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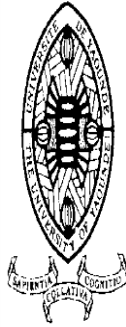
**CENTRE DE RECHERCHE ET DE  
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**DEPARTMENT OF CURRICULA ET  
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**THE UNIVERSITY OF YAOUNDE I**

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**RESEARCH AND DOCTORAL  
TRAINING UNIT FOR SOCIAL  
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EDUCATIONAL ENGINEERING**

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**DEPARTMENT OF CURRICULUM AND  
EVALUATION**

## **Teacher Leadership Styles and their Effects on Students' Academic Performance in selected secondary Schools in Bamenda III Sub-Division**

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Award of a Master  
Degree in Educational Sciences

**Option: Educational Management**

**Speciality: School Administration**

By

**NDI OBED TIM,**

**19P3670**

**(BA Education)**

Under the Supervision of

**Pr NDI JULIUS NSAMI**



**YEAR 2023**

## DECLARATION

I, **Ndi Obed Tim**, Department of Curriculum Evaluation, Faculty of Sciences of Education, University of Yaounde I, hereby declare that, this work entitled “**Teacher Leadership Styles and their Effects on Students’ Academic Performance in selected secondary Schools in Bamenda III Sub-Division**” is my original work. It has not been presented in any application for a Master degree or any academic pursuit. All borrowed ideas both nationally and internationally have been sincerely acknowledged through citations.

Date.....

Signature.....

**CERTIFICATION**

This is to certify that this dissertation entitled “**Teacher Leadership Styles and their Effects on Students’ Academic Performance in selected secondary Schools in Bamenda III Sub-Division**” in partial fulfilment of the requirements for the award of M.Ed in Educational Management is the original work of NDI OBED TIM (19P3670) of the Department of Curriculum Evaluation, Faculty of Sciences of Education, the University of Yaounde I under my supervision.

**Supervisor****Head of Department**

Name.....

Name.....

Signature .....

Signature.....

Date .....

Date.....

## **DEDICATION**

To my parents: Ndi Samuel Jam and Ndi NyomaVerah

## ACKNOWLEDGEMENTS

This dissertation would not have been a success without the relentless contributions of my supervisor. In this regard, I acknowledge with much gratitude my supervisor Pr. Ndi Julius Nsami who accepted to supervise this work and did a great job. I can never thank him enough for his encouragement and for providing me with a guide to present my work in its entirety.

Some of my lecturers, a few of my classmates and my family also contributed to the success of this work.

I am indeed grateful to others whose work facilitated mine and to the respondents who had to answer the questionnaires thus facilitating the collection of data, the realization of this work.

I am so grateful to my elder brother Yong Mark Ndi, for supporting me financially for me to realise this project, my uncle Mr. Teh Oliver for always sending me encouraging words which gave me courage to keep writing despite the life huddles. I wish to specially thank my sister Ndi Nona Glory who assisted me in typing part of this work. I also thank all my other siblings for their continuous prayers and endless efforts of encouragement they always give to me.

I am particularly thankful to my friend Ako Egbe Nso and Ngwa Ethel who constantly called and even woke me up at night to get up and write as well as all my friends and members of the extended family for their moral, material support and love in the course of this work.

My profound gratitude goes to Mr. Winkar Adamu Ntumnyuyfor giving me the guide on how to analyse my data for the realisation of this work. I thank all my classmates and all in the department of Curriculum Evaluation in general and School management in particular

for their moral and spiritual support. All those who contributed to the realisation of this work whose names have not been mentioned here may God blessed you abundantly. My sincere gratitude goes to the Almighty God for everything He has done for me in this life.

## ABSTRACT

This work seeks to study the contribution of Teacher Leadership Styles on Students' Academic Performance in selected secondary Schools in Bamenda III Sub-Division, Mezam Division in the North West Region of Cameroon. It was carried out using four selected secondary schools in Bamenda III Sub-Division Mezam namely GBHS ATIELA, GBHS Bamenda, CAMSCI Nkwen and St. Paul's College Nkwen. Three research objectives were formulated from which three research questions were generated to guide the study. The research objectives were as follows, (1) To examine the extent to which laissez faire leadership style of teachers has an influence on academic performance of students. (2) To investigate the impact of autocratic leadership style of teachers on students' academic performance. (3) To examine the influence of coaching leadership style of teachers on students' academic performance. The hypotheses were tested using simple linear regression. The study employed a descriptive survey research design. A sample of 203 teachers was selected for this study using the simple random sampling technique. Data were collected using a close ended questionnaire structured on a four (4) - point likert scale. The data collected were analyzed using both descriptive and inferential statistics with the aid of SPSS version 25. Findings revealed that; leadership styles are significantly related to the students' academic achievement. The means were greater than 2.5 which is the cuff of mean. On autocratic leadership style 3.21, on Laissez-faire leadership style 2.80, on coaching leadership style 2.85, Academic performance 2.92. This indicates that the respondents all agreed that these different facets put together will improve academic performance although the coaching leadership style has a more positive relationship with students' academic performance. Some recommendations were made like: There should be in service trainings for teachers on leadership, the coaching leadership style should be massively used in schools, teachers should closely monitor student's development in collaboration with other teachers and parents. Some recommendations were made.

**Keywords:** Teacher Leadership Styles, Students and Academic Performance

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter presents the background, problem statement, general objectives, research questions, scope, and limitations of the study as well as significance of the study.

#### **Background of the Study**

Teacher leadership is one of the significant factors in the implementation process of teaching and learning. Numerous research studies have stated that teacher leadership has prompted to school development and enhanced student accomplishment as well as engagement in learning (Wan, Tse, Tsang, Lee, Wong, Wan and Wan, 2020).

Teacher leadership is a multifaceted concept, it is considered as a unifying feature in the process of educational enhancement by the use of active contribution. This may work on different levels, running from the administration of schools and the assistance of an expert learning society to enhance classroom education and learning, keeping in mind the end goal to help learners' scholastic accomplishment (Tsai, 2013). Predominantly, teacher leadership had been defined by Xu & Patmor (2012) as “empowering teachers to take a more active role in school improvement.”

These teachers may have a positive effect on improving the educational level of students inside and outside the classroom (Katzenmeyer and Moller, 2001). Furthermore, another author stated an essential task for the school teachers as leaders in “helping to translate the principles of school improvement into the practices of individual classrooms” (Day and Harris, 2003).

In the meantime, there is a great pressure on schools to achieve the excellence level (Pang & Wang, 2016). This target is no longer related to the principal of the school only, it is connected to every individual that has a role in the educational field. At the present time, the



needed power to improve the academic level of each school can be achieved by teachers through providing alternative leadership forces along with the principal's leadership force (Pang and Miao, 2017). Due to the limited evidence from the research studies that connect between teachers' leadership style and student achievement.

The rationale of this study therefore, is to focus on the important role of the school teachers as essential leaders for enhancing the students' results toward better future through the teaching process. Many researchers indicated that the definitive objective of

Teacher leadership is building the knowledge in school students; for that reason, teachers' leadership styles ought to be drilled in significant ways inside the circle of day by day classroom exercises (Sinha, Hanuscin, Rebello, Muslu, and Cheng, 2012). Furthermore, students have a closer relationship with teachers than principals. Several studies confirmed that principals' leadership is considered as the second most powerful factor that affects the achievements of the students' learning, right after teachers' influence (Grissom, Kalogrides & Loeb, 2015). Therefore, qualified teachers who have both the pedagogical and leadership skills are critical for school success.

In some schools, there is a gap in teachers' quality which has a direct effect on students' outcomes (Valletta, Hoff & Lopus, 2014). The same concern has been noted in the United Arab Emirates, and there is great attention towards the students' outcomes and the qualifications of school teachers. Therefore, the UAE has presented a new licensing system for all public and private school teachers which is called Teachers Licensing

System (TLS). This is an initiative for the UAE Education Sector in the direction of guaranteeing the enhancement of the teaching standards besides the licensing program for all teachers across the UAE.

The UAE concentrates on the program of teacher licensing as one of the important requirements to achieve the UAE national agenda goals in 2021. All school teachers have to attend several professional development programs and pass a number of assessments in order to be certified as qualified teachers (Gallagher, 2019). The UAE government implemented several initiatives in order to support the process of educational reform (UNESCO, 2016) and the program of teachers' licensing is one of them. This initiative is considered as one of the essential requirements to accomplish the UAE national agenda goals in 2021. This target can be achieved by attending a number of professional development programs and pass different assessments. After that, teacher will be certified as a qualified teacher. The initiative of the teacher licensure will play an important role in solving the issue regarding the insufficient quality of teachers in the UAE (Gallagher, 2019).

Maicibi (2005) asserts that, without a proper leadership style, effective performance cannot be realized in schools. Namirembe (2005) further argues that many secondary schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but as a result of poor leadership.

Several reports from the Ministry of Education have indicated that teachers' leadership styles have direct bearing on the overall effectiveness of school because both the teacher and the student perform under the leadership of school principal (UNESCO,2012). For example, a study in Malaysia by Wan and Jamal (2012) found that the role of principal is important in determining the high-academic performance of students in examinations. This is definitely true for Cameroon because the school is under the leadership of the principal as well followed by other administrative staff then the teachers.

Even though different authorities in leadership as a subject have come up with various classifications of leadership styles this study will focus on Lewin (1939) classification that

identified a couple of leadership styles like, authoritarian or autocratic, democratic or participative and laissez-faire or passive and others. This is because the rest of the classifications borrow from Lewin only that the terms are different.

Democratic leadership style is consultative and participatory in nature and leaders here not only offer guidance to group members, but they also participate in the groups and allow input from other group members (Bass and Bass, 2008). Autocratic leadership style which is also referred to as authoritarian leadership style encompasses being arbitrary, controlling, power-oriented, coercive, punitive, and close-minded. It means taking full and sole responsibility for decision and control of followers' performance. Autocrats stress obedience, loyalty, strict adherence to rules; they make and enforce the rules. This style is influenced by Mc Gregor's Theory X which presumes that people are naturally lazy and need close supervision. Lastly, Laissez faire leadership style is the style whereby little or no guidance is offered to group members and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation (Bass and Bass, 2008). The principal who applies this leadership style is influenced by Mc Gregor's Theory Y concept which argues that people are innately motivated, that they naturally like work and are interested in doing their work and therefore need no coercing (Wasonga, 2014, citing McGregor, 1964).

Tarus (2009) and Musungu (2007) both agree that teachers' leadership has an influence on student's performance. However, both studies did not establish to what extent the identified leadership style contributes to academic performance. This study undertook to establish the relationship of democratic, autocratic and laissez faire leadership styles on academic performance and statistically indicate to what extent each contributes to performance.

Ololube(2013) observed that Laissez-faire leadership could be effective if the leader monitors what is being achieved and communicates this back to the team regularly, something that most leaders ignore. He adds that such leaders avoid responsibilities, do not take care of the needs of the followers, and do not provide feedback.

### **Statement of the Problem**

The relationship between teacher leadership style and students' performance has been a subject of controversy by many researchers. The controversy is centered on whether or not the style of leadership of teachers influences the level of performance among students. Common observation in the school system shows that the style of leadership of a teacher could perhaps have serious impact on students' performance. Some people assume that the poor academic performance in many secondary schools in Bamenda has been impacted by teacher's leadership styles. This assumption is because after everything that has been done to ensure students go to school in Bamenda and have quality education, the performances of many students are still poor. Given that most schools in Bamenda are said to have good infrastructure with the favourable atmospheric conditions for studies in Bamenda, students are expected to have the best results which is not the case. This has urged the researcher to carry on this investigation to know if the reason for the poor performance is truly because of teacher leadership style so that recommendations can be made to better performance.

### **Research Objectives**

#### **Main Objectives**

- ❖ To investigate teachers' leadership styles and their effects on Students' academic performance in selected secondary schools in Bamenda.

## **Specific Objectives**

- ❖ To examine the extent to which laissez faire leadership style of teachers has an influence on academic performance of students.
- ❖ To investigate the impact of autocratic leadership style of teachers on students' academic performance.
- ❖ To examine the influence of coaching leadership style of teachers on students' academic performance.

## **Research Questions**

### **Main Question**

- ❖ To what extent do teachers' leadership styles influence Students' academic performance in selected secondary schools in Bamenda?

### **Specific Question**

- ❖ To what extend does teachers' laissez faire leadership style influences academic performance of students?
- ❖ To what extend does autocratic leadership style of teachers on students' academic performance?
- ❖ What is the influence of coaching leadership style of teachers on students' academic performance?

## **Research Hypotheses**

### **Main Hypothesis**

- ❖ **H<sub>a</sub>**: There is a significant relationship between teachers' leadership styles and Students' academic performance in selected secondary schools in Bamenda.

