Influence of Situational Leadership Style on Pupils Performance in Kenya Certificate of Primary Education in Public Primary Schools in Uriri Sub County, Kenya

Philip Ouma- Maasai[1], Edward Tanui[2], Dr. Naftali K. Rop[3]

[1]Mara University, Narok

[2]Professor, Maasai Mara University

[3]Maasai Mara University

Abstract: *Schools leadership has continued to be scrutinized for accountability and transparency with that aim of enhancing standards in the management of the schools. Despite the scrutiny on the Head teachers, to ensure pupils' academic performance, the trend in pupil's academic performance has continued to be below the average mark of 250 in most public primary schools in Uririsub County for the past five years from 2012-2016. Previous studied on pupil's performance has paid little attention on Head teacher's leadership styles. This study therefore seeks to determine the influence of using situational leadership styleson learners' academic performance in the public primary schools in Uririsub County. The target population consisted of 93 public primary schools with 911 teachers in Uriri SubCounty out of which 28(30%)of the schools were selected using simple random sampling. The sample size was determined using a sampling formula where a sample of 190 made of 162 teachers and the 28 Head teachers was selected. Data was collected using a questionnaire. The data was analyzed using both descriptive and inferential statistics. The study established that situational leadership was the most effective style of leadership that resulted into improved academic performance. The hypotheses showing the relationships between situational leadership styles and academic performance were tested using the Pearson's correlation coefficient (r) at a 5 % level of significant; the results revealed that there was a strong association between situational leadership and academic performance of primary school learners in Uriri sub County of Migori County. The study therefore concluded that for primary schools in Uriri Sub County to improve on the academic performance of their pupils they have to adopt the right leadership style that will motivate both the teachers and the students to work hard and there. The study recommends that Head teacher must be very keen in adopting an appropriate leadership style that will enhance the academic performance; this could be achieved through leadership training on how to select a leadership style to suite their situation. The study has contributed to the available knowledge on school leadership and it is expected to provide an appropriate base for future research.*

Keywords: Academic performance; Student Achievement; Leadership; Situational leadership; Head teacher s' leadership style

1. Background of the Study

The success of any organization depends largely on effective administrative procedures (Mbiti, 2009). Effective administration depends largely on sound leadership. Leadership has to do with the execution of those policies and decisions which help to direct the activities of an organization towards the achievement of its specified aims. Leadership is a status of prestige acquired through ones' ability to control, initiate or set the pattern of behavior for others. No institution can possibly function without a leader.According to Omolayo(2007) leadership style is the pattern of behaviours engaged in by the leader when dealing with employees. It ranges from "Great Man" and "Trait" theories to "participative" leadership. The main reason for the wide variety of leadership styles is the fact that leadership is an evolving subject and as our social and organizational values change over time, theories for effective leadership styles can change and new leadership theories can emerge (Bolden *et al*., 2003). Miller(2002) argued that it is the extent to which leadership is exercised in the organization that influences the performance of certain organization being better than that of similar organizations.

Leadership has been described as absorptive capacity, adaptive capacity and managerial wisdom (Yukl, 2010). Boal *et al*.(2004), put forth the idea of establishing and developing absorptive and adaptive capacity in order to have managerial wisdom by strategic leaders. Adaptive capacity is the ability of change. Although leadership can be considered in from two perspective that is the strategic perspective that is , transformational, transactional, visionary and situational (Nayab,2011), and the traditional theories perspective that is ,Autocratic leaders ,Consultative leaders , Democratic leaders ,Charismatic leadership, Face saver leaders and Laissez-faire leaders.

This study takes into account the strategic perspective where it looks at the situational leadership style. Rautiola(2009), further noted that school leadership requires leaders who exhibit certain traits which lead to both improvement in the schools from among the students and teachers appear to depend on collective efficacy, alignment of goals and accommodating working conditions, which are conducive to student learning hence improved achievement. Ross (2013), in a study conducted in Canada indicated that Head teachers who adopt specific leadership styles are likely to have appositive impact on teacher beliefs about their collective capacity and on teacher commitment to organizational

values. Most studies carried out on Head teachers in Africa (Ngware& Sang, 2009) have focused mainly on problems facing Head teachers in restricted contexts. In Nigeria a study by Yusuf (2012), autocratic leadership styles influence academic achievements because they adopt harsh leadership styles which are widely detested by teachers and students alike. It implies that the more autocratic styles used, the poorer it influences academic achievements.

