M.A/M.Sc had learnt many aspects of leadership so they knew that teachers' feelings and interest were to be put into consideration for effective performance. But since M.A/ M.Sc had only one headteacher, their rating was not statistically significant.

There was a significant difference between headteachers' administrative experience and their leadership styles both in initiating structure and consideration as

perceived by teachers. Headteachers who had headed schools for 21 years and above were rated highest in initiating structure than those with short administrative experience probably because having headed schools for that long, they had found out that unless teachers were directed on attainment of goals they would not perform their duties as expected. It was found that headteachers with administrative experience of 16-20 years were most considerate. As the headteachers administrative experience increased, they became more considerate than those who had short administrative experience. This was probably because headteachers with long administrative experience knew that teachers' whose feelings and interest were taken care of would perform their duties well and did not require close supervision when performing their duties.

There was no significant difference between teachers' sex and their expectations of headteachers' leadership styles in initiating structure but there was a significant difference in consideration. Female teachers expected headteachers who would initiate more structure than the expectation of male teachers. The difference between their means was not significant. Female teachers preferred headteachers who were high in initiating structure probably because they expected to do the same if given a school to head. Both male and female teachers expected headteachers to be high in initiating structure. Female teachers expected headteachers to be higher in consideration than the expectation of male teachers. Both male and female teachers expected headteachers to be high both in initiating structure and consideration. Both sexes realized that for effective leadership, headteachers should be high in initiating structure than consideration.

There was no significant difference between teachers' age and their expectations of headteachers' leadership styles both in initiating structure and consideration.

Teachers aged 46 years and above were higher in initiating structure than teachers in other age groups. This might have been because they were aspiring to be heads of schools and that is exactly what they would do. Teachers in 31-35 age group expected headteachers to exhibit high levels of consideration. When compared, all teachers in all age groups expected headteachers to be high in initiating structure than consideration.

There was no significant difference between teachers' academic qualifications and their expectation of headteachers' leadership styles in initiating structure but there was a significant difference in consideration. It was revealed that teachers with M.A/MSc degree expected headteachers to be higher both in initiating structure and consideration. Teachers with higher academic qualifications expected headteachers to be high both in initiating structure and consideration. They knew that for effective leadership headteachers should be high both in initiating structure and consideration.

There was no significant difference between teachers' teaching experience and their expectations of headteachers' leadership styles both in initiating structure and consideration. Teachers with teaching experience of 21 years and above expected headteachers to be higher in initiating structure than teachers with other teaching experience. Teachers with teaching experience of 21 years and above expected headteachers with highest level of initiating structure since their experience had shown them that high levels made teachers perform their tasks effectively. Teachers who had taught for between 16-20 years expected headteachers who had highest levels of consideration in comparison with teachers with other teaching experience. Teachers with longer teaching experience expected headteachers who were high both in initiating structure and consideration than those with shorter teaching experience.

Problems highly experienced by headteachers were financial, understaffing and poor staff balancing, inadequate facilities, indisciplined staff and students. In solving the problems, headteachers expected to get grants from the government and NGOs, government to increase bursaries to schools and the community to know that the schools should be run professionally.

Teachers complained that their headteachers did not involve them in decision making, headteachers did not put personal welfare of teachers at heart and had low attention to discipline of staff and students. These problems reduce teachers' motivation and therefore they cannot perform to the expectations of their headteachers. The highly rated solutions to the problems encountered by teachers were: involve teachers in decision making, motivate staff members, control personal emotions and treat staff without bias.

### **Recommendations**

1. There is need for headteachers to balance between initiating structures and consideration. They should basically improve in their levels of consideration towards their teachers. As much as the headteachers must spell out duties, they should take care of the teachers' feelings and interests. This make teachers to see the need for maximum attainment of school goals of performance, discipline and produce graduates who can fit in the larger society.
2. Headteachers with higher academic qualifications such as M.Ed, M.A/M.Sc and B.Ed should be appointed to head schools. Those teachers who had initial training as teachers should also be appointed as heads but not those who trained in other fields and took up teaching as an alternative employment.

3. Headteachers should be encouraged to seek further education so as to improve in their leadership skills and abilities. This will also earn them extra respect from teachers.
4. Some mixed schools should be converted into pure boys' and girls' boarding schools to reduce high enrolment in pure boys' and girls which will reduce over stretched facilities in such schools.

### **Suggestions for further research**

1. The study can be replicated in other districts especially urban centres to compare with these findings.
2. The study can be extended to include perceived and expected headteachers' leadership styles and organizational climate of schools.
3. The study can be carried out using students' perceptions and their expectations of headteachers' leadership styles.
4. The study can also be extended to include perceived and expected headteachers' leadership styles and student performance.