- ❖ **H<sub>0</sub>:** There is no significant relationship between teachers' leadership styles and Students' academic performance in selected secondary schools in Bamenda.

### **Specific Hypotheses**

- ❖ **H<sub>a1</sub>:** There is a significant relationship between laissez faire leadership style of teachers and students' academic performance.
- ❖ **H<sub>o1</sub>:** There is no significant relationship between laissez faire leadership style of teachers and students' academic performance.
- ❖ **H<sub>a2</sub>:** There is a relationship between autocratic leadership style of teachers and students' academic performance
- ❖ **H<sub>o2</sub>:** There is no relationship between autocratic leadership style of teachers and students' academic performance.
- ❖ **H<sub>a3</sub>:** There is a relationship between coaching leadership style of teachers and students' academic performance
- ❖ **H<sub>o3</sub>:** There is no relationship between coaching leadership style of teachers and students' academic performance.

### **Purpose of the Study**

To investigate the contribution of teachers' leadership styles on students' academic performance in selected secondary schools in Bamenda III municipality.

### **Justification of the Study**

The researcher's choice for this topic is motivated by the desire to understand the situation in Bamenda III vis-a-vis the general statistics. Put differently, the main justification for this study is that there has not been any study in the discipline of School Management conducted

on this topic in Bamenda III in particular since the start of the Anglophone Crisis in 2016/2017. Bamenda III has been selected amongst others because; it has all categories of secondary schools (public, denominational and private) whereas other subdivisions in Mezam do not have all categories of secondary schools. Again, the researcher sought to understand after doing a field work on school Management and seeing how different teachers reacted and treated situations differently in this zone.

Furthermore, Mezam Division has the highest number of secondary schools and the highest enrolment of learners in the North West Region. Thus results obtained here will be relevant of generalization about other parts of the Division, the Region and the country at large since all school types are represented in the study.

### **Scope of the Study**

Geographically, this study was conducted in Bamenda III sub-division which is under Mezam Divisional Delegation of secondary school in the North West Region of Cameroon.

Contextually, this study was delimited to teachers' leadership styles and their effects on students' academic achievement. The researcher chooses four secondary schools in Mezam Division in the North West Region namely; GBHS Atiela, GBHS Bamenda, Saint Pauls' College Nkwen and CAMSCI. The choice of these secondary schools was to make sure those findings to this study could be generalized to all types of secondary schools in the North West Region and in Cameroon in general.

Conceptually, this study is delimited to teachers' leadership styles and students' academic performance. Specifically, it deals with concepts that had direct bearings on variables under study. Focus was on three variables; laissez faire leadership, autocratic leadership style and coaching leadership style. Other variables were noted but the researcher chooses to stay within the above mentioned frame to better exploit these variables for convenience and competence.

Theoretically, many theories on teaching and learning were consulted and sometimes mentioned where applicable but the main theoretical underpinnings for this work were the Item Response Theory (IRT) and Classical Test Theory (CTT).

As for the methodological scope, questionnaire was used to gather information or collect data for the work and it was gauged to be valid and reliable by the researcher, supervisor and some respondents.

### **Definition of Terms**

**Leadership:** Gupta (2012) conceptualised leadership as the process of influencing the behaviour of others towards the accomplishment of goals in a given situation. Further, Thornton (2004) defines leadership as the process of helping individuals, teams and organizations become more valued and achieve more than they ever thought possible. He contends that leaders help people become more: principled, knowledgeable, skilled, passionate, determined, integrated, and balanced.

**Performance:** In this study refers to the grades both per subject and overall grades that a Student obtained in GCE Examination in Cameroon.

The concept of Academic performance is believed to possess an amorphous nature, since it broadly incorporates various factors ranging from attaining a professional degree to the development of students in the moral sense (York, Gibson & Rankin, 2015).



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The chapter focuses on literature review. The chapter presents the concept of leadership, leadership style and their influence on students' academic performance, influence of transformational leadership on students' academic performance, influence of transactional leadership on students' academic performance, influence of democratic leadership on students' academic performance and a summary of literature review. The chapter also presents the theoretical and the conceptual framework for the study.

#### **Conceptual Review**

##### **Leadership**

Leadership has been defined in many ways but all definitions agree that it has to do with a critical resource in an organization which is human resource. Hence, leadership is defined as a process whereby an individual exerts positive influence over the behavior of others without coercion to achieve the set goals. Leadership is important for the success of any group activity although the nature or style needed in one situation may differ substantially from that required in another. A lot has been written about school leadership and management however this study will focus on the influence of selected styles on students' performance. According to Hammond (2007), leadership is only second to classroom instruction.

Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose.

This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision. Moreover, Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.

Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement (Nwogu, 1991). It involves a force that initiates actions in people and the leader (Nwadiani, 1998). It could be described as the ability to get things done with the assistance and co-operation of other people within the school system (Omolayo, 2000; Aghenta, 2001).

Effective leadership is viewed as the drive for school change, student growth, teacher attrition, and the health of the school as an organization. There is growing evidence that the influences and impacts of the behaviours of the school heads on school climate, and school effectiveness are substantial (Salisbury & McGregor, 2002). It has been identified as an important factor with the ability to manage change in organizations (Sarros & Santora, 2001 cited in Sadeghi & Pihie, 2012). Like every other sector, the leadership practice adopted in an educational setting contributes to the promotion or otherwise of inclusive values.

The past 30 years have seen numerous education reforms intended to raise the achievement standards of students in a complex and constantly evolving school setting. These reforms have made school leadership a topic of great interest in education as it is increasingly recognized as having a key role in improving student outcomes (Day, Gu & Sammons, 2016). Ngwokabuenui ,(2013) emphasized the essential role and attitude of school heads towards IE determines its success or failure .Leadership practices in this study will refer to the actions and behaviors displayed by school heads to fully integrate diverse learners and

maximize resources to sustain IE. Research has identified the school head as a key participant in bringing about inclusive school change. If and how the IEPs are implemented within schools depend on the school head who is seen as the gatekeeper to implement and sustain IE (Ainscow, & Sandill, 2010). The head teachers through their leadership practices pivot the school administration. Buhere, Kindiki & Ndiku,(2014) maintained that head teachers make all the difference in how inclusive education is implemented and enforced. In this view, school head teachers have roles to play in line with the supervision of the curriculum and school projects, procurement of teaching and learning resources, funds management, managing teachers, pupils and parents among others.

Leadership has been shown to correlate directly with student achievement (Perilla, 2014, Wilhem, 2016.).Establishing collaboration and collegial working relationships with teachers through better working conditions and professional learning communities have been found to be effective in closing the gap for learners (Leithwood, 2010). The sustainability of IE demands school leaders who play crucial role in providing vision leadership (Serguvan,2010) and who can challenge the traditional approach and inspire staff through collaborative team work (Ainscow& Sandill,2010). School head teachers and pupils need a complete transformation of their school community for implementation and sustainability of IE (savolarien, 2015).

According to Huck and Rey Biel (2006), he identified that a person with more positive charisma requires fewer stimulus efforts to motivate the followers. Our methodology considers that leaders develop as a blend of intrinsic capacities and strong efforts. Moreover, individuals are frequently pulled in by the magnetism of their leader's charisma, consequently creating mental acknowledgment and conduct impersonation that conveys fearlessness to those individuals who will cooperate to accomplish school objectives (Chen,

2014). Charismatic teachers demonstrate a higher engagement level with their students. They are characterized as professional teachers in various aspects. For example, these teachers are knowledgeable about their specified subjects, they are clearly aware of the way of using effective teaching strategies and they are enthusiastic to teach students. Furthermore, these teachers are effective practitioners, organized, self-confident and the most important part is their capability to build strong relationships with their students in a way that can affect their wellbeing positively (Qardaku, 2019). Most up-to-date records that are related to transformational leadership incorporate no less than one measurement speaking to the type of charisma. Supported by Burns's original endeavours, the previous three decades have seen the considerable advancement of the theory and the research of transformational leadership, the most completely created collection of such work done by Bass and his partners (Bass, 1985; Bass and Avolio, 1993).

Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational assets, leading to the achievement of desired purpose. Northouse (2004) views leadership as a process whereby an individual influences a group of other individuals to achieve a common goal.

Wangithi (2014) argues that, although there are many definitions of leadership made from different aspects, most of them point at leading followers to reach a specific achievement. It is the way by which the leader uses his or her authority to influence the subordinates or followers for the aims of attaining organization goals.

Leadership occurs when mutual interactions exist between leader and their followers in which the leader can affect followers through behaviors such as contingent reward, contracts exchange of rewards for effort, promises rewards for good performance, recognizes

accomplishments, Management-by-Exception (active), watches and searches for deviations from rules and standards, takes corrective action and management-by-Exception (passive): Intervenes only if standards are not met (Bass & Avolio, 1993).

Leadership in educational institutions is thus a dynamic process where an individual is not only responsible for the groups tasks but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2004; Richlin & Cox, 2004). Waters, Marzano, and Mcnulty (2003) described that, the caliber of leadership in a school could have a dramatic effect on student achievement.

The leadership styles used by head of schools are importance for the students' academic performance. Haymon (1990), found a positive relationship between leadership styles and student performance in the elementary schools. Leaders have the roles of providing direction and using influence on persons and other things in order to achieve the school's goals. School leadership style is crucial for the academic performance of the students because school's performance are judged by the results learners produce, as Mkhize (2005) argued that, a high standard of performance is necessary because the effectiveness of the school principal's leadership is measured by the academic success of the learners and vice versa.

Lussier (2000) defines leadership style is a combination of traits, skills, (and) behaviours managers use to interact with employees. Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realized in schools. Kashu (2013) added that, even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. Miller, Walker and Drummond (2002) view leadership style as the pattern of interactions between leaders and subordinates. Moreover, Clark and Clark (1994) observe that, leadership

is a process by which a person influences other to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

The term style is almost comparable to the manner where the leader influences subordinates (Lunenburg & Ornstein, 2004). According to Wangithi (2014) the ways in which leaders influence their subordinates are called styles of leadership. Also, Koontz and Wehrlich (1998), portray the term leadership style as the way leaders handle their subordinates during problem solving towards attainment of the organizational goals, and they identify three basic leadership styles: autocratic, democratic or participative and laissez faire. In addition, Lunenburg and Ornstein(2004) state that, leadership was classified into three different types according to the leader's style of handling several decision-making situations during experiments, the authoritarian leadership, the democratic leadership and the laissez-faire leadership.

### **The Concept of Teacher Leadership**

In seeking a clear definition of teacher leadership, an immediate problem emerges. It is evident from the international literature that there are overlapping and competing definitions of the term. Somewhat inevitably, therefore, there exists some conceptual confusion over the exact meaning of teacher leadership. For example, Welgemoed (1995) defines teacher leadership as the ability to encourage colleagues to change to do things they would not ordinarily consider without the influence of the leader.

Similarly, Katz (2001), define teacher leaders as teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice. Boles and Troen (1994), contrast it to traditional notions of leadership by characterizing teacher leadership as a form

of collective leadership in which teachers develop expertise by working collaboratively. A number of different roles have been suggested for teacher leaders that provide a clearer definition and understanding of the term. Katz (2001) sees teacher leadership as having three main facets:

- a) Leadership of students or other teachers: facilitator, coach, mentor, trainer, curriculum specialist, creating new approaches, leading study groups.
- b) Leadership of operational tasks: keeping the school organized and moving towards its goals, through roles such as head of the school, action researcher, member of the task forces.
- c) Leadership through decision-making or partnership: instigator of partnerships with business, higher education institutions, and parent-teacher associations.

Labaree (1992) defines teacher leadership for school capacity building as broad based skilful involvement in the work of leadership. She suggests this perspective requires working with two critical dimensions of involvement-breadth and skillfulness. Broad based involvement— involving many people in the work of leadership. This involves teachers, parents, pupils, community members, personnel and universities. Skillful involvement a comprehensive understanding and demonstrated proficiency by participants of leadership dispositions and knowledge and skills.

Dalin (1994), suggest that there are four discernible and discrete dimensions of the teacher leadership role. The first dimension concerns the translation of principles of school improvement into the practices of individual classrooms. This brokering role remains a central responsibility for the teacher as a leader. It ensures that links within schools are secure and that opportunities for meaningful development among teachers are maximized.

A second dimension of the teacher leader role focuses upon participative leadership where all teachers feel part of the change or development and have a sense of ownership. Teacher leaders may assist other teachers to cohere around a particular development and have a sense of ownership. Teacher colleagues to shape school improvement efforts and take some lead in guiding teachers toward a collective goal.

A third dimension of teacher leadership in school improvement is the mediating role. Teacher leaders are important sources of expertise and information. They are able to draw critically upon additional resources and expertise if required and to seek external assistance.