In Uganda a study by Kuloba (2010), indicated that Head teachers who use transactional leadership style and delegation of duties to teachers make them committed, hardworking and satisfied with their job thus performing well. This is supported by Okumu (2006) , whose investigation into leadership style and its effects on management of secondary schools in Kampala District found out that effective delegation has positive effects on the management of secondary school in terms of motivation, commitment, satisfaction, discipline and general improvement in teacher performance in secondary schools. The study finding revealed that proper Head teacher's leadership on teachers based on their knowledge, skills, talents and experience enhanced performance.

In Kiambu County, Kenya, a study by Wanjiku*(2003)*, on effects of Head teacher s' leadership styles and performance of examinations in public primary schools shows that Head teacher 's leadership style impact on students' performance in KCPE positively or negatively. In addition the Ministry of Education is frequently conducting workshops for Head teacher s and deputies on leadership in order to help improve their leadership skills (KEMI, 2011). However, despite this effort, most primary schools' performance is still wanting especially in Migori County and particularly in Uriri Sub County where most of the schools are still getting mean standard score of below 250 Marks in the Kenya Certificate of Primary Education (KCPE). Migori County has been trailing behind other counties in KCPE since 2012 in comparison to top performing counties in Kenya. The KCPE 2012 results shows that Migori County was ranked number 27 with mean standard score of 246 marks and in 2013 Migori county was ranked Number 26 with a mean standard score 248 (Migori County Education Office, 2014). This indicates that the performance of the county is below average and there is need for research to establish the root cause of this poor performance in these schools.

The academic performance was measured through grading used in KCPE. The Kenya National Examination Council Act 2012, the grading system in KCPE is very good, good, average, poor and very poor. The analysis was based on KCPE performance. The high percentage of poor performing schools reflects the poor performance in Uriri sub County of Migori County. The poor performance in examination is costly for any county since education is a major contribution to economic growth. This cannot be explained by lack of resources, understaffing, in adequate curriculum delivery and lack of trained personnel. Head teacher s play a significant role in determining academic performance in a school due to their tasks and roles. Though a lot of research has been done in the area of school leadership, little has focused on establishing the relationship between leadership styles and academicperformances in public primary schools.

Therefore, there is a limited understanding about the influence of leadership on schools academic performance not only in Uriri Sub County but in Migori County as a whole.

1.1 Statement of the Problem

Performance of majority of pupils in Uriri sub County in Migori County has been below average. Majority of the public primary schools in the sub county 60% out of the 93 public primary schools with an average score marks of 245.7 in KCPE for the last five years. The trend was as follows; mean score for 2010was 246.4marks, 2011 was 244.1, 2012 was 246.4, 2013 was 249.3, 2014 was 246.3 and 2015 was 241.7.This implies that very few pupils join national and County Secondary schools yet all the primary school, in the county have qualified teachers and supportive teaching/ learning resources to enhance effective learning and hence good academic performance in KCPE. Although a number of studies have been conducted to establish the causes of poor performance in schools but majority have considered leadership from the traditional theories view point and the results have shown mixed reactions on the relationship between the variables. The few studies that have considered the strategic perspective of leadership style have also indicated mixed results and also have not been common in learning institutions. These contradictory findings about the role of leadership and performance of institutions of learning suggest that there is need for further study to empirically link the two variables that is; leadership styles and academic performance particularly in learning institutions and establish whether the performance of these schools can improve with the best leadership style.

1.2 Main Objective

The purpose of the study was to determine the influence of situational leadership styles on academic performance of pupils in public primary schools in Uriri Sub County, Migori County.

1.3 Research hypothesis
The study was guided by the following research hypothesis:-
H01: Situational leadership styles have no significant influence on pupil's academic performance in KCPE in public primary schools in Uriri Sub County, Migori County.

1.4 Significance of the Study

The findings of this study are expected to be useful to the education policy makers and implementers in the various fields of education. The study is expected to shed light on the influence of selected leadership styles of Head teacher s on the academic performance. This is expected to be useful to authorities who appoint and deploy school Head teacher s as well as those who monitor the academic performance. It is also expected to be used by those in support, supervision and monitoring of schools, where special emphasis will be placed on the factors which influence the academic performance in schools. The leaders in the Ministry of Education shall benefit from the study, because the findings may guide them in prioritizing the allocation of resources. The study findings are expected to motivate future

researchers to identify other leadership related factors with a view to establish the role each factor plays in the overall school performance in the school. In terms of the system of performance appraisal of school managers the findings of the study will also indicate the strength of leadership styles, and their contribution to the welfare and performance of the school. For those responsible for organizing induction courses for newly appointed school managers, the study would provide some lessons to draw on. The study will also shed light on the view of leadership as involving more than the leader's personality and focusing on leaders as dominated.

