A STUDY OF THE EFFECTS OF LEADERSHIP STYLES ON PERFORMANCE IN KCSE EXAMINATION IN NAIROBI PROVINCE

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A RESESARCH REPORT SUBMITTED IN PARTIAL FULFILMENT FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION

UNIVERSITY OF NAIROBI

2000

DECLARATION

This Research Report is my original work and has not been presented for a degree
in any other University.

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ACKNOWLEDGEMENTS

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Dedication

This Research Report is dedicated to my husband, Dr. F.A. Okoth; children Vincent,

Nicholas, Carole, Angela, Janet and Valerie; parents, Lawrence and the late Mary G.

Ochieng; and my sisters and brothers.

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LIST OF ABBREVIATIONS

B.Ed	Bachelor of Education
BOG	Board of Governors
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Educational Staff Institute
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
KSSHA	Kenya Secondary Schools Heads Association
LBDQ	Leader Behaviour Description Questionnaire
LPC	Leader Preferred Co-worker Scale
MOEST	Ministry of Education, Science and Technology
NEA	National Education Association (USA)
PDE	Provincial Director of Education
PGDE	Postgraduate Diploma in Education
PTA	Parents Teachers Association
TSC	Teachers Service Commission
USA	United States of America

ABSTRACT

This study was set to determine the effects of leadership styles on performance in KCSE examination in Nairobi province. Specifically, the study determined the leadership styles of secondary school headteachers, the performance of the schools in Nairobi province in KCSE examinations, the effect of leadership styles on the performance, the involvement of teachers and parents in discussions related to performance and whether exposing headteachers to in-service training and the duration of these courses had any significant influence on the leadership style. Other factors such as age, gender, professional group of teachers, experience of the teacher, and school category and their influence on the leadership style were analysed.

The study gathered the pertinent data using questionnaires. The research design was ex post facto. The research instrument was validated using the results of the pilot study. Reliability was computed using Pearson's correlation co–efficient between the scores of the even-odd numbers after which the reliability was determined using Spearman Brown Prophecy formula.

Random sampling was used to select respondents from a population of about 1536 teachers and 47 headteachers. The sample consisted of 310 teachers and 40 headteachers. Krejcie and Morgan's (1970, in Njuguna, 1998) table for determining sample size was used to determine the number of teachers and headteachers from a population of about 1536 teachers and forty-five headteachers. Random sampling was used in selecting respondents from each school.

The instruments were administered through personal visits paid to the school by the researcher. The completed questionnaires were collected after a week although some respondents took a longer period. The questionnaire return rate was high (96.25%) for teachers and moderate (67%) for headteachers.

Descriptive statistics was used in data analysis using Statistical Package for Social Sciences (SPSS). The research questions were answered after careful data analysis and interpretation of results. Tables showing frequencies, percentage, means and standard deviations were used to show if there were differences between dependent variables such as leadership behaviour and style, and independent variable such as years of teaching experience, chronological age and in-service training participation or non participation of headteachers. Data analysis results were then interpreted accordingly and conclusions drawn.

Conclusions of the study:

The headteachers perceived themselves as being very democratic while most of their teachers saw them as being just democratic.

Most of the headteachers were perceived by their teachers as exhibiting democratic style of leadership and a smaller proportion exhibiting autocratic style of leadership. Majority of the headteachers did not exhibit laissez faire style of leadership.

The headteachers were rated lower in relationship oriented leadership behaviour than in task oriented behaviour.

Most of the headteachers who were perceived as exhibiting democratic style of leadership had considerably higher performance index in Kenya Certificate of Secondary Education (KCSE) Examination than those perceived as being autocratic.

The headteachers who had participated in the in-service training were rated higher in relationship oriented leadership behaviour than their counterparts who had not participated.

The professional group of headteachers (holders of certificates in education) influence the leadership style by encouraging democratic leadership style.

Most of the headteachers had attended courses in administration. The courses were short and only lasted a few days to one week. The courses were not frequent.

The headteachers ranked Kenya Secondary Schools Heads Association and the Ministry of Education, through Kenya Education Staff Institute (KESI) first and second respectively as being the organisations that have had an impact on their leadership styles.

Most of the schools held some meetings between teachers and parents to discuss performance in general and poor performance in particular.

Recommendations:

Recruit trained headteachers but offer regular post training courses. The headteachers who had participated in various training programmes were rated higher by their teachers and were perceived to be more democratic than non-participants.

Strengthen guidance and counselling in day and mixed schools. These schools had a lower performance index than the boarding schools. Guidance and counselling may help to change attitudes towards learning.

Vigorous and frequent training programmes should be sustained. The content covered should focus on human relations in organisations. This concern is raised because 74% of the headteachers have served in this capacity for less than ten years and there is need for in-service training to improve management skills, interpersonal skills and competence.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Problem

After independence in 1963, there was a tremendous increase in the number of

secondary schools in Kenya. This rapid expansion was not accompanied by the

development of school headteachers. As a result, many teachers were promoted to

leadership positions unprepared. No role models have been evolved over the years

and consequently, the teachers taking over leadership have no examples to draw from

(Griffin, 1994).

There has been a growing concern over the years about leadership and management of

secondary schools. The concern is mainly on academic performance in the Kenya

Certificate of Secondary Education (KCSE) examinations, which has a direct bearing

on leadership. High achieving schools have dedicated and competent headteachers,

asserts Eshiwani (1983). The analysis of 1998 KCSE results by Kenya National

Examination Council (KNEC) showed a general decline in performance

(Appendix 3). Some of the reasons for the decline in performance have been

highlighted in the local dailies as being poor management (Griffin, 1994, August 27,

Daily Nation) and indiscipline.

A study carried out by Eshiwani (1983) showed that schools administration should be

improved. He recommended that those headteachers lacking in administrative ability

should be assigned other duties. School administrators should pay attention to

academic work in schools. The areas, which raise concern, are: the teachers planning

and execution of their duties, supervision, incompetence on the part of headteachers and absenteeism.

Addressing the problem of poor management in schools, the Kenya Secondary Schools Heads Association (KSSHA) came up with the idea of establishing a code of conduct for school headteachers to stem excesses in school administration (Griffin, 1994, August 27,Daily Nation). KSSHA organises annual meetings for the members where various issues are discussed. The forum has been used to improve competence in administration.

According to Griffin (1994) a headteacher who concentrates on creating a happy school by developing qualities of integrity and habits of service in its pupils will find that academic success is added to him. A school's spirit of co-operation once established has great powers to stay. The headteacher should provide a conducive environment for it to flourish. The test for leadership is to be found in the quality of the personal relationships in the school and the extent to which he/she has forged the staff into a united team (Farrant, 1997).

Leadership is the ability of a person to influence the thoughts and behaviour of others by directing and controlling the group so that the purposes of the group are achieved. The official leader therefore motivates and controls subordinates to work towards goals that are regarded desirable and possible by the organisation (Graham and Bennett, 1998). On Leadership, Mbiti (1979) states that "it is a status of dominance and prestige acquired by ability to control, initiate or set the patterns of behaviour for others" (p.16). Leadership involves getting the job done with the help of others.

Leadership style is the way people holding headship positions can get the subordinates to do things they would otherwise not do, through their right to reward or punish, control of resources, knowledge of the job and skills in handling people (Donnely et al. 1992). The word "style" is roughly equivalent to the way in which the leader influences followers (Luthans, 1992). Therefore, leadership style is the personal approach of guiding a group of people by providing purpose, direction and motivation. According to Luthans (1992) and Aringo (1981) style may be influenced by culture.

A school is a community of people who form a self-perpetuating group that has a common culture and identity. A school consists of the headteacher, teachers, non-teaching staff and students who interact with each other to accomplish predetermined goals. For the school organisation to be held together as an efficient and happy unit, good leadership and efficient management are a must (Farrant, 1997).

The main task of the secondary school headteacher is the instructional leadership and curriculum improvement. Other tasks are: personnel administration, plant management, business management, school community relations, routine duty administration, professional, cultural and personal growth. Administrators who are aloof from the realities of the teaching – learning process cannot significantly contribute to its improvement (Olson, 1968).

Jones et al. (1969, in Neagley and Evans, 1970) concur that by giving leadership in teaching - learning process the headteacher is fulfilling the major role of his profession and what the society expects him to play. The headteacher should have the

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ability to create an open climate and demonstrate interpersonal skills as he works with teams of teacher specialists who are his professional equals in every respect.

Research suggests that organisationally, tight regimes are most effective (Rutter et al. 1979). In a divergent view, Reynolds (1976) argued that schools with high institutional control that are rigid and harsh are more ineffective than their counterparts. Evidence from Finlayson and Loughran (1976, in Reid et al. 1990) imply that harsh authoritarian and custodial school regimes can have adverse effects upon pupils.

Indiscipline has been associated with poor management and low academic achievement (Eshiwani, 1983; Griffin, 1994). However, indiscipline can be reduced and academic achievement maintained when proper guidelines are followed by staff in schools (Gillham, 1984, in Reid et al. 1990). In a study carried out by Rutter et al. (1979), they recommended that students be given a high proportion of responsibility for personal, school duties and resources to maintain discipline.

Kenya National Examinations Council (KNEC) administers KCSE to students who have completed four years of secondary school education. The KCSE results are the yardstick for selection and placement in institutions of higher learning, colleges and job placement in various firms (Eshiwani, 1993).

The 1998 KCSE examinations summary and analysis for Nairobi Province reveal that only 4 schools attained a mean grade of B+ out of the seventy-eight schools that

registered for KCSE that year (Appendix 2). The success of any school depends on its aims and aspirations. Accordingly, the headteacher must put strategies in motion to ensure success of the school programme.

1.2   Statement of the Problem

Addressing KSSHA Annual Conference (1981) Mr. Mbiti, the then chief inspector of schools said that, 'The basic ingredient of effective school administration lies in the human leadership'. Studies that have been conducted on high achieving schools in Kenya have revealed that discipline, dedicated staff, adequate facilities, efficient management and the boarding environment have a lot to do with the attainment of good examination results (Eshiwani, 1983).

A school is an institution that provides education for the youth and has registered at least ten students (Republic of Kenya, 1980). If education is a process of planned individual growth and direction towards the realisation of the good life in society then those charged with the responsibility of overseeing the provision of that education are men and women of proven professional abilities (Mbiti, 1981).

Students are becoming well versed technologically. They are also becoming more conversant with human rights and social justice and are clearly aware of the diminished opportunities in the job market (Kyungu, 1999). The headteacher is expected to use his/her sense of humanism to motivate the learner to be more responsive to his/her pursuit of education.

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Schools that attempt to control pupils by offering rewards rather than punishment are more effective (Rutter and Madge, 1976). According to Koech, (1999), it is possible to change people not by coercion or intimidation but by example. A leader depends on the goodwill of those he/she leads and this should continually be inculcated in those being led, be they students or staff, for them to give support and cooperation.

One of the findings of the Sagini Committee (1991 in Griffin, 1994) was the bad method of human management that prevailed in the secondary schools they visited across the country. The committee was appointed by the president (Kenya) to look into causes of indiscipline in secondary schools after the St.Kizito tragedy where nineteen girls perished.

Despite this concern, mass indiscipline is still rampant as is often reported in the media. Mbuba (1998, November 16, Daily Nation) blamed incompetent headteachers for the unrest in schools. He accused them of lacking transparency and accountability. A Daily Nation correspondent (1992, February 23,Sunday Nation) reported that a school in Murang'a had gone on strike five times since the head took over the school leadership, parents likening the unrest with poor administration.

Aluoch and Mitukaa (1996, February 24, Kenya Times) reported five hundred students from a Machakos District school went on the rampage destroying property of unknown value. The students protested over harsh conditions imposed by school administration. Many schools that have gone on strike blame high handedness of the administration.

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There is a psychological contract to obey the rules of an organisation and serve it when one joins a working group. Leadership occurs when an individual is able to influence another person or group to go beyond the boundaries of the psychological contract (Tosi and Hammer. 1974). Leadership should aim at gaining commitment and co-operation of followers (Campbell et al. 1977).

From the on going discussion it is evident that the human factor binds a group together and motivates it towards goals by transforming the group's potentials into reality (Farrant. 1997). Leadership is a process whereby one person influences others to do something of their own volition. Since this is so, good leadership is an important ingredient for a successful organisation.

Studies that have been carried out in the country on leadership have highlighted leadership behaviour (Mangoka. 1977,and Kariuki, 1998), the balance of initiating structure and consideration dimension (Njuguna. 1998) and leadership styles (Asunda. 1983). However, Asunda did not show the effect of teaching experience and in-service training on leadership style. In addition, this study intends to carry out further research to establish the effects of democratic. laissez faire and authoritarian styles of leadership on academic achievement.

1.3   Purpose of the Study

The purpose of the study was to find out the effects of leadership styles of headteachers on performance in Secondary Schools. in Nairobi Province. The study

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investigated whether or not exposing headteachers to in-service courses, experience.
age and professional group had any influence on their leadership styles. In addition,
the research was to find out the duration, frequency and type of training headteachers
had attended in relation to administration. Finally, the study was to establish the
headteachers' ranking of the organisations that have had an impact on their leadership
styles.

1.4   Objectives of the Study

The objectives of the study were: -

*   To find out the leadership styles of secondary schools headteachers in Nairobi
    Province.

*   To find out the performance of schools in Nairobi Province in KCSE
    examinations.

*   To find out the effects of leadership styles on performance (KCSE).

*   To examine whether exposing headteachers to in-service courses had any
    significant influence on their leadership styles.

*   To find out the extent to which headteachers were involving parents and teachers
    by calling for joint meetings to discuss performance.

*   To find out the headteachers' ranking of organisations which have had an impact
    on their leadership styles.

1.5   Research Questions

Questions are based on the problem statement and the stated objectives.

1. What is the leadership style of the headteacher?

2. What is the impact of the leadership style on performance of students in KCSE examinations?

3. What is the effect of in-service training participation or non-participation of headteachers on leadership style?

4. What is the extent to which the professional group of headteachers influence the leadership style?

1.6   Significance of the Study

The findings will enable the educational policy makers to develop policies on leadership and management of schools which will reflect on participatory leadership and to discuss ways in which participatory leadership can be enhanced among secondary school heads.

The findings may be used to sensitise the society to assist the headteacher, where possible, to develop a conducive environment for learning in schools. Leadership today is a group activity, with the personal qualities of individual members of the team complementing each other, and with some responsibilities delegated or shared.

Educators in teacher training institutions may use the findings to give the trainees a bearing on what should be done to enhance an efficient and effective leadership style. The study may also reveal areas of leadership that require emphasis in this respect.

The findings might stimulate interest and further research in the area. This is necessary for the improvement of the quality of leadership style in educational institutions. In addition, it may help future researchers in identifying priority areas of research on leadership styles.

1.7   Justification of the Study Area

The focus of the study, Nairobi Province, is also the capital city of Kenya. According to 1989-population census, Nairobi Province had a population of 1,324,570 of whom 752,597 were men and 571,973 were female. Some of the people who live in Nairobi are employed on salaried jobs in the government and private sector while others are engaged in self-employment activities. Unemployment rate is high, a combination of unemployment, low income and shortage of housing has given rise to slum settlements in the peri-urban areas of the city (KIE, 1995).

An economic survey (welfare monitoring studies) conducted in the country shows that over 36% of this population live below the poverty line in urban centres and the situation is worse in rural set up where it is 46.4%. The cost sharing policy introduced by the Republic of Kenya Report (1981) and implemented by sessional paper No. 6 of 1988 means that the already overtaxed citizen has in addition to

providing physical facilities such as classrooms and teachers' houses (Eshiwani, 1993 and Waihenya, 1994, January 8, East African Standard) are responsible for the up keep of their children while studying. They have to meet the costs of accommodation, transport and meals (Republic of Kenya Report, 1988). The school is obliged to be cost effective and also to meet the wishes of the people. The headteacher's style of leadership to meet the desires to achieve high academic status is crucial.

Nairobi Province has been chosen because it has many schools of different categories and which are easily accessible. The transport system is fairly good and cheap, an ideal situation for collecting data for this study.

1.8 Limitations

No attempts were made to involve students in this study. This would have made the study too broad to manage within the period designated for research.

The Board of Governors (BOG) and Parents Teachers Association (PTA) committees were not included in this study because of limited time but could have given valuable information on competence of the headteacher.

Other aspects of effectiveness of leadership were not covered for example incentives and motivation of the headteacher. This would have helped to explain further the leadership style of the head. A motivated headteacher will be more democratic in his approach to administration.

It would have been ideal to have an interview schedule in addition to the questionnaire. This would have provided feelings or attitudes held by the headteachers and teachers.

The ex-post facto design has an inherent limitation as it begins with an observation of a dependent variable that has already occurred and working out in retrospect for its possible relationship to and effects on, the independent variable that may change with time.

1.9   Delimitations

The study covered 40 secondary schools in Nairobi Province. The sample consisted of public schools with an attempt to get a full range, a few high achievers, a majority average and a few poor achievers. The headteachers of the sample population of forty schools were the subjects of the study. Eight teachers from each of the schools participated in the study by responding to the items in the questionnaires.

1.10   Basic Assumptions

Leader behaviour is acceptable and satisfying when teachers, students and non-teaching staff perceive it to allow future satisfaction for example, passing in national examinations among students.

Leadership provides necessary guidance, clarity of direction and rewards for effective performance of an organisation.

1.11 Definition of Significant Terms

Authoritarian/Autocratic leader: one who makes most decisions for the group.

Boarding schools: schools which have facilities and whose students stay on the school premises both day and night during the period schools are in progress.

Consideration: leader behaviour of showing concern for individual group members and satisfying their needs (relationship oriented).

Day Schools: schools where students learn in schools and go back to their homes in the evening.

Democratic leader: one who guides and encourages the group to make decisions.

Initiating Structure: leader behaviour of structuring the work of the group members and directing the group toward the attainment of the group's goals (task-oriented).

Headteacher: is the chief executive and administrative head of a secondary school. As a leader, he obtains followers and influences them in setting and achieving objectives. He is responsible to a governing body (BOG). Headteacher, head, leader, principal, headmaster or headmistress is used interchangeably and with the same meaning.

Leadership: is the ability to influence people to willingly follow one's guidance or adhere to one's decisions. It refers to the way the headteacher or principal plans, organises and controls a secondary school.

Leadership Style: the way in which a leader (headteacher) influences followers. It is the way the leader behaves towards group members.

Managerial grid: a two-dimensional framework rating a leader on the basis of concern for people and concern for production.

Performance: refers to the student academic level in the Kenya Certificate of Secondary Education (KCSE) examinations. It is graded from the lowest E to the highest A.

Private Schools: a category of schools owned by individuals, non-governmental organisations or religious groups. They employ and pay their own teachers.

Professional teacher: an individual who has received training and instruction in education leading to a certificate in education (B.Ed, PGDE, Diploma in Education). They make up the **professional group**.

Public Schools: a category of schools where the teachers are employed by the government or its agency (TSC). They are state owned institutions.

School: as used in the text refers to a secondary school institution where students study to attain KCSE.

Trait: Is a distinctive internal quality or characteristic of individuals.

Four categories are: Physical characteristic such as height, weight and appearance

Personality traits: dominance, extroversion and introversion

Skills and abilities: intelligence, knowledge, and technical competence

Interpersonal skills: sociability and socio-economic status.

1.12 Organization of the Study

The study was organised into five chapters.

Chapter One consisted of:

> Introduction, Background to the problem, Statement of the problem, Purpose, Objectives, Research Questions, Significance, Limitations, Delimitation, Basic assumptions of the study and Definition of significant terms.

Chapter Two consisted of the literature review:

> The review covered: Introduction, Leadership and Organisation, Approaches to Management, Theories of leadership, Leadership styles, Studies relevant to this investigation and Conceptual framework.

Chapter Three has the description of the research methodology that was used in this study. The sub headings included:

Research design, Target population, Sample and sampling procedure,

Research instrument, Pretesting the research instrument, Data collection

procedures and Data analysis techniques.

Chapter four, contained data analysis and discussion of findings .

Chapter five comprised of summary of the study, research findings, conclusions,

recommendations and suggestions for further research.

CHAPTER TWO

2.0   LITERATURE REVIEW

2.1   Introduction

This section reviews relevant literature under the following sub headings: Leadership and organization; Approaches to management; Theories of leadership such as the Trait theory, Fiedler's Contingency and Cognitive theories, Path-goal theory and Life Cycle theory; Leadership styles and Studies relevant to this investigation.

2.2   Leadership and Organisation

Leadership is the process of influencing others towards the achievement of organizational goals. It is continuous and oriented towards having impact on the behaviours of others. It focuses on realization of specific aims of the organization. According to Bartol and Martin (1991) one of the main reasons for influencing others is that leaders have power. Weber (1947), defined power as the probability that one actor within a social relationship will be in position to carry out his own will despite resistance (in Luthans, 1992).

Power theorists suggest, it is the raw ability to mobilize resources to accomplish some end without reference to any organized opposition. Robbins (1990) gave a comprehensive definition, "power refers to the capacity that A has to influence the behaviour of B, so that B does something he/she would not otherwise do"(p.339). Therefore, power is a relationship between two people in which one person has the ability to cause the other to do something, which he would otherwise not do. However, there is an assumption that B has some discretion over his own behaviour.