Finally, a fourth and possibly the most important dimension of the teacher leadership role were forging close relationship with individual teachers through which mutual learning takes place. Other writers have identified further dimensions of the teacher leadership role such as undertaking action research (Ash 2000) instigating peer classroom observation or contributing to the establishment of a collaborative culture in the school.

The important point emanating from the literature was that teacher leaders are in the first place, expert teachers who spend the majority of their time in the classroom, but take on different leadership roles at different times, following the principles of formative leadership (Ash 2000). The literature also asserts that the principal reason for teacher leadership was to transform schools into professional learning communities (Katz 2001), and to empower teachers to become involved closely in decision making within the school, thus contributing to the democratization of schools. In this sense, teacher leadership aligns itself to Sergiovanni's (2001) notion of the 'life world' of the school rather than the 'system world' where attention was focused upon developing social intellectual and other forms of human capital instead of concentrating upon achievement of narrow, instrumental ends. In summary,



teacher leadership was centrally concerned with forms of empowerment and agency, which are also at the core of distributed leadership theory.

### **Teachers Leadership**

Much effective school research over the past two decades has concentrated on examining the relationship between the leadership behavior of school principals and the enhancement of organizational performance (Shum & Cheng, 1997). Of particular interest have been studies that highlighted the mediating role principals serve between teachers and learners (Silins & Murray-Harvey, 1999). Interestingly, results from these studies have suggested that principals have the ability to indirectly affect student achievement by improving the tone or learning environment of a school (Johnson, Livingston, Schwartz & Slate, 2000). However, while the concepts of school leadership and school learning environment seem to be intuitively linked, there has been few studies that have related these concepts together (Griffith, 1999). Furthermore, recent paradigm shifts in conceptualizing leadership have also encouraged educational researchers to consider these relationships from the perspective of new leadership models. Prominent among them is the transformational and transactional leadership model (Burns, 1978) which suggests that follower performance can be lifted to beyond what is normally considered to be acceptable (Bass, 1985). Again, transformational leaders are able to manipulate and alter their environmental constraints in order to achieve performance goals (Kirby, King and Paradise, 1992).

Adeyema and Bolarinwa (2013), brought into focus a dimension of leadership style that is associated with the autocratic/democratic continuum. This is the task orientation-versus relationship-oriented style of leadership with the task orientation being similar to the autocratic method and the relationship oriented style being similar to the democratic method. According to the authors, current research has established that the difference between the

effectiveness and ineffectiveness of the four leadership styles is the appropriateness of the leader's behavior to the particular situation in which it is used. With respect to the foregoing, Duze (2012) states that one of the basic factors that would elevate or debilitate each of the four leadership styles is the basic task maturity of the individual or group being led with maturity being defined in terms of the capacity to set high but realistic goals.

Kemp and Nathan (1989) identified three styles of leadership namely authoritarian, democratic or delegative and or laissez-faire. According to Adeyemi (1998) the authoritarian or autocratic leadership style is used when leaders tell their employees what they want done and how they want it accomplished, without getting the advice of followers. This style results in the group members reacting aggressively and uninterestingly in the work environment. They further suggest that authoritarian style should normally only be used on rare occasions. This often results in unending industrial disputes in an organization hence affecting the achievement of the overall goals and objectives. The participative or democratic leadership style involves the leader including one or more employees in the decision making process in determining what to do and how to do it. However, the leader maintains the final decision making authority. Using this style is not a sign of weakness; rather, it is a sign of strength that your employees will respect (Obama, Eunice and Orodho, 2015).

Nsubuga (2008) maintains that an effective principal pays more attention to planning work, special tasks and permits teachers to participate in decision-making processes in an effort to achieve school goals. Using this style is of mutual benefit. It allows them to become part of the team and allows you to make better decisions. According to Ogunasanwo, (2000) the participatory leadership style provides a climate of sense of unity in pursuit of set goals.

Delegative or free reign is where the leader allows the employees to make the decisions. This is used when employees are able to analyze the situation and determine what needs' to be

done and how to do it. The laissez-faire style of leadership, according to Flippo and Munsinger, (1982) is where a leader succumbs to Theory Y. The theory argues that people are innately motivated, naturally like to do work and therefore there should be no rules since everybody has an inborn sense of responsibility. However, this style of leadership may result in indiscipline due to non-enforcement of rules and regulations in a school leading to poor performance in both national and external examinations.

Pervasive and sustained student learning is more likely to occur in schools with strong instructional leadership. Morphet, Johns and Reller (1974) stress that administrative efficiency will be valid only to the extent to which it will contribute to the attainment of goals of the organization, the goals of actors in the organization and the extent that it will meet the requirements of the environment for that survival of the organization. Bell (1992) notes that effective leadership will provide schools with a vision, explicit philosophies laid on consultation and team work and lead to success in attainment of good results in national examinations. Abrar, Baloch and Ghour (2010) further assert that incompetent principals are a big problem to the overall administration and management of education in any country.

## **Leadership Styles**

### **Autocratic Leadership Style**

In autocratic leadership style all command, actions and compliance are expressed by single person. Mgbodile (2004) asserts that, autocratic leadership style appears generally self-centred and allows minimum participation of the subordinates' indecision making. Cherry (2014) contends that, they typically make choices unilaterally based on their own ideas and judgments; they seek little feedback from the group, because their primary focus is on getting the job done. According to Allie(2014) this can be viewed as a dictatorial style of leading which ultimately stifles the creativity of others: it leads to accumulated resentment amongst

group members. He maintaining that, the characteristics of autocratic leaders include being dictatorial, distrustful, task focused and the taking of full responsibility and credit for decisions, actions or outcomes.

However, autocratic leadership style can be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people (Cherry, 2014). Kitavi (2014) added that, a head teacher who subscribes to autocratic management style determines school policy alone, the staff has no say, directives are given and must be followed without question. Generally, there will always be misunderstanding in the school and difficult to attain school goals under autocratic leadership style because subordinate are not involved in decision making pertaining school development hence poor performance. Subordinate will usually implement what head of the school told them to do, there will be no creativity to the subordinate.

Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates to participate in policy making (John et. al 2002).

Yukl (2004) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can

be an effectively strange, especially when the leader is short on time and when followers are not productive. Autocratic-self-defense is a leader who insights things done his own way without the goal of the organization or without recourse to the organization pattern laid down. Authoritarian or autocratic-nomothetic style is a leader who stresses the attainment of goal of the organization to the neglect or the expense of the individual needs of the members of the group.

Autocratic leadership style, also called coercive or dictatorship, involves the leader retaining as much power and decision-making authority as possible (Farrell, 2009). In other words, autocratic leadership involves absolute, authoritarian control over a group; such a principal is characterized as domineering. In autocratic leadership style, the principal determines policy and assigns tasks to tutors without consulting them. Wu and Shiu (2009) explained that, autocratic or authoritarian leadership is gained through punishment, threats, demands, orders, rules, and regulations. The tutors working under autocratic principals carry out the principal's directives without asking questions and there are no group inspired decisions. The principal centralizes authority in decisions making and supervises work in close detailed manner than in general form.

The autocratic leader applies McGregor's (1966) Theory X which assumes that the average person dislikes work and will avoid it unless directly supervised, the employees must be coerced, controlled and directed to ensure that the organizational objectives are met; the threat of punishment must exist within an organization, and employees prefer to be led this way to avoid responsibility. Autocratic leadership also assumes that people are relatively un-ambitious and their prime driving force is the desire for security (Mat, 2008).

Leadership include unilateral rule-making, task-assignment, and problem solving while the roles of authoritarian followers include adhering to the leader's instructions without asking

question or commenting. Autocratic leaders inform their subordinates on what must be done, how it should be done and when it must be completed. This kind of principal often ignores suggestions made by staff members. When the leader is overbearing, he/she can undermine the egalitarian spirit of an effective team and compromises positive organizational climate. The leader does not have confidence in his subordinates. The leader rarely praises, rather he criticizes a lot, leading to followers' loss of confidence in him and become less committed to their work. Findings by Boyatzis, Goleman, and Mckee (2002) indicate that the autocratic leadership is the least effective in most situations, because followers become emotionally cold from intimidation and therefore, the work environment is affected negatively.

### **Instructional Leadership Style**

Instructional leadership style is generally defined as the management of curriculum and instruction by a school principal. This term appeared as a result of research associated with the effective school movement of the 1980s, which revealed that the key to running successful schools lies in the principals' role. However, the concept of instructional leadership is recently stretched out to include more distributed models which emphasize distributed and shared empowerment among school staff, for example distributed leadership, shared leadership, and transformational leadership.

The concept of instructional leadership emerged and developed in the United States within the effective school movement of the 1980s. The research resulting from this movement revealed that a principal is critical to success in children's learning within poor urban elementary schools. (Halinger2009). This research revealed that the personality characteristics of the ideal principal are strong mindedness, directness, top-down management and charisma.

During the 1990s, a strong instructional leadership model was still at the center of the educational leadership discussion, because of its effectiveness in the schools. However, since then this concept has been criticized for focusing too much on the individual principal's heroic role. As a result, the scholars started to explore leadership models to supplement these critics and point out the distributed nature of instructional leadership, such as transformational leadership, teacher leadership, shared leadership, and distributed leadership, all of which understand educational leadership as broader perspectives practice that includes school communities (Spillane, 2004). Moreover, the accountability movement of the 21st century sheds new light on instructional leadership, since this paradigm puts more emphasis on the learning outcomes for students, (Halverson et. al. 2006).

Researchers have further defined instructional leadership to include different approaches. First, the concept of instructional leadership could be divided into an "exclusive" and an 'inclusive' approach. Researchers who count instructional leadership as "exclusive" regard the principal as the sole holder of responsibility when it comes to setting goals for the school, supervision, and in developing instruction that enhances academic achievement. This perspective tends to focus only on the role of principals as instructional leaders (e.g. Hallinger & Murphy, 2005).

However, other researchers have recently expanded the concept of instructional leadership to include not only principals, but also other school staff. They take an "inclusive" approach to instructional leadership. Especially, (Marks and Printy 2003) have pointed out the importance of the collaboration between principals and teachers to develop curriculum and instruction for improving pupils' performance. Thus, they conceptualized this inclusive approach as "shared instructional leadership" and understood the role of principals as that of "leaders of instructional leaders". (Hallinger 2003) has argued the transformational leadership approach, in which leadership is shared with school staff; this approach is said to empower staff.

Transformational leadership is a good supplement to the instructional leadership approach that focuses solely on principals and top-down strategies. For this reason, Hallinger has proposed the integration of instructional and transformational leadership approaches.

Second, researchers have classified modes of instructional leadership according to "direct" and "indirect" activities. The former is considered a "narrow" mode and the latter a "broad" mode of instructional leadership. This distinction is due to the fact that a direct perspective focuses only on immediate actions related to instruction, such as classroom observation and curriculum development, whereas an indirect perspective broadly focuses on indirect activities, such as creating the school climate, as well as direct activities.

### **Laissez-Faire Leadership Style**

Laissez-faire is French expression meaning lead it alone, it is also known as handoff-style (Mtey, 2013). Laissez-faire leadership styles refer to the style which allows free contributions of ideas or opinions without interference by the leader (Wangithi, 2014). The leader takes a leave-the-employees-alone approach, allowing them to make decisions, decide what to do, and does not follow up (Mkhize, 2005).

In laissez faire leadership style, organizational members have almost complete freedom or authority, operate with a minimum of rules, and often serve as leader in making decisions that guide the organization. In laissez-faire leadership, the teacher believes that there should be no rules and regulations since everyone has a sense of responsibility (Pont, Nusche & Moorman, 2008).

Generally, laissez-faire leadership style works to the subordinate who real knows and understand their responsibilities and are committed because head of the school does not interfere in their activities, rather he or she prescribes what to be done and leave them to do on their own. The leaders using this style remain in the background and seldom express an



opinion or work with organizational member. By being free to contribute ideas, opinion and acting on their own without interference of the head of the school, teachers will work hard towards the educational goals hence good academic performance

Leader with a Laissez-faire leadership style is a leader that has no clear goal and also gives no professional leadership to his group, he has no pattern of working, supervising and initiating notions. Laissez-faire leadership refers to the type that allows free contribution of ideas and opinions without interference by the leader. Obi (2003) argues that such style predispose to unproductive activities very often and could be detrimental to welfare on the whole schools principals where therefore, assessed by their subordinate for credible performance based on application of leadership style. Laissez-faire leadership allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group Talbert and Milbrey (1994).

Laissez-faire leadership is when leaders are hands off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are matured and highly motivated.