2. Review of Related Literature

2.1 Leadership as a process

Leadership is the process of influencing people to act for the accomplishment of specified objectives while (Sheikh, 2001), described a leader as a person who motivates a group of people to achieve its tasks and maintain team unity throughout the process. Many people tend to believe that a leader implies one person dominating another person or a group of peoples perfect leader unifies, embodies the opinion of the people to any desired goals. Leadership thus, is not only a personality trait, but the way a superior or leader relates with his followers. It is the quality of bringing together the people of diversified opinions together with those of similar opinions. Leadership is a key factor to improve the condition of any department and also the same in school aspects. Functional schools and outstanding performance do not exist without effective leadership style (Northouse, 2004).

Discussions of leadership in the 20th century essentially began with the trait approach. While this perspective is now seen as incomplete, there has been recent renewed interest in characteristics of effective leaders. In spite of the questionable premise of trait theory as originally conceived, recent research has identified some traits associated with effective leaders: intelligence, self-confidence, determination, integrity, and sociability (Northouse, 2004). In an extensive review of the trait research, Yukl (2006) found several traits that were related to leadership effectiveness: a high energy level and tolerance for stress, self-confidence, an internal locus of control orientation, emotional stability and maturity, and personal integrity. Little is known about how a combination of traits may impact effectiveness. Researchers do agree that it is important to note that traits are important only to the extent that they are relevant to a particular leadership situation. In fact, one of the weaknesses of the trait approach is that it does not provide detailed descriptions of how traits affect organizational outcomes (Northouse, 2004).

Kenya Education Staff Institute (KESI) (2011) suggested two main strategic leadership styles to comprise of transactional and transformational leadership. Where transactional leadership involves a process of exchange between leaders and followers while transformational leadership in all its effectiveness operates at higher management level of the organization. Accordingly, Transformational leadership also stresses personal development of followers providing support, recognition of individual differences, and development of the provision. Transactional leadership is much more appropriate in a good social mechanism. This study will also consider situational leadership in studying performance of schools since it involves the elements of charisma to inspire, to meet the individual needs, encourage them intellectually and besides need to understand the environment that is most appropriate to enhance performance.

2.2 Academic Performance

Armstrong (2001), contends that performance refers to both behaviors and results and adjusting organization behaviors and actions of work to achieve results or outcomes. According to Yusuf (2008), in the school environment therefore, performance should not only be defined in terms of test scores, examination results and students ability to apply what is learnt and the rate at which students move on to higher institution of learning but should consider the performance of school in area like equipping learners with requisite skills for survival. The term academic performance has been described as the scholastic standing of a student at a given moment. It refers to how an individual is able to demonstrate his or her intellectual. This scholastic standing could be explained as the grades obtained in the course or groups of courses taken (Oweyemi, 2000).

The contradictory findings about the role of leadership in organizational performance suggest that there is more need to study the role of leadership in organizational performance. Wang et al (2011) suggest that there is need to study on the role of leadership in organizational performance because of the limited but contradictory results from previous studies. While researchers have noted a positive correlation between relation-oriented behavior and performance, results are less conclusive regarding the performance impact of a leader's task-oriented behavior (Yukl, 1998). In the context of the school environment there is little inconclusive studies on how leadership styles influence the performance of the schools (Peterson, Smith, Martorana, & Owens, 2003)

2.3 Situational Leadership

Situational factors are particularly important during periods of leader's succession. Changing leaders produces naturally occurring instabilities in the organization and offices, challenging opportunities for individual. The replacement of Head teachers is disruptive because it changes the lines of communication, realigns relationship of power, affects decision making and generally disturbs the equilibrium of normal activities. Administrative succession also substantially raises the level of consciousness among organizational participants about the important of school leaders as cited by (Hart 1993) in Wayne and Miskel (2008).They maintain that the situational view overemphasized the personal nature of leadership. Personal and situational factors have strong reciprocal associations. Leaders exert influence through the situation, the situation support and limits leaders influence.

