

INFLUENCE OF SCHOOL HEADS LEADERSHIP STYLES ON TEACHER PERFORMANCE IN SECONDARY SCHOOLS IN LAMU COUNTY, KENYA

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ABSTRACT

School heads through effective leadership influence the performance of teachers in many ways and in the education context, their roles play a crucial function in the attainment of quality education in a country as indicated in the Sustainable Development Goals Charter. Over the years, numerous strands of studies by various scholars have recently emerged regarding the implications of school heads in institutions and their roles in the performance of teachers have also been explored. This study sought to investigate the influence of leadership styles used by school heads on teacher performance. The study used a descriptive design with the target population comprising teachers found in secondary schools the researcher sought to involve in the study was 381.

Slovin's formula was used to determine a sample size of 195 respondents. The study used questionnaire and interview schedule to collect primary data. Data was analyzed using descriptive means and thematic form. After analysis data was presented using table, figures and in prose form. From the findings the study concluded that leadership styles had a strong and positive correlation with teacher performance in secondary schools in Lamu County. The study recommended that, recognizing the diverse leadership styles employed by school heads, it's essential to promote a flexible approach that accommodates various leadership philosophies.

Key terms: Leadership Styles, Teacher Performance

INTRODUCTION

The significance of formal education, both at individual and societal levels, cannot be overlooked. As an investment, education accrues both social and private returns, which makes it a functional aspect for individual and national progress regardless of the level provided. Formal education involves key factors such as school heads, teachers, and parents who must fulfill their roles and obligations to attain set goals. Teachers' roles in academic institutions are crucial as it directly affects students' achievements and well-being. One of the significant factors for success in educational institutions is successful management which is fulfilled by school heads who are entrusted with the role of supervising teachers and other staff in educational facilities. According to Ampofo et al. (2019), leadership practices such as supervision, either internal or external, should be considered a significant attempt intended to improve teachers' outcomes. Further, the process also involves improving teaching methods and transforming students' experiences.

Human capital is a significant component in any organization because of its ability to run other organizational resources for realization of set goals. In the education sector, teachers are essential staff with the skills, abilities, and knowledge necessary to attain educational goals. To

ensure that schools produce individuals who meet required standards, teachers are significant features who contribute to the success of education. Successful instructional leadership practices executed by school heads are vital in the realization of set objectives in a school. School heads fulfill instructional administration by using various leadership styles, including autocratic, bureaucratic, Laissez Faire, and democratic approaches. The concept of leadership is significant since it is a form of instructional command which facilitates communication and also enhances professional competence (Muchiri, 2020). In this study, the influence of school heads on teachers' performance will be evaluated through the leadership styles used, school heads' motivation on syllabus coverage, and school heads' information sharing on co-teaching.

The major concern of leadership styles used by school heads during their management is its influence on teachers' performance. Teachers' performance includes professional activities in a classroom or other areas of specialization (Nyagaka & Odongo, 2013). In this case, teachers' performance represents activities such as the development of effective instructional materials, successful lesson delivery, and enhanced assessment of students, exhibiting punctuality, and their general role of helping students reach their academic goals. To a greater extent, instructional supervision provides teachers with opportunities to come up with new goals, collaborate, deliberate on the different approaches that assist students in learning, and also improve their performance.

Attainment of the goals of education in Kenya is among the major indicators of teachers' performance. Teachers' performance is a set of behaviours and attitudes which facilitate learning. Further, teacher performance is also witnessed in the extent of learning showcased by children. Darmandi (2018) theorises teacher performance as a manifestation of the ability to accomplish duties and roles assigned to teachers. Supardi (2014) also describes teacher performance as the ability to perform activities for learning and the demonstration of efforts that teachers show when guiding learners to attain more goals in learning. Supardi (2014) further adds that the ability to facilitate learning, foster interpersonal skills, and direct learner assessments is another major indicator of teachers' performance in Kenyan schools.

In the Kenyan context, school heads utilize different leadership skills to fulfil their administrative responsibilities focused on ensuring that teachers execute their roles meant to accomplish school goals. According to Cravens and Hunter (2021), the organization and management of schools greatly impact teachers' performance and influence students' academic outcomes. Lyonga (2018) also noted that to improve teachers' performance, school heads are required to improve the management of schools. School management can be fulfilled through setting a clear vision of the school, communicating the vision to the teachers, and providing multiple opportunities to teachers who will transform the execution of their roles.

The ministry of education in Kenya developed the Kenya Educational Staff Institute (KESI) in 1981 to foster human resource management in schools. The major aim of KESI was to promote good governance and management of educational facilities by providing services such as training and consultancy in studies in education. Improvement in performance among teachers

was also witnessed after the development of KESI, and thus, concerns about the significance of school heads and their influences continued to arise.

The education setting in Lamu County lacks a comprehensive investigation into the influence of school heads on teachers' performance specifically. Educational scholars in Kenya have paid attention to other issues affecting teachers' performance, but many studies have not analysed the impact on school heads (Cravens & Hunter, 2021). The role played by school heads in running schools is enormous. Thus, analysis of their influences on teachers' performance contributes to the development of strategies that will improve leadership in schools. Leadership is a significant element in organizations, and in a school setting, effective management is associated with achieving academic goals.