Laissez-faire is a French phrase that means let it be and describes leaders who allow followers to work without supervision (Nwokocha & Iheriohanma, 2015). It is the kind of leadership where the leader is inactive, rather than reactive or proactive. The laissez-faire leadership style, also known as the "hands-off" style or free reign, is one in which the leader (principal) provides little or no direction and gives tutors as much freedom as possible. According to Gill (2014) it means leaving subordinates to complete tasks and jobs in the way

they choose without adherence to any strict policies or procedures. Principals who adopt the laissez-faire leadership style exercise little control over the tutors and let the tutors have freedom to carry out their assigned tasks without direct supervision (Wu & Shiu, 2009).

True laissez-faire is in fact “non-leadership” because the leader has almost no influence over the group (Bass, 1999). Bass (1985) describes the Laissez faire leadership style as one in which the leader has no belief in his/her own ability to supervise. He further states that the leader has no clear set goals towards how they may work, do not help the group in making decisions and so leaves too much responsibility with their subordinates. According to Puni et al., (2014), the laissez-faire leader avoids controlling his employees and so only relies on the few available employees who are loyal to get a task done. A Laissez faire leader does not believe in employee development as they believe that employees can take care of themselves (Puni et al., 2014).

The behavior of a laissez-faire leader makes it difficult to distinguish the leader from the followers. Principals who use this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility. The philosophical assumption underlying laissez-faire leadership is that naturally human beings are unpredictable and uncontrollable and trying to understand people is a waste of time and energy. Under this style, the principal tries to maintain a low profile, respects all departments and sections within the institution, trying not to create waves of disturbance, and relies on the few available loyalists to get job done (Northouse, 2007).

The laissez-faire principal lives and works with whatever structure is put in place without any suggestions or criticisms. Goals and objectives are established only when necessary and required. Such a principal shuns decision-making as much as possible, and would avoid communication but communicates only when needed. Thus, the business of staff

development is not a concern of the Laissez faire leader principal, who believes that tutors can take care of themselves (Rowe, 2007). The laissez-faire leadership style is passive, unassertive and tends to allow self-empowerment among tutors (Harper, 2012). Due to frequent absence and lack of involvement when making important decisions, the laissez-faire principal drives tutors to self-management.

### **Transformational Leadership Style**

Transformational leadership is a style of leadership where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group. Transformational leadership serves to enhance the motivation, morale, and job performance of followers through a variety of mechanisms; these include connecting the follower's sense of identity and self to a project and to the collective identity of the organization; being a role model for followers in order to inspire them and to raise their interest in the project; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, allowing the leader to align followers with tasks that enhance their performance.

The concept of transformational leadership was initially introduced by James V. Downton, the first to coin the term "Transformational leadership", a concept further developed by leadership expert and presidential biographer James Mac Gregor Burns. According to Burns, transformational leadership can be seen when "leaders and followers make each other advance to a higher level of morality and motivation." Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality,

traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership were mutually exclusive styles. Later, researcher Bernard M. Bass expanded upon Burns' original ideas to develop what is today referred to as Bass' Transformational Leadership Theory. According to Bass, transformational leadership can be defined based on the impact that it has on followers. Transformational leaders, Bass suggested, garner trust, respect, and admiration from their followers.

Bass (1985), extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transforming and transactional leadership. Bass introduced the term "transformational" in place of "transforming." Bass added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. The extent to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence (earlier referred to as charisma), intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership.

## **Transactional Leadership Style**

Transactional leadership is a style of leadership that focuses on supervision, organization, and performance; transactional leadership is a style of leadership in which leaders promote compliance by followers through both rewards and punishments. Unlike transformational leaders, those using the transactional approach are not looking to change the future, they look to keep things the same. Leaders using transactional leadership as a model pay attention to followers' work in order to find faults and deviations. This type of leadership is effective in crisis and emergency situations, as well as for projects that need to be carried out in a specific way.

Within the context of Maslow's hierarchy of needs, transactional leadership works at the basic levels of need satisfaction, where transactional leaders focus on the lower levels of the hierarchy. Transactional leaders use an exchange model, with rewards being given for good work or positive outcomes. Conversely, people with this leadership style also can punish poor work or negative outcomes, until the problem is corrected. One way that transactional leadership focuses on lower level needs is by stressing specific task performance. Transactional leaders are effective in getting specific tasks completed by managing each portion individually.

Transactional leaders are concerned with processes rather than forward-thinking ideas. Transactional leaders are generally split into three dimensions: contingent reward, management-by-exception: active, and management-by-exception: passive. The type of leader who focuses on contingent reward, also known as contingent positive reinforcement, give rewards when the set goals are accomplished on-time, ahead of time, or to keep subordinates working at a good pace at different times throughout completion. Contingent rewards are also given when the employee engages in any desired behavior. Often, contingent

punishments are handed down on a management-by-exception basis, in which the exception is something going wrong. Within management-by-exception, there are active and passive routes. Management-by-exception: active means that the leader continually monitors each subordinate's performance and takes immediate corrective action when something goes wrong. Management-by-exception: passive leaders do not monitor employee performance and wait for serious issues to come up before taking any corrective actions. In addition to the three dimensions of leadership above, another form of transactional leadership is recognized, the laissez-faire dimension. Laissez-faire leadership indicates a lack of leadership and a complete hands-off approach with employees.

### **Democratic leadership Style**

Mgbodile (2004) democratic style is rather people oriented and counts on the participatory contribution of the subordinates. The main assumption of the democratic leadership style is the involvement of people including subordinates, peers, superiors and stakeholders in decision making process. A participative leadership style involves consultation with subordinates, taking their ideas and opinions and integrating their suggestions into decisions about the future of the school (Northhouse, 2012).

According to Vain (2000) a democratic leader does not normally takes arbitrary orders and decision as he regards the subject as partner in progress. Mkhize (2005) argues that, leader encourages learner's participation in decisions, works with learners to determine what to do and does not closely supervise learners. This based on the belief that, several people deciding together make better decisions than one person alone. Also it is believed that, when people make decisions together, the social commitment to one another is greater and thus increases their commitment to the decision.

Denton (2009) insisting that, workers' morale was improved when leaders demonstrated democratic leadership. These ideas prove to be beneficial in increasing output efficiency. Kojo (2001) avers that in conflict management and resolution, the democratic leader will usually employ wide consultation, dialogue, persuasion and above all, compromise as veritable tools for achieving a stable and enduring tranquillity within the system. He added that, at all times, the democratic leader makes available his advice and suggestion to his class. One critique of this approach is that it might not work for companies that have hundreds of staff members (Allie, 2014).

Generally, democratic leadership style emphasizes on the group participation indecision making whereby the decisions reached are for the all members in school. Also subordinate are involved in solving problems, generating new ideas and setting school goals or objectives. This resulted to good performance of the school because a school will be owned communally where by members contribute their ideas and work hard for the development of the school.

### **Coaching Leadership Style**

Coaching leadership is a style of leadership that focuses on developing team members by teaching and mentoring them.

This type of leader provides guidance and support to help their team members improve their skills and performance.

A coaching leader typically has a deep understanding of their team members' strengths and weaknesses. They use this knowledge to provide tailored support that helps their team members reach their full potential.

the coaching leadership style can be used in any type of organization, as a school . It is especially effective in organizations that value development and growth.

The key characteristics of a coaching leadership style are:

### **1. Teach and Mentor Team Members**

A coaching leader spends time teaching and mentoring their team members. They help their team members learn new skills and improve their performance.

### **2. Focus on Development**

A coaching leader focuses on developing their team members. They provide guidance and support to help their team members reach their full potential.

### **3. Tailored Support**

A coaching leader provides tailored support to their team members based on their strengths and weaknesses.

### **4. Understands Team Members' Strengths and Weaknesses**

A coaching leader has a deep understanding of their team members' strengths and weaknesses. They use this knowledge to provide the best possible support for their team members.

### **5. Driven by Results**

A coaching leader is driven by results. They are focused on helping their team achieve their goals and objectives



## **Leadership style and their Influence on Students' Performance**

This section discusses the influence of leadership styles on students' academic performance.

### **Transformational Leadership Style and Students' Academic Performance**

A review of the literature on some of the leadership styles that breed success within educational organizations discovered that transformational leadership was more effective than transactional leadership. Ross & Gray (2006) define transformational leadership as the multidimensional construct that involves three clusters: charisma (identifying and sustaining a vision of the organization), intellectual stimulation of members, and individual consideration.

Transformational leadership enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences.

Theorists and researchers believe transformational leadership is essential for organizations to improve academic performance.

Ross & Gray (2006) discovered principals are often perceived as accountable for student achievement, but most researchers found that principals have very little direct impact on achievement. The researchers hypothesized that principals indirectly contributed to student achievement through teacher commitment and beliefs about their collective capacity.

### **Transactional Leadership Style and Students' Academic Performance**

Leadership occurs when mutual interactions exist between leader and their followers in which the leader can affect followers through behaviors such as contingent reward, contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments, Management-by-Exception (active), watches and searches for deviations

from rules and standards, takes corrective action and management-by-Exception (passive): Intervenes only if standards are not met Bass & Avolio (1993).

Transactional leadership focuses on monitoring and controlling subordinates (Bass, 1985). It also involves contingent rewards based on the behaviors of subordinate. Transactional leadership encompasses positive exchange of expected performance and rewards between subordinates and leaders (Bono & Judge, 2004; Bass, 1985). Transactional and transformational are two competing leadership paradigms. Transactional leadership has shown to be effective in achieving short term goals, but transformational leadership is more effective in achieving long term goals (Hautala, 2005).

Transactional leadership Bass (1985) is as a result of an exchange of relationship between leader and followers. Transactional leadership is grounded in the social exchange theories, which recognize the reciprocal nature of leadership. The transactional leadership process builds upon exchange whereby the leader offers rewards (or threatens punishments) for the performance of desired behaviors and the completion of certain tasks (Bass & Avolio, 1997). The attraction of combinative aspects of leadership behavior lies in its simplicity and its apparent effectiveness in improving followers' satisfaction of the leader. However, much more research is needed to further explore this domain of leadership behavior.

However, these leadership behaviors provide motivation and support to enable the staff to develop their achievement (Nguyen & Mohamed, 2011). In the context of Higher Education Institutions, there seems to be a lack of empirical studies that link leadership behavior of the university leaders to achieve performance (Niles, 1997; Nordin, 2011).

According to Burns, (1978) Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson et al. (2010) asserts that leadership must be aligned with a collective purpose and effective leaders must be judged by their ability to make social changes. He

suggests that the role of the leader and follower be united conceptually and that the process of leadership is the interplay of conflict and power. Burns delineates two basic types of leadership: transactional and transformational. Transactional leaders approach followers with the intent to exchange one thing for another, for example, the leaders may reward the hardworking teacher with an increase in budget allowance. On the other hand, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of this leadership is a mutual relationship that converts followers to leaders and leaders into moral agents.

The concept of moral leadership is proposed as a means for leaders to take responsibility for their leadership and to aspire to satisfy the needs of the followers. Burns' position is that leaders are neither born nor made; instead, leaders evolve from a structure of motivation, values, and goals.

Transformational leadership encompasses a change to benefit both the relationship and the resources of those involved. The result is a change in the level of commitment and the increased capacity for achieving the mutual purposes.

### **Democratic Leadership Style and Students' Academic Performance**

Many studies on leadership styles in schools have continuously advocated for the democratic style of leadership as it has been seen to improve students' academic performance of the schools (Nsubuga, 2008). So, it is through this style of leadership that students can be involved in the maintenance of good academic achievement through their involvement in the organizations' administration. The principal should therefore encourage and recognize the contribution of the members for the school to be successful. In support of this assertion, Dury and Levin (1994) observed that democratic/participation leadership or management style has a potential of improving the student performance.

Democracy is therefore a type of leadership where orders are given after consultation, policies are worked out after discussion, plans are given before asking people to act and there is participation of group in decision making. The outcome of this leadership is better quality of work, members become constructive and work well together and they own up the decisions made. Schools are seen to be humanistic organizations hence to achieve any meaningful success all human components must be involved. Schools are also regarded as social systems whose components are the head teacher, teachers, students, parents, Board of Management, government officers, sponsors and communities. Therefore, among the three main styles of leadership, democratic styles fit squarely in the school set up as it advocates for inclusion of all players in pursuing the organizational goals.

Many studies on leadership styles in schools have continuously advocated for the democratic style of leadership as it has been seen to improve the performance of the schools (Nsubuga, 2008). Democratic leadership style in secondary school set up is characterized by many attributes. First formation of groups such as students' body, PTA and BOM which should work together on the basis of solidarity, cooperation, integrity and acceptance of legitimate authority to achieve the schools goals, (Hoy, 1986). Secondly, the members of the organization should be motivated to participate and exposed and sensitized on their needs and rights in the participation (Shaeffer, 1992). Thirdly, participation should lead to decision making. The decisions made are normally qualitative as they are made by a group.