Educational organizations are basically hierarchical. Pfeffer (1981) states that, organization structure creates formal power authority by designating certain persons to do certain tasks, make certain decisions and create informal power through the effect on information and communication structures within the organization. This implies that the headteacher has power sources such as legitimate power, reward power, coercive power and expert power (French and Raven, in Okumbe, 1998). The use of coercive power has a strong tendency to provoke resistance in subordinates (Bartol et al. 1991) hence headteachers should avoid heavy-handed use of power, particularly the use of coercive power. A leader should be aware of the likely subordinate reactions to the use of various power sources.

Although in practice effective management and effective leadership are ultimately the same, they can be distinguished. Effective leadership creates a vision of the future that considers the legitimate long term interests of the parties involved in the organization, develops a strategy for moving towards that vision and enlists the support of employees to produce the movement. Leadership also motivates employees to implement the strategy (Rue and Byars, 1992) as it focuses on people.

On the other hand, management is a process of planning, staffing and controlling through the use of formal authority, persuasion and policy
(Donnelly et al. 1992). According to Bennis (1989) a manager relies on control, maintains and accepts the status quo and generally focuses on systems and structure.

Finally, Bass (1990, in Luthans, 1992) states,

> 'That besides influence, leadership has been defined in terms of group process, personality, compliance, particular behaviours, persuasion, power, goal achievement, interaction, role differentiation, initiating structure and a combination of two or more of these'.

According to Luthans (1992) ' leadership makes a difference'.

The headteacher is a leader and a manager. He is the chief executive and administrative head of a secondary school (Mbiti, 1974). As a leader, he obtains followers and influences them in setting and achieving objectives. He is responsible to a governing body (BOG). His task is to make the school's purpose clear to everyone; to see that the necessary equipment and monetary resources are available for school use and to motivate his or her staff, pupils and the parents, to produce a lively school spirit as well as excellence in work performance.

The school as an organization can attain its maximum productivity and maximum satisfaction of individual members when functions, activities, interests and assignments are coordinated (Morphet et al. 1974). Administrative efficiency is valid only to the extent that it contributes to the attainment of the goals of the organization, the goals of actors in the organization and the extent that it meets the requirements of the environment for the survival of the organization (Berelson and Steiner, 1964, in Morphet et al. 1974)

Organizations are social systems that are geared towards the achievement of specific goals. A school like other social organizations has power, structure and values, which combine to exert strong influence on ways in which individuals perceive the world, interpret it and respond to it. The behaviour of people at work in an educational organization, individual or in groups is a reflection of their personality type as influenced by the social norms and expectations of the culture that prevail in the organizations.

Owens (1998) defined organizational behaviour in education as the study of the internal needs and personality characteristics of individuals in dynamic tension with the environment created by the educational organization.

In order to achieve national aims of education, the formal educational institutions such as schools have engaged people of various qualifications in different subject areas which include teacher specialists, librarians, cooks, bursars and secretaries. In such a pluralistic society in which groups hold sharply different views and the fact that society is dynamic, it is increasingly recognized that differences are inevitable. Conflicts results when there are incompatible goals, cognitions, emotions within or between individuals or groups that lead to opposition or antagonistic interactions (Donnelly et al. 1992). Management function is to minimize it so that the individual and organizational goals are achieved.

In a recent study on educational management, Okumbe (1998) refers to an educational organization as a group of individuals in a given place whose efforts are deliberately coordinated for the purpose of imparting knowledge, skills and attitude to students or

pupils in order to achieve predetermined educational objectives or goals as desired by the society. The formal education institutions should enhance growth in such a way as to foster learning, personal growth and development of participants. They should also develop confidence, self esteem, taking initiative and seeking responsibility for ones actions.

Every society and nation is concerned with the basic problem of how its members, especially the children and youth, can best learn what is necessary to survive. According to Morphet et al. (1974) the youth should also contribute to the welfare of the human condition and the society in which they live.

It is evident that educational organizations are human organizations that are complex. This complexity arises because such organizations are deeply rooted in people's needs and value systems. As a result, there is need for the practice of sound management techniques to facilitate the smooth running of educational institutions.

2.3 Approaches to Management

In a historical sequence, three major approaches to management namely, Scientific Movement, Human Relations Movement and Behavioural Science Movement have evolved with the aim of increasing organizational efficiency. New approaches have supplemented the knowledge of previous theories but not always replacing the earlier ones. Some merging has occurred as later theorists have attempted to integrate the accumulated knowledge.

Henri Fayol provided one of the earliest definitions of management as "to forecast and to plan, to organize, to command, to coordinate and to control". His definition still forms the basis for the development of management as an applied field of study.

He published his book in French "*Administration Industrielle et Generale* (General and Industrial Management)" in 1916. He identified fourteen principles of management as: authority, discipline, division of work, unity of command, unity of direction, subordination of individual interests to general interests, remuneration, centralization, scalar chain, order, equity, stability of tenure of personnel, initiative and *espirit de corps* (team work).

Prior to this, Fredrick W. Taylor (1856-1917), the father of Scientific Management Movement concerned with achievement of maximum efficiency in industry published his book, The Principles of Scientific Management in 1911. Taylor conducted most of his research, particularly time and motion studies, at Bethlehem steel company.

According to Taylor, men could work like machines in industries. He advocated a large daily task, standard conditions of work, high pay for success, loss in case of failure and expertise in large organizations. The scientific approach protagonists include Fayol (1841-1925), Gullick L. and Urwick L., Gilbreth F. and Gilbreth L. and Max Weber, 1864-1920 (in Okumbe, 1998).

Max Weber authored the book 'The Theory of Social and Economic Organization'. His main concern was to establish why those under their charge obeyed people in authority. He advocated bureaucracy and a hierarchical arrangement of offices.

According to Weber (1945), there was need for division of labour, strict adherence to rules and regulation, appointment to office based on competence and expertise. Weber's bureaucracy was strict and rigid.

Drucker (1998) in a divergent view saw efficiency being achieved at the expense of human needs thus considered the scientific method as dehumanising, neglecting psychological and sociological factors. The scientific approach was profit and efficiency oriented. According to Okumbe (1998) "a glaring short coming of this movement was that its proponents seriously neglected individual idiosyncrasies of the people at work" (p.29).

Robert Owens and Andrew Ure started Human Relations Movement. The other proponents include Parker Follett (1868-1933), Oliver Sheldon (1894-1951) and Rowntree (1871-1954). The major breakthrough was made by the duo of Elton Mayo (1880-1949) and Professor Roethlisberger. Mayo and his colleague measured the influence of rest, pauses, lunch breaks and workweek, the major variable being wage incentives. It was evident from the results that wage incentives and working conditions alone could not explain the fluctuations in the level of production.

According to Wayne (1992), productivity at Hawthorne Works of Western Electric Company was directly related to the degree of group teamwork and cooperation and also related to supervision interest in the work group. The development of social groups and the presence of informal groups in organizations influence motivational levels, quality of work and the level of output.

Behavioural Science Approach is the study of observable and verifiable human behaviour in organizations. According to Donnelly et al. (1992), the study was mainly inductive and problem centred, focusing on the issue of human behaviour and drawing relevant literature in psychology, anthropology and sociology. It concentrated on areas such as group formation, leadership and motivation.

Content theories of motivation attempt to determine the reasons for motivation of individuals at work. The theories are concerned with identifying the needs and drives that people have and how these needs and drives are prioritised. The theories include Maslow's (1954) needs hierarchy, Herzberg's (1959) two factor, Alderfer's (1972) ERG theory, McGregor's (1960) theory X and Y; and McClelland's (1976) acquired needs or achievement motivation (in Donnelly et al. 1992). The authors concluded that individuals were motivated to work by needs, which could be physiological, psychological or acquired.

In conclusion, strong leadership is the most important ingredient of an effective school management. This view is held by Bennaars, Otiende and Boisvert (1994) when they assert that incompetent headteachers are a big problem to the overall administration and management of education in any country.

According to Okumbe (1998), leadership allows for greater organisational flexibility and responsiveness to environmental changes. It provides a way to co-ordinate the efforts of diverse groups within the organisation and facilitates organisational membership and personal needs satisfaction.

2.4 Theories of Leadership

2.4.1 Trait Theory of Leadership

The earliest studies on leadership were based on traits and this dates back to ancient

Greeks and Romans who came up with the 'great man theory'. In fact, they believed

that leaders were born (Koontz and O'Donell, 1980). The trait theorists base their

arguments on the notion that it is more the in born qualities than anything else that

makes an effective leader. Accordingly, a born leader will succeed in any situation of

leadership, regardless of the environmental conditions.

Over the years, the trait theorists have attempted to establish the common in-born

traits among successful leaders. The traits that were singled out were: intelligence,

initiative, integrity, courage, imagination, decisiveness, enthusiasm, determination,

self-assurance and socio-economic status. Stogdill (1948, in Okumbe, 1998) was one

of the scholars who reviewed studies on leadership traits. He was able to establish

that other factors influenced leaders' behaviour patterns and the way they carried out

their duties and not the traits. His findings shifted the research activities on leadership

to situational variables that influence leadership roles, skills and behaviour.

2.4.2 Feidler's Contingency and Cognitive Theories of Leadership

The most well known situational approach to leadership is the Fiedler's Contingency

model, originally developed by Fred Fiedler and his associates. It is referred to as a

contingency theory because it holds that appropriate leader traits or behaviours are

dependent on relevant situational characteristics.

A scale, called the Least Preferred Co-worker scale (LPC) was used to measure whether a person was task oriented or relationship-oriented leader. A leader (respondent) was asked to described the person with whom he/she could work least effectively by rating the person on a range of 1-8 points for each set.

Three sample items on the LPC (Stogdill, 1948) are,

Figure 1. LPC scale

| Pleasant | __ __ __ __ __ __ __ __ | Unpleasant |
| | 8 7 6 5 4 3 2 1 | |

| Friendly | __ __ __ __ __ __ __ __ | Unfriendly |
| | 8 7 6 5 4 3 2 1 | |

| Cooperative | __ __ __ __ __ __ __ __ | Uncooperative |
| | 8 7 6 5 4 3 2 1 | |
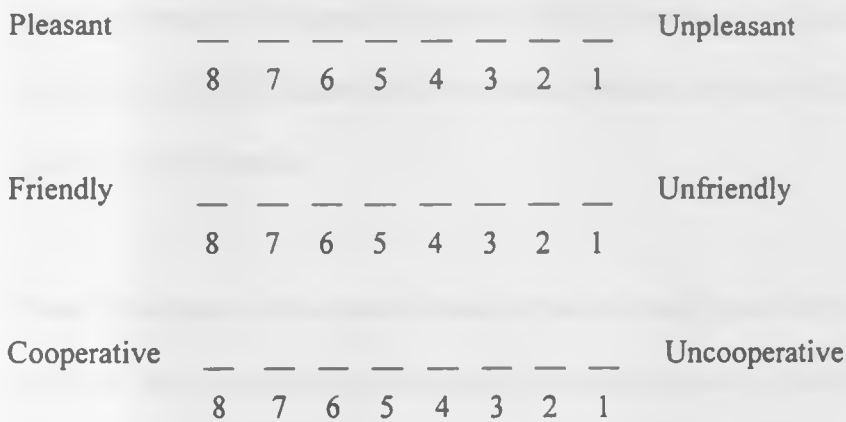
According to Fiedler and his associates, the LPC score measured a motivational hierarchy indicating the extent to which an individual placed a higher priority on task accomplishment or personal relationships. A leader who described a least preferred co-worker in negative terms on LPC scale would be task motivated while the one who uses positive terms was likely to be people motivated. Such a leader was likely to believe that a close relationship with co-workers was an important variable for team success (Stogdill, 1948, in Bartol et al. 1991).

According to Fiedler (1967), a leader's LPC personality factor (trait) is relatively stable and difficult to change. He does not advocate training. A leader's personality as measured by the LPC scale should be carefully matched to situational factors that favour that type of leader's prospects for success.

Next, Fielder placed leadership situations along a favourable-unfavourable continuum. The three situational factors are:

Leader-Member relations that refer to the degree others trust and respect the leader and the leaders friendliness and the extent to which they are willing to accept his/her guidance and direction.

Task Structure is the extent to which a task is clearly specified with regard to goals, methods and standards of performance. Low task structure reduces favourableness.

Position Power is the amount of power that the organization gives the leader to accomplish necessary tasks. Position Power compares to coercive and legitimate power.

The contingency model combines different levels of these three situational factors into the eight octants representing different degrees of favourability.

Figure 2: Fiedler's Model of Leadership.

		Decreasing situational favourability →							
nents uation	Leader member relationship	GOOD				POOR			
	Task structure	HIGH		LOW		HIGH		LOW	
	Position power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
OCTANT		1	2	3	4	5	6	7	8
teristics eader	Relationship Oriented (high LPC)	Mismatch	Mismatch	Mismatch	Match	Match	Match	Match	Mismatch
	Task oriented (low LPC)	Match	Match	Match	Mismatch	Mismatch	Mismatch	Mismatch	Match

Note: Leaders perform best when there exists a match between characteristics of a leader and elements of situation.

Adapted from Arthur G. Jago, Leadership: Perspectives in Theory and Research, *Management science*, vol 28, 1982, p.324.

According to the model, octants 1, 2, 3 situations of high favourability and low favourability, octant 8, a low LPC leader excels while in situations of moderate favourability (octant 3 through to 7), a high LPC leader does best. This means that in unfavourable situation, the leader will need to provide strong task orientation and direction to get the group moving toward its goal (Fiedler and Chemers, 1976).

Fiedler further argues that when a leader's LPC orientation and situation do not match in terms of leader effectiveness, the situation should be changed or the individual move to a situation in which there is a good match. However, the setback for the model includes the lack of clarity about how LPC translates into behaviour and the confusion in the assessment of the degree of favourability.

Cognitive Resource Theory is a major revision and extension of the Fiedler's contingency model. It considers a leader's cognitive resources such as intellectual abilities, technical competence and job relevant knowledge that leaders bring to their jobs. Cognitive resources enable leaders develop better, plans, decisions and action strategies conveyed to the subordinates through directive behaviour. However, non-directive leaders consult and ask the opinion of the subordinates and involve them in planning and making decisions (Fiedler and Garcia, 1987).

According to the cognitive resource theory, when situation control is high, high LPC leaders tend to feel satisfied that their relationship concerns are met and they engage in directive behaviours to accomplish the task. Low LPC leaders feel that task concerns are being addressed and they engage in non-directive behaviour aimed at personal relationships. The opposite occurs when the situation control is low. One of the implications, which require further investigations, is whether intelligent leaders with high technical competence and job related skills can make a difference in-group performance levels if leaders are directive, in a stress free relationship with a supportive group.

2.4.3 Path-goal Theory of Leadership

This theory attempts to define the relationships between a leader's behaviour and the subordinates performance and work activities. It is an example of situational theory (Yukl, 1989, in Rue et al. 1992).

According to this theory, leader behaviour is acceptable to subordinates to the degree that it is seen as a step toward future satisfaction. Apart from influencing the motivation of subordinates, leader behaviour also provides guidance, support and rewards needed for effective performance and personal goals (intrinsic and extrinsic). Like expectancy theory of motivation (Vroom, 1964) leader behaviour can increase or decrease employees expectancies. Individuals exert work effort to achieve performance that results in preferred rewards.

The path-goal theory is mainly associated with House (1974) and his colleagues. The leader behaviours fall into four categories. The **Directive leader** lets the subordinates know what is expected of them by providing guidance about work methods, developing work schedules and maintains definite standards. It works well where subordinates are engaged in unstructured tasks.

Supportive leader shows concern for the status, well being and attempts to make the work environment more pleasant. This brings satisfaction to those working in highly structured tasks, as the leader is friendly and approachable.

The **participative** behaviour involves consulting with subordinates and asking for their suggestions in the decision making process. This involves satisfaction when engaged in ambiguous tasks.

Achievement oriented behaviour is involved in setting challenging goals, and expecting highest performance level and conveying a high degree of confidence in subordinates.

Leaders need to consider subordinate characteristics such as skills, personality traits and needs. One with low skills requires directive behaviour. Environmental characteristics may include the task itself, the work group and the organizational formal authority system. The leader behaviour should take into account various situational factors in terms of their effects on expectancy theory elements (path) and results (goals) Leadership or management behaviour should be motivating or satisfying to the extent that it increases that attainment by subordinates and clarifies paths to these ends (Steers, 1991).

As the level of maturity of followers increases (Hersey and Blanchard, 1988), structure should be reduced while relationship should first be high then gradually decreased. The maturity level is determined by their relative independence, ability to take responsibility and the motivational level. This is referred to as the **Life Cycle Theory of Leadership.**

2.5 Studies Relevant to this Investigation

Eshiwani (1983) set out to determine factors that influence performance among primary and secondary schools pupils in Western province of Kenya (A policy study). In his study, he used the questionnaire method and a few interviews with a sample of teachers. Records from the Ministry of Education were also studied. In his findings, most headteachers were incompetent and lacked commitment and dedication. These and other factors contributed to the poor performance in 'O' level. It is important to note that the examination done during the period of this study was after eleven years

of education and is comparable to the KCSE of the 8.4.4. System of education
adopted in 1985.

Makau (1987) investigated the relationship between financing and management of
secondary schools in Kenya. This was a national survey and he used the
questionnaire method on 127 schools. In his recommendation he highlighted
measures that could be taken to maximize the utilization of available resources with a
view of improving efficiency. One of the suggestions is to use less expensive
professional development of school staff through in servicing. Indeed, the Ministry of
Education is using Kenya Education Staff Institute (KESI) to train headteachers on
various management skills and the impact is yet to be felt.

Barone (1999) in the US news and world report announced the 1983 report 'A nation
at risk' which identified the education problem that standards had deteriorated.
The report admitted that the public school system for years had been a kind of
monopoly, insulated from accountability. Principals and teachers were insulated by
tenure and union contracts, students by social promotion and low standards. The
students were later transformed into competent thirty-year-olds able to perform in an
economy in which the market holds everyone accountable.

According to the same report, Virginia Postrel argued in her insightful book 'The
Future and its Enemies', that it makes better sense to set out simple rules, allow
flexibility and accountability. It was noted that the test scores and attendance shot up
in Chicago schools that used accountability as the ultimate goal. This implied that
when the leadership was accountable, then improvement in performance was

observed. Indeed, the headteachers who did not conform were thrown away from the schools.

Glisson (1989) studying the effect of leadership on workers in human service organisations analysed three aspects of leadership, maturity, power and intelligence. Glisson found that work group members who rated high their leaders on each aspect also reported high levels of organisational commitment.

Trice and Beyer (1989, in Conway, 1990) observed rites played an important role in organisations. They observed that familiarity with the rites (rites of passage, conflict reduction, integration) provides sensitivity to their intended and unintended messages and may also be of use in evolving a more positive culture. Schools' good performance is associated with school cultures. This study is supported by Conway (1990) that schools should build strong cultures of excellence by using organisational rites that they can control.

According to Campbell et al. (1977) the head must use tact especially if the youth is discontented regarding nature and relevance of the conventional school. This implies that leaders can contribute significantly in shaping the attitude of the youth and the development of people's critical thinking capacity. This will also lead to students developing positive attitudes towards the school and in turn the test score would be higher.

A number of studies have been conducted in Kenya by various authors to examine what kind of leadership style and behaviour of headteachers that lead to the

achievement of higher academic levels in the national examinations at the end of secondary school education.

Mangoka (1977) carried out a study on the leadership behavior of Nairobi and Machakos Secondary Schools headteachers. The research findings showed that academic qualifications more than administrative experience of the headteachers were important for effective leadership.

Aringo (1981, in Kariuki, 1998) studied problems female headteachers encounter in South Nyanza District. The study involved twelve headteachers and twenty-three teachers. The study revealed that the authority of female headteachers was not recognised. The female headteachers became authoritative dictators in an attempt to protect their position and have their influence felt. Therefore, these female teachers use authoritarianism to establish power and authority.

Asunda (1983) studied leadership behavior and styles of secondary school headteachers in Nairobi. The study was carried out to establish leadership behaviour and styles, and to find out whether such factors as size of the school, qualifications of heads and teachers, and category of the school in the terms of sex of pupils, influenced the leadership style. The study involved 21 headteachers and 176 teachers from the then aided and assisted schools now referred to as public schools. The instrument used was that prepared by Rensis Likert and Jane G. Likert (1976). A general questionnaire was attached to each of the Likert and Likert instrument in order to obtain information about the gender, qualifications, size of the school, and the sex of the pupils in the schools.

The results showed:

- Headteachers perceived themselves as democratic and most of their teachers saw them as merely considerably so.

- Male and female teachers viewed female heateachers as autocratic.

- Most female headteachers unlike their male counterparts perceived their own leadership behaviour and style as very democratic.

- Teachers with high academic and professional qualifications viewed their headteachers as democratic.