Situational leadership incorporates the maturity of followers in their model. They make an assumption that leaders should adapt their style to follower development style referring to their maturity based on how ready and willing the follower is to perform the required tasks considering competence and motivation (Hersey and Blanchard (2001). Leadership needs skills to manage one's fear to face risks, to be aggressive and to be completely devoted in bringing the organization to victory. The functions of a leader described are integration, coordination, assimilation, seeing the big picture, recognize a multiplicity of perspective and incorporate all of them, diplomacy and well versed in the organization.

Oyetunyi (2006) asserted that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools, linked to the norms and is affected by the rate of interaction among members of the school. A successful Head teacher under one set of circumstances may be unsuccessful and/or a failure in another. Chandan (2004), asserts that leadership is the leader's ability to handle a given situation and is based upon the leader's skill in that particular area that is pertinent to the situation. The person most likely to act as a leader is the one who is most competent for the situation of a given group as the case may be. The nature of the situation dictates the style of leadership, because leadership success is dependent on the ability of a leader to fit in the prevailing situation.

This approach to leadership reflects a philosophy that leaders should be servants first. It suggests that leaders must place the needs of subordinates, customers, and the community ahead of their own interests in order to be effective (Hoel and Salin, 2003). Characteristics of servant leaders include empathy, stewardship, and commitment to the personal, professional, and spiritual growth of their subordinates. Servant leadership has not been subjected to extensive empirical testing but has generated considerable interest among both leadership scholars and practitioners. Leadership continues to be one of the most written about topics in the social sciences. Although much has been learned about leadership since the 1930s, many avenues of research still remain to be explored as we enter the twenty-first century.

2.4 Theoretical Framework

The study was guided by the Path – Goal leadership theory developed by Martin Evans and Robert House (1996) as cited by Wayne K. *et al* (2008). The theory postulates that subordinate satisfaction and individual and work unit effectiveness increase as leaders engage in behavior that complements the environment and subordinates ability and compensate for deficiencies. The followers were to be motivated if they believe they are capable of doing the work, that their efforts will produce desired outcomes and that the rewards for doing the work will be worthwhile . When the work is interdependent within the work unit, encouragement by the leader of collaborative shared responsibility for performing leader behaviors will enhance work unit cohesiveness and performance(Wayne *et al*,2008),. This theory was preferred over the trait theories, contingency theory.

2.5 Conceptual Framework

In the conceptual framework depicted below, leadership styles were hypothesized to influence academic performance. The selected leadership style was Situational. Leadership whose indicators were, initiating structure, and closeness supervision. The framework postulated that leadership styles affect the academic performance. This led to parents' satisfaction and impact on the society or community at large. However the relationship might have been motivated by external environment and the situation in the school such as availability of instructional materials, funding, students' entry score and quality of teaching materials, discipline of the staff and students and community/external involvement. This was illustrated in figure 1.
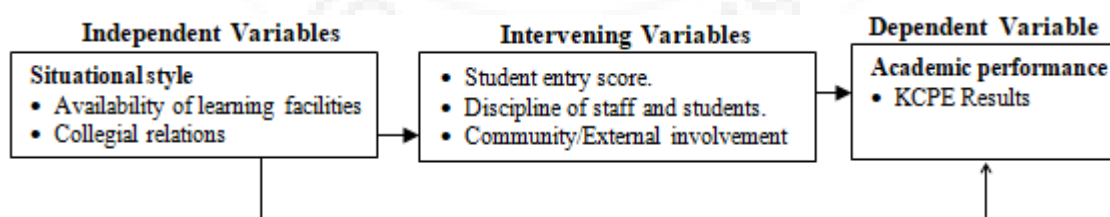
Figure 1: A conceptual Framework for Relationship between situational Leadership styles and Academic Performance

The conceptual frame presented in figure 1 indicates that there is a direct relationship between the leadership styles (transformational, transactional and situational) and the academic performance of students in primary schools. This relationship is however affected by various intervening factors; student's entry score, discipline of staff and students and the community /external involvement. This shows that having an appropriate leadership style might not produce effective results in form of academic performance unless these moderating factors have been addressed.

3. Research Methodology

3.1 Research Design

The study adopted a descriptive survey design to study the influence of selected Head teacher's leadership styles on academic performance of pupils in Uriri sub County of Migori County. The design was found appropriate as it allowed both qualitative and quantitative analysis of data. Orodho (2002) observes that descriptive survey is used in preliminaries and exploratory studies to gather information more easily based on a person understands of his environment.