However, the principal still has the final authority of approving the decision (Powers, 1984). Fourthly, increased communication among the members Fifth; shared responsibility and authority, Sixth; participation should be voluntary (Stine, 1993). This means students and other members should not be coerced to participate. Lastly is clarification of the legal status of the students, teachers and parents in school management.

### **Autocratic Leadership Style and Student Academic Performance**

The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision making resides in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between him or her and the subordinates to participate in policy making. “Principal motivates the teachers by threat” has an insignificant and negative correlation with student academic performance. Teachers do not work properly in the tension and threat environment. This environment is harmful that lowers down academic performance of students. Autocratic leadership style has a significant and negative correlation with academic performance because decisions are imposed on subordinates. In schools, subordinates are ordered to do and they have no option to refuse. Most of the arts and science teachers may not adjust themselves to such type of leadership; therefore, academic performance lowers down instead of improving. Teachers are pressurized to do official work in addition to teaching; this has an insignificant and negative correlation with academic performance. Teachers do not teach properly in the situation of extra burden. This type of leadership creates tension in the school and lowers down the academic performance.

### **Instructional Leadership Style and Student Academic Performance**

According to research, instructional leadership is adding the new image to the work of the principals. Instructional leadership is a type of leadership that is based on the principle of supporting teachers and giving them the opportunity to learn and grow to meet the different needs of students. The role of the principal as an instructional leader is someone who engages in the instruction process; observing teachers in classrooms and working with them to improve teaching and learning. Thus, it is necessary to find out the new practices of the principals and examine the extent to which they are practiced in our schools.

Bridge as cited in Hallinger's paper (2011) mentioned that the emergence of the idea of instructional leadership dates back to the 1960s. (Hallinger, 2011, p. 125) The notion of instructional leadership became rich material for researchers and this sort of leadership began to expand and widen on a large scale. Thus, some concerned researchers of educational leadership styles over the years have studied several variables and factors that may have contributed directly or indirectly to the improvement or decline of the role of the principal. They claimed also that instructional leadership can raise or weaken the achievement level of students and school performance in general. (Marzano, Waters & McNulty, 2005, p. 18-19).

### **Laissez-Faire Leadership Style and Student Academic Performance**

Laissez-faire leadership is a style of leadership which acts upon the policy of non-interference. Furthermore, subordinates are free to do their work in the pre-planned criteria. Laissez-faire is a French expression which literally means 'let people do what they wish'. The leadership provides complete freedom to group or individual decision without the leader's participation or direction. Subordinates are free to do what they want. The principal just watches what is going on in school. Principal therefore enjoys no authority. Each teacher does something for the school whenever he feels inspired to do so.

This leadership style is significantly and positively correlated with academic performance of both the arts and science students. The responsible teachers do their work honestly but it is not better for the lazy teachers. Many teachers do not teach properly and waste their time. Only the responsible teachers work properly and effectively in this environment. In this leadership style teachers can leave the school without the prior permission, and this has an insignificant but positive correlation with academic performance. It is possibility that irregularity and irresponsibility occurs and resultantly, the lower level of academic performance is achieved.

## **Theoretical Review**

### **Fiedler's Contingency Theory (1967)**

The study will be guided by contingency theory by Fiedler (1967) in (Okumbe, 1998). The Theory states that various aspects of the situation have been identified as impacting the effectiveness of different leadership styles. For example, Fiedler suggests that the degree to which subordinates like or trust the leader, leader member relations the degree to which the task is structured, (task structure) and the power and authority possessed by the leader (position power) are key determinants of the leadership situation. Task-oriented or relationship oriented leadership would each work if they fit the characteristics of the situation. The contingency approach to management is based on the idea that there is no one best way to manage and that to be effective, planning, organizing, leading, and controlling must be tailored to the particular circumstances faced by an organization.

The contingency approach to management (also called the situational approach) assumes that there is no universal answer to such questions because organizations, people, and situations vary and change over time. Thus, the right thing to do depends on a complex variety of critical environmental and internal contingencies. The essence of contingency theory is that best practices depend on the contingencies of the situation. According to this theory school administrators use different leadership styles that suit different situations which have different impacts on the running of the schools. This means that the type of leadership that the school Principal employs has an impact of students' performance. This theory has been criticized on both conceptual and methodological aspects but has however earned support from empirical research, hence making it stand as a key contribution towards the realization on of effective leadership.

**House'S Path–Goal Theory Leadership (1971)**

The Path-Goal Theory is a situational model of leadership developed by House(1971). This theory explains how leaders impact their subordinates' perceptions of work goals and path to goal attainment. It states that, a leader's job is to clarify goals and clear paths to these goals by providing guidance support and rewards. It focuses on four basic types of leaders depending on their behaviors which are Directive, achievement, supportive and participative oriented leaderships (Hoy and Miskel, 2008).

The directive-oriented leadership is the one in which a leader clarifies expectations, and direction and asks subordinates to follow rules and procedures. In the achievement-oriented leadership, a leader sets challenging goals, seeks performance improvements and shows confidence that subordinates will attain high standards. On the other hand, in supportive leadership, a leader shows concern for the well-being of subordinates and creates a friendly climate in the work-group. Participative oriented leadership is demonstrated when a leader calls for consultation with the subordinates and use of their ideas before making decisions towards organizational improvement. With regard to these theories, the current study aimed at examining much on the types of leaders' behaviour which are likely to support in improving the students' academic performance in public secondary schools.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter focuses on the research methods. It comprises of the following; research design, area of study, population of the study, sample and sampling techniques, instruments used for the study, validation of research instrument, reliability of the instrument, administration of the instrument, method of data analysis and ethical considerations.

#### **Research Design**

Nworgu (1991) defined a research design as a plan or blue print which specifies how data related to a given problem should be collected and analyzed. A research design provides the procedural outline for the conduct of any given investigation.

The researcher adopted the survey research design. It was necessary for this study because only a sample selected from the population was used by the researcher to investigate “Teacher Leadership Styles and their Effects on Students’ Academic Performance” also, the research design is suitable for this research work because only a sample drawn from the population is studied and the researcher intends to generalize findings to the entire population. This choice of research design emanates from the fact that it emphasizes detail contextual analysis of the problem under investigation.

The researcher investigates the problem within a real-life context with boundaries between phenomena clearly demarcated. It is seen as the best to probe respondents in a manner to give responses that would be applicable to real life and contemporary human situation. Data collected were used for the purpose of simple statistical description, interpretation and to determine the relationship between variables laissez faire leadership style, autocratic leadership style, coaching leadership style and their effects on students’ academic performance.

### **Area of the study**

Mezam Division has the highest number of secondary schools not only in the North West Region but in the entire Country (Nchunda, 2015). The Division is made up of seven (07) Subdivisions, one hundred and thirty-five (135) Secondary schools among which eighty (80) are public/government schools, sixteen (16) are conventional and thirty-nine (39) are privately owned schools. Among these schools, one hundred and one (101) of them provide candidates who sit in for the GCE Ordinary level secondary school end of course examination and the remaining provides technical education. According to the regional delegation statistics of secondary education of the North West Region, the total number of students who joined secondary education in public, conventional and private secondary schools stood at eighty thousand six hundred and eighty-eight (80,688) learners in 2016; with thirty-nine thousand four hundred and eighty eight (39,488) male learners and forty one thousand and thirty nine (41,039) female learners although there has been a drastic drop in the number of enrolment these past few years because of the Anglophone Crisis, to thirty six thousand six hundred and twenty eight (36,628).

The researcher carried out the research work on four selected secondary schools in Bamenda III Sub-Division in Mezam. The four secondary schools were GBHS Atiela, GBHS Bamenda, St. Paul's College Nkwen, and CAMSCI Nkwen. The study population in these schools will be teachers and lower sixth students. The researcher carried out this study in these schools because of the following;

- This is the area affected by the crisis
- Accessibility of the area
- To minimize transportation cost
- To save time and energy

## Population of the study

Amin (2005) holds that a population is the aggregate of items or objects from which samples are drawn, constituting the entire collection of observations to which results are generalized. Ordinarily, the term population refers to a group of people inhabiting a specified Geographical location. In research the term is used in a more general sense to include all members or elements, be they human beings, animal's trees objects and events of a well-defined group. For this study, the population constitutes all the secondary schools teachers in Mezam Division. The population of secondary school teachers in Mezam at this time stood at 3620 teachers. This number was unevenly distributed in the division. Population of the study is divided into three types which will be as follows; Target population, Accessible population and Sample population.

### Target Population

The target population of the study was all the teachers of GBHS Atielah, GBHS Bamenda, CAMSCI Nkwen and St. Paul's College Nkwen.

<b>Schools</b>	<b>Number of Teachers</b>
GBHS ATIELA	206
GBHS Bamenda	231
CAMSCI Nkwen	32
St. Paul's College Nkwen	53
<b>Total number of Teachers</b>	<b>522</b>

**Source: Field Work, 2022**

### Accessible Population

The accessible population of this study was all the teachers of the four selected secondary schools. The accessible population of each of the schools was as follows;

<b>Schools</b>	<b>Number of Teachers</b>
GBHS ATIELA	143
GBHS Bamenda	219
CAMSCI Nkwen	21
St. Paul's College Nkwen	33
<b>Total number of Teachers</b>	<b>416</b>

**Source: Field Work, 2022**

### Sample Size

A ‘‘ sample’’ is a sub unit of the population or the total group which the researcher composes and then investigates as part of his/her study.(Mbua,2003).The sample size was determined in accordance to R.V. Krejcie and D.W. Morgan (1970) as cited in Amin. (2005). By using Krejcie and Morgan table, the following samples were obtained from the accessible population as seen on table below

**Table 1 Sample Size**

<b>Schools</b>	<b>Number of Teachers</b>
GBHS ATIELA	105
GBHS Bamenda	103
CAMSCI Nkwen	16
St. Paul's College Nkwen	22
<b>Total number of Teachers</b>	<b>246</b>

**Source: Field Work, 2022**

### **The Return Rate of the Instrument**

The return rate indicates the number of questionnaire that were received at the end of research after the questionnaire were administered to respondents. The return rate for this study was calculated using simple percentage based on the formula below

### **The Return Rate of the Instruments**

$$R = \frac{\sum RQ}{\sum AQ} \times \%$$

Where;

R= Return rate

$\sum RQ$ = Sum of questionnaire returned

$\Sigma AQ = S$  um of questionnaire administered

% = Percentage expressed as a hundred

The rate of return of questionnaire for this study was calculated as follows;

Total number of questionnaire administered = 246

Total number of questionnaire returned = 203

Therefore, return rate is:

$$R = \frac{203}{246} \times 100 = 82,5\%$$

### **Sampling Technique**

The researcher used the simple random sampling technique to have the sample for this study. The researcher wrote numbers on pieces of papers according to the number of accessible populations of each school. This was to give everyone an equal chance of being selected. When he wrote numbers on pieces of papers, he folded them, put them in a box, shuffles it and asks teachers to pick out only one piece of paper each from the box. Only those who picked pieces of papers numbered within the range of the sample of each school as seen above constituted part of the total sample and answered the questionnaires.

### **Research Instrument**

Questionnaire was used as an instrument for data collection in this study. Closed- ended items were asked alongside answers which the respondents were expected to tick just the correct answers which was made up of a 4-point Likert scale questions. In constructing the items for this questionnaire, attention was focused on the following; test construction, test

administration, test scoring and test grading based on desired competences. The respondents were required to choose from one of the four options of the Likert scale ranging from strongly agree (SA), agree (A), disagree (D) to strongly disagree (SD).

### **Validation of Instrument**

The validity of an instrument is the ability of that instrument to measure what it is designed to measure. Validity is the most important idea to consider when preparing or selecting an instrument for use. Validity measurement is essential to successful scientific activity and is widely accepted among science methodologist, theoreticians, researchers and philosophers (Keeves, 1988). Both face and content validity of this instrument were ensured as follows;

#### **Face Validity**

The face validity was aimed at ensuring that the questions posed to respondents were clearly understood as intended by the researcher. The questions were constructed by the researcher and taken to his supervisor for him to see whether the structure of the instrument was actually reflecting the objectives of the study. Peer review was done by giving the questionnaire to the researchers' classmates as well as to some secondary school teachers. This was to ensure that, the questionnaire format was appropriate and the items being legible enough to be well seen by all. Also, the researcher carried out a pilot study by administering thirty (30) copies of the questionnaire to thirty randomly selected teachers in Government Bilingual High School Bayelle. This process of pilot testing enabled the researcher to know the duration for administering the questionnaire and the degree of respondents' understanding of each of the item. The results showed that they faced no difficulty responding to the items thus, ensuring face validity.