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## APPENDIX A

## LETTER OF INTRODUCTION

University of Nairobi  
Dept. of Edu. Adm. and Planning  
P.O. Box 92,  
**KIKUYU**  
**March 2002**

Dear Sir/Madam

**Re: RESEARCH IN YOUR SCHOOL**

I am a postgraduate student at the University of Nairobi pursuing Master of Education degree. I am carrying out research in Vihiga district and your school is one of those selected for the study. The topic for the study is: "A study of teachers' perceptions and their expectations of headteachers' leadership styles in public secondary schools in Vihiga district." You are requested to take part in the study.

Herein attached is your questionnaire. Be assured that your answers will be kept confidential. Thank you for your co-operation and taking part in the study.

Yours sincerely,

NGANYI ESIOKHUNJILA JASON

M.ED Student.

**APPENDIX B**  
**HEADTEACHERS' QUESTIONNAIRE**

**INSTRUCTIONS**

This questionnaire is designed to provide general information about you and your school in Vihiga district. Be assured that your answers will be **CONFIDENTIAL**. Hence **DO NOT WRITE YOUR NAME OR NAME OF YOUR SCHOOL** anywhere in this questionnaire. The questionnaire is divided into parts A and B.

**PART A**

Please, tick ( ✓ ) in the appropriate space given.

1. Indicate your sex

(a) Female.....( )

(b) Male.....( )

2. Show your highest academic qualification

(a) SI / Dip / ATS.....( )

(b) B.A / B.Sc with PGDE.....( )

(c) B.Ed.....( )

(d) M.A / M.Sc.....( )

(e) M.Ed.....( )

(f) Ph.D.....( )

3. Indicate your age in years

(a) 35 and below.....( )

(b) 36 – 40.....( )

(c) 41 – 45.....( )

(d) 46 – 50.....( )

(e) 51 – 55.....( )

(f) 56 and above.....( )

4. Indicate number of years you have been a headteacher

(a) 1 – 5.....( )

(b) 6 – 10.....( )

(c) 11 – 15.....( )

(d) 16 – 20.....( )

- (e) 21 and above.....( )
5. Show sex of your students
- (a) Boys.....( )
- (b) Girls.....( )
- (c) Boys and Girls.....( )
6. Indicate category of your school
- (a) Day.....( )
- (b) Boarding .....( )
- (c) Day and Boarding .....( )
7. Indicate number of students in your school
- (a) 200 and below.....( )
- (b) 201 – 360.....( )
- (c) 361 – 540.....( )
- (d) 540 – 720.....( )
- (e) 721 and above.....( )

### PART B

Please, tick ( ✓ ) your correct choice in question one and write in blank spaces in questions 2 and 3 for your answers in each question.

1. Do you encounter any administrative problems when you are carrying out your duties?      Yes ( )    No ( )
2. If yes, state the administrative problems you encounter.

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3. Give possible solutions you expect will solve the problems you have stated in Q.2.

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**THANK YOU**

**APPENDIX C**  
**TEACHERS' QUESTIONNAIRE**  
**INSTRUCTIONS**

This questionnaire is designed to provide general information about you and your headteacher's perceived and preferred leadership styles in Vihiga district. Be assured that your answers will be **CONFIDENTIAL**. Hence **DO NOT WRITE YOUR NAME, NAME OF YOUR HEADTEACHER OR NAME OF YOUR SCHOOL** anywhere in this questionnaire. The questionnaire is divided into parts A, B, C and D.

**PART A**

Please, tick ( ✓ ) in the appropriate space given.

1. Indicate your sex
  - (a) Female.....( )
  - (b) Male.....( )
2. Show your highest academic qualification
  - (a) SI / Dip / ATS.....( )
  - (b) B.A / B.Sc with PGDE.....( )
  - (c) B.Ed.....( )
  - (d) M.A / M.Sc.....( )
  - (e) M.Ed.....( )
  - (f) Ph.D.....( )
3. Indicate your age in years
  - (a) 30 and below.....( )
  - (b) 31 – 35.....( )
  - (c) 36 – 40.....( )
  - (d) 41 – 45.....( )
  - (e) 46 and above.....( )
4. Indicate the number of years you have been a teacher
  - (a) 1 – 5.....( )
  - (b) 6 – 10.....( )
  - (c) 11 – 15.....( )
  - (d) 16 – 20.....( )
  - (e) 21 and above.....( )

## PART B

Given below are 30 statements. Fifteen of them are in section A and fifteen in section B. Each statement applies to your headteacher's leadership styles.

## SECTION A: INITIATING STRUCTURE

This section has fifteen statements on initiating structure, that is, how your headteacher makes staff roles and his role to achieve your school goals. Please tick (✓) appropriate column on how each of these statements apply to your headteacher.