- Their teachers saw headteachers of large schools as being democratic and the opposite was true for small schools.

Asunda therefore concluded:

- There were differences in the perceptions of the headteacher's leadership behavior and style by the headteachers themselves and their teachers.

- The teacher's perceptions of the headteacher's leadership behavior and style were influenced by factors such as sex, qualifications of the respondents and the size of their schools.

Asunda did not show the effect of age, academic level and teaching experience of the teachers on their perception of headteachers' leadership style.

Morumbasi (1993) carried out a study of Kenyan school principals' perceptions of the effectiveness of Kenya Education Staff Institute's (KESI) in-service programmes. The study showed that Kenyan headteachers were first appointed from the classroom. One year later they would be invited by KESI to attend a management course. The invitation to the courses was not automatic and this would imply that many principals take up their jobs without prior preparation in managerial and leadership skills. Kemp and Nathan (1989) and Okumbe (1998) assert that training in managerial skills improves leadership style.

Njuguna (1998) studied headteachers' leadership styles and students' KCSE performance in public secondary schools in Nairobi. The investigation centred on the balance between initiating structure and consideration dimension in leadership behaviour of headteachers, the demographic variables that affect the balance and

students' KCSE performance. The study involved 320 teachers and 45 headteachers. The Leadership Behaviour Description Questionnaire (LB DQ) used was originally devised by Hemphill and Coons (1950). The questionaire was modified to become the LBDQ (real staff) so that the group members such as teachers could describe their leader's behavior.

The findings showed:

- The headteachers were rated significantly higher in initiating structure than in consideration dimension.

- Headteacher above 51 years of age were rated significantly higher in initiating structure than in consideration dimension.

- Female headteachers were rated significantly higher than male headteacher in both dimensions. The B. Ed or Diploma holders were rated higher at initiating structure.

- Headteachers 16 years of experience and above were rated higher on consideration. Headteachers of Girls' schools were rated higher than Boys' schools. Headteachers of Day schools were rated lowest than Boarding schools.

- There was no significant relationship between headteachers style and students' KCSE performance although the performance was negatively correlated to initiating structure, positively to consideration dimension.

Kariuki (1998) studied teachers' perceptions of the leadership behaviours of women headteachers of secondary schools in Kiambu District with a view of recommending measures, which could improve their leadership styles.

The study investigated the leadership behaviour of women headteachers in integrating the achievement of school goals (initiating structure) and providing for teachers personal needs (consideration).

The study also investigated women secondary school headteacher's ability to maintain harmonious and balanced effective leadership behaviour in initiating and consideration dimension.

The study involved twenty-two headteachers and two hundred and twenty eight teachers. The ex post facto research design was used. The leadership behaviour descriptive questionnaire (LBDQ) devised by Hemphill and Coons (1950) on behalf of the personnel research board of Ohio state university was used. The research findings showed:

Teacher's ratings of women headteacher's leadership behaviour in initiation and consideration are lower than female headteachers ratings in the same.

Teachers rated female headteacher's leadership behaviour significantly higher in the initiating structure than consideration structure.

Teacher's perceptions of female headteacher are rather domineering and impartial when dealing with teachers. The headteachers noted that teachers lacked commitment and discipline in their work.

Teacher's academic qualification does not significantly affect their perceptions on female leadership behaviour on initiating and consideration structures.

In conclusion, female headteachers rated low generally in both, while they gave themselves high scores on these leadership dimensions. Many female headteachers emphasised initiating structure therefore practise a high-structure-low consideration leadership style.

Female headteachers were perceived as being autocratic and lacked proper supervisory skills. This was particularly disturbing because domineering has negative consequences. Leadership being influencing activities of teachers within an

organisation, efforts to achieve goals would imply that female headteachers practise democratic style to promote harmony among teachers and students and other key players in the school. The headteachers should show objectivity and fairness when dealing with their teachers.

The poor or insufficient facilitation of students' involvement in secondary school administration has been cited in various forums as a root cause of school disturbances and administrative inefficiencies. Muchelle (1996) investigated the attitudes of secondary school headteachers towards involvement of students in school administration in Vihiga District. The descriptive study was designed to use the ex post facto approach. He used a three-part questionnaire and an observation schedule (checklist). The questionnaire was developed from the literature review and was based on statements that deal with tasks of administration in schools. The following were his findings.

There was no significant difference between the headteacher attitudes towards the involvement of students in school administration and:

• Their chronological age except in the areas of school address code and suggestion box.

• Their professional groups except in areas of dress code.

- The headteacher participation or non-participation in the in-service training except in areas of election of prefects, suggestion box, recruitment and selection of staff personnel.

- The headteachers exercised complete control over some school electoral processes seen as most appropriate for student's involvement.

In conclusion, the study revealed there was lack of commitment among headteachers towards participatory administration. They also lack clear direction on participatory administration since the documents, which can assist them in school administration do not highlight the issue of student's involvement in administration. Education administration courses offered by teacher training colleges and by in-service courses need to emphasise participatory administration.

2.6 Leadership Styles

Ohio State University (1945) conducted a series of studies on leadership to find out the most important behaviours of successful leaders. They developed Leader Behaviour Description Questionnaire (LBDQ) to analyse leadership behaviour in numerous types of groups and situations. The LBDQ was administered and the answers were subjected to factor analysis. Two leader behaviours emerged consistently as being the most important, consideration (recognition of individual needs and relationships) and initiating structure (task or goal orientation).

The University of Michigan in the 1940's also carried out studies on leadership at the Prudential Insurance Company. Twelve high-low productivity pairs (supervisors)

were examined. The results showed that supervisors of high producing sections practised general not close supervisory styles while low producing sections used close supervisory styles (production-centred supervisors). Likert, a one-time director of social research of the University of Michigan also carried out research on leadership. Likert (1959) identified four styles of leadership, which he called systems.

System I: Exploitative authoritative style. This is an authoritarian form of management in which the leader tries to exploit subordinates.

System II: Benevolent authoritative style. This is an authoritarian form of management but paternalistic in nature. The leader keeps strict control and never delegates authority to the subordinates. In order to please subordinates he pats them on their heads for their best interests.

System III: Consultative style. The manager requests and receives inputs from subordinates but maintains the right to make final decisions.

System IV: Participative or democratic style. The manager gives some direction, but decisions are made by consensus and majority based on total participation.

Blake and Mouton (1964) developed a method of classifying leadership style of an individual using the managerial grid. This is a two-dimensional framework rating a leader on the basis of concern for people and concern for production. These terms are related to consideration dimension and the initiating structure respectively. Concern

for people is on the Y-axis while concern for productivity is on the X-axis. A nine

point scale is used on both X and Y-axes.

Figure 3. Blake and Mouton's Managerial Grid.
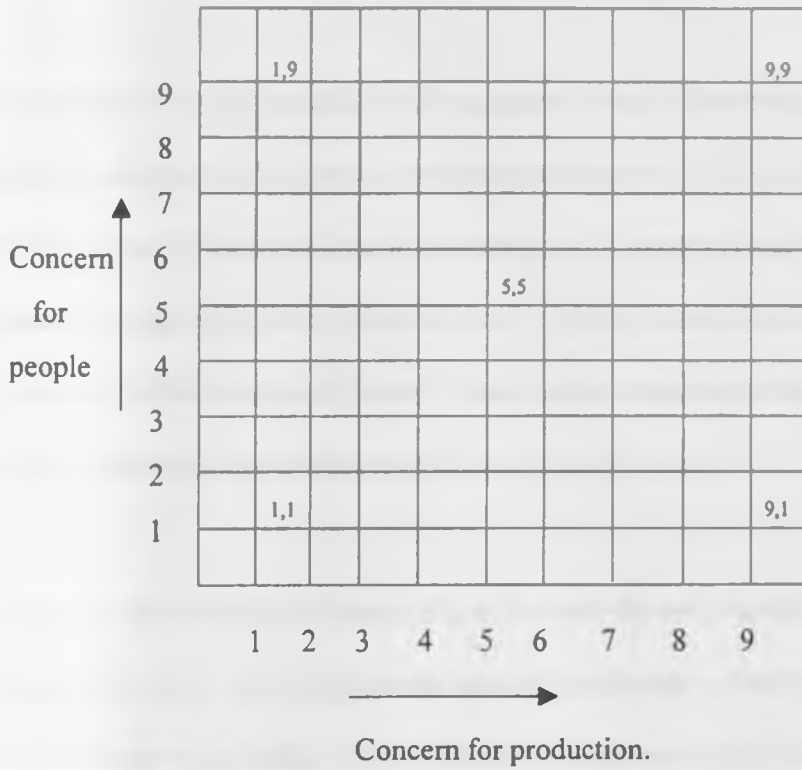
Source: Blake, R. R and Mouton, J.S. (1964). The Managerial Grid
    Houston: Gulf Publishing (in Bartol et al. 1991)

They identified the following five basic styles of management using the managerial

grid:

- (9,1) Authority obedience.

- (1,9) Country leadership.

- (1,1) Impoverished leadership.

- (5,5) Organisation man management (middle of the road leadership).

- (9,9) Team leadership. Blake and Mouton identified this last style as the best and most effective and which managers should develop a plan to achieve. The managerial grid concerns itself with the attitudes of the leader rather than the behaviour.

In the 1930's, R. Lippitt and K. Ralph conducted Iowa University leadership studies under the direction of K. Lewin to analyse the impact of leadership styles. Three different styles of leadership, the authoritarianism, democratic and laissez faire were applied to hobby clubs for ten-year-old boys. The boys had an overwhelming preference for the democratic leader. These studies were discounted on two grounds, the boys were underage and the methodology used was crude.

For years it was thought that leadership styles were the two extremes, an autocratic or a democratic style. Autocratic leaders use their legitimate authority and the power of their positions to get results. The democratic leaders use their personality to persuade and involve subordinates in solving problems and making decisions. The leader shares the problem with the relevant team members as a group to adopt a solution and is willing to accept and implement any solution that has been agreed upon.

According to Tannenbaum and Schmidt (1958), managers should consider three sets of factors when choosing a leadership style:

The background, values and experiences of the leader.

The characteristics of subordinates.

The nature of the situation.

Furthermore, they found that all these forces were interdependent. They concluded that successful leaders accurately understood both themselves and the other persons in the organisational and social environment (in Rue et al. 1992).

In practice, a leader can be flexible enough, to be autocratic at times and democratic at other times, or can combine the two extreme styles (Tannenbaum and Schmidt, 1958, in Graham et al. 1998). Organizations that regularly experience crisis situation (Soujanen, 1966, in Graham et al. 1998) tend to adopt authoritarian management styles where as routine oriented firms usually opt for participative approaches.

Other scholars maintain that almost all skills required in effective leadership can be learned, developed and improved (Kemp and Nathan, 1989). Since society is dynamic, educational institutions must adjust to these changes. Individuals need to be trained to prepare them for new roles and responsibilities. Successful leaders cannot depend on in born traits alone.

Effective leaders are flexible in the way they interact with sub-ordinates. The manner and approach of leading will obviously depend on one's training, education, experience and view of the world. The leader has to be himself, yet flexible enough to adjust to the people he leads and to the missions he is assigned. It is only through training that educational leaders can acquire essential leadership skills that will enable them to execute their duties well (Commonwealth Secretariat, 1997). According to Okumbe (1998) leaders are made through acquisition of well set out management skills that include training in human relations, problem solving and decision-making.

According to Farrant (1997) the headteacher should have strong leadership qualities and be able to develop a school spirit of belonging. Good leadership among other things will have mutual respect, shared ideals and should plan and make decisions on day-to-day basis for an efficient and effective school that will have good results in national examinations.

For this reason, this study intends to establish if the leadership styles exhibited by the headteacher has any effect on performance in KCSE examinations by students in Nairobi province.

2.7 CONCEPTUAL FRAMEWORK

Conceptual framework of the effects of leadership styles on KSCE performance by students, in Nairobi Province.