## **Content Validity**

Content validity focuses upon the extent to which the content of an instrument corresponds to the content of the theoretical concept it is designed to measure. Establishing content validity therefore, involves specifying the domain of the content for the concept and constructing and selecting indicators that represent that domain of content. Content validity requires both item and sampling validity. Item validity is concerned with whether the test items represents measurement in the intended content area and sampling validity is concerned with how well the test samples the total content area.

To ensure content validity, the instrument was developed and administered to thirty teachers in GBHS Bayelle who responded to the questionnaire prior to actual administration. Based on the responses from the teachers and after the supervisors' scrutiny, the content validity index was calculated for each item, those whose coefficient was below the content validity criterion, and unsuitable ones were eliminated while the ambiguous items replaced. The overall calculated content validity index was (0.7), a clear indication of the fact that the items were content valid as they met the criterion of 0.7.

## **Reliability of the Instrument**

Reliability is the consistency of an instrument. The instrument was subjected to statistical analysis to determine the reliability. According to Herreta et al (2007), reliability is understood as the power of an assessment to gather consistent skills, regardless of the examiner, time, place or other variables related to its administration.

When the instrument was approved, the researcher did what was known as pilot-testing to see whether these questions were reliable enough to be administered. The researcher administered the items to 20 teachers of different schools and obtained similar results. Thus, consistency was evident. The reliability of the questionnaires was achieved through the test



and retest method. The reliability of the instrument or the consistency of the information from the administration of the instrument at two different occasions was ensured. To do this, the test and retest method was used whereby, the same group of respondents of GBHS Bayelle responded to the questionnaire for face validity, the same set of questionnaire was re-administered to them one week later. A comparison was made between the responses of the two tests.

**Table 2: Reliability of the Instrument**

S/N	Aspect	No of item	Cronbach alpha
1	Laissez-faire leadership style	<b>05</b>	<b>0.962</b>
2	Autocratic leadership style	<b>05</b>	<b>0.939</b>
3	Coaching leadership style	<b>05</b>	<b>0.982</b>
4	Academic performance	<b>05</b>	<b>0.967</b>
<b>Mean</b>		<b>20</b>	<b>0.963</b>

**Source: Field Work, 2022**

### **Administration of the Instrument**

The researcher personally went to the schools concerned with this study and contacted some of the school administrators to obtain some basic information that was of help to him.

In these four institutions selected, some teachers helped the researcher in distributing some of the questionnaires to the respondents. The items were read and answered by the respondents and at the end of the exercise the questionnaires were collected and counted at the spot to make sure that the return rate was 100%. After counting, the researcher discovered that the questionnaire return rate was not actually 100% as desired but 82.5% which was still acceptable for the study.

## Scoring of Instrument

The responses to the items on the questionnaire were weighted on a four (4) point scale as shown below.

**Table 3 Table showing scale for scoring of the research instrument**

<b>Responses</b>	<b>Strongly Agree (SA)</b>	<b>Agree (A)</b>	<b>Disagree (D)</b>	<b>Strongly Disagree (SA)</b>
Point scored	4	3	2	1

**Source: Field Work, 2022**

Any respondent who ticked strongly agree for a given item, scored four (4) points, those who ticked agree, scored three (3) points, disagree scored two (2) points while strongly disagree scored one (1) point. Any respondent who ticked strongly agree or agree, was classified as having a positive attitude towards the item under consideration with respect to teacher's leadership styles but respondent who ticked disagree and strongly disagree for a given item was classified as one with a negative attitude towards teacher's leadership style

## Method of Data Analysis

This work applies the survey research design which describes the extent to which the variables are interrelated. With correlation studies, the data collected is used to verify if there is a relationship between two or more variables. According to Mbua (2003), "a correlation research attempt to determine whether and to what degree, a relationship exists between two or more quantifiable variable". The relationship can now be used to make predictions.

Both descriptive and inferential statistics areas were used to analyze the responses and verify the hypotheses. For quantitative data, responses were coded, summarized and reported in relation to the specific research questions as provided by the different groups of respondents.

Tables, percentages, charts and linear regression were used to analyze the data. Also the Statistical Package for Social Sciences (SPSS) version 25 was used for data analysis.

In this particular study, data analysis consisted of a combined statistical tool to analyze the data obtained from the survey. To organize and give meaning to our data, we used Simple linear Regression Analysis. To describe our data analysis techniques, we followed the steps by explaining what we did and the statistical tools involved.

The survey consisted of questionnaire administration in the various schools of our sample. Surveys are the primary source for data collection of this nature. In so doing, the findings from the 4-point Likert scale questions of the survey were analyzed using SPSS software. Frequencies of distribution such as frequency tables (Trochim & Donnelly, 2007) were used.

### **Statistical Method for Data Analysis**

The data was analyzed using descriptive and inferential statistics. Data were presented on frequency distributed tables and percentages to clearly illustrate the data. To verify the hypotheses, the researcher used Simple Linear Regression Analysis for this study.

All the analysis was done using the statistical package for social sciences (SPSS) version 25. The level of significance or alpha was taken to be 0.05 (5%).

### **Decision Rule**

Given the level of significance at 0.05, when a hypothesis is verified and the level of significance is below 0.05, the null is rejected while the alternative retained. On the other hand, level of significance is above 0.05, the null hypothesis is retained while the alternative hypothesis is rejected.

## **Simple Linear Regression Analysis**

In order to gain a full understanding of teachers' leadership styles and students academic performance, it was necessary to proceed with a more refined statistical tool (Simple linear regression analysis) to see the relationship and the effects that teachers' leadership styles has on students academic performance.

## **Ethical Considerations**

### **Confidentiality**

The researcher made it clear to the administrators and his respondents that this information is to be used only for academic purposes and nothing more than that.

### **Creation of Friendliness**

The researcher actually created a friendly atmosphere with both administrators and his respondents.

### **Informed the concerned**

When the researcher visited the schools concerned, he went directly to the director's offices and presented a letter of introduction to the director who read and gave the authorization to go and administer the questionnaire.

## **Conclusion**

This chapter has made several observations on the research design, target population, sample and sampling techniques, validation of the instrument. The face and content validity of the instrument were ensured. Reliability of the instrument was also established. This was to enable the instrument for data collection to be valid and reliable.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION OF RESULTS

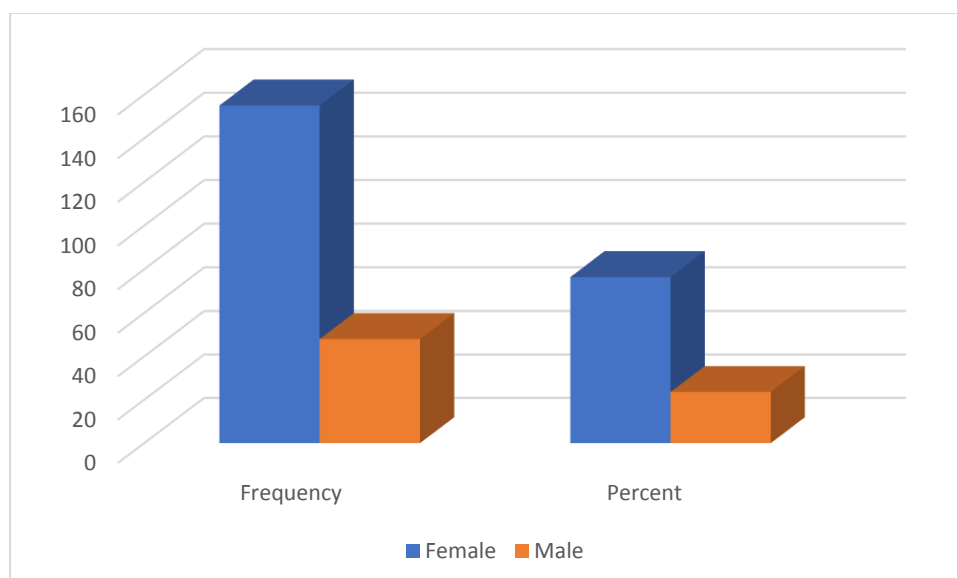
This chapter presented the research findings and analysis. The study investigated teacher Leadership Styles and their Effects on Students' Academic Performance in selected secondary Schools in Bamenda III Sub-Division. The data was collected through the use of a questionnaire. Findings were presented to respond to three specific research objectives of the study. The study sought to provide answers to three specific research objectives (i) To examine the extent to which laissez faire leadership style of teachers has an influence on academic performance of students. (ii) To investigate the impact of autocratic leadership style of teachers on students' academic performance. (iii) To examine the influence of coaching leadership style of teachers on students' academic performance.

#### Demographic Characteristics of the Study

**Table 4: Gender Distribution of Respondent**

	Frequency	Percent
Male	48	23.6
Female	155	76.4
<b>Total</b>	<b>203</b>	<b>100.0</b>

**Source: Field Work, 2022**



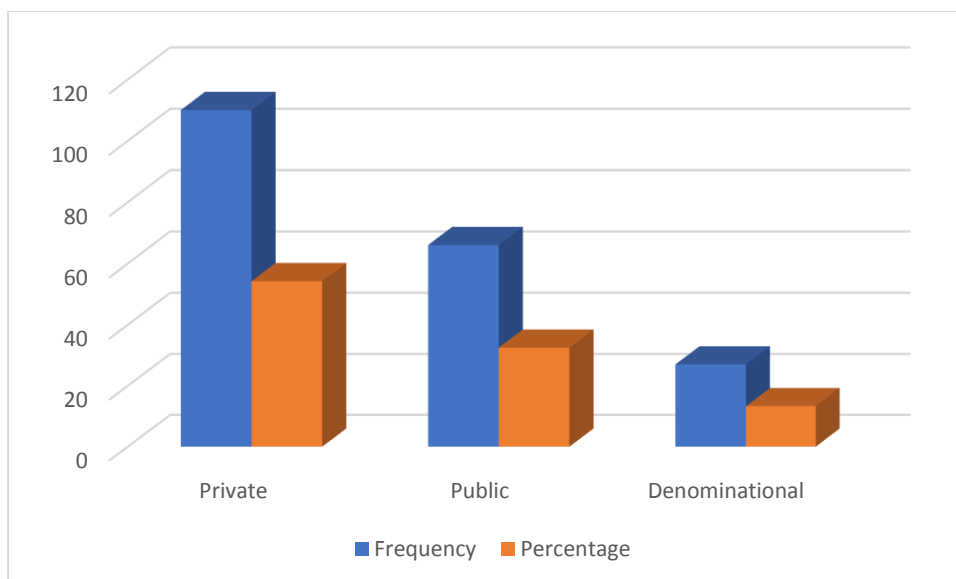
**Figure 1: Gender of Respondents**

The population of this study were 203 respondents. According to the table 1, 48 of the respondents are male while 155 of the respondents are female, making a percentage of 23.6% and 76.4%, respectively. This variation is due to the fact that there are more females than males in the sample schools. This indicates that most of the teachers in secondary schools in Bamenda III Division are females.

**Table 5: Type of Schools**

Type of School	Frequency	Percentage
Private	110	54.2
Public	66	32.5
Denominational	27	13.3
<b>TOTAL</b>	<b>203</b>	<b>100</b>

**Source: Field Work, 2022**



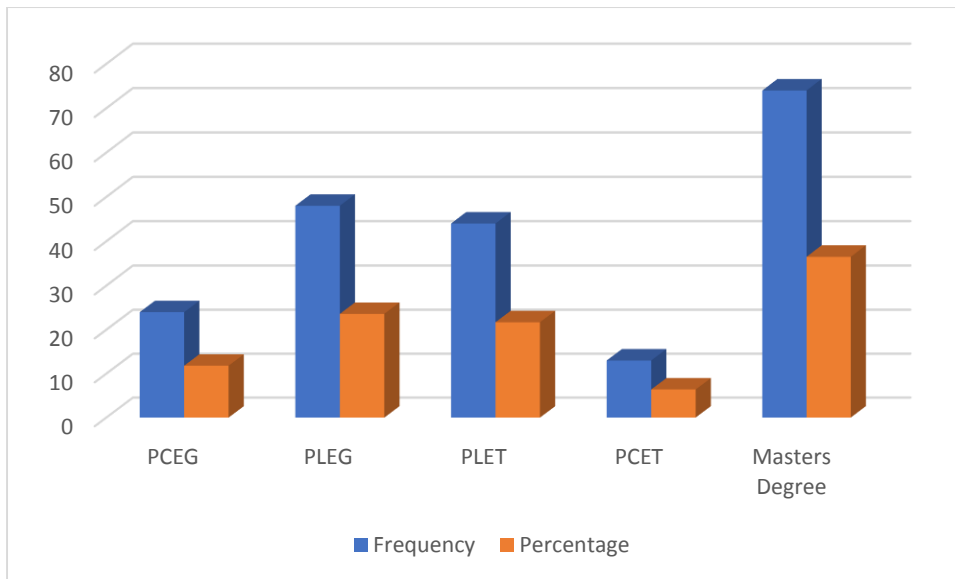
**Figure 2: Type of Schools**

**Table 6: Educational Qualification**

Qualification	Frequency	Percentage
PCEG	24	11.8
PLEG	48	23.6
PLET	44	21.7
PCET	13	6.4
Masters Degree	74	36.5
<b>TOTAL</b>	<b>203</b>	<b>100</b>

**Source: Field Work, 2022**

With respect to academic qualification, majority of respondents 39.6% are Master's degree holders, 23.6% are PLEG, 21.7% are PLET, PCEG 11.8% and 6.4% are PCET.