STATEMENTS ON INITIATING STRUCTURE	SCALE				
	Always	Often	Occasionally	Rarely	Never
1. He/she makes his/her attitudes (intentions) clear to the staff					
2. He/she tries new ideas with the staff					
3. He/she criticizes poor work					
4. He/she assigns staff members to particular tasks (duties)					
5. He/she is very strict					
6. He/she speaks in a manner not to be questioned					
7. He/she works without a plan					
8. He/she maintains definite standards of performance					
9. He/she emphasizes meaning of Deadlines					
10. He/she encourages the use of uniform procedures					
11. He/she makes sure that his/her part is understood by all members					
12. He/she asks that staff members follow standard rules and regulations					
13. He/she lets staff members know what is expected of them					
14. He/she sees that staff members are working to capacity					
15. He/she sees that work of staff members is co-ordinated					

## SECTION B: CONSIDERATION

This section has fifteen statements on consideration. They describe how your headteacher takes care of his/her staff interests and feelings. Please tick (✓) the appropriate column the frequency with which each of these statements applies to the headteacher of your school.

STATEMENTS ON CONSIDERATION	SCALE				
	Always	Often	Occasionally	Rarely	Never
1. He/she does personal favours for the staff					
2. He/she does things to make it pleasant to be a member of staff					
3. He/she is very easy to understand					
4. He/she finds time to listen to members of staff					
5. He/she keeps to himself/herself					
6. He/she looks out for the personal welfare of individual staff members					
7. He/she refuses to explain his/her actions					
8. He/she acts without consulting the staff					
9. He/she is slow to accept new ideas					
10. He/she treats all staff members as his/her equals					
11. He/she is willing to make changes					
12. He/she is friendly and approachable					
13. He/she makes staff members feel at ease when talking to him/her					
14. He/she puts suggestions made by staff into considerations					
15. He/she gets staff approval on important matters before going ahead					

## PART C

Given below are 30 statements. Fifteen of them are in section A and fifteen in section B. Each statement applies to your headteacher's expected leadership styles. Expected headteacher's leadership styles refer to leadership styles you prefer or wish your headteacher to apply in his or her school administration.

### SECTION A: INITIATING STRUCTURE

This section has 15 statements on expected initiating structure, that is, how your headteacher should make staff roles and his role to achieve your school goals. Please tick ( ✓ ) appropriate column on how each of these statements should apply to your headteacher.

STATEMENTS ON INITIATING STRUCTURE	SCALE				
	Always	Often	Occasionally	Rarely	Never
1. He/she should make his/her attitudes (intentions) clear to the staff					
2. He/she should try his/her new ideas with the staff					
3. He/she should criticize poor work					
4. He/she should assign staff members to particular tasks (duties)					
5. He/she should be very strict.					
6. He/she should speak in a manner not to be questioned					
7. He/she should work without a plan					
8. He/she should maintain definite standards of performance					
9. He/she should emphasize the meaning of deadlines					
10. He/she should encourage the use of uniform procedures					
11. He/she should make sure that he/she is understood by all members					
12. He/she should ask that staff members follow standard rules and regulations.					
13. He/she should let staff know what is expected of them.					
14. He/she should see that staff members are working to capacity.					
15. He/she should see that work of staff members is co-ordinated.					

### SECTION B: CONSIDERATION.

This section has 15 statements on expected consideration. They describe how your headteacher should take care of his/her staff interests and feelings. Please tick (✓) the appropriate column, the frequency with which the statements should apply to the headteacher of your school.

STATEMENTS ON CONSIDERATION	SCALE				
	Always	Often	Occasionally	Rarely	Never
1. He/she should do personal favours for the staff.					
2. He/she should do things to make it pleasant to be a member of staff					
3. He/she should be very easy to understand					
4. He/she should find time to listen to staff members					
5. He/she should keep to himself/herself					
6. He/she should look out for the personal welfare of individual staff members.					
7. He/she should refuse to explain his/her actions.					
8. He/she should act without consulting the staff.					
9. He/she should be slow to accept new ideas.					
10. He/she should treat all members of his/her staff as his/her equals.					
11. He/she should be willing to make changes.					
12. He/she should be friendly and approachable					
13. He/she should make staff members feel at ease when talking to him/her					
14. He/she should put suggestions made by staff into considerations.					
15. He/she should get staff approval on important matters before going ahead.					



**PART D**

Please, tick ( ✓ ) your correct choice in question one and write in blank spaces in questions 2 and 3 for your answers in each question.

1. Do you encounter any problems from your headteacher's school administration?

Yes ( ) No ( )

2. If yes, state the problems you encounter from your headteacher's school administration

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3. Give possible solutions to the problems you have stated in Q.2 that you expect your headteacher to use in carrying out his or her administrative duties to solve the problems.

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**THANK YOU**