3.2 Target Population

The target population consisted of 93Head teacher s and 911 teachers from all the public primary schools in Uriri sub County of Migori County. The Head teachers were selected because they are the chief executive of educational institutions and understand the leadership's style they employ in the schools. The Head teacher s are in charge of the overall school performance and set academic achievement targets school to achieve and this is why they were chosen for the study.

3.3 Sampling Procedures and Sample Size

The Schools were clustered according to the sub -county's where they exist. From each cluster the researcher used simple random sampling technique. A sample of 28 schools that is 30% of the 93 schools using the simple random sampling method. From the 28 primary schools all the Head teacher s were considered for the study. The teacher's population in the 28 public primary schools was 273 from which a sample was selected using Yamane sample size formulae (2003).

$$n = \frac{N}{1+e^2 N} = \frac{273}{1+ 0.05 \times 0.05 \times 273} = 162$$

Where; n-sample size= 162 teachers

The sample size of 162 teachers was selected which was more than 30% as recommended by Gay, Mills and Airasian (2006), all the 28 head teachers were considered for the study hence the total sample size of the study was 190 which is more than 30% of the population as suggested by Gay *et al,* (2006).

3.4 Research Instruments

The researcher employed a questionnaire which was designed for the Head teacher sand teachers. Questionnaire is a research tool that gathers data from respondents distributed over a wider area within a very short time (Kombo, 2006). A questionnaire was preferred for this study as it allowed the researcher to collect data from a sample which was diverse and geographically dispersed. The researcher also chose the questionnaire because it allowed the teachers an ample time to respond to the question statements without a hurry (Mugenda and Mugenda, 2003). The questionnaire contained three sections; demographic section, the three leadership styles (Transformation leadership with 10 items, Transactional leadership with 7 items and Situational leadership with 6 items) and academic performance. For this study the five Likert scale items were used

3.5 Piloting Reliability and Validity of Research Instruments

A pilot test was carried out on 20 public primary schools constituting 10% of the sampled schools (Mugenda and Mugenda, 2003). These schools were selected randomly to give a picture of the actual study.

The researcher used Cronbach internal consistency reliability method to determine the reliability index of the questionnaires. Sekaran(2003) notes that for a study instrument to be considered reliable it should attain at least a reliability coefficient of 0.7 and above. For this study the reliability test was done by the help of statistical package for social science, computer software used in data analysis. The overall reliability coefficient was established as 0.835which was within the threshold given by Sakaran (2003) and confirmed by Kothari (2005).

In order to ascertain face and content validity, instrument were constructed and handed over to two experts from the department of curriculum for constructive critics. The experts were requested to rate the instruments both in content and question flow. The results were summarized to establish the items that the experts agreed with (17), those they were indifferent (3) and those they disagreed with (3). The coefficient of validity was then determined using Amin(2005) formula where;

$$\text{Coefficient of validity (CVI) to the experts} = \frac{\text{Items of Agreement on the questionnaire according}}{\text{Total Number of Items on the questionnaire}}$$
$$= 17 / 23$$
$$= 0.74$$

According Amin (2005) a CVI of 0.6 and above is considered appropriate for the study. Therefore the study instruments were considered appropriate since it yielded a CVI of 0.74.

3.6 Data Analysis

Once the questionnaires were collected from the respondents, they were coded and the responses transferred into a summary sheet for easy entry into the SPSS computer programme for analysis. The data was then analyzed using both descriptive and inferential statistics. In order to test whether there is an association between the academic performance and the leadership style used in primary schools; the study used Pearson's correlation (r)to show the nature of the relationship and then used to answer the research questions. Pearson's correlation was used to test the relationship between the variables and hence used to answer the research questions of the study. The test was done at 95% confidence level. If the Pearson's correlation value was above +0.5 with a p- value of less than 0.05,then the relationship was considered strong, positive and statistically significant

4. Results and Discussions

The researcher distributed a total of 190questionnaires to the 28 head teaches and 162 teachers in public primary schools in Uriri sub county, Migori County. A total of 161 questionnaires representing 85 % were collected back and considered suitable for the analysis. According to Mugenda and Mugenda (2003) was appropriate for further analysis because for a descriptive survey study, a response rate of 70% and above was considered appropriate for analysis.