Figure 4

```
                    ┌──────────────────┐
                    │   Headteacher    │
                    └──────────────────┘
                              │
                    ┌──────────────────┐
                    │ Leadership Styles │
                    └──────────────────┘
                              │
        ┌─────────────────────┼─────────────────────┐
┌──────────────┐    ┌──────────────┐    ┌──────────────┐
│ Democratic   │    │ Laissez faire│    │ Authoritative│
│ Style        │    │ Style        │    │ Style        │
└──────────────┘    └──────────────┘    └──────────────┘

┌────────┐ ┌────────┐  ┌────────┐ ┌────────┐  ┌────────┐ ┌────────┐
│Teacher │ │Students│  │Teacher │ │Student │  │Teacher │ │Student │
│behaviour│ │behaviour│ │behaviour│ │behaviour│ │behaviour│ │behaviour│
└────────┘ └────────┘  └────────┘ └────────┘  └────────┘ └────────┘

              ┌──────────────────────────────────┐
              │ Student's performance in KCSE     │
              └──────────────────────────────────┘
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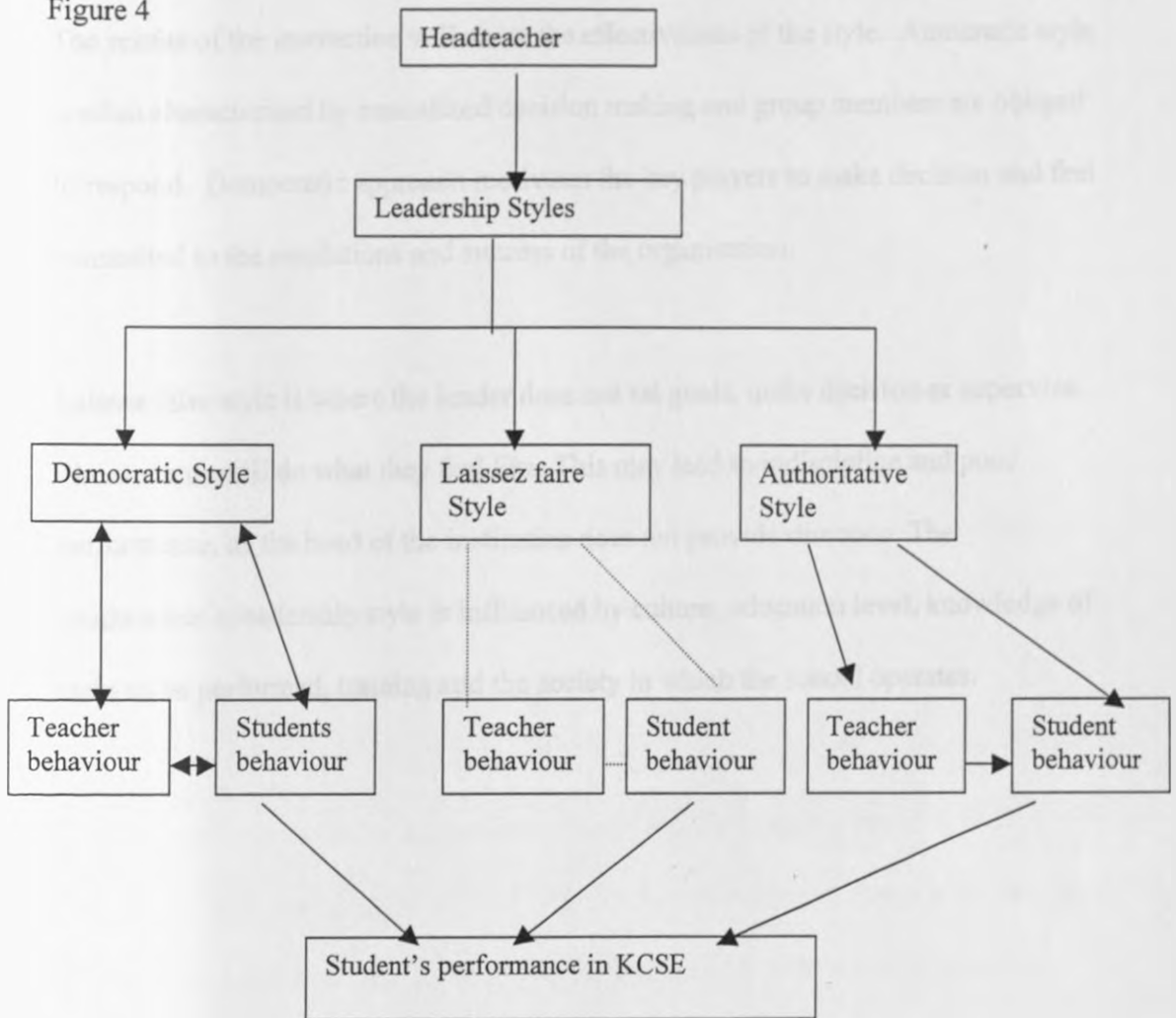
Note:

.... As used on the figure means no direction provided by the headteacher

The headteacher's leadership styles will have impact directly on teachers and students. A favourable style will stimulate all the key players towards the achievement of goals.

The results of the interaction will show the effectiveness of the style. Autocratic style is often characterised by centralized decision making and group members are obliged to respond. Democratic approach motivates the key players to make decision and feel committed to the resolutions and success of the organisation.

Laissez faire style is where the leader does not set goals, make decision or supervise. The students will do what they feel like. This may lead to indiscipline and poor performance, as the head of the institution does not provide direction. The headteacher's leadership style is influenced by culture, education level, knowledge of tasks to be performed, training and the society in which the school operates.

CHAPTER THREE

3.0   STUDY DESIGN AND METHODOLOGY

This chapter deals with the methods that were used to carry out this study. It is subdivided into eight sections as follows:

3.1 Research Design

Ex-post facto research design was adopted. It involves studies that investigate possible cause and effect of observing an existing condition and searching back in time for plausible causal factors. The design involves teasing out possible antecedents of events that have happened and cannot be engineered or manipulated by the investigator (Cohen and Manion, 1994).

The ex post facto design was used as the study was investigating the effects of leadership on performance in KCSE. The results achieved by students were attributed to effective leadership. Kerlinger (1970) defines ex post facto research as that in which the researcher starts with the observation of a dependent variable or variables in retrospect for their possible relationship to and effects on, the dependent variables. This design was recommended because:-

(i)   the more rigorous experimental approach was not possible,

(ii)   the simple cause-and-effect relationships was being explored.

This design has been singled out as being suitable in social and educational studies.

3.2. Target Population

The population for the study is public secondary schools in Nairobi Province. According to the MOEST (1999), there were 48 public schools. Three schools were excluded from the study. One school is special and is used as a rehabilitation centre while two others had reached Form II and Form III respectively which meant they had not presented candidates for KCSE. Two Girls' Boarding Schools declined to take part in the study while one Boys' School was going through a period of unrest. It was thought that the views collected during this time would have biases.

The year 2000 witnessed many changes in headship of schools in Nairobi Province. Fifteen schools had the long serving headteachers retire or transferred. The deputy headteachers took the headship in most schools. It was observed as reasonable to have teachers rate the leadership behaviour of the new head who had been in the school for sometime. It was also possible to follow the transferred headteacher as the teachers could also describe the former headteacher.

In all, forty schools qualified. The number of trained teachers was 1583 (MOEST, 1999). The population consisted of 47 headteachers and 1536 teachers in public schools.

3.3 Sample and Sampling Procedure

3.3.1 Schools

Sampling procedure involved random sampling and stratified methods. Schools were stratified into boys only, girls only and mixed and whether they were day or boarding. According to Krejcie and Morgan (1970) a sample of 40 from 45 schools should take part in the study (Appendix 4).

SCHOOLS	NUMBER	SAMPLE
Boys Boarding	5	5
Boys Day	9	9
Girls Boarding	5	5
Girls Day	6	6
Mixed Boarding	1	1
Mixed Day	15	14
Total	41	40

3.3.2 Teachers

To obtain the number of teachers to participate, again Krejcie's table (1970) was used. According to the table, 307 cases should be selected from a population of 1536. The total number of cases is divided by forty schools to get the number of participants from each school. 307/40 = 7.67, approximately 8 individuals. For convenience, 8 participants were chosen per school.

Selection of teachers was random from a list of eligible teachers. Eligible teachers were those who had taught under the headteacher for at least a minimum period of six

months. It was thought that those who had worked together long enough were in a position to describe the headteachers' leadership style.

The names of teachers were written on a piece of paper that was folded and put in a container. The papers were picked one at a time. The name was recorded after which the paper was folded and returned into the container. This was repeated until the eight names were obtained. This procedure was necessary to keep the probability of being picked the same throughout the entire exercise. All the schools qualified with regards to the presence of at least eight eligible teachers.

3.3.3   Headteachers

The headteachers of the forty schools were the subjects of the study.

3.4   Research Instrument

The instruments, which were used to gather data, consisted of two questionnaires. The Likert and Likert questionnaire was used because it elicits response on leadership style.

The instrument was prepared by Rensis Likert and Jane G. Likert (1976) and was modified by Asunda (1983). The scores were awarded to the leadership behaviour according to a five point Likert scale reflecting both positive and negative attitudes along a continuum. The initial range of scores was 1-4, which was increased to five by including "never".

The scores of the alternatives along a continuum were: -

Never	=	1
Very little	=	2
Sometimes	=	3
Considerable	=	4
Very great	=	5

The profile of Own Behaviour (Form OB) and the profile of Leadership Behaviour (Form LB) adapted from Asunda (1983) were filled by the heads and teachers respectively by placing a tick in the column with the score which best applied to the leadership behaviour. This formed part two of the questionnaire. Form OB and Form LB each consisted of 36 items and 38 items instead of the original 24 and 26 items respectively. This was necessary to cater for the three leadership styles: democratic, authoritative and laissez faire. These items were randomly placed and respondents were expected to put a tick against the response that was applicable.

However, to each of the instruments, a general questionnaire was attached to obtain information on sex, age, qualification and experience, school category and sex of student body. In addition, the headteacher questionnaire required information on in-service course(s), duration of the course and ranking in order of organizers who had the greatest impact on their leadership style

3.5   Instrument Validity

The questionnaire was pre-tested before the research commenced. Pre-testing was carried out using members of four schools from Nairobi Province. The four schools were not part of the sample for the study. The aim of this exercise was to evaluate the validity, clarity of test items, and suitability of language used in instrument and the feasibility of the study (Mulusa, 1990).

The instrument was administered to 4 headteachers and 36 teachers and collected personally. The items were discussed with the respondents. The schools were picked from each category of Boarding, Day and Mixed. The pilot study showed that there was neither Ph.D holders nor untrained KCSE holders, teaching in the secondary schools.

3.6   Instrument Reliability

Reliability refers to precision, consistency and accuracy of the research instrument. The test cannot be valid if it is not reliable. The split half technique was carried out in the pilot study. It involved a single administration of one instrument then split into two halves, the even-odd method.

The teacher's questionnaire (LB) had 38 items and headteacher's questionnaire (OB) had 36 items, which were separated into even-odd numbers to give two tests of equal difficulty. Each was scored and the sum total of scores obtained (in order to get a total score) for even numbers and a total score for odd numbers. The total score for

53

the participants from a school was averaged so that each school had one score, for odd and even. Pearson's Product Moment Formula (Frankfort-Nachmais and Nachmais, 1996) was then applied to yield correlation co-efficient between the two scores (even and odd numbers).

Pearson's Product Moment Correlation Coefficient Formula

$$r = \frac{\sum XY - (\sum X)(.\sum Y)/N}{\sqrt{[\sum X^2 - (\sum X)^2/N]\,[\sum Y^2 - (\sum Y)^2/N]}}$$

Where,

$\sum XY$ = sum of cross product of the values of each variable

$\sum X$ = sum of X

$\sum Y$ = sum of Y

N = number of pairs of scores

$\sum X^2$ = sum of X^2

$\sum Y^2$ = sum of Y^2

$(\sum X)^2$ = square of $\sum X$

$(\sum Y)^2$ = square of $\sum Y$

The Spearman Brown Prophecy formula was used for the two to compensate for the fact that only half was used. The reliability coefficient for full test is:

$$Re = \frac{2r}{1+r}$$

Where, r = reliability

Re = reliability co-efficient.

The closer a value is to 1.00 the stronger the congruence. The Leadership Behaviour

(LB) questionnaire was a reliable (Re = 0.9) tool for research and Own Behaviour 0.7

was also reliable.

3.7 Data Collection Procedure

To carry out the study, permission and authority was sought from the Ministry of

Education, Provincial Commissioner and the PDE Nairobi Province. The schools

were visited first and the headteachers of each school informed of the study. They

were requested to take part. The heads of two girls boarding schools declined to take

part in the exercise.

The questionnaires were delivered and collected personally. The participants were

assured of confidentiality. The pilot study was done in May subsequently other

schools received their questionnaires at the end of May and June. Most respondents

were given a week to complete answering. A week later, the completed

questionnaires were picked. However, some had not been filled or the questionnaires

had been misplaced. Several trips had to be made and in case of misplacement, more

copies were made. As a result, more time was spent on data collection and the

expenses on travel and paper increased.

A total of 308 questionnaires were returned from 40 schools. According to Krejcie's

table (1970) response of 308 (99.3%) was received although 320 responses were

expected reducing the actual percentage to 96.24.

Out of 40 headteachers, only 27 (67.5%) responded. Form Own Behaviour (OB) was needed for comparison with the responses from teachers and therefore this percentage was acceptable but with caution. Performance scores were collected from every participating school. Performance index was computed from the mean grades in KCSE for 1998 and 1999.

3.8. Method of Data Analysis

After collecting data, the instrument was checked by the investigator for completeness, accuracy of information and uniformity of information obtained. Each item of the Leadership Behaviour forms LB and OB was assigned a score using Likert rating scale. The scores were given arbitrary weights consisting of five consecutive integers. The scores of alternatives along a continuum were as follows:

	Scores for positively Stated items	Scores for negatively stated items
Very great	5	1
Considerable	4	2
Sometimes	3	3
Very little	2	4
Never	1	5

This means that levels of agreement to disagreement had been scored to reflect the positive and negative attitudes respectively. In order to analyse data, it was organized into frequency distribution. Frequency tables are useful because they condense all the information for it to have meaning.

The average score for each headteacher as rated by the teachers was computed by calculating means of the scores per school. In order to get the general perception of the leadership style of Nairobi secondary school headteachers all the scores for each leadership style (democratic, autocratic, laissez faire) were added up. The total score for each style was divided by the number of respondents. The perception of headteachers would either be above or below the mean. The means for the three leadership styles was the basis for general analysis.

The mean for headteachers' responses alone for each of the leadership styles was computed. This was used to compare how the headteachers perceive their own leadership styles with teacher's perceptions of leadership style of Nairobi headteachers. Means for each leadership style were used for computations of standard deviations; correlation tests (reliability test) and tests for independent variables such as parents being called to discuss poor academic performance.

CHAPTER FOUR

4.0 DATA ANALYSIS

4.0.1 Introduction

The purpose of this chapter was to analyse and present the findings of the study. The findings were based on the collected data on the headteachers' leadership styles as measured by the Likert and Likert (1976) questionnaire (with some modification) and the schools mean performance index as determined by KCSE results obtained by students for the years 1999 and 1998 (Appendix 3 and Table 19). Data were collected from 40 public schools.

4.1 Data on background information of secondary school teachers, headteachers and schools.

The data presented in this section were obtained from the general questionnaire attached to the Likert and Likert questionnaire. Three hundred and eight teachers and twenty-seven headteachers responded respectively. Frequency and percentages were used to describe the demographic data of the respondents.

Table 1 presents the gender of teachers and headteachers. .

Table 1:Gender of Teachers and Headteachers

Gender	Teachers		Headteachers	
	Frequency	Percentage	Frequency	Percentage
Female	222	72	12	44
Male	86	28	15	56
Total	308	100	27	100

Table1 shows that the majority of teachers teaching in secondary schools in Nairobi are females 222 (72%) compared with males 86 (28%). According to the records obtained from the Provincial Director of Education's office, Nairobi Province, there were a total of 1583 teachers of which 1139 (71.95%) were females and the rest 444 (28.05%) were males in 1999.

This may suggest that the females are given priority in posting to join their husbands working in Nairobi. Few schools in Nairobi have housing facilities and chances of promotion to headship are highly competitive. It would imply that the more ambitious teachers are likely to leave Nairobi schools or seek jobs elsewhere.

Table 2 presents the chronological age categories of teachers and headteachers.

Table 2: Age Category of Teachers and Headteachers

Age category	Teachers		Headteachers	
	Frequency	Percentage	Frequency	Percentage
Below 25yrs old	11	4	0	0
26-30yrs	59	19	0	0
31-35yrs	103	33	0	0
36-40yrs	70	23	1	4
41-45yrs	33	11	6	22
46-50yrs	24	8	13	48
51yrs & above	8	3	7	26
Total	308	100	27	100

Table 2 shows that the majority of teachers104 (33%) were between 31-35 years of age, followed by age category 35-40 years, 70(23%). In third place was the age category 26-30 years, 59(19%), fourth place, 41-45 years, 33(11%). Teachers below 25 years were 11(4%) and the least was the age category above 51 years 8(3%). The data on age show the same general trend as indicated by the records at the Provincial Director of Education's (P. D. E's) office that few teachers are below 25 years and above 51 years of age.

It also shows that few teachers are recruited from colleges to teach in secondary schools in Nairobi. TSC has not recruited new teachers since 1997 following Kenya Government Policy on employment. The older teachers either move to other sectors

or they transfer to schools outside Nairobi. This calls for teachers to be motivated to remain in the profession and share the accumulated experience gained over the years.

Table 3 presents the highest academic qualifications of teachers and headteachers.

Table 3: Academic Qualifications of Teachers and Headteachers

Academic qualifications	Teachers		Headteachers	
	Frequency	Percentage	Frequency	Percentage
EACE/ KACE/ HSC/ A' level/SI/ Dip in Education	78	25	3	11
B.A/ BSc.	8	3	3	11
B.A/ BSc. with PGDE	23	7	2	7
B. Ed	184	60	15	56
M.A/ MSc	6	2	1	4
M. Ed	5	2	2	7
Technical Education, B.A with Education, Agriculture	4	1	1	4
Total	308	100	27	100

The table shows that the majority of teachers 184 (60%) and headteachers 15 (56%) had Bachelor of Education degree. Quite a reasonable proportion had S.I or Diploma in Education 78 (25%), some of whom had been promoted by TSC to Approved Graduate Teacher Status after serving for 10 years or more continuously. Very few

teachers had B.A/BSc 8 (3%), M.A/MSc 6 (2%) and MEd 5 (2%). A reasonable number of teachers and headteachers had BA/BSc with PGDE.

At a glance, teachers in Nairobi secondary schools are highly qualified both academically and professionally. The number of teachers who have acquired higher degrees (MA, MSc and MEd) is quite low. The teachers should be encouraged to further their education to enhance professionalism, competence and acquaintance with the new discoveries pertaining to the modern society. The low number of Masters degree holders among teachers could be attributed to financial constraints, lack of scholarships and generally Teachers Service Commission, the employer of secondary school teachers has not given the employees study leave with pay in the past. The incentive given in monetary terms by TSC is two salary increments.

Table 4 shows that the majority of the teachers had taught for a period between 6-10 years 125 (41%) followed by the group with experience of 11-15 years 76 (25%) twenty years and above and 16-20 years constitute respectively 29 (9%) and 28 (9%). Those who had just entered the teaching force, 0-1year made up a mere 4%. This is a further indicator that Teachers Service Commission (TSC) is not recruiting new teachers in compliance with the government directive not to employ graduates from various institutions in the country.

Lower numbers after 15years also indicate that teachers are leaving the profession early or transfer to rural areas where there are higher prospects to leadership. The headteachers had taught for a longer period, majority 16(59%) had served for over twenty years. Next are those with experience of 16-20years, 7 (26%)

and 11-15 years 3 (11%). The youngest have taught for 6-10 years and none falls in the group 0-5 years. Teachers Service Commission appoints long serving teachers to head schools.

Table 4 presents the years of teaching experience of teachers and headteachers.

Table 4. Teaching Experience of Teachers and Headteachers

Teaching experience as a teacher in years	Teachers		Headteachers	
	Frequency	Percentage	Frequency	Percentage
0-1yrs	12	4	0	0
2-5yrs	37	12	0	0
6-10yrs	125	41	1	4
11-15yrs	76	25	3	11
16-20yrs	28	9	7	26
20yrs &above	29	9	16	59
Total	307	100	27	100

The years of administrative experience of headteachers is presented on Table 5.

Table 5: Administrative Experience of Headteachers.

Teaching experience as a headteacher	Frequency	Percentage
0-1yrs	6	22
2-5yrs	6	22
6-10yrs	8	30
11-15yrs	4	15
16-20yrs	2	7
20yrs &above	1	4
Total	27	100

From the results shown on Table 5, most headteachers have served between 6-10 years 6 (30%). 0-1years and 2-5years have six members (22%) each. The group 11-15 years, 4 (15%) is followed by 16-20 years 2 (7%), 20 years makes up only 4%(1). It is evident that a total of 12 (44%) have served as heads between 0-5 years suggesting new appointments in the last few years.

The gender of students is presented on Table 6.

Table 6: Gender of Students:

Gender of Students	No. of Schools	Percentage
Girl School	11	27.5
Boy school	14	35.0
Mixed School	15	37.5
Total	40	100.0

Table 6 shows that the mixed schools 15 (37.5%) are the majority, boys' schools 14 (37%) are second while girls are disadvantaged 11 (27.5%). Educational facilities in Nairobi favour the male population.

A good number of the 48 public schools are relatively new coming into existence in the last ten years or so. The schools are categorised into Boarding, Day or Boarding and Day.

The category of schools is presented on Table 7.

Table 7: Category of School.

Category of School	No. of Schools	Percentage
Girls' Boarding	5.0	12.5
Girls' Day	6.0	15.0
Boys Boarding	5.0	12.5
Boys Day	9.0	22.5
Mixed Boarding	1.0	2.5
Mixed Day	14.0	35.0
Total	40.0	100.0

Table 7 shows that Mixed Day Schools were the majority 14 (35.0%), followed by

Boys' Day 9 (22.5%), Girls' Day 6 (15.0%), Girls and Boys Boarding 5 (12.5%) each,

and only 2.5% for Mixed Boarding Schools.

Table 8 presents the number of streams in schools.

Table 8: Size of School.

Number of streams	Frequency	Percentage
1-2 streams	18.0	45.0
3-4 streams	17.0	42.5
5 streams and above	5.0	25.5
Total	40.0	100.0

It was evident that most of the schools were small 1-2 streams (45%). 3-4 streamed schools made up 17 (42.5%) and the larger schools 5 streams and above were 5(12.5%). This implies that the small schools should expand to increase enrolment in Nairobi province. It is more economical to have three streams or more.