**Figure 3: Educational Qualification**

### Work Experience

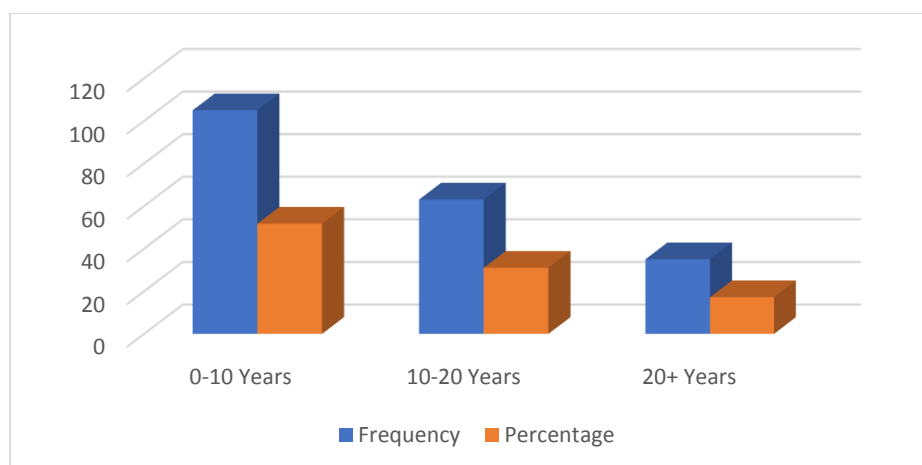
Respondents were grouped into three groups of experience. The first group (0-10) years of experience, the second group (10-20) years of experience, and the third (20+) years of experience.

**Table 7: Work Experience**

Years	Frequency	Percentage
0-10 Years	105	51.7
10-20 Years	63	31.0
20+ Years	35	17.2
<b>TOTAL</b>	<b>203</b>	<b>100</b>

**Source: Field Work, 2022**





**Figure 4: Work Experience**

### Presentation of Finding

**Table 8: Respondent's View on Autocratic Leadership style**

Statement	Frequency and Percentage; N=108				Mean	Standard Deviation
	Strongly Agree F(%)	Agree F(%)	Strongly disagree F(%)	Disagree F(%)		
1 Teachers make fast decision on student's management	107(52.7)	36(17.7)	32(15.8)	28(13.8)	3.09	1.111
2 Improve productivity and efficiency of teachers in teaching	87(42.9)	48(23.6)	26(12.8)	42(20.7)	2.89	1.174
3 Structured and disciplined approach in line with student's performance.	80(39.4)	74(36.5)	10(4.9)	39(19.2)	2.96	1.103
4 Clear communication between students and teachers as unilateral direction.	141(69.5)	44(21.7)	2(1.0)	16(7.9)	3.53	0.863
5 Help in crisis management	127(62.6)	72(35.5)	0	4(2.0)	3.59	0.603
<b>Overall total</b>					<b>3.21</b>	<b>0.9708</b>

Source: Field Work, 2022

All the five items designed to measure respondent's view on autocratic leadership style have a mean greater than 2.5 which is the cuff of mean. It shows that 52.7% of respondent strongly agree Teachers make fast decision on student's management, 42.9% of respondent strongly agree Improve productivity and efficiency of teachers in teaching, 39.4% of respondent strongly agree on Structured and disciplined approach in line with student's performance, 69.5% of respondent strongly agree on Clear communication between students and teachers as unilateral direction and finally 62.6% of respondent strongly agree it Help in crisis management.

**Table 9: Respondent's View on Laissez Faire Leadership Style**

Statement	Strongly Agree	Agree	Strongly disagree	Disagree	Mean	Standard Deviation
	F(%)	F(%)	F(%)	F(%)		
<b>6</b> The teacher takes very long to respond to students' concerns	80(39.4)	82(40.4)	18(8.9)	23(11.3)	3.08	0.967
<b>7</b> Encourage personal development of student's	58(28.6)	88(43.3)	6(3.0)	51(25.1)	2.75	1.125
<b>8</b> Positive motivation for student's development	90(44.3)	80(39.4)	6(3.0)	27(13.3)	3.15	0.994
<b>9</b> Facilitate teamwork among teacher and students	84(41.4)	86(42.4)	6(3.0)	27(13.3)	3.12	0.983
<b>10</b> Encourage teachers appraisal and decision making in line with students performance.	32(15.8)	28(13.8)	36(17.7)	107(52.7)	1.92	1.139
<b>Overall total</b>					<b>2.80</b>	<b>1.0416</b>

**Source: Field Work, 2022**

All the five items designed to measure respondent's view on laissez-faire leadership style have a mean greater than 2.5 which is the cuff of mean. It shows that 40.4% of respondent

agree on teacher takes very long to respond to students' concerns, 43.3% of respondent agree on encourage personal development of student's, 44.3% on Positive motivation for student's Development, 42.4% of respondent agree on facilitate teamwork among teacher and students, 52.7% of respondent strongly disagree on encourage teachers appraisal and decision making in line with students performance.

**Table 10: Respondent's View on Coaching Leadership Style**

Statement	Strongly Agree	Agree	Strongly disagree	Disagree	Mean	Standard Deviation
	F(%)	F(%)	F(%)	F(%)		
<b>11</b> Teacher provide feedback and help team members grows in their skills	66(32.5)	60(29.6)	18(8.9)	59(29.1)	2.66	1.210
<b>12</b> Bring the teacher close to his student and thus encourage academic performance.	42(20.7)	70(34.5)	32(15.8)	59(29.1)	2.47	1.118
<b>13</b> Develop highly effective questioning skills on the part of the learners	88(43.3)	44(21.7)	20(9.9)	51(25.1)	2.83	1.231
<b>14</b> Motivate team members	58(27.6)	94(46.3)	18(8.9)	35(17.2)	2.84	1.017
<b>15</b> Ease teacher to recognise each student's strength and weakness while teaching.	138(68.0)	40(19.7)	6(3.0)	19(9.4)	3.46	0.935
<b>Overall total</b>					<b>2.85</b>	<b>1.1025</b>

**Source: Field Work, 2022**

All the five items designed to measure respondent's view on coaching leadership style have a mean greater than 2.5 which is the cuff of mean. It shows that 32.5% of respondent strongly agree on teacher provide feedback and help team members grows in their skills, 34.5% of

respondent agree on bring the teacher close to his student and thus encourage academic performance,43.3% of respondent strongly agree on develop highly effective questioning skills on the part of the learners,46.3% of respondent strongly agree on Motivate team members and finally 68% of respondent strongly agree on ease teacher to recognise each students strength and weakness while teaching.

**Table 11: Academic Performance**

Statement	Strongly Agree	Agree	Strongly disagree	Disagree	Mean	Standard Deviation
	Frequency and Percentage; N=108					
	F(%)	F(%)	F(%)	F(%)		
<b>16</b> The results for GCE examination are always good in these schools.	64(31.5)	98(48.3)	8(3.9)	33(16.3)	2.95	1.004
<b>17</b> There is the character for competition among students.	96(47.3)	46(22.3)	12(5.9)	49(24.1)	2.93	1.225
<b>18</b> Student perform better during promotion exams to next class level	92(45.3)	74(36.5)	10(4.9)	27(13.3)	3.14	1.010
<b>19</b> Teachers allows the student to develop skills through collaboration	96(47.3)	54(26.6)	14(6.9)	39(19.2)	3.02	1.147
<b>20</b> Students always perform well in regional mock exams and have a good ranking on national classification	46(22.7)	70(34.5)	42(20.7)	45(22.2)	2.58	1.071
<b>Overall total</b>					<b>2.92</b>	<b>1.0914</b>

**Source: Field Work, 2022**

All the five items designed to measure respondent's view on autocratic leadership style have a mean greater than 2.5 which is the cuff of mean. It shows that 48.3% of respondent agree on results for GCE examination are always good in these schools,47.3% of respondent strongly agree on there is the character for competition among students,45.3% of respondent strongly agree on student perform better during promotion exams to next class level,47.3% of

respondent strongly agree on teachers allows the student to develop skills through collaboration, and finally 34.5% of respondent agree on students always perform well in regional mock exams and have a good ranking on national classification

### Correlation Analysis

To test the previously established hypotheses with the help of simple linear regression analyses, Saunders et al. (2016) state that the collected data has to meet the precondition that is concerned with the linearity of the relationship between the separate independent variables and the dependent Variables relationships between the different IVs, Autocratic leadership style, Laissez-faire leadership style, Coaching leadership style and DVs Academic performance.

**Table 12: Correlation Table of Variables**

	Autocratic leadership	Laissez-faire leadership	Coaching Leadership	Academic performance.
Autocratic leadership				
Laissez-faire leadership	0.944**			
Coaching leadership	0.977**	0.974**		
Academic performance	0.927**	0.946**	0.924**	
<b>Mean</b>	3.21	2.80	2.92	2.86
<b>Standard Deviation</b>	0.91331	0.96091	1.047	0.74340
<b>N</b>	203	203	203	203

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

### Test of Hypotheses Using Simple Linear Regression

**H<sub>01</sub>:** Autocratic leadership style has no statistical significant influence on students' academic performance.

**Table 13: Model Summary on the Effect of Autocratic Leadership Style on Academic Performance**

Model Summary				
Adjusted R				
Model	R	R Square	Square	Std. Error of the Estimate
1	0.927 <sup>a</sup>	0.859	0.859	0.27956

a. Predictors: (Constant), autocratic leadership

Here, regression was also carried out to ascertain the extent to which autocratic leadership style scores predict academic performance. There was a strong positive linear relationship between the autocratic leadership style and students' academic performance scores, which was confirmed with a Pearson's correlation coefficient of  $r = .927$ . The regression model predicted 85.9 % of the variance. ( $p = .000$ ) which implies that the test is highly significant. Thus we can assume that there is a statistically significant autocratic leadership style scores predict students' academic performance.

**Table 10 ANOVA the Effect of Autocratic Leadership Style on Academic Performance.**

ANOVA <sup>a</sup>						
Sum of						
Model		Squares	df	Mean Square	F	Sig.
1	Regression	95.927	1	95.927	1227.405	0.000 <sup>b</sup>
	Residual	15.709	201	0.078		
	Total	111.635	202			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), autocratic leadership style

With an F value = 1227.405,  $p = .000$ , the test is highly significant. Thus, we can assume that there is a statistically significant on autocratic leadership style predicts students' academic performance.

**Table 14: Coefficients on the Effect of Autocratic Leadership Style on Academic Performance.**

		Coefficients <sup>a</sup>				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	0.443	0.072		6.168	0.000
	Autocratic leadership	0.755	0.022	0.927	35.034	0.000

a. Dependent Variable: academic performance.

The regression results showed a significant positive relationship between autocratic leadership style and students' academic performance. ( $t = 35.034$ ,  $p = 0.000$ ).

**H<sub>02</sub>:** Laissez-faire leadership style has no statistically significant influence on students' academic performance.

**Table 15: Model Summary on the Effect of Laissez-faire Leadership Style on Students' Academic Performance**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.946 <sup>a</sup>	0.894	0.894	0.24236

a. Predictors: (Constant), Laissez-faire leadership style

Here, regression was also carried out to ascertain the extent to which laissez-faire leadership style scores predict students' academic performance. There was a strong positive linear relationship between the laissez-faire leadership and students' academic performance scores, which was confirmed with a Pearson's correlation coefficient of  $r = .944$ . The regression model predicted 89.4 % of the variance. ( $p = .000$ ) which implies that the test is highly significant. Thus we can assume that there is a statistically significant, laissez-faire leadership scores predict students' academic performance

**Table 16: ANOVA the Effect of Laissez-faire Leadership Style on Students' Academic Performance**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	99.829	1	99.829	1699.613	0.000 <sup>b</sup>
	Residual	11.806	201	0.059		
	Total	111.635	202			

a. Dependent Variable: academic performance

b. Predictors: (Constant), laissez-faire leadership

With an F value = 1699.613,  $p = 0.000$ , the test is highly significant. Thus we can assume that there is a statistically significant on laissez-faire leadership style scores predict students' academic performance.