The results shows that majority of the respondents 126(78.3%) were male while only 35(21.7%) were female. It is further noted that out of the 25 Head teachers who participated in the study majority 84% were male while only 16% were female. It was also noted that most of the respondents 86(53%) were in the age bracket of 41-50 years, this was followed by 49(31%) who are in the age bracket of 50 and above and 26(16%) who are in the age bracket of 31-40 years. Majority 85(53%) of the respondents were holders of a bachelor's degree, 49(30%) were holders of diplomas and only 31(17%) were masters holders. This shows that most of the Head teacher s who participated in the Majority of the Head teachers and the teachers 64% and 69.9% respectively have been at their current station for between 1-5 years, followed by 28% and 24.3% who have taken between 6-10 years and the rest 8% and 5.9% respectively have taken above 10 years. This shows that most of the Head teachers have not stayed in their current station for a long time. Most of the Head teachers and the teachers 62(38.5%) had been in administration for between 6- 10 years, 45(28.0%) had been in administration for between 1-5 years, 36(22.4%) had been in administration for between 11-25 years and the rest 18(11.2%) had been in administration for between 16-20 years. This indicates that majority of the Head teachers and the teachers were in better position to provide appropriate results regarding leadership styles in their various schools since they had been there long enough.

4.1 Situational Leadership

The study also sought to establish whether situational leadership affected the schools performance. The results in indicated that majority of the teachers 83(52.6%) strongly agreed, 74(46.0%) agreed while 4(2.5%) strongly disagreed with the statement that the Head teacher s vary their leadership style depending on the environment. It was also noted that most of the teachers 83(51.6%) strongly agreed, 66(41.0%) agreed while 9(5.6%) and 3(1.9%) disagreed and strongly disagreed that the Head teachers use flexible management style in promoting academic standard in this school. On whether leadership in the school vary depending on the nature of the school and the people in the school, most of the teachers 78(48.4%) agreed , 60(37.3%) strongly agreed while 14(8.7%) disagreed and 9(5.6%) strongly adisagreed with the statement. This implies that Head teachers in most of he schools indictaed that the situational leadership style is likely to give bettter perfromace results since the school environment keep on chnaging and there will be need to adopt to a leadership style that suite the current situation in the schools. this agrees with the findings of Oyetunyi (2006) who claims that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools, linked to the norms and is affected by the rate of interaction among members of the school.

It was also noted that most of the teachers 71(44.1%) and 70(43.5%) agreed and strongly agreed that Leadership in their schools focus on the environment and the people when making decisions. Only 17(10.6%) disagreed and 3(1.9%) strongly disagreed with the statement. Majority of the teachers 94(58.4%) strongly agreed that different kinds of situations demand different leadership style while only

3(1.9%) strongly disagreed. This indicates that the Head teacher s realise that there is no single leadership style that can be applied in schools because there are always different situations requiring different styles. This supports the views of (Oyetunyi, 2006) that leaders need to choose the most appropriate style by considering certain forces in the management, the subordinates and the environmental situation within the school.

Most of the teachers 89(55.3%) also strongly agreed while 69(42.9%) agreed that of the successful Head teacher may be a failure in a different school when he/she does not adjust his/her unique approach to leadership. Only 3(1.9%) strongly disagreed with the statement. This indicates that successful Head teacher s mustalways make appropriate adjustments to their leadership styles depending on the school and the situation. This agrees with the findings of Chandan, (2004) who noted that leadership not only involves the individual traits and behavioral approaches to leadership, but also focuses on the situation. The Head teacher therefore must be able to understand the school environment and tailor his leadership to suitethe situation. It is important to note that these adjustments are very important for any successful leader since schools have different people who make them unique from the others.

The study also established that most of the teachers 85(52.8%) agreed while 61(37.9%) strongly agreed that situational leadership style influence academic performance positively. Only 12 (7.5%) disagreed and 3(1.9%) strongly agreed with the statement. The general view from the teachers is that Head teacher s must be able to adjust their leadership style depending on the situation at hand ,it was observed that for Head teacher s to be successful in their schools they must be able to adjust their leadership styles to be able to suite their prevailing school situations. This supports the findings of Mullins (2002) and Okumbe (2007) who points out that, the properties of the situation combined with the traits of the leader to produce behavior on the part of the leader are related to leadership effectiveness and hence performance. These findings also concur with Wayne and Miskel (2008), who indicated that the situational leadership view emphasized the personal nature and the situational nature in the school. They noted that personal and situational factors have strong reciprocal associations in determining the leadership style most appropriate for the school.