4.2   Educational administration In-service training

Table 9a presents the in-service training sessions attended by the headteachers, duration and frequency.

Table 9a: Educational administration sessions attended by headteachers, session duration and session frequency.

	Type of session			
	Seminar	Workshop	Postgraduate	In-service
Number Attended	21	21	5	4
Percentage	81%	81%	19.2%	15.3%
Session duration				
Less than a week	3 (15%)	11		2 (50%)
1 week	9 (45%)	7		1 (25%)
Over 2weeks-1 month	8 (40%)	1		1 (25%)
1 year			2 (40%)	
2 years			3 (60%)	
Session frequency				
Rarely	4 (21%)	2	2 (40%)	
Yearly	11(58%)	12	2 (40%)	3 (75%)
More than twice a year	4 (21%)	2		
Going on			1 (20%)	
Many		1		1 (25%)

The most common form of training for headteachers was identified as seminar. This occurred yearly and the duration was 1-2 weeks. Workshops were also common with duration of less than one week to two weeks. Postgraduate studies were not common. Few teachers registered for either Post Graduate Diploma in Education that took a year, or a Masters degree, for two years or more.

Table 9b presents the headteachers' ranking of organisations that have had an impact on their leadership styles.

Table 9b: The organization that had an impact on headteacher's leadership style ranked by headteachers, Nairobi Province.

	ORGANIZATION							
	MoE	KSSHA	TSC	Com	Individual school	PTA/ BOG	Sponsors	Former Headteacher
1st impact	1 (9)	2 (7)	4 (2)	-	2 (7)	-	-	4 (2)
2nd impact	3 (3)	1 (13)	2 (5)	-	2 (5)	-	-	-
3rd impact	2 (6)	4 (4)	2 (6)	-	1 (9)	5 (1)	-	-
4th impact	2(5)	-	1(12)	-	3(3)	-	4 (1)	4 (1)
8th impact	3 (1)	3 (1)	-	3 (1)	2 (2)	1 (3)	-	-

Organization ranked from 1 (highest) to 8 (lowest)

KEY: To show the symbols used on Table 9b.

-        Not ranked/ no impact.

(n)   Actual numbers.

Com   Community.

The headteachers ranked Kenya Secondary Schools Heads Association (KSSHA) as having conducted most seminars and workshops that they were able to attend. It was ranked first and second by most headteachers. The sessions were short, lasting for less than a week. In second place were the individual schools and the Ministry of Education, Science and Technology. The Ministry of Education organises seminars that last one to two weeks through various programmes at Kenya Educational Staff Institute (KESI). This is a very important unit but only a limited number of headteachers are invited to attend the programmes. Some of the newly appointed headteachers had not attended these programmes. Morumbasi (1993) found KESI capacity limited.

Teachers Service Commission was ranked fourth. This was in compliance with its mission of recruitment and registration of teachers. So far, a limited number of teachers have pursued higher degree courses. Other groups that have influenced headteachers' styles of leadership were identified as Board of Governors, Parents Teacher Association (PTA), Community, Sponsors and the former headteachers the present heads served under as deputy before being promoted.

4.3   Meetings called to discuss performance

Table 10 presents the frequency of meetings called to discuss performance.

Table 10: Frequency of Meetings with Parents to Discuss Performance.

Meetings of Teachers and Parents	Frequency	Percentage
Never	5.0	1.6
Rarely	31.0	10.1
Sometimes	138.0	44.8
Always	134.0	43.5
Total	308.0	100.0

Table 10 shows that meetings were sometimes called 138 (44.8%) and always called

134 (43.5%) making a combined percentage of 88.3. A few teachers 31 (10.1%)

responded that meetings are rarely called and a minimal 5 (1.6%), that meetings are

never called. This showed that meetings between parents and teachers were organized

in most schools to discuss performance.

A discussion between the teachers, students and parents is seen as a motivating factor

to learning. Most schools have 'open days' or consultation days once a year to

discuss academic subjects and Prize Giving Day when students are awarded

certificates, trophies and presents for their achievements in academic subjects and co-

curricular activities. The latter is also scheduled once a year. These two functions

take place in most schools.

Table 11 presents the frequency of meetings between teachers and parents to discuss low academic performance.

Table 11: Frequency of Meetings with Parents to Discuss Low Academic Performance.

Response	Frequency	Percentage
Never	47	15.5
Rarely	46	15.2
Sometimes	147	48.5
Always	63	20.8
Total	303	100.0

The table revealed that the majority 147 (48.5%) sometimes witnessed parents being called. An appreciable proportion 63 (20.8%) admitted that parents were always called. A modest 15.5% and 15.2% responded never, and rarely respectively that their schools hardly called parents.

In most schools, students who perform poorly need to be motivated and counselled by the teachers and parents. The parents may reveal the problems that the students face at home that hinder learning or just give moral support to the student by their presence reflecting parental concern for academic performance.

The schools that admit students, who had scored high grades in KCPE, generally have

no weak students and therefore extremely weak cases are rare. The teachers who did not respond probably felt it was not an issue in their classes or schools. Students admitted into well-established schools are highly motivated to achieve. During orientation they are made aware of the high academic standards and their responsibility to maintain the school tradition. It is evident from Tables 10 and 11 that schools engage in some form of meetings to discuss student performance.

4.4 Responses on Leadership Behaviour

This section presented the ratings of headteachers by teachers and headteachers themselves on Likert and Likert instrument with some additional items to cater for laissez faire leadership style. To determine the perceptions of teachers towards Nairobi Province headteachers' leadership behaviours, the mean behaviour score for responses in all items was computed. The mean scores obtained gave an overall perception of leadership behaviour for each item.

Each of the thirty-eight items was rated on a five point rating scale. From this rating, the expected maximum mean perception score for each item would be 5.0. Very high mean would fall between 4.00-5.00, a high mean 3.5-3.99, a moderate mean 2.5-3.49 and a low mean would range between 2.0-2.49 and a very low mean would range between 1.0 –1.99. A score between 1-2.99 was interpreted to mean autocratic and 3-5 was interpreted as democratic style for B1. The Likert scale Form Leadership Behaviour (LB) was extended from 26 to 38 items. The items were categorized during analysis into two sections.

In B1 of leadership behaviour (LB) total mean behaviour score above 78 was interpreted as democratic and below 78 as autocratic leadership style. Part B1 of Own Behaviour (OB) a score above 72 is democratic and below 72, autocratic. In both B2 of LB and OB above 36 was interpreted as laissez faire style of leadership while below 36 was regarded as either democratic or autocratic (Appendix 5).

During analysis, Forms on Leadership Behaviour (LB) and Own Behaviour Analysis (OB) were divided into two parts. The first part B1 was made up of twenty-six items (LB) and twenty-four items (OB) and the second part B2 comprised of twelve items. The rating of the twenty-six items was one to five where one was more autocratic and five democratic. The middle values represented various levels from autocratic to democratic styles of leadership.

The second part (B2) was basically to indicate whether the headteachers had any tendency of laissez faire style. The tendency to be laissez faire increased from one through five. A score of five was interpreted as laissez faire style except the question which asked 'if the headteacher sets goals', in which one was laissez faire and five, was either democratic or autocratic.

Table 12 presents the two parts of leadership Behaviour B1 and B2. The table also shows the frequencies by percentage.

Table 12: Frequencies by Percentage (%) of Parts B1 and B2 of Leadership Behaviour

(LB).

equencies by percentage (%)	Never	Very little	Sometimes	Considerably	Very great
1 Leadership Behaviour					
headteacher:					
friendly	7.80	8.50	20.90	33.70	29.10
stens to you	6.50	10.10	22.70	30.20	30.50
nderstands your points	7.80	8.80	26.70	25.40	31.30
ncourages you to express ideas	12.30	10.40	22.10	23.40	31.80
ncourage you to express feelings	14.00	9.70	23.10	23.10	30.20
isplays confidence in you	10.70	11.00	22.10	28.20	27.90
hares information frankly	7.20	14.70	22.10	26.40	29.60
xpects the best	1.90	2.60	4.90	16.60	74.00
xpects quality job	2.90	5.50	6.80	21.40	63.30
hinks what they are doing is important.	4.20	5.90	11.70	25.10	53.10
ncourages new & creative ideas	9.10	8.80	18.80	29.90	33.40
s willing to take risks	12.30	11.00	26.90	26.60	23.10
oesn't like to be criticised	20.90	15.00	30.10	16.30	17.60
reats you in a patronizing manner	12.70	12.40	31.90	26.10	16.90
hows he can make mistakes	18.50	12.30	28.90	26.90	13.30
llows members of staff to question him	19.50	17.20	24.40	21.80	17.20
s impatient with progress	9.50	13.40	31.40	25.20	20.60
voids dominating discussion	16.70	14.40	22.20	24.20	22.50
Encourages them to work without suppressing	22.10	13.00	25.30	25.00	14.60
Uses we and our	10.40	10.40	18.20	24.40	36.50
Shows no favouritism	13.40	12.10	20.50	25.70	28.30
Gives credit and recognition generously	11.70	11.10	20.80	23.10	33.20
Accepts more blame than may be warranted	23.50	22.80	27.20	17.90	8.60
Avoids imposing decisions	17.30	14.70	27.50	25.20	15.40
Waits for members to state their positions first	14.90	12.30	27.60	24.00	21.10
Presents his/her contributions as suggestions	11.40	8.10	31.30	20.80	28.30
B2 Leadership Behaviour					
Sets goals for the group	7.20	7.20	17.00	26.20	42.30
Allows decisions from whoever is willing	31.40	15.70	20.30	16.00	16.70
Is less concerned with Individual interests	46.30	16.90	13.40	12.40	11.10
Allows productivity of group to be low	51.30	15.00	17.00	9.20	7.50
Allows morale to be low	48.90	14.80	16.10	11.50	8.90
Provides complete freedom	23.60	18.70	24.30	19.00	14.40
Avoids supervision of teachers	40.70	14.80	21.00	14.40	9.20
Does not interfere with groups work	22.60	16.70	28.50	17.40	14.80
Encourages indiscipline	66.70	8.50	9.20	5.60	10.10
Does not allow for new ideas	45.00	14.00	21.80	9.10	10.10
Blames others for mistakes	34.90	19.70	23.70	11.20	10.50
Doesn't expect high quality job	63.40	7.80	6.20	10.10	12.40

Table 12 has condensed all information on Leadership Behaviour frequencies by
percentage (%) for easy reference.

Data on mean scores and standard deviations of Part B1 of Leadership Behaviour (LB) and B1 of Own Behaviour (OB) are presented on Table 13 and Table 14A respectively. Table 14B presents the summary of Table 13 and 14A. Table 14B indicates the number of items in various mean behaviour score ranges.

Table 13: Mean Behaviour Scores of Part B1 Leadership Behaviour by Teachers

B1 of Leadership Behaviour	N	Min.	Max.	Mean	Std. Deviation
If headteacher:					
Is friendly	306	1	5	3.68	1.20
Listens to you	308	1	5	3.68	1.19
Understands your points	307	1	5	3.64	1.23
Encourages you to express ideas	308	1	5	3.52	1.36
Encourage you to express feelings	308	1	5	3.46	1.38
Displays confidence in you	308	1	5	3.52	1.30
Shares information frankly	307	1	5	3.57	1.25
Expects the best	308	1	5	4.58	0.86
Expects quality job	308	1	5	4.37	1.03
Thinks what they are doing is important	307	1	5	4.17	1.11
Encourages new & creative ideas	308	1	5	3.70	1.27
Is willing to take risks	308	1	5	3.37	1.29
Doesn't like to be criticised	306	1	5	2.95	1.36
Treats you in a patronizing manner	307	1	5	3.22	1.24
Shows he can make mistakes	308	1	5	3.04	1.29
Allows members of staff to question him	308	1	5	3.00	1.36
Is impatient with progress	306	1	5	3.34	1.22
Avoids dominating discussion	306	1	5	3.22	1.38
Encourages them to work without suppressing	308	1	5	2.97	1.36
Uses we and our	307	1	5	3.66	1.34
Shows no favouritism	307	1	5	3.44	1.36
Gives credit and recognition generously	307	1	5	3.55	1.36
Accepts more blame than may be warranted	302	1	5	2.65	1.26
Avoids imposing decisions	306	1	5	3.07	1.31
Waits for members to state their positions first	308	1	5	3.24	1.32
Presents his/her contributions as suggestions	307	1	5	3.47	1.29
Mean				3.46	
Total Mean Score				90.05	

Table 13 shows that out of twenty-six items on B1-Leadership Behaviour, only three items were rated a mean score of 4 and above (12%). Headteachers expecting the best was rated highest (M=4.58), followed by Headteachers expecting quality job (M=4.37), and Headteachers thinking what they are doing is important (M=4.17). The three items are task-oriented and the implication is that the headteachers are task-oriented with respect to the items. This is referred to by various authors, as job

centred (Michigan studies), initiating structure (Ohio State Studies) or production oriented (Blake and Mouton, 1964). Leaders must feel that what they are doing is important and they expect the best from all. Most items, 50%, were rated between 2.5-3.5 mean score.

At this point the headteachers are considered just democratic. It implies the behaviour can be autocratic or democratic as it is at the centre of the scale. Of great concern was that relationship oriented behaviour were not rated highly, with a mean score range from 2.97-3.68. No item scored a mean score above four. The items, which asked if the headteacher listens and is friendly, scored a mean of 3.68 each. The lowest mean score of 2.97 was for the item 'if headteacher encourages them (teachers) to work without being suppressed. This indicated that there was some suppression by headteachers in schools. Studies conducted on leadership refer to this as low consideration (Ohio University studies) or low concern for the people (Blake and Mouton, 1964).

The variable, if the headteacher encourages you to express feelings frankly (3.46) is important in organizational behaviour as it creates trust. If the headteacher displays confidence it implies that the subordinates would be motivated and this would result in job satisfaction and hence better performance. Both items are relationship oriented and rated favourably.

Table 14 A: Mean Behaviour Scores and Standard Deviations for Part B1 Own

Behaviour Analysis (OB) by Headteachers.

B1 of Own Behaviour	Minimum	Maximum	Mean	Std. Deviation
If headteacher:				
Accepts more blame than may be warranted	1	5	3.37	1.21
Displays confidence in you	2	5	4.04	.85
Encourages new & creative ideas	2	5	4.37	.84
Doesn't like to be criticised	1	5	3.70	1.03
Avoids dominating discussion	2	5	4.04	.90
Expects the best	2	5	4.70	.72
Thinks what they are doing is important	3	5	4.70	.54
Shows he can make mistakes	1	5	4.30	.99
Treats you in a patronizing manner	1	5	4.12	.86
Expects quality job	3	5	4.78	.51
Is willing to take risks	1	5	3.96	.98
Understands your points	2	5	4.22	.89
Gives credit and recognition generously	1	5	4.63	.84
Encourages you to express ideas	1	5	4.44	.85
Encourage you to express feelings	2	5	4.41	.69
Shows no favouritism	1	5	4.56	.89
Is friendly	2	5	4.70	.74
Is impatient with progress	1	5	3.96	.94
Avoids imposing decisions	2	5	3.81	.96
Listens to you	2	5	4.44	.75
Allows members of staff to question him	1	5	4.04	.98
Shares information frankly	1	5	4.11	.93
Uses we and our	1	5	4.48	.85
Encourages them to work without suppressing	1	5	2.99	.85
Mean			4.10	
Total Mean Score			107.87	

Table 14B: Rating on Leadership Behaviour (LB) and Own Behaviour Analysis (OB)

by teachers and headteachers Part B1 (Summary).

Mean score range	Rating by teachers on B1 of Leadership Behaviour	Rating by headteachers on B1 of Leadership Behaviour
2.5-3.5	12 items, 50.0%	1 item, 42.0%
3.5-3.99	9 items, 37.5%	5 items, 20.8%
4.0-5.0	3 items, 12.5%	18 items, 75.0%

Tables 14 A and 14B indicate that headteachers rated themselves highly, the majority of the items, 18 (75%) receiving a mean score of four and above, compared to the teachers' 3 items, 12.5% receiving the same. The headteachers had 5 items (20.8%) with a mean score of 3.5-3.99 compared to the teachers 9 items (37.5%). While the headteachers had only one item in the mean score ranges 2.5-3.499, the highest number of items 12 (50%) for teachers' rating fell in this range.

Tables 13 and 14A indicated that while most headteachers perceived themselves as very democratic (107.8, Table 14 A), the teachers perceived them as being just democratic (90.05, Table 13). This finding was in disagreement with other studies in the same field by Asunda (1983) and Njuguna (1998) that headteachers are autocratic.

Tables 15 and 16 present mean behaviour scores of B2 by teachers and headteachers respectively.

Table 15. Mean Behaviour Scores of Part B2 Leadership Behaviour by Teachers.

B2 of Leadership Behaviour	N	Min.	Max.	Mean	Std. Deviation
If headteacher:					
Sets goals for the group	305	1	5	3.89	1.23
Allows decisions from whoever is willing	306	1	5	2.71	1.47
Is less concerned with Individual interests	307	1	5	2.25	1.43
Allows productivity of group to be low	306	1	5	2.07	1.31
Allows morale to be low	305	1	5	2.17	1.37
Provides complete freedom	305	1	5	2.82	1.37
Avoids supervision of teachers	305	1	5	2.37	1.38
Does not interfere with groups work	305	1	5	2.85	1.35
Encourages indiscipline	306	1	5	1.84	1.37
Does not allow for new ideas	307	1	5	2.25	1.37
Blames others for mistakes	304	1	5	2.43	1.34
Doesn't expect high quality job	306	1	5	2.00	1.49
Mean				2.21	
Total Mean Score				29.65	

Table 16 presents mean behaviour scores of Part B2 Own Behaviour by headteachers.

Table 16: Mean Behaviour Scores and Standard Deviations of Part B2 Own

Behaviour by Headteachers

B2 of Leadership Behaviour	Minimum	Maximum	Mean	Std. Deviation
If headteacher:				
Blames others for mistakes	1	5	1.70	.99
Is less concerned with individual Interests	1	5	1.81	1.39
Allows decisions from whoever is willing	1	5	2.63	1.33
Provides complete freedom	1	5	2.70	1.20
Encourages indiscipline	1	5	1.19	.79
Does not interfere with groups work	1	5	2.44	1.22
Allows morale to be low	1	2	1.19	40
Does not allow for new ideas	1	5	1.70	1.23
Allows productivity of group to be low	1	4	1.26	.66
Doesn't expect high quality job	1	5	1.19	.79
Sets goals for the group	1	5	4.30	.91
Avoids supervision of teachers	1	5	2.00	1.04
Mean			2.01	
Total Mean Score			24.11	

Both Tables 15 and 16 show that there was no item, which was rated as a high mean score above 4 except the item on 'if headteacher sets goals'. The headteachers rated themselves lower than teachers implying that they did not consider themselves as exhibiting laissez faire style of leadership.

Table 17 presents the number of items in various mean behaviour score ranges on B2 of Leadership Behaviour (LB) and Own Behaviour (OB) as rated by teachers and headteachers.

Table 17: Rating on Leadership Behaviour and Own Behaviour Part B2 (Summary).

Mean score range	Teachers rating on B2 Leadership Behaviour		Headteachers rating on B2 Own Behaviour	
1.0-1.99	1	8.2%	7	57.0%
2.0-2.49	7	57.0%	2	16.4%
2.5-3.49	3	24.6%	2	16.4%
3.5-3.99	1	8.2%	-	-
4.0-5.00	-	-	1	8.2%

From this table, it was evident that teachers perceive headteachers as having some tendencies of laissez faire style of leadership while the headteachers perceive themselves otherwise. The lower mean scores imply that headteachers are aware of the weaknesses of laissez faire style of leadership and theoretically would avoid associating with it.

After looking at the responses to each item on Leadership Behaviour and Own Behaviour, it was necessary to establish the teachers' ratings of individual headteachers with regard to the three leadership styles. After obtaining the total score of individual teachers and summing up the total score of teachers in one school, it was possible to rate the headteacher's style as autocratic, democratic or laissez faire.

The results showing the total mean behaviour scores of headteachers on B1 autocratic and democratic and B2 laissez faire are presented on Table 18.

Table18: The sum mean behaviour scores of headteachers as perceived by the teachers.

Centre No.	Autocratic/ Democratic Style B1	Laissez Faire Style B2	Centre No.	Autocratic/ Democratic Style B1	Laissez Faire Style B2
01	93.0	30.75	21	104.37	26.12
02	79.7	34.37	22	85.62	33.37
03	96.37	33.12	23	84.99	31.37
04	76.35	28.25	24	68.28	32.85
05	93.25	31.50	25	71.80	25.60
06	60.62	36.00	26	73.80	36.83
07	92.12	30.10	27	81.25	30.25
08	68.12	30.37	28	68.75	29.37
09	68.99	30.25	29	70.62	27.00
10	63.12	34.00	30	69.27	28.40
11	99.0	34.00	31	83.37	30.00
12	87.12	31.87	32	85.24	27.10
13	97.12	29.50	33	76.00	36.00
14	94.87	32.37	34	82.5	32.00
15	75.25	37.25	35	96.00	32.00
16	96.6	29.75	36	85.40	33.00
17	82.6	33.75	37	97.50	32.90
18	87.12	31.50	38	98.75	28.60
19	93.87	29.70	39	56.29	31.00
20	81.25	28.50	40	85.75	33.50

From the results presented on Table 18, 26 headteachers (65%) had their total mean score above 78 hence democratic and the other 14 (35%) scored below the 78 mark and therefore interpreted as autocratic style of leadership. In laissez faire B2, 2 (5%) were rated above mean (m=36) and 38 (95%) were rated 36 and below indicating most headteachers did not show laissez faire style of leadership.

Although individual items that were relationship oriented were rated moderately, it was in agreement with the findings of Asunda (1983) and Njuguna (1998) that relationship oriented items did not score highly. However, the headteachers mean behaviour score of 90.05 is above the mean (78) reflecting that they were relationship oriented.

4.5   Performance Index

The mean performance index for the schools was computed. The mean score for each school was added up and the sum total divided by 40. The mean performance for all Nairobi schools was 5.53 (C) and only four schools had their performance index above 9.5. The highest mean grade was B+ attained by two schools (1998 KCSE Appendix 3). In 1999, four schools had a mean grade of B+ with a performance index above 9.5.

Table 19 shows the performance index for 1998 and 1999 for the public schools that participated in the study.