**Table 17: Coefficients on the Effect of Laissez-faire Leadership Style on Students' Academic Performance**

		Coefficients <sup>a</sup>				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	0.814	0.053		15.473	0.000
	Laissez-faire leadership style	0.732	0.018	0.946	41.226	0.000

a. Dependent Variable: academic performance

The regression results showed a significant positive relationship between laissez-faire leadership style on students' academic performance scores ( $t = 41.226$ ,  $p = 0.000$ ).

**H<sub>03</sub>:** Coaching leadership style has no statistically significant influence on students' academic performance.

**Table 18: Model Summary on the Effect of Coaching Leadership Style on Students' Academic Performance.**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.924 <sup>a</sup>	0.853	0.852	0.28567

a. Predictors: (Constant), coaching leadership style

Here, regression was also carried out to ascertain the extent to which coaching leadership style scores predict students' academic performance. There was a strong positive linear

relationship between the coaching leadership style and students' academic performance scores, which was confirmed with a Pearson's correlation coefficient of  $r = .977$ . The regression model predicted 85.3 % of the variance. ( $p = .000$ ) which implies that the test is highly significant. Thus we can assume that there is a statistically significant, coaching leadership style scores predicts students' academic performance

**Table 19: ANOVA the Effect of Coaching Leadership Style on Students' Academic Performance**

		ANOVA <sup>a</sup>				
		Sum of				
Model		Squares	df	Mean Square	F	Sig.
1	Regression	95.233	1	95.233	1166.990	.000 <sup>b</sup>
	Residual	16.403	201	.082		
	Total	111.635	202			

a. Dependent Variable: academic performance

b. Predictors: (Constant), coaching leadership style.

With an Fvalue = 1166.990,  $p = .000$ , the test is highly significant. Thus we can assume that there is a statistically significant that coaching leadership style scores predict students' academic performance.

**Table 20: Coefficients on the Effect Coaching Leadership Style on Students' Academic Performance.**

		Coefficients <sup>a</sup>				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	0.951	0.060		15.968	0.000
	Coaching leadership style	0.655	0.019	0.924	34.161	0.000

a. Dependent Variable: academic performance.

The regression results showed a significant positive relationship between coaching leadership style on students' academic performance scores ( $t = 34.161$ ,  $p = 0.000$ ).

## CHAPTER FIVE

### DISCUSSION OF FINDINGS AND RECOMMENDATIONS

The objective of this work was to find the impact of Teacher leadership styles on academic performance of secondary school students in Bamenda III sub division. The research instrument questionnaire was use to collect data and SPSS version 25 was use to do the analyses. This chapter, analyze the findings in relation to the hypothesis and objectives. We shall also give the limitations, some recommendations and suggestions for further study on the phenomenon. However, this study arrived at several results that might add to improving academic performance of secondary school students.

#### **Summary of Finding**

Our means were greater than 2.5 which is the cuff of mean. on autocratic leadership style 3.21, on Laissez-faire leadership style 2.80, on Coaching leadership style 2.85, Academic performance 2.92. This indicates that the respondents all agreed that these different facets put together will improve academic performance. This result agrees with the work of (Akaro,2017).

#### **Research Hypothesis 1**

**H<sub>a1</sub>:** Teacher Autocratic leadership style has statistically significant influence on students' academic performance in Bamenda III Sub-division. The regression results showed a significant positive relationship between autocratic leadership style and students' academic performance. ( $t = 35.034$ ,  $p = 0.000$ ). The null hypothesis was rejected for our study. Also the work of Mchomvu, 2017 support as he use Chi-square to show this relation in the Mkuranga district.

Also supported by Vugt (2003) when discussing about autocratic to social dilemmas. He observed that, autocratic leadership style is not very bad sometimes it is the most effective

style to use. However, it requires clear procedures and effective supervision especially in time of crises.

### **Research Hypothesis 2**

**H<sub>a2</sub>**Laissez-faire leadership style has statistically significant influence on students' academic performance. The regression results showed a significant positive relationship between laissez-faire leadership style on students' academic performance scores ( $t = 41.226$ ,  $p = 0.000$ ). The null hypothesis was rejected for our study. This result is in line with the work of Msoffe (2017).

### **Research Hypothesis 3**

**H<sub>a3</sub>**: Coaching leadership style has statistically significant influence on students' academic performance. The regression results showed a significant positive relationship between coaching leadership style on students' academic performance scores ( $t = 34.161$ ,  $p = 0.000$ ). Also the null hypothesis was rejected for our study. This supported by Oyugi (2018) in his study on principal leadership style and academic performance Awendo sub - County, Kenya.

### **Conclusion**

The purpose of this study was to investigate the influence of teachers' leadership styles on the students' academic performance in secondary schools in Bamenda III Municipality North West region of Cameroon.

From the research findings researcher would like to make the following conclusion. Leadership is the key to the progress and survival of school as an organization. For the school to perform well in academic effective leadership is needed. Effective leadership style is a key to solve the problem of working with various students and convey the organizational progress and change to the next level. Lack of effective leadership in schools lowers learners 'achievement: it often results in dysfunctional school organization and programmes, leads to unstable and discontented staff, learners 'negative

attitudes to academic work and discipline, an unhealthy school system or climate and lack of cooperation from parents or the community.

There are various leadership styles such as autocratic , laissez-faire and laissez-faire leadership styles used by teachers of the schools in Bamenda III secondary schools.

Coaching leadership style is mostly used by teachers of the schools in Bamenda III and high number of teacher's belief on coaching leadership as teachers guide students and motivate them towards attending their goals as good performance.

Also, laissez-faire leadership style also is the second leadership that influences academic performance. It has the second most felt impact after coaching leadership style on academic performance. Then lastly autocratic leadership style had the least impact on academic performance.

This study concluded that no single leadership style was better than the other in crises period but teachers could adjust their leadership style with respect to the situation. Student's academic performance depends on teacher's leadership style. From the results it is evident that autocratic, laissez faire and coaching leadership style all played a great role on students' academic performance.

### **Recommendation**

There should be in service trainings for teachers on leadership. This will help them to be updated and be provided with new knowledge and leadership skills with regard to changing context and management models.

School rules and regulation should be reconstructed in such a way that it will also consider the broken and stressed mind of the learners. This will give them a sense of belongingness which will comfort them and course them to love the school environment more, thus, engage more in their bookwork. This will eventually influence performance in a positive manner

The coaching leadership style should be massively used in schools as it motivate learners to get more engaged in their bookwork and get more comfortable even in the time of crises.

By using various leadership styles, school teachers should closely monitor student's development in collaboration with other teachers and parents. This will help them to determine whether students adhere to the school academic targets and are able to make remedial measures to tackle the identified weaknesses in both leadership and performance level.

### **Suggestions for Further Research**

Based on these study findings, further research is suggested in the following areas;

- i) Assessing the impact of the leadership styles which exist between private and public secondary schools in relation to the student's academic performance
- ii) Examining teachers' perceptions on the heads of schools' leadership styles and their job performance.
- iii) Strategies for improve teacher's leadership skills and effective school management.

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## APPENDIXES

### Questionnaire for all Participants

Dear respondents,

I am Ndi Obed Tim, a Masters II student in the University of Yaoundé 1, Faculty of Education, and Department of Curriculum and Evaluation, precisely in Educational Management. We are carrying out a research on Teacher Leadership Styles and their Effects on Students' Academic Performance in selected secondary Schools in Bamenda III Sub-Division. We request that you contribute by completing the following items. All the information you give will be kept confidential and shall only be used for the purpose of this study.

**Section A:** Demographic characteristics (*Enter the number in the box provide*)

A1. Your gender     1. Male     2. Female                             /\_\_/

A2. Type of School 1. Private 2. Public 3. Denominational /\_\_/

A3. Educational qualification PCEG 1  PLEG 2  PLET 3  PCET 4  Master degree 5

A4. Work experience 0 -10 years 1  10 - 20 years 2  20 +years 3

**Section B:** *Please tick one box OR number per line OR per statement*

**Sub-section 1:** Autocratic leadership style and students' academic performance

Below are seven statements that you may agree or disagree with. Using the 1-4 scale below:

1. Strongly disagree     2. Disagree                     3. Agree                     4. Strongly agree

No	Statement	1	2	3	4
1	Teachers make fast decision on student's management				
2	Improve productivity and efficiency of teachers in teaching				
3	Structured and disciplined approach in line with student's performance.				
4	Clear communication between students and teachers as unilateral direction.				
5	Help in crisis management				

**Sub-section 2:** Laissez-faire leadership style and students' academic performance

Below are seven statements that you may agree or disagree with. Using the 1-4 scale below:

1. Strongly disagree     2. Disagree                     3. Agree                     4. Strongly agree

No	Statement	1	2	3	4
6	The teacher takes very long to respond to students' concerns				
7	Encourage personal development of student's				
8	Positive motivation for student's development				
9	Facilitate teamwork among teacher and students				
10	Encourage teachers appraisal and decision making inline with students performance.				

### **Sub-section 3: Coaching leadership style and students' academic performance**

Below are seven statements that you may agree or disagree with. Using the 1-4 scale below:

**1. Strongly disagree      2. Disagree      3. Agree      4. Strongly agree**

No	Statement	1	2	3	4
11	Teacher provide feedback and help team members grows in their skills				
12	Bring the teacher close to his student and thus encourage academic performance.				
13	Develop highly effective questioning skills on the part of the learners				
14	Motivate team members				
15	Ease teacher to recognise each students strength and weakness while teaching.				

### **Sub-section 4: students' academic performance**

Below are seven statements that you may agree or disagree with. Using the 1-4 scale below:

**1. Strongly disagree      2. Disagree      3. Agree      4. Strongly agree**

No	Statement	1	2	3	4
16	The results for GCE examination are always good in these schools.				
17	There is the character for competition among students.				
18	Student perform better during promotion exams to next class level				
19	Teachers allows the student to develop skills through collaboration				
20	Students always perform well in regional mock exams and have a good ranking on national classification				

**Thank you for your participation!!!**

## Formula Used

### A. Standard Deviation

Notations for Standard Deviation

- $\sigma$  = Standard Deviation
- $x_i$  = Terms Given in the Data
- $\bar{x}$  = Mean
- $n$  = Total number of Terms

$$S = \sqrt{\frac{\sum(X-\bar{X})^2}{n-1}}$$

### B. Mean Formula

Mean formula in statistics is defined as the sum of all the observations in the given dataset divided by the total number of observations. Furthermore, the mean formula can be divided and explained in two ways, they are – mean formula for grouped data and the mean formula for ungrouped data.

#### Mean Formula

$$\text{Mean} = \frac{\text{Sum of All Data Points}}{\text{Number of Data points}}$$

### Percentage formula

#### How To Calculate Percentage

$$\text{Percentage} = \frac{\text{parts}}{\text{whole}} \times 100\%$$

$$\begin{array}{l} \text{parts sold} = 17 \\ \text{total parts} = 40 \end{array} \quad \text{percent sold} = \frac{17}{40} = .425 \times 100\% = 42.5\%$$

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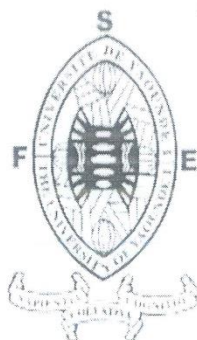
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THE UNIVERSITY OF YAOUNDE I

\*\*\*\*\*

THE FACULTY OF EDUCATION

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DEPARTMENT OF CURRICULUM  
AND EVALUATION

The Dean

N° 015 /22/UYI/FSE/VDSSE

### AUTORISATION FOR RESEARCH

I the undersigned, **Professor BELA Cyrille Bienvenu**, Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **NDI OBED Tim**, Matricule **19P3670**, is a student in Masters II in the Faculty of Education, Department: *CURRICULUM AND EVALUATION*, Specialty: *SCHOOL ADMINISTRATION AND INSPECTION*.

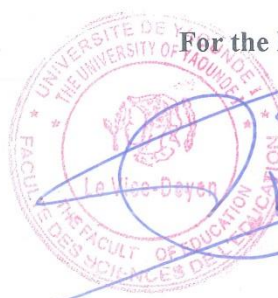
The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Pr. NDI Julius NSAMI**. His work is titled « *Leadership styles and their effects on students' academic performances. Selected secondary schools in Bamenda* ».

I would be grateful if you provide him with every information that can be helpful in the realization of his research work.

This Authorization is to serve the concerned for whatever purpose it is intended for.

Done in Yaoundé, le... 18 JAN 2022...

For the Dean, by order

  
**YONGO Etienne**  
Professeur