The results also indicated that most respondents 56% strongly agreed that they vary my leadership style depending on the environment, 40 % agreed while only 4% disagreed with the statement. It is also noted that most of the respondents 52% strongly agreed, 40 % agreed and 4% disagreed with the statement that they use flexible management style in promoting academic standard in this school. This implies that most Head teacher s who participated in the study altered their leadership styles to suit the current environment.

On whether leadership in the school vary depending on the nature of the school and the people majority of the respondents 56% agreed , 32% strongly agreed , 8 disagreed and only 45 strongly disagreed with the

statement. This shows that the Head teacher s vary their leadership style depending on the nature of the school. The results also show that most of the respondents 44% agreed and a similar number strongly agreed that Leadership in this school focuses on the environment and the people when making decisions. It is also noted that most of the respondents 56% strongly agreed that different kinds of situations demand different leadership styles. It is also noted that 52% of the respondents strongly agreed that a successful Head teacher may be a failure in a different school when he/she does not adjust his/her unique approach to leadership. Finally on whether situational leadership style influence academic performance positively the study established that 52% of the respondents agreed with the statement. This indicates that Head teacher s need to understand their environment and adjust their leadership styles effectively in order to manage their schools effectively.

4.2 Relationship between situational leadership and academic performance

The leader's ability to diagnose the environment and develop the adaptability to the changing environment is the key to an appropriate leadership style .To determine whether there is a relationship between the situational leadership style and the academic performance, in the public primary schools the results were tested using Pearson's R .The results showed that there is a significant positive but weak relationship between situational leadership style and the academic performance of the schools in the study area. The Pearson's R = 0.341 and a p value = 0.000. The t value of 4.574 is above the critical value of +2 which means the association between situational leadership and student's academic performance is not only by chance. It also supports the findings of Puni,et al (2014) who indicated that leadership enables organizations to be more productive, but the extent of success depends on the style of the leader and the resultant environment created for employees to function well. This implies that having a good leadership style without considering the environment within which the leadership can operate is likely to affect the expected outcomes of the organization.

5. Summary, Conclusions and Recommendations

5.1 Summary of Findings

The study also established a relationship between situational leadership and the academic performance of primary school students, in Uriri sub County of Migori County. The results indicated that majority of the Head teacher s vary their leadership styles depending on the environment, majority also indicated that they use flexible management style in promoting academic standards, the leadership is varied depending on the nature of people and the schools. It was also noted that majority of the respondents agreed that leadership focuses on the environment and the people when making decision. Similarly, most of the respondents indicated that a successful Head teacher is one who is ready to change with the environment as many indicated that a successful Head teachers may be a failure in a another

schools . The Pearson's analysis showed a positive and very significant correlation between situational leadership and academic performance of the schools (p < 0.05). Therefore it is noted that the Head teacher s need to effectively adapt to the situations in the school so that they can be able to influence the performance of their schools through the most appropriate leadership style.

5.2 Conclusion

The study sought to establish whether leadership style used in managing public primary schools had an influence on the performance of the pupils. The findings have revealed that there is an association between the leadership style and the academic performance of the students in public primary schools. The study concluded that the situational leadership style have a very high influence on the academic performance of the students in public primary schools. The findings in this study support the idea that the choice of a leadership style has an influence on the academic performance of the students in primary schools. The study has revealed that the type of leadership style adopted by the Head teacher will either motivate or demotivate the teachers and the students to work hard and hence produce good academic results. It is hoped that the situational leaders with the characteristics of effective leader behavior patterns as defined in the Situational Leadership Model proposed by Hersey and Blanchard would succeed in providing a fair and quality education.

5.3 Recommendations to the study

Based on the findings of the study the following recommendations are made;
1) There is need to incorporate training on the leadership styles and their effectiveness in seminars and workshops for the Head teacher s training in order to assist them understand which the best style for their institutions.
2) There is need to emphasize on the use of situational leadership style in the management of public primary schools since it has shown to make a difference in terms of team and organizational performance.

5.4 Suggestions for Further Study

This study was intended to address a gap existing in the literature today in providing a more informed link between the theory and practice of the relationship between leadership effectiveness and academic performance in primary schools. This study also recommends that a further study to compare the effectiveness of the traditional theories of leadership and the strategic theories need to be conducted to establish the relationship with performance .

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