In 1999, twelve schools from Nairobi Province were among the top one hundred schools. Appendix 1 presents National Ranking Overall Order of Merit.

Table 19: Performance Index of Secondary Schools in Nairobi Province.

CENTRE NO.	1999	1998	CENTRE NO.	1999	1998
01	6.96	6.51	21	3.14	3.00
02	6.73	6.53	22	3.82	4.25
03	4.22	3.76	23	10.3	10.07
04	4.05	4.19	24	7.60	7.66
05	7.41	7.13	25	5.59	5.19
06	5.21	4.12	26	3.32	3.746
07	10.46	10.40	27	6.82	6.53
08	3.27	3.37	28	8.62	8.08
09	7.85	7.65	29	3.57	3.32
10	3.91	3.94	30	7.29	7.55
11	8.49	8.54	31	4.34	4.40
12	2.66	2.91	32	5.22	5.70
13	7.53	7.57	33	4.58	3.80
14	4.68	5.75	34	4.54	4.25
15	3.83	4.11	35	3.619	3.99
16	4.86	4.70	36	3.39	3.626
17	8.14	7.69	37	5.04	5.10
18	5.21	6.32	38	4.68	4.20
19	6.19	5.90	39	3.99	3.80
20	5.96	5.50	40	5.14	4.90
			Mean	5.55	5.49

Table 19 shows the mean performance index of the forty schools as 5.55 in 1999 and

5.49 in 1998. This is the same as the overall mean performance of 5.5 1998 and 5.6 in

1999. This is below the anticipated mean of 6.5

KCSE Grades and scores

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
12	11	10	9	8	7	6	5	4	3	2	1

Total = 78

Mean=78/ 12

$\quad$ = 6.5

4.6 Answering research questions

Data presented in this section were results of analysing the teachers' perception scores

on headteacher's style of leadership to KSCE performance. Analysis of some

information sought by the questionnaire was also done. In particular the following

were considered age, sex, academic qualifications, teaching experience, sex of student

body and category of school. Analysed also was the question whether or not meetings

are called involving parents and teachers, and whether parents are called to discuss

poor academic performance.

The research questions were restated. Evidence linked to their testing was presented

in the subsections that follow.

Q 1. What is the leadership style of the headteacher?

Table 16 indicated the leadership style of headteachers as perceived by the teachers.

Autocratic style of leadership scored between 26-78 and fourteen headteachers

exhibited this style of leadership. Democratic style scored above 78 with a maximum of 130 points.26 teachers exhibited this democratic style of leadership. Laissez faire style of leadership scored between 12-60. The headteachers who attained above 26 points were identified as exhibiting Laissez faire style of leadership. Only two scored above 26 hence exhibited laissez faire style as rated by their teachers.

Table 10 revealed that 88.3% of teachers indicated that meetings are sometimes or always called involving teachers and parents to discuss performance. Table 11 revealed that 48.5% sometimes and 20.8% always called meetings with parents to discuss very low academic performance. The findings indicate that a high percentage of headteachers involve their teachers and parents in discussion that were related to performance in general and poor performance in particular.

Q2.What is the impact of leadership style on performance of students in KCSE examinations?

There were 26 (65%) headteachers who exhibited democratic style of leadership. Most of their schools 17 (65%) had a mean performance above 4.4 (grade C). Those who had a mean grade up to D+ and performance index below 4.4 consisted only 35% (nine schools). The headteachers who exhibited autocratic style were 14 (35%). Most of these schools 9 (64%) attained a mean grade up to D+ and performance index above 4.4.

From the results, the schools whose headteachers exhibited democratic style of leadership had a higher performance index than those exhibiting autocratic style.

Q3. What is the effect of in-service training participation or non-participation of headteachers on leadership style?

Total mean behaviour score of response by teachers for attendance was 82.68 and non-attendance of in-service course was 78.26. Headteachers who participated and those who did not participate in training sessions were rated the same in most of the thirty-eight items. However, those who attended the in-service courses were rated higher than their counterparts in seven items as shown on Table 20.

Table 20: The Mean Behaviour Score of Items as Rated by Teachers against In-service Participation or Non-participation by Headteachers.

ITEM	Participation	Non-participation
If headteacher:		
Is friendly	3.80	3.50
Understands your point of view	3.73	3.51
Encourages you to express ideas freely	3.61	3.40
Encourages you to express feelings	3.51	3.35
Does not suppress disagreements	3.09	2.82
Avoids being impatient	3.48	3.16
Avoids supervision of teachers	2.54	2.14
Accepts more blame than is warranted	2.80	2.40
Thinks what you are doing is important**	4.05	4.32

However, non-participants scored higher on the item in which headteacher thinks what is being done is important. This is a task-oriented behaviour. The rating of the seven items clearly indicates that in-service training improves human relations and interpersonal skills. This has a tremendous positive effect on human relation oriented items. This is bound to improve the working environment of teachers and consequently job satisfaction and organizational achievement. The mean behaviour scores by participation or non-participation of headteachers in various in-service training are presented in Appendix 6.

Q4. What is the extent to which the professional group of headteachers influence the leadership style.

Professional group of headteachers are individuals who have received training in education leading to certificate of education (B.Ed and Diploma in Education). Most of the headteachers had received professional training, as they are holders of B.Ed Degree or Diploma Certificates in Education. Despite this, fourteen were perceived as autocratic and twenty-six as democratic. However those exhibiting Laissez faire style of leadership were only two, which implies that headteachers are focussed and achievement oriented.

Table 21 presents the summary of mean behaviour score by experience of teachers and headteachers. The mean behaviour scores by years of teachers' teaching experience and mean behaviour scores by headteachers' administration experience are shown in Appendix 7 and 8 respectively.

Table 21: Mean Behaviour Score by Teaching Experience in Years (Summary)

Experience in years	Mean of responses by			
	B1		B2	
	Teachers experience	Headteachers experience	Teachers experience	Headteachers experience
0-1	3.4	3.48	2.33	2.47
2-5	3.5	3.19	2.36	2.66
6-10	3.3	3.48	2.46	2.28
11-15	3.5	3.96	2.545	2.389
16-20	3.26	3.7	2.49	2.28
Over 20 years	3.77	3.59	2.47	2.09

Table 21 reveals that rating by years of teaching experience, teachers considered headteachers as being just democratic. However, teachers rated headteachers who had administrative experience of 11-15 years as being more democratic than the other categories.

Table 22 presents mean behaviour score by age of teachers and headteachers.

Table 22: Mean Behaviour Score by Age of Teachers and Headteachers (Summary)

Age	B1		B2	
	Response by teachers' age	Response by headteachers' age	Response by teachers' age	Response by headteachers' age
Below 25 years	3.20		2.10	
26-30 years	3.50		2.40	
31-35 years	3.40		2.45	
36-40 years	3.53	4.06	2.54	2.25
41-45 years	3.36	3.64	2.46	2.43
46-50 years	3.57	3.39	2.66	2.46
Over 50 years	3.70	3.36	2.15	2.50

Table 22 shows that the age category 41-45 years was rated highest, hence the most democratic. The score declined towards the higher age categories implying that the older headteachers were less democratic. They had learnt through experience that people need to be given direction and deadlines in order to achieve the organisational objectives. Since they were more acquainted with procedures of performing various tasks, they were more able to structure them to the satisfaction of the subordinates. There was only one individual in the category 36-40 years.

Appendix 9 and 10 present detailed mean behaviour scores by chronological age of teachers and mean behaviour score by chronological age of headteachers respectively.

Table 23 presents the summary of mean behaviour scores by gender of various groups. The mean behaviour scores by student gender is presented in Appendix 11, by headteachers gender in Appendix 12 and by the gender of teachers in Appendix 13.

Table 23: Mean Behaviour Score by Gender (Summary)

Gender	B1			B2		
	Mean response by student gender	Mean response by head's gender	Mean response by teacher's gender	Mean response by student gender	Mean response by head's gender	Mean response by teacher's gender
Male	3.5	3.475	3.7	2.43	2.43	2.3
Female	3.31	3.4	3.37	2.53	2.5	2.5
Male and female (Mixed school)	3.55	-	-	2.45	-	-

Table 23 shows that:

-Headteachers in Girls schools were slightly less democratic (mean=3.31) compared with their counterparts in Boys and Mixed schools (3.5, 3.55 respectively).

-There was no difference between male and female headteachers. They were considered as being just democratic.

-Female teachers perceived the male headteachers as being more democratic than their female counterparts. In all three cases, there was no difference in the rating of headteachers in part B2, laissez faire style. They did not exhibit laissez faire leadership style.

The mean behaviour score by school category was presented on Table 24.

Table 24: Mean Behaviour Score by Category of School (Summary)

School category	B1	B2
Day	3.5	2.46
Boarding	3.35	2.5
Day/ boarding	3.1	1.8

Table 24 shows that headteachers in day schools were rated as being more democratic than those in boarding schools and day/boarding schools. This may reflect the strict rules and regulations boarding students are subjected to for discipline to be maintained. Appendix 14 presents the full details of mean behaviour score by category of schools.

4.7 A Summary of Data Analysis

The analysis of data from teachers and headteachers of Nairobi Secondary Schools revealed several aspects related to achievement in KCSE examinations and leadership

behaviour and styles. Information was obtained from general (demographic) information and Likert & Likert's Leadership Behaviour and Own Behaviour questionnaires.

The sample population of the teachers involved in this study was 308 while that of the headteachers consisted of 27 individuals. The months May - June when the study was carried out was apparently a busy period for most heads hence a fair return 67%. The rate of recovery of the headteacher questionnaires was not as fast as that of the teachers. Data showed that 72% of the teachers were ladies and 28% men, which led to the conclusion that females formed the bulk of teaching force in Nairobi Schools.

Most teachers were in the age category 31-35 years (33%), 36-40yrs (23%) and 26-30 years (19%), making a total of 74% for a broader category 26-40 years. Those under 25 years were 11, constituting a mere 4 % revealing that young graduates from various colleges in the country were not usually recruited into Nairobi Schools. However, TSC has not recruited teachers in the last three years (since 1997).

There was a decline in the number of teachers towards the age category of 51 years and above. Though not conclusive, the teachers may have left the teaching profession or transferred to rural areas where chances of promotion were higher.

From Table 2, the female headteachers made up 44% (12) and male headteachers, 56% (15) of the sample. The bulk of headteachers fell in the age category 46-50 years, 48% (13), followed by above 51 years, 26% and 41-45 years, 22%. Only one headteacher was below 40 years. It indicated that appointments to headship position

occurred at an advanced age in the teaching career. This probably explains the disillusionment of teachers after forty years reflected in the decline of numbers of teachers above forty years.

Table 3 indicated academic qualifications of teachers as basically first degree holders 59% BEd, 10% combined BA, BSc with or without PGDE and only 11, (4%) are holders of a Masters degree. However, the sample showed an appreciable number of holders of Diploma or S1 certificates (25%). Most of these teachers had been upgraded by TSC to Approved Graduate Status. This showed that Nairobi teachers were highly qualified and should be able to carry out their duties satisfactorily.

Table 4 showed that most teachers had a teaching experience of 6-10 years 41% (125), then 11-15 years, 25% (76) and 2-5 years 12% (37). This led to the conclusion that the teachers were young with limited experience. On the contrary the bulk of headteachers had a teaching experience of twenty years and above, 50% (16) and between 11-20 years, 37% leaving only 1 (4%) below eleven years.

The results on Table 5 showed that the headteachers had not been in the headship position for long. The highest frequency was in the category 6-10 years, 30% (8). Newly appointed headteacher 0-1 year, were 6 (22%) and 2-5 years, 6(22%). The number declined towards 20 years of administration. It means that 74% of headteachers had been leaders for less than ten years. The implication is that they should be supported by the MOEST through various training programmes aimed at increasing efficiency and effectiveness in school management.

In Nairobi, mixed schools were the majority. The next was the Boys schools. It was evident that girls were still disadvantaged as educational facilities were in favour of the male population (Table 6)...

Table 7 showed that Mixed Day Schools were the most. This is followed by Boys Day School, 22.5%, Girls Day School 15%, separate Boys and Girls Boarding schools, each 12.5%, Mixed Boarding Schools, 2.5% in that order.

The computed mean score for attendance in-service training is 3.2 and non-attendance is 3.0. This showed that attendance of either seminar, workshop or postgraduate resulted in headteachers being more democratic. This was possible especially if, the training had a bias for human relations and interpersonal skills. There is positive relationship between in-service training and headteachers being more democratic.

Teacher's perception by gender of the school indicated that heads in girls' schools were slightly less democratic compared to those in boys and mixed schools. The rating for part B2, laissez faire indicated that there was slight difference in the mean scores, Boys (2.43), Girls (2.51) and Mixed (2.45) schools. This low mean is interpreted to mean that headteachers do not exhibit laissez faire style of leadership when performing their duty. They are either autocratic or democratic.

However, teacher rating by sex of headteacher showed no difference between male and female headteachers. They were considered just democratic. Regarding the laissez faire style, the headteachers were rated low, which meant they were either democratic or democratic.

Female teachers perceived the male headteachers as being more democratic than their female counterparts. Teachers in Day schools were rated as being more democratic than those in boarding or day and boarding schools. This may reflect the strict rules and regulations boarding students are subjected to for discipline to be maintained. On the whole, regardless of the teaching experience of teachers, the ratings of the heads were in agreement that headteachers were just democratic.

The teachers rated headteachers who had administrative experience of 11-15 years as being more democratic. The teacher's perceived headteachers in the age category 36-40 years to be most democratic. However, there was only one individual in this category.

The age category 41-45 years was rated highest and this declined to the higher age categories. This would imply that the older headteachers are less democratic. Through experience, they have learnt that people need to be given direction and deadlines in order to achieve the objectives of the organization. They were more acquainted with procedures of performing various tasks, as a result were more able to structure them to the satisfaction of the sub-ordinates.

The participants of in-service courses were friendlier, listened more to their teachers and avoided suppressing them. They were rated higher in relationship oriented leadership behaviour items than non-participants.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESIONS FOR FURTHER RESEARCH

This chapter is a summary of the entire study, the conclusions and recommendations thereof as well as suggestions for further research.

5.1 Summary of the Study

The main purpose of this study was to focus on the effect of leadership style on academic achievement. The specific objectives of this study were to find out the leadership behaviour and styles of secondary school headteachers in Nairobi province, the performance of schools in Nairobi province in KCSE. The study also investigated if there was any relationship between performance and headteacher leadership behaviour and style, if there was significant relationship between performance and school category, school gender and leadership styles.

The study found out if exposing headteachers to in-service courses had any significant influence on their leadership style, how headteachers ranked the organisation that were involved in post training courses, whether teachers and parents were involved in discussions regarding student performance.

The main contention being although leadership style as a concept has been studied for sometime, not much effort has been put into improving leadership style or creating

role models. The performance of an organisation depends on how the headteacher plans, organises and coordinates the activities and motivation of sub ordinates. The headteacher needs to be trained to improve interpersonal skills and competence in management, which is reflected in high academic achievement. Currently the mean performance index in Nairobi province is low about 5.6 and can be improved.

In order to study the issues raised research questions were postulated. Literature review relevant to this study provided the basic guidelines providing the necessary background for the study. It covered leadership and organisations, theories of leadership, leadership styles and studies relevant to the research.

The research design was ex post facto It involves studies that investigate possible cause and effect by observing an existing condition and searching back in time for plausible causal factors. Kerlinger (1970) defined ex post facto research as that in which the researcher starts with an observation of a dependent variable or variables in retrospect for their possible relationship to and effects on, the dependent variables.

Random sampling was used to select respondents from a population of about 1536 teachers and 47 headteachers. The sample consisted of 310 teachers and 40 headteachers. Krejcie and Morgan's table (1970, in Njuguna 1998) for determining sample size was used to determine the number of teachers and headteachers from a population of about 1536 teachers and forty-five headteachers. Random sampling was used in selecting respondents from each school.

A questionnaire was developed and used to gather pertinent information from

twenty-seven headteachers and three hundred and eight teachers from forty public schools in Nairobi province. Questions listed in section 1.5 of chapter one formed a guide in analysis and conclusions. Once the data were collected analysis was done using frequencies, percentages, means and standard deviations.

The teacher questionnaire Leadership Behaviour (LB) and the headteacher questionnaire Own Behaviour (Likert, 1976) were used. To each of these, other items were added to give information on demographic and laissez faire style. A five-point Likert scoring scale was used. Validity and reliability tests of the instruments were undertaken after the pilot study. Reliability was computed using Pearson's correlation co-efficient between the scores of even-odd numbers of LB and OB after which Spearman's Brown Prophecy Formula was applied. Reliability for OB was 0.7 and LB 0.9 hence reliable.

The instruments were administered through personal visits paid to the school by the researcher. The completed questionnaire return rate was high for teachers (96.25%) and moderate for headteachers (67%).

Descriptive statistics was used to analyse data using Statistical Package for Social Sciences (SPSS). The research questions were answered. Frequency, percentage, means and standard deviations were used to show differences between the dependent variables such as leadership behaviour and style and independent variables such as years of teaching experience, chronological age and in-service training participation or non-participation. Data analysis results were tabulated then interpreted accordingly and conclusions drawn.

5.2 Research findings

Several findings were arrived at from the analysis of data:

The study showed that teachers perceive more headteachers as practising democratic style of leadership than autocratic. A very small number (two) exhibited laissez faire style of leadership behaviour.

The headteachers were rated higher in more task oriented than human relationship oriented leadership behaviour.

On average, the mean performance index of 5.6 for Nairobi province is lower than the computed mean. In 1998 and 1999 the overall mean grade was C (5.5) this implies that more effort is needed to improve on this grade.

The study showed that most of the headteachers who exhibited democratic style of leadership had a higher mean performance index (above 4.44) than autocratic headteachers who had a smaller number achieving the same. It shows that democratic style of leadership results in better performance.

The results of the study show that training had an impact on leadership style. Those who participated in any of the in-service courses were rated higher in more human relationship leadership behaviour than non-participants. The study showed that the headteachers who had participated in various in-service courses were perceived as being friendlier, listened more to teachers, allowed themselves to be questioned and

avoided being impatient. This is important as it may create a warm working environment

The headteachers identified seminars and workshops as the common administrative sessions they had attended. They were generally short courses lasting a few days to one week and were not frequent. The courses are important because they improve relationship oriented behaviour

The study showed that headteachers ranked Kenya Secondary School Association and the Ministry of Education, Science and Technology as first and second respectively as organisations that have had an impact on their leadership style. The teachers employer, Teachers Service Commission, was ranked fourth.

The study showed that headteachers are basically holders of the first degree and only a few had registered for a Masters degree. Education would improve the cognitive ability.

The headteachers perceived themselves as very democratic while teachers perceived them as exhibiting limited democratic leadership style.

Other findings are indicated in section 4.7, which is a summary of data analysis.

5.3   Conclusions of the Study

From the study, the following conclusions were arrived at after careful analysis of data and interpretation. The conclusions were made within the limitations of this study as indicated in chapter one.

The conclusions of the study were:

The headteachers perceived themselves as being very democratic while most of their teachers saw them as being just democratic.

Most of the headteachers were perceived by their teachers as exhibiting democratic style of leadership and a smaller proportion exhibiting autocratic style of leadership. Majority of the headteachers did not exhibit laissez faire style of leadership.

The headteachers were rated lower in relationship oriented leadership behaviour than in task oriented behaviour.

Most of the headteachers who were perceived as exhibiting democratic style of leadership had considerably higher performance index in Kenya Certificate of Secondary Education (KCSE) Examination than those perceived as being autocratic.

The headteaachers who had participated in the in-service training were rated higher in relationship oriented leadership behaviour than their counterparts who had not participated.

The professional group of headteachers (holders of certificates in education) influence the leadership style by encouraging democratic leadership style.

Most of the teachers and headteachers had Bachelor of Education (B.Ed) degree while a few are holders of a Masters degree.

Most of the headteachers had attended courses in administration. The courses were short and only lasted a few days to one week. The courses were not frequent.

The headteaachers ranked Kenya Secondary Schools Heads Association and the Ministry of Education, through Kenya Education Staff Institute (KESI) first and second respectively as being the organisations that have had an impact on their leadership styles.

Most of the schools held some meetings between teachers and parents to discuss performance in general and poor performance in particular.

5.4 Recommendations

On the basis of the findings and conclusions already discussed, the following recommendations have been put forward.

1. Recruit trained headteachers but offer regular post training courses. The headteachers who had participated in various training programmes were rated higher by their teachers and were perceived to be more democratic than non-participants.

2. Strengthen guidance and counselling in day and mixed schools. These schools had a lower performance index than the boarding schools. Guidance and counselling may help to change attitudes towards learning.

3. Teachers Service Commission basically recruits and registers teachers. The Commission and Ministry of Education should be actively engaged in teacher appraisal and training. This would be a motivator for teachers to join and remain in the profession.

4. The number of teachers admitted for higher degrees or postgraduate courses is very small. TSC should encourage teachers to register for higher levels of education by rewarding or offering study leave with pay.

5. Vigorous and frequent training programmes should be sustained. The content covered should focus on human relations in organisations. This concern is raised because 74% of the headteachers have served in this capacity for less than ten years and there is need for in-service training to improve management skills, interpersonal skills and competence.

5. 5 Suggestions for Further Research

The following suggestions were made for further research.

This study could be widened to include:

1. Perception of BOG and students should be sought in addition to that of teachers. This would enhance a fair rating of leadership behaviour and styles because behaviour changes according to the "situation".

2. Investigation should be carried out to find out where teachers go after 40 years of age and the reason for their departure from either Nairobi or teaching. It is important that teachers are retained in order to share the accumulated knowledge with the newly recruited teachers to improve performance.

3. A similar study should be carried out in other provinces especially in a rural set up. The results would be used to establish the headteachers' leadership style in the rural set up for comparison with their counterparts in urban areas.

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Table A1: Schools in 1998 KCSE National Ranking Overall Order of Merit

School Name	No. of Candidates	Rank
Precious Blood	87	1
Starehe Boys Centre	203	2
*Strathmore School	71	3
*Kianda School	38	5
*Sunshine Secondary	76	6
The Kenya High School	201	14
Pangani Girls'	261	15
Moi Girls, Nairobi	165	20
Moi Forces Academy	169	31
Lenana School	240	44
State House Girls	127	49
St. Georges	140	50
Highway Secondary School	190	57
Buruburu Girls	83	58
Nairobi School	258	78
*Queen of Apostles Seminary	42	93

*Private schools   **Source:** KNEC 1999

Table A2: Nairobi Province 1997-1999

SCHOOLS MEAN GRADE SUMMARY			
MEAN GRADE	NUMBER OF SCHOOLS		
	1999	1998	1997
A	0	0	0
A-	0	0	0
B+	4	4	3
B	3	3	3
B-	6	7	7
C+	9	6	4
C	7	8	16
C-	16	9	9
D+	16	22	16
D	16	15	16
D-	5	4	2
E	0	0	0
Irregularities (not ranked)	0	0	1
Total	82	78	77

Source: Provincial Analysis (MOEST) Public and Private Schools.

Table A3: PROVINCIAL SUMMARY 1995-1999

MEAN GRADE	NO. OF STUDENTS WHO SCORED THE MEAN GRADE IN THE YEAR:				
	1999	1998	1997	1996	1995
A	55	47	56	44	17
B	267	226	267	228	175
B+	479	447	467	339	313
B	591	616	539	522	410
B-	693	639	676	630	561
C+	767	701	754	708	649
C	846	810	794	788	778
C-	913	919	858	902	982
D+	968	976	998	967	1091
D	1131	1140	1024	1087	1241
D-	926	913	783	998	700
E	63	116	94	115	46
Entry with marks	7729	7550	7414	7328	6767
Performance Index	5.624	5.537	5.69	5.404	5.32
Mean Grade	C	C	C	C-	C-

Source: Provincial Analysis (MOEST) Public and Private schools

Table A4: Determining Sample Size from a given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	144	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335

N is the population size.   S is sample size.

Part of the table used in determining sample size from a given population.

Source: Krejcie, R.V and Morgan, D. (1970, in Njuguna, 1998)

(Appendix 5)

Table A5: The Ranges and Mid-point Scores for Leadership Behaviour and Own Behaviour.

Systems of leadership	Autocratic		Democratic		Mid-point
	1	2	3	4	
Form LB	26-51	52-77	78-103	104-130	78
Form OB	24-47	48-71	72-95	96-120	72

Any means below the mid point indicate autocratic behaviour

Any means above the mid point indicate democratic behaviour

Table 20B: Mean Behaviour Score by Participation or Non-participation of

Headteachers in Various In-service Training

B1 of Leadership Behaviour	Participants		Non-participants	
If headteacher:	N	Mean	N	Mean
Is friendly	172	3.81	134	3.51
Listens to you	173	3.72	135	3.63
Understands your points	173	3.73	134	3.51
Encourages you to express ideas	173	3.61	135	3.40
Encourages you to express feelings	173	3.54	135	3.35
Displays confidence in you	173	3.54	135	3.48
Shares information frankly	173	3.50	134	3.65
Expects the best	173	4.53	135	4.64
Expects quality job	173	4.36	135	4.38
Thinks what they are doing is important	172	4.05	135	4.32
Encourages new& creative ideas	173	3.67	135	3.73
Is willing to take risks	173	3.37	135	3.37
Doesn't like to be criticised	171	2.92	135	2.98
Treats you in a patronizing manner	173	3.28	134	3.15
Shows he can make mistakes	173	3.06	135	3.01
Allows members of staff to question him	173	3.10	135	2.87
Is impatient with progress	171	3.48	135	3.16
Avoids dominating discussion	171	3.29	135	3.12
Encourages them to work without suppressing	173	3.09	135	2.82
Uses we and our	172	3.67	135	3.64
Shows no favouritism	172	3.49	135	3.37
Gives credit and recognition generously	173	3.53	134	3.58
Accepts more blame than may be warranted	170	2.81	132	2.45
Avoids imposing decisions	172	3.12	134	3.00
Waits for members to state their positions first	173	3.21	135	3.28
Presents his/her contributions as suggestions	172	3.47	135	3.46
Mean		3.18		3.01
B2 of Leadership Behaviour				
Sets goals for the group	171	3.84	134	3.96
Allows decisions from whoever is willing	172	2.74	134	2.67
Is less concerned with Individual interests	172	2.30	135	2.19
Allows productivity of group to be low	171	2.13	135	1.99
Allows morale to be low	171	2.23	134	2.09
Provides complete freedom	172	2.78	133	2.86
Avoids supervision of teachers	172	2.54	133	2.14
Does not interfere with groups work	172	2.82	133	2.89
Encourages indiscipline	172	1.87	134	1.80
Does not allow for new ideas	172	2.28	135	2.21
Blames others for mistakes	170	2.44	134	2.41
Doesn't expect high quality job	172	1.97	134	2.04
Mean		2.49		2.43

Table 21B: Mean Behaviour Score by Years of Teachers' Teaching Experience

B1 of Leadership	0-1yrs		2-5yrs		6-10yrs		11-15yrs		16-20yrs		20yrs and above	
If headteacher:	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Is friendly	12	3.42	36	3.78	125	3.56	75	3.76	28	3.50	29	4.07
Listens to you	12	3.83	37	3.76	125	3.57	76	3.70	28	3.61	29	4.00
Understands your points	12	3.67	36	3.56	125	3.51	76	3.72	28	3.50	29	4.10
Encourages you to express ideas	12	3.92	37	3.59	125	3.34	76	3.46	28	3.68	29	4.00
Encourages you to express feelings	12	3.83	37	3.62	125	3.24	76	3.39	28	3.46	29	4.14
Displays confidence in you	12	3.58	37	3.68	125	3.37	76	3.47	28	3.43	29	4.10
Shares information frankly	12	3.42	37	3.32	125	3.54	75	3.63	28	3.43	29	4.00
Expects the best	12	4.58	37	4.59	125	4.59	76	4.55	28	4.32	29	4.83
Expects quality job	12	4.08	37	4.35	125	4.39	76	4.51	28	3.96	29	4.38
Thinks what they are doing is important	12	3.92	36	4.11	125	4.24	76	4.13	28	4.07	29	4.24
Encourages new& creative ideas	12	3.92	37	3.76	125	3.61	76	3.79	28	3.54	29	3.83
Is willing to take risks	12	3.50	37	3.32	125	3.35	76	3.53	28	2.79	29	3.59
Doesn't like to be criticised	12	2.25	36	2.83	125	2.84	76	3.16	27	3.19	29	3.07
Treats you in a patronizing manner	12	3.00	37	3.41	125	3.10	76	3.29	28	3.18	28	3.46
Shows he can make mistakes	12	3.33	37	2.92	125	3.08	76	2.99	28	2.79	29	3.31
Allows members of staff to question him	12	2.92	37	3.08	125	3.00	76	2.89	28	2.79	29	3.38
Is impatient with progress	12	3.25	37	3.49	124	3.35	76	3.24	28	3.18	28	3.57
Avoids dominating discussion	11	3.00	37	3.41	124	3.10	76	3.32	28	2.96	29	3.52
Encourages them to work without suppressing	12	3.25	37	3.14	125	2.96	76	2.95	28	2.50	29	3.21
Uses we and our	12	3.50	37	4.08	125	3.43	76	3.82	27	3.44	29	3.93
Shows no favouritism	12	3.33	37	3.59	125	3.26	76	3.64	27	3.07	29	3.76
Gives credit and recognition generously	12	3.25	37	3.78	125	3.46	75	3.53	28	3.54	29	3.76
Accepts more blame than may be warranted	12	3.00	37	2.65	123	2.54	72	2.75	28	2.39	29	3.00
Avoids imposing decisions	11	2.82	37	3.19	125	3.03	75	3.09	28	2.75	29	3.38
Waits for members to state their positions first	12	3.67	37	3.43	125	3.17	76	3.16	28	2.82	29	3.72
Presents his/her contributions as suggestions	12	3.50	37	3.51	125	3.38	75	3.61	28	3.11	29	3.72
Mean		3.40		3.50		3.30		3.50		3.30		3.80

Table 21B: Mean Behaviour Score by Years of Teachers' Teaching Experience

B1 of Leadership Behaviour	0-1yrs		2-5yrs		6-10yrs		11-15yrs		16-20yrs		20yrs and above	
If headteacher:	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Is friendly	12	3.42	36	3.78	125	3.56	75	3.76	28	3.50	29	4.07
Listens to you	12	3.83	37	3.76	125	3.57	76	3.70	28	3.61	29	4.00
Understands your points	12	3.67	36	3.56	125	3.51	76	3.72	28	3.50	29	4.10
Encourages you to express ideas	12	3.92	37	3.59	125	3.34	76	3.46	28	3.68	29	4.00
Encourages you to express feelings	12	3.83	37	3.62	125	3.24	76	3.39	28	3.46	29	4.14
Displays confidence in you	12	3.58	37	3.68	125	3.37	76	3.47	28	3.43	29	4.10
Shares information frankly	12	3.42	37	3.32	125	3.54	75	3.63	28	3.43	29	4.00
Expects the best	12	4.58	37	4.59	125	4.59	76	4.55	28	4.32	29	4.83
Expects quality job	12	4.08	37	4.35	125	4.39	76	4.51	28	3.96	29	4.38
Thinks what they are doing is important	12	3.92	36	4.11	125	4.24	76	4.13	28	4.07	29	4.24
Encourages new& creative ideas	12	3.92	37	3.76	125	3.61	76	3.79	28	3.54	29	3.83
Is willing to take risks	12	3.50	37	3.32	125	3.35	76	3.53	28	2.79	29	3.59
Doesn't like to be criticised	12	2.25	36	2.83	125	2.84	76	3.16	27	3.19	29	3.07
Treats you in a patronizing manner	12	3.00	37	3.41	125	3.10	76	3.29	28	3.18	28	3.46
Shows he can make mistakes	12	3.33	37	2.92	125	3.08	76	2.99	28	2.79	29	3.31
Allows members of staff to question him	12	2.92	37	3.08	125	3.00	76	2.89	28	2.79	29	3.38
Is impatient with progress	12	3.25	37	3.49	124	3.35	76	3.24	28	3.18	28	3.57
Avoids dominating discussion	11	3.00	37	3.41	124	3.10	76	3.32	28	2.96	29	3.52
Encourages them to work without suppressing	12	3.25	37	3.14	125	2.96	76	2.95	28	2.50	29	3.21
Uses we and our	12	3.50	37	4.08	125	3.43	76	3.82	27	3.44	29	3.93
Shows no favouritism	12	3.33	37	3.59	125	3.26	76	3.64	27	3.07	29	3.76
Gives credit and recognition generously	12	3.25	37	3.78	125	3.46	75	3.53	28	3.54	29	3.76
Accepts more blame than may be warranted	12	3.00	37	2.65	123	2.54	72	2.75	28	2.39	29	3.00
Avoids imposing decisions	11	2.82	37	3.19	125	3.03	75	3.09	28	2.75	29	3.38
Waits for members to state their positions first	12	3.67	37	3.43	125	3.17	76	3.16	28	2.82	29	3.72
Presents his/her contributions as suggestions	12	3.50	37	3.51	125	3.38	75	3.61	28	3.11	29	3.72
Mean		3.40		3.50		3.30		3.50		3.30		3.80

B2 of Leadership	0-1yrs		2-5yrs		6-10yrs		11-15yrs		16-20yrs		20yrs and above	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Sets goals for the group	12	3.67	37	3.89	124	3.97	75	3.89	27	3.78	29	3.76
Allows decisions from whoever is willing	12	1.83	37	2.35	124	2.87	75	2.79	28	2.50	29	2.90
Is less concerned with Individual interests	12	1.58	37	2.16	125	2.34	75	2.28	28	2.00	29	2.45
Allows productivity of group to be low	12	1.67	37	1.68	124	2.12	75	2.15	28	2.07	29	2.31
Allows morale to be low	12	1.92	37	2.16	124	2.15	74	2.23	28	2.29	29	2.14
Provides complete freedom	12	3.17	36	2.89	125	2.67	74	2.95	28	2.89	29	2.86
Avoids supervision of teachers	12	2.58	36	2.36	125	2.29	74	2.46	28	2.43	29	2.31
Does not interfere with groups work	12	3.17	36	3.25	125	2.75	75	2.85	28	2.89	28	2.54
Encourages indiscipline	12	1.75	37	1.73	125	1.70	74	2.15	28	1.64	29	2.03
Does not allow for new ideas	12	2.42	37	1.86	125	2.34	75	2.24	28	2.61	29	2.03
Blames others for mistakes	12	2.50	37	2.19	124	2.41	73	2.52	28	2.71	29	2.28
Doesn't expect high quality job	12	1.92	37	1.89	125	2.00	74	2.03	28	2.11	29	2.07
Mean		2.33		2.36		2.40		2.55		2.50		2.47

Table 21C: Mean Behaviour Score by Years of Headteachers Administrative Experience

B1 of Leadership Behaviour	0-1yr		2-5yrs		6-10yrs		11-15yrs		16-20yrs		Over 20yrs	
If headteacher:	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Is friendly	47	3.57	44	3.48	63	3.67	24	4.33	16	3.94	8	3.50
Listens to you	47	3.53	45	3.53	64	3.58	24	4.38	16	3.81	8	3.50
Understands your points	47	3.53	44	3.41	64	3.72	24	4.17	16	4.06	8	3.75
Encourages you to express ideas	47	3.45	45	3.36	64	3.34	24	4.21	16	3.81	8	3.38
Encourages you to express feelings	47	3.45	45	3.18	64	3.27	24	4.25	16	3.81	8	3.50
Displays confidence in you	47	3.40	45	3.13	64	3.41	24	4.13	16	3.88	8	3.63
Shares information frankly	47	3.51	45	3.00	64	3.39	24	4.00	16	3.94	8	3.50
Expects the best	47	4.53	45	4.36	64	4.48	24	4.92	16	4.94	8	4.38
Expects quality job	47	4.55	45	4.11	64	4.33	24	4.75	16	4.81	8	4.00
Thinks what they are doing is important	47	4.28	44	3.75	64	3.91	24	4.58	16	4.81	8	4.38
Encourages new& creative ideas	47	3.77	45	3.51	64	3.52	24	4.04	16	3.75	8	4.13
Is willing to take risks	47	3.38	45	3.29	64	3.28	24	3.83	16	3.44	8	3.25
Doesn't like to be criticised	46	3.02	45	2.76	64	2.86	23	2.87	16	2.81	8	3.38
Treats you in a patronizing manner	47	3.30	44	3.07	64	3.22	24	3.54	16	3.38	8	3.00
Shows he can make mistakes	47	2.98	45	2.56	64	3.06	24	3.46	16	3.50	8	3.25
Allows members of staff to question him	47	3.26	45	2.47	64	3.03	24	3.50	16	3.19	8	2.75
Is impatient with progress	45	3.67	45	3.13	64	3.44	24	3.79	16	3.63	8	3.13
Avoids dominating discussion	47	3.26	45	3.11	64	3.19	23	3.70	15	3.27	8	3.00
Encourages them to work without suppressing	47	3.11	45	2.76	64	2.89	24	3.63	16	2.81	8	3.00
Uses we and our	46	3.37	45	3.73	64	3.66	24	4.29	16	3.88	8	3.00
Shows no favouritism	47	3.51	45	3.00	64	3.55	23	4.22	16	3.63	8	2.88
Gives credit and recognition generously	46	3.37	45	3.24	64	3.47	24	4.21	16	4.00	8	3.38
Accepts more blame than may be warranted	44	2.55	43	2.44	64	2.78	24	3.13	16	3.25	8	2.88
Avoids imposing decisions	47	3.23	44	2.66	63	3.11	24	3.38	16	3.13	8	2.75
Waits for members to state their positions first	47	3.38	45	2.78	64	3.09	24	3.83	16	3.63	8	3.13
Presents his/her contributions as suggestions	47	3.64	44	3.14	64	3.44	24	3.92	16	3.50	8	3.38
Mean		3.48		3.19		3.48		3.96		3.70		3.59

B1 of Leadership Behaviour	0-1yr		2-5yrs		6-10yrs		11-15yrs		16-20yrs		Over 20yrs	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Sets goals for the group	46	3.93	44	3.84	64	3.64	24	4.33	16	4.13	8	3.50
Allows decisions from whoever is willing	47	2.96	44	2.68	64	2.69	24	2.79	16	2.56	8	2.63
Is less concerned with Individual interests	47	2.32	44	2.52	64	2.16	24	2.50	16	1.50	8	2.00
Allows productivity of group to be low	47	2.19	44	2.43	63	1.89	24	1.58	16	2.44	8	1.63
Allows morale to be low	47	2.26	44	2.43	64	2.64	23	1.35	16	1.88	8	1.25
Provides complete freedom	47	2.74	43	2.60	64	2.45	24	3.38	16	3.00	8	2.75
Avoids supervision of teachers	47	2.30	43	2.40	64	2.83	24	2.25	16	1.63	8	2.50
Does not interfere with groups work	47	2.70	42	3.10	64	2.47	24	3.08	16	2.75	8	2.88
Encourages indiscipline	47	2.13	44	1.91	64	2.05	24	1.54	16	1.44	8	1.38
Does not allow for new ideas	47	2.11	44	2.55	64	2.39	24	2.08	16	1.81	8	1.88
Blames others for mistakes	46	2.35	44	2.77	64	2.28	24	2.17	16	2.56	7	3.14
Doesn't expect high quality job	47	1.66	44	2.77	64	1.92	24	1.63	16	1.69	8	1.63
Mean		2.47		2.66		2.28		2.39		2.28		2.09

Table 22B: Mean Behaviour Score by Chronological Age of Teachers

B1 of Leadership Behaviour	Below 25yrs		Age 26-30 yrs		Age 31-35yrs	
If headteacher:	N	Mean	N	Mean	N	Mean
Is friendly	11	2.91	58	3.84	103	3.60
Listens to you	11	3.64	59	3.75	103	3.58
Understands your points	11	3.45	58	3.57	103	3.53
Encourages you to express	11	3.64	59	3.49	103	3.39
Encourages you to express feelings	11	3.64	59	3.39	103	3.33
Displays confidence in you	11	3.45	59	3.56	103	3.36
Shares information frankly	11	3.36	59	3.46	103	3.54
Expects the best	11	4.55	59	4.64	103	4.60
Expects quality job	11	3.91	59	4.39	103	4.45
Thinks what they are doing is important	11	3.45	58	4.33	103	4.18
Encourages new& creative ideas	11	3.64	59	3.71	103	3.58
Is willing to take risks	11	3.36	59	3.29	103	3.47
Doesn't like to be criticised	11	2.00	59	2.80	102	2.90
Treats you in a patronizing manner	11	3.00	59	3.37	103	3.08
Shows he can make mistakes	11	3.18	59	3.05	103	3.06
Allows members of staff to question him	11	3.00	59	2.95	103	2.98
Is impatient with progress	11	3.09	59	3.53	102	3.34
Avoids dominating discussion	10	2.80	59	3.36	103	3.11
Encourages them to work without suppressing	11	3.09	59	3.12	103	2.95
Uses we and our	11	3.36	59	3.85	103	3.52
Shows no favouritism	11	3.18	59	3.49	103	3.21
Gives credit and recognition generously	11	3.09	59	3.63	102	3.48
Accepts more blame than may be warranted	11	2.64	59	2.68	101	2.67
Avoids imposing decisions	10	3.10	59	2.97	103	3.14
Waits for members to state their positions first	11	3.55	59	3.42	103	3.17
Presents his/her contributions as suggestions	11	3.45	59	3.61	103	3.31
Mean		3.20		3.50		3.40

Age 36-40yrs		Age 41–45yrs		Age 46-50yrs		Age 51 and above	
N	Mean	N	Mean	N	Mean	N	Mean
69	3.83	33	3.52	24	3.67	8	3.88
70	3.80	33	3.45	24	3.79	8	4.13
70	3.81	33	3.39	24	4.04	8	3.88
70	3.59	33	3.48	24	3.96	8	3.50
70	3.51	33	3.39	24	3.96	8	3.63
70	3.67	33	3.12	24	4.08	8	3.88
69	3.59	33	3.45	24	3.96	8	4.00
70	4.57	33	4.39	24	4.50	8	5.00
70	4.44	33	4.33	24	4.00	8	4.38
70	4.11	33	4.21	24	4.17	8	4.13
70	3.93	33	3.30	24	4.08	8	3.63
70	3.46	33	3.12	24	3.13	8	3.75
70	3.09	32	2.88	24	3.38	8	3.75
70	3.24	33	3.36	23	3.17	8	3.63
70	3.06	33	3.00	24	2.92	8	3.00
70	3.04	33	2.94	24	3.29	8	2.63
70	3.20	32	3.28	24	3.33	8	3.75
69	3.28	33	3.18	24	3.25	8	3.63
70	3.07	33	2.73	24	2.71	8	2.88
70	3.70	32	3.53	24	3.88	8	4 00
70	3.73	32	3.56	24	3.25	8	3.75
70	3.67	33	3.39	24	3.71	8	3.63
66	2.62	33	2.52	24	2.83	8	2.50
69	3.07	33	2.76	24	3.17	8	3.75
70	3.17	33	3.03	24	3.25	8	3.88
69	3.61	33	3.39	24	3.42	8	3.63
	3.53		3.36		3.57		3.70

Table 22B: continued

B2 of Leadership Behaviour	Below 25yrs N	Mean	Age 26-30 yrs N	Mean	Age 31-35yrs N	Mean	Age 36-40yrs N	Mean	Age 41-45yrs N	Mean	Age 46-50yrs N	Mean	Age 51 and above N	Mean
Sets goals for the group	11	3.55	59	4.05	102	3.90	69	4.01	32	3.81	24	3.38	8	3.88
Allows decisions from whoever is willing	11	2.09	59	2.31	102	2.87	69	3.01	33	2.48	24	3.08	8	1.63
Is less concerned with Individual interests	11	1.55	59	2.29	103	2.22	69	2.36	33	2.27	24	2.25	8	2.25
Allows productivity of group to be low	11	1.18	58	1.86	103	2.07	69	2.13	33	2.06	24	2.83	8	1.88
Allows morale to be low	11	2.00	58	2.16	103	2.13	68	2.12	33	2.21	24	2.50	8	2.25
Provides complete freedom	11	2.55	58	3.03	103	2.71	68	3.00	33	2.33	24	3.29	8	2.13
Avoids supervision of teachers	11	2.36	58	2.41	103	2.33	68	2.38	33	2.27	24	2.63	8	2.00
Does not interfere with groups work	11	2.55	58	3.26	103	2.67	69	2.97	33	2.61	23	3.04	8	2.00
Encourages indiscipline	11	1.64	59	1.78	103	1.86	68	1.88	33	1.88	24	1.96	8	1.38
Does not allow for new ideas	11	2.09	59	2.14	103	2.23	69	2.22	33	2.76	24	2.17	8	2.13
Blames others for mistakes	11	2.45	59	2.19	102	2.46	67	2.45	33	2.82	24	2.38	8	2.13
Doesn't expect high quality job	11	2.00	59	1.78	103	2.01	68	1.99	33	2.06	24	2.42	8	2.25
Mean		2.10		2.40		2.47		2.54		2.46		2.66		2.15

Table 22C: Mean Behaviour Score by Chronological Age of Headteachers

B1 of Leadership Behaviour		36–40yrs		41–45yrs		46–50yrs		51yrs and above
If headteacher:	N	Mean	N	Mean	N	Mean	N	Mean
Is friendly	8	4.25	47	3.72	172	3.55	172	3.55
Listens to you	8	4.75	47	3.77	173	3.58	173	3.58
Understands your points	8	4.38	46	3.85	173	3.55	173	3.55
Encourages you to express ideas	8	4.00	47	3.68	173	3.47	173	3.47
Encourage you to express feelings	8	4.13	47	3.60	173	3.38	173	3.38
Displays confidence in you	8	4.25	47	3.66	173	3.47	173	3.47
Shares information frankly	8	4.63	47	3.51	172	3.51	172	3.51
Expects the best	8	4.88	47	4.68	173	4.58	173	4.58
Expects quality job	8	5.00	47	4.70	173	4.23	173	4.23
Thinks what they are doing is important	8	4.63	47	4.53	172	4.07	172	4.07
Encourages new& creative ideas	8	4.50	47	4.00	173	3.57	173	3.57
Is willing to take risks	8	4.00	47	3.62	173	3.35	173	3.35
Doesn't like to be criticised	8	2.50	46	2.96	173	3.01	173	3.01
Treats you in a patronizing manner	8	3.63	46	3.30	173	3.08	173	3.08
Shows he can make mistakes	8	3.38	47	3.11	173	3.01	173	3.01
Allows members of staff to question him	8	3.13	47	3.15	173	2.95	173	2.95
Is impatient with progress	8	3.88	45	3.71	173	3.29	173	3.29
Avoids dominating discussion	7	4.14	47	3.43	173	3.25	173	3.25
Encourages them to work without suppressing	8	3.50	47	3.06	173	2.92	173	2.92
Uses we and our	8	4.50	47	3.74	173	3.60	173	3.60
Shows no favouritism	8	4.25	47	3.66	173	3.34	173	3.34
Gives credit and recognition generously	8	4.38	46	3.91	173	3.48	173	3.48
Accepts more blame than may be warranted	8	2.75	44	2.70	173	2.66	173	2.66
Avoids imposing decisions	8	3.75	45	3.36	173	2.99	173	2.99
Waits for members to state their positions first	8	4.13	47	3.55	173	3.12	173	3.12
Presents his/her contributions as suggestions	8	4.50	47	3.79	172	3.26	172	3.26
Mean		4.06		3.64		3.39		3.36
B2 of Leadership Behaviour								
Sets goals for the group	8	4.63	46	3.96	172	3.80	172	3.80
Allows decisions from whoever is willing	8	2.13	47	3.00	172	2.65	172	2.65
Is less concerned with Individual interests	8	2.50	47	2.00	172	2.27	172	2.27
Allows productivity of group to be low	8	1.50	47	2.11	171	2.05	171	2.05
Allows morale to be low	8	1.25	47	2.09	172	2.28	172	2.28
Provides complete freedom	8	3.63	46	2.87	172	2.69	172	2.69
Avoids supervision of teachers	8	1.50	46	2.09	172	2.40	172	2.40
Does not interfere with groups work	8	2.88	45	2.91	172	2.73	172	2.73
Encourages indiscipline	8	1.50	47	2.00	172	1.91	172	1.91
Does not allow for new ideas	8	2.13	47	2.09	172	2.27	172	2.27
Blames others for mistakes	8	2.13	47	2.15	171	2.46	171	2.46
Doesn't expect high quality job	8	1.63	47	1.89	172	2.05	172	2.05
Mean		2.25		2.43		2.46		2.50

Table 23B: Mean Behaviour Score by Gender of Students

B1 of Leadership Behaviour	Female		Male		Mixed	
	N	Mean	N	Mean	N	Mean
If headteacher:						
Is friendly	91	3.65	114	3.71	101	3.66
Listens to you	91	3.46	116	3.72	101	3.84
Understands your points	91	3.48	116	3.66	100	3.75
Encourages you to express ideas	91	3.25	116	3.45	101	3.84
Encourage you to express feelings	91	3.24	116	3.46	101	3.65
Displays confidence in you	91	3.38	116	3.53	101	3.61
Shares information frankly	90	3.39	116	3.54	101	3.75
Expects the best	91	4.51	116	4.63	101	4.59
Expects quality job	91	4.30	116	4.49	101	4.29
Thinks what they are doing is important	91	4.10	116	4.24	100	4.15
Encourages new& creative ideas	91	3.42	116	3.79	101	3.84
Is willing to take risks	91	3.27	116	3.34	101	3.49
Doesn't like to be criticised	90	3.04	115	2.96	101	2.85
Treats you in a patronizing manner	91	3.10	116	3.25	100	3.30
Shows he can make mistakes	91	2.88	116	3.09	101	3.13
Allows members of staff to question him	91	2.80	116	3.03	101	3.15
Is impatient with progress	91	3.14	114	3.39	101	3.46
Avoids dominating discussion	91	2.89	115	3.25	100	3.47
Encourages them to work without suppressing	91	2.92	116	3.00	101	2.98
Uses we and our	90	3.59	116	3.64	101	3.75
Shows no favouritism	90	3.39	116	3.41	101	3.51
Gives credit and recognition generously	90	3.30	116	3.64	101	3.67
Accepts more blame than may be warranted	89	2.49	115	2.70	98	2.73
Avoids imposing decisions	91	2.96	116	3.04	99	3.19
Waits for members to state their positions first	91	2.95	116	3.50	101	3.21
Presents his/her contributions as suggestions	91	3.31	116	3.55	100	3.51
Mean		3.50		3.31		3.55
B2 of Leadership Behaviour						
Sets goals for the group	90	3.68	115	4.12	100	3.82
Allows decisions from whoever is willing	91	2.81	115	2.57	100	2.78
Is less concerned with Individual interests	91	2.40	116	2.15	100	2.24
Allows productivity of group to be low	90	2.32	116	1.91	100	2.02
Allows morale to be low	90	2.26	116	2.23	99	2.01
Provides complete freedom	91	2.71	116	2.91	98	2.82
Avoids supervision of teachers	91	2.51	116	2.32	98	2.30
Does not interfere with groups work	91	3.05	116	2.69	98	2.85
Encourages indiscipline	91	1.97	116	1.78	99	1.79
Does not allow for new ideas	91	2.35	116	2.13	100	2.31
Blames others for mistakes	90	2.33	116	2.53	98	2.40
Doesn't expect high quality job	91	1.99	116	1.91	99	2.12
Mean		2.43		2.53		2.45

Table 23 C: Mean Behaviour Scores by Gender of Headteachers.

B1 of Leadership Behaviour	Female		Male	
If headteacher	N	Mean	N	Mean
Is friendly	144	3.72	162	3.64
Listens to you	144	3.64	164	3.72
Understands your points	144	3.58	163	3.68
Encourages you	144	3.51	164	3.52
Encourage you to express feelings	144	3.45	164	3.46
Displays confidence in you	144	3.53	164	3.50
Shares information frankly	143	3.59	164	3.54
Expects the best	144	4.60	164	4.56
Expects quality job	144	4.38	164	4.35
Thinks what they are doing is important	144	4.19	163	4.15
Encourages new& creative ideas	144	3.63	164	3.76
Is willing to take risks	144	3.38	164	3.37
Doesn't like to be criticised	142	3.04	164	2.87
Treats you in a patronizing manner	144	3.17	163	3.27
Shows he can make mistakes	144	2.97	164	3.10
Allows members of staff to question him	144	2.99	164	3.01
Is impatient with progress	142	3.35	164	3.34
Avoids dominating discussion	143	3.12	163	3.30
Encourages them to work without suppressing	144	2.99	164	2.96
Uses we and our	143	3.69	164	3.64
Shows no favouritism	143	3.48	164	3.40
Gives credit and recognition generously	143	3.47	164	3.62
Accepts more blame than may be warranted	141	2.52	161	2.76
Avoids imposing decisions	143	3.17	163	2.98
Waits for members to state their positions first	144	3.10	164	3.36
Presents his/her contributions as suggestions	144	3.44	163	3.49
Mean		3.40		3.48
B2 of Leadership Behaviour				
Sets goals for the group	143	3.76	162	4.01
Allows decisions from whoever is willing	144	2.71	162	2.71
Is less concerned with Individual interests	144	2.41	163	2.11
Allows productivity of group to be low	143	2.27	163	1.89
Allows morale to be low	143	2.19	162	2.15
Provides complete freedom	144	2.77	161	2.86
Avoids supervision of teachers	144	2.43	161	2.31
Does not interfere with groups work	144	2.94	161	2.76
Encourages indiscipline	144	1.92	162	1.77
Does not allow for new ideas	144	2.33	163	2.18
Blames others for mistakes	143	2.34	161	2.51
Doesn't expect high quality job	144	2.01	162	1.99
Mean		2.50		2.43

Table 23D: Mean Behaviour Scores by Gender of Teachers.

B1 of Leadership	General		Female		Male	
If headteacher:	N	Mean	N	Mean	N	Mean
Is friendly	306	3.68	220	3.55	86	4.01
Listens to you	308	3.68	222	3.57	86	3.98
Understands your points	307	3.64	222	3.55	85	3.87
Encourages you to express ideas	308	3.52	222	3.36	86	3.93
Encourage you to express feelings	308	3.46	222	3.31	86	3.84
Displays confidence in you	308	3.52	222	3.36	86	3.92
Shares information frankly	307	3.57	221	3.48	86	3.78
The best	308	4.58	222	4.55	86	4.67
Expects quality job	308	4.37	222	4.29	86	4.57
Thinks what they are doing is important	307	4.17	222	4.07	85	4.42
Encourages new& creative ideas	308	3.70	222	3.57	86	4.03
Is willing to take risks	308	3.37	222	3.37	86	3.37
Doesn't like to be criticised	306	2.95	221	2.98	85	2.86
Treats you in a patronizing manner	307	3.22	222	3.15	85	3.40
Shows he can make mistakes	308	3.04	222	2.95	86	3.28
Allows members of staff to question him	308	3.00	222	2.90	86	3.27
Is impatient with progress	306	3.34	220	3.26	86	3.53
Avoids dominating discussion	306	3.22	222	3.12	84	3.46
Encourages them to work without suppressing	308	2.97	222	2.90	86	3.16
Uses we and our	307	3.66	221	3.59	86	3.84
Shows no favouritism	307	3.44	221	3.31	86	3.77
Gives credit and recognition generously	307	3.55	221	3.38	86	4.00
Accepts more blame than may be warranted	302	2.65	216	2.54	86	2.93
Avoids imposing decisions	306	3.07	221	2.93	85	3.41
Waits for members to state their positions first	308	3.24	222	3.16	86	3.45
Presents his/her contributions as suggestions	307	3.47	221	3.40	86	3.63
Mean				3.37		3.70
B2 of Leadership Behaviour						
Sets goals for the group	305	3.89	220	3.85	85	4.00
Allows decisions from whoever is willing	306	2.71	221	2.75	85	2.61
Is less concerned with Individual interests	307	2.25	221	2.28	86	2.19
Allows productivity of group to be low	306	2.07	221	2.17	85	1.80
Allows morale to be low	305	2.17	220	2.30	85	1.84
Provides complete freedom	305	2.82	220	2.71	85	3.11
Avoids supervision of teachers	305	2.37	220	2.32	85	2.48
Does not interfere with groups work	305	2.85	221	2.85	84	2.86
Encourages indiscipline	306	1.84	220	1.91	86	1.65
Does not allow for new ideas	307	2.25	221	2.33	86	2.07
Blames others for mistakes	304	2.43	219	2.53	85	2.15
Doesn't expect high quality job	306	2.00	220	2.05	86	1.87
Mean				2.50		2.30

Table 24 B: Mean Behaviour Score by School Category

B1 of Leadership Behaviour	Day		Boarding		Boarding & Day	
If headteacher:	N	Mean	N	Mean	N	Mean
Is friendly	220	3.77	81	3.48	5	2.80
Listens to you	222	3.78	81	3.44	5	3.20
Understands your points	221	3.75	81	3.40	5	2.60
Encourages you to express ideas	222	3.65	81	3.22	5	2.40
Encourage you to express feelings	222	3.59	81	3.14	5	2.80
Displays confidence in you	222	3.56	81	3.37	5	3.80
Shares information frankly	222	3.60	81	3.46	4	4.00
Expects the best	222	4.58	81	4.60	5	4.40
Expects quality job	222	4.34	81	4.48	5	3.80
Thinks what they are doing is important	221	4.16	81	4.16	5	4.80
Encourages new& creative ideas	222	3.68	81	3.68	5	4.60
Is willing to take risks	222	3.34	81	3.46	5	3.40
Doesn't like to be criticised	220	2.89	81	3.05	5	4.00
Treats you in a patronizing manner	221	3.27	81	3.11	5	3.00
Shows he can make mistakes	222	3.11	81	2.91	5	2.00
Allows members of staff to question him	222	3.04	81	3.00	5	1.40
Is impatient with progress	220	3.43	81	3.20	5	1.80
Avoids dominating discussion	221	3.32	80	2.98	5	2.60
Encourages them to work without suppressing	222	3.06	81	2.80	5	1.80
Uses we and our	221	3.70	81	3.58	5	3.40
Shows no favouritism	221	3.53	81	3.25	5	2.20
Gives credit and recognition generously	222	3.55	80	3.55	5	3.40
Accepts more blame than may be warranted	216	2.72	81	2.49	5	2.20
Avoids imposing decisions	220	3.11	81	2.99	5	2.20
Waits for members to state their positions first	222	3.31	81	3.09	5	2.80
Presents his/her contributions as suggestions	221	3.51	81	3.44	5	2.00
Mean		3.50		3.35		3.10
B2 of Leadership Behaviour						
Sets goals for the group	220	3.87	80	3.99	5	3.20
Allows decisions from whoever is willing	220	2.77	81	2.62	5	1.40
Is less concerned with Individual interests	221	2.21	81	2.36	5	2.40
Allows productivity of group to be low	220	2.08	81	2.05	5	1.80
Allows morale to be low	219	2.18	81	2.15	5	2.00
Provides complete freedom	219	2.82	81	2.86	5	2.20
Avoids supervision of teachers	219	2.47	81	2.14	5	1.80
Does not interfere with groups work	219	2.84	81	2.91	5	2.00
Encourages indiscipline	220	1.80	81	2.01	5	1.00
Does not allow for new ideas	221	2.24	81	2.23	5	3.00
Blames others for mistakes	218	2.34	81	2.65	5	2.40
Doesn't expect high quality job	220	1.96	81	2.12	5	1.80
Mean		2.46		2.50		1.80

<center>(Appendix 15)</center>

<div align="right">
University of Nairobi,

P. O. Box 30197,

NAIROBI.

26[th] January 2000
</div>

Dear Headteacher/Teacher,

Congratulations for having been chosen to participate in this study. The purpose of the study is to investigate the effects of leadership styles on performance in KCSE examination in Nairobi Province. It is anticipated that the study will give an insight into leadership styles with a view to enhance performance and effectiveness in schools.

Kindly respond to all items in the questionnaire. Do not write either your name or that of your school anywhere on the questionnaire. The responses you provide will remain **CONFIDENTIAL**. It will be used for the purpose of the research only.

Thank you very much for agreeing to participate in this study and for your co-operation.

Yours sincerely,

Ursulla Achieng' Okoth

Postgraduate student,

Faculty of Education,

UNIVERSITY OF NAIROBI

Teachers Questionnaire

The questionnaire is designed to gather information about yourself and your headteacher's leadership behaviour for use in the study of the effects of leadership styles on performance in KCSE examinations in Nairobi Province. The questionnaire consists of two parts, A and B. Kindly provide information to all question items by indicating the correct option as correctly and honestly as possible by putting a tick (√) on one of the options which best applies to the headteacher of your school regarding leadership behaviour.

Please do not write your name or that of your school on this questionnaire, as this will ensure **confidentiality.** The responses you give will be summarized in a statistical form so that individuals cannot be identified.

PART A.

Please indicate the correct answer by ticking in the appropriate box

1. Sex: Female ☐

   Male ☐

2. Age:

   Below 25 yrs. ☐   26-30 yrs ☐

   31-35 yrs ☐   36-40 yrs ☐

   41-45yrs ☐   46-50yrs ☐

   51 and above ☐

3. Please indicate your highest academic/ professional qualifications:

EAACE/KACE/HSC/ 'A'level/SI/diploma in education ☐

B.A/ BSc ☐   B.A/BSc with PGDE ☐

B.Ed. ☐   M.A/ MSc. ☐

M.Ed ☐   Ph.D ☐

Any other specify...........

4. Indicate your experience as a teacher in years

0-1 yrs ☐   2-5 yrs ☐

6-10 yrs ☐   11-15 yrs ☐

16-20 yrs ☐   20yrs and over ☐

Indicate whether: -

5. Meetings are called involving teachers and parents to discuss performance

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

6. Parents are only called upon during seriously low academic

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

PART B PROFILE OF LEADERSHIP BEHAVIOUR (FORM LB)

Key: 1- Never   2- Very little   3- Sometimes

       4- Considerable   5- Very great

Kindly place a (√) in the relevant column to show the extent to which each of the statements applies to the leadership behaviour of the headteacher of your school.

To what extent do you feel that your headteacher: -

Perception of behaviour

	Leaders behaviour	1	2	3	4	5
1	Is friendly to you and easy to talk to					
2	Listens well to you and others whether or not he /she agrees or disagrees with you & the others					
3	Shows that he/she understands your point of view & can state it well, even though he/she disagrees					
4	Encourages you and others to express your ideas fully and frankly					
5	Encourages you and others to express your feelings frankly (So that you feel free)					
6	Displays confidence and trust in you and others whether or not he/she agrees (with you and others)					
7	Shares information frankly					
8	Expects each member to do his/her very best					
9	Expects a high quality job from himself/herself					
10	Thinks what he/she and staff are doing is important					
11	Encourages you and others to give new changes and creative ideas for the benefit of the school and everybody					

		1	2	3	4	5
12	Is willing to take risks (by trying new ideas)					
13	Does not like to be criticized					
14	Avoids treating you and others in a patronizing manner					
15	Shows that he/she is capable of making mistakes					
16	Allows members of staff to question his/her views					
17	Avoids being impatient with the progress being made by the group					
18	Avoids dominating the discussion					
19	Encourages you and others to work through disagreements by not suppressing them					
20	Uses "we" or "our" rather than "I" the headmaster / mistress or "my".					
21	Shows no favourites, treats all members equally					
22	Gives credit and recognition generously to every member who deserves it					
23	Accepts more blame than may be warranted for any failure or mistake					
24	Avoids imposing a decision upon the group					
25	Sets goals for the group					
26	Allows decisions to be made by whoever is willing to do so.					
27	Is less concerned about individual's interest in their work					
28	Allows productivity of the group to be low.					
29	Allows morale to be generally low					
30	Provides complete freedom to the group					
31	Avoids supervision of teachers					

		1	2	3	4	5
32	Does not interfere with the group's work					
33	Encourages indiscipline due to lack of direction					
34	Does not allow new ideas to come					
35	Blames others for mistakes or failures					
36	Doesn't expect a high quality job from his/herself &others					
37	Waits until members of the group have stated their positions before stating his/hers					
38	Presents his/ her own contributions as suggestions or questions.					

Thank you for being honest and for responding.

(Appendix 17)

The Headteachers Questionnaire

The questionnaire is designed to gather information about yourself, your school and your own self behaviour analysis for use in the study of the effects of leadership styles on performance in KCSE examinations in Nairobi Province. The questionnaire consists of two parts, A and B. Kindly provide information to all question items by indicating the correct option as correctly and honestly as possible by putting a tick (√) on one of the options regarding on leadership behaviour. Where your opinion is sought, please fill in the blanks.

Please do not write your name or that of your school on this questionnaire, as this will ensure **confidentiality.** The responses you give will be summarized in a statistical form so that individuals cannot be identified.

PART A.

Please indicate the correct answer by ticking (√) in the appropriate box

1. Sex: Female   ☐
            Male   ☐

2. Age:

      Below 25 yrs. ☐   26-30 yrs ☐

      31-35 yrs   ☐   36-40 yrs ☐

      41-45yrs   ☐   46-50yrs   ☐

      51 and above ☐

3. Please indicate your highest academic/ professional qualifications:

EAACE/KACE/HSC/ 'A'level/SI/diploma in education [ ]

B.A/ BSc [ ] B.A/BSc with PGDE [ ]

B.Ed. [ ] M.A/ MSc. [ ]

M.Ed [ ] Ph.D [ ]

Any other specify...........

4. Indicate your experience in years

          (i) As a teacher   (ii) As a headteacher

0-1 yrs [ ] [ ]

6-10 yrs [ ] [ ]

16-20 yrs [ ] [ ]

2-5 yrs [ ] [ ]

11-15 yrs [ ] [ ]

20yrs & over [ ] [ ]

1. What is the sex of the student body

    Female ☐   Male ☐   Mixed   ☐

2. Category of school

    Day ☐   Boarding ☐   Boarding &Day ☐   Day/ Private hostel ☐

7a. Please indicate the session(s) you have attended on educational administration and

state the duration and frequency of the session(s) in the blank spaces.

			Duration	Frequency
i.	Seminar	☐	———	———
ii.	Workshop	☐	———	———
iii.	In-service	☐	———	———
iv.	Post-Graduate studies	☐	———	———
v.	None of the above	☐	———	———

7b. The following is a list of organisations concerned with educational administration.

Teachers Service Commission, Ministry of Education, Kenya Secondary Schools Heads
Association, The Individual School.

Others Specify...

Please rank in order the group that has had an impact on your leadership style and behaviour.

1. ....

2. ....

3. ....

4. ....

5. ....

PART B   PROFILE OF OWN BEHAVIOUR (FORM OB)

Key: 1- Never   2- Very little   3- Sometimes
     4- Considerable   5- Very great

Kindly place a (√) in the relevant column to show the extent to which each of the statements applies to the leadership behaviour of the headteacher of your school.

To what extent do you feel that you: -

Perception of behaviour

		1	2	3	4	5
1	Are friendly and easy to talk to					
2	Listen well to those you lead, whether or not you agree with them					
3	Show that you understand the points of views of your staff members & state them well, even though you disagree with them					
4	Encourage members of your staff to express their ideas fully and frankly					
5	Encourage members of staff to express their feelings frankly					
6	Display confidence and trust in others whether or not you agree with them					
7	Share information frankly					
8	Expect others to do their very best					
9	Expect a high quality job from yourself					

		1	2	3	4	5
10	Think what you and the members of staff are doing is important					
11	Encourage members of staff to bring new changes as well as creative ideas					
12	Are willing to take risks (by trying new ideas)					
13	Are not defensive when criticised					
14	Avoid treating others in a patronizing manner					
15	Accept that your are capable of making mistakes					
16	Allow member of staff to question your views					
17	Avoid being impatient to progress being made by the group					
18	Avoid dominating discussions					
19	Encourage members of staff to work through disagreements by not suppressing them					
20	Use "we" or "our" rather than "I" the head or "my".					
21	Show no favourites, treats all members equally					
22	Give credit and recognition where necessary					
23	Accept more blame than may be warranted for any failure or mistake					

		1	2	3	4	5
24	Avoid imposing decisions upon the group					
25	Set goals for the group					
26	Allow decisions to be made by whoever is willing to do so.					
27	Are less concerned about individual's interest in their work					
28	Allow productivity of the group to be low.					
29	Allow morale to be generally low					
30	Provide complete freedom to the group					
31	Avoid supervision of teachers					
32	Do not interfere with the group's work					
33	Encourage indiscipline due to lack of direction					
34	Do not allow new ideas to come					
35	Blame others for mistakes or failures					
36	Do not expect a high quality job from others and yourself					

Thank you for being honest and for responding.