Schools in Lamu County face multiple challenges due to inadequate leadership provided by school heads which also affects teachers' performance. Teachers are significant stakeholders in institutions, and the insights and practices promoted by school heads have a massive impact on their performance (Rahmah et al., 2021). Currently, studies on the effect of school head supervision on teachers' performance in Lamu County have not been established, and thus, this study seeks to carve a niche in that area. This study will therefore focus on uncovering the effect of school heads leadership practices on teachers' performance.

Statement of the Problem

Leadership is a significant aspect of the school heads' role in an educational facility. For a school to run effectively and meet its objectives, purposeful leadership approaches should be utilized. The growing concern that teachers are not performing their roles due to the influence of school heads leadership practices prompts investigations into the types of leadership styles used by school heads in Lamu County and other general instructional leadership influences. Over the years, studies conducted in other countries, such as Ghana, South Africa, and United States of America, among others, illustrate that effective leadership practices by school heads contribute to the improvement of teachers' performance (Suarni, 2022). In the case of local schools, it has been reported that teachers fail to perform their assigned tasks and complete the syllabi, which contributes to poor student performance in schools.

This study will thus focus on exploring the extent to which leadership practices of school heads affect teachers' performance. Information about the influences of school heads on teachers' performance in Lamu County is a win-win solution for the County of Lamu and other counties in the country experiencing similar challenges. Many studies in this area have focused on exploring the impact of school heads on students' performance, school effectiveness, and learning achievement. Few studies have attempted to exploit the effects of school heads on teachers' performance by following up on instructional leadership practices. In consideration of the foregoing knowledge, the researcher sets out to determine the implications of school heads' instructional leadership practices explicated through their leadership on teachers' performances.

Objective of the study

To assess the leadership styles used by most school heads in secondary schools in Lamu County.

LITERATURE REVIEW

This section evaluates what other scholars have been able to do on the subject of leadership styles and teacher performance. This is aimed at establishing the gaps in research that the study sought to fill. It starts with the theoretical anchorage before delving into empirical literature and conceptual framework where the variables are operationalized.

Theoretical Review

The study was based on the Path-goal theory developed by Robert House in 1971. The theory claims that leadership model that states that the behaviors and traits of a leader have a direct impact on the satisfaction, performance, and motivation of team members. In this theory, a leader is considered successful when they display the ability to support the goals, contentment, and skills of other persons in a team. The path-goal theory also affirms that leaders should be flexible to complement the achievement of their team members and also cover their shortcomings by using practical leadership tools. The path-goal theory has been utilized in different institutions and schools, and the success of school heads has been measured by evaluating their influence on teachers' and students' performance. This theory is vital as it helps school heads apply elements such as goal-setting tools and guidance programs in helping support staff meet students' needs and education goals in general. This theory is used in the democratic leadership style in many instances, and it helps school heads fulfill their roles.

Empirical Literature Review

Leadership Review

In an organization, leadership is a process that involves the use of multiple strategies to achieve goals by using resources efficiently and effectively (Kartini et al., 2020). In an educational setting, a school head's leadership ability is demonstrated through the ability to maximize the resources to facilitate the achievement of goals. Lian (2020) also reinstates that a principal is a crucial player in the success of an institution because of their influential feature in developing quality education processes and outcomes. Further, school heads are also entrusted with influencing, guiding, encouraging, and moving teachers, staff, and other stakeholders who work together for the success of a school.

Kartini et al. (2020) conceptualize that the school heads' ability to lead results in creating an effective environment for learning and also promotes the performance of teachers. In this study, the findings reveal that the role of a school head is prominent, and their contribution to an institution is central, specifically regarding policies in coming up with decisions. The findings of this research also indicate that school head leadership influences teacher performance by 15.1% while other factors occupy the rest. The ability of school heads to carry out their responsibilities as leaders in an institution is thus a major factor that influences leaders' performance.

A study by Ampofo et al. (2019) reveals the vast influences of school heads' direct leadership practices on teachers' performance in public schools. In this study, the results indicate that school heads supervision of practices such as lesson planning supervision and lesson plan delivery had a considerable influence on teachers' performance. Therefore, the study recommended that for school heads to play vital roles in the instructional leadership practices, direct supervision should be reinforced, and teacher workloads should be reduced. This study provides information about the influence of the school instructional leadership on the activities mentioned above, which are crucial for the success of the teaching and learning processes. In the following sections, the specific leadership styles and how they are utilized in a school setting will be discussed alongside their implications on teachers' performance.

Autocratic Leadership

In educational facilities, school heads use different types of leadership styles. Sarwar et al. (2022) indicated that autocratic leaders come up with their own decisions without involving others. Leaders who make decisions without involving others result in dissatisfaction or resistance from other staff. In many instances, autocratic leaders permit the least participation from other employees, and they prefer taking full responsibility when developing decisions. Overusing this leadership style results in a lack of innovation, and productivity levels are affected. Further, Sarwar et al. (2022) also state that rules made by autocratic leaders are not followed up or questioned by other subordinate staff.

In research by Parveen et al. (2022), the study revealed that there is a positive correlation between autocratic leadership style with teacher job performance in public secondary schools. The research also indicates the effect of an authoritarian leadership style on teachers' performance is vital, and thus, suitable leadership should be used by leaders in educational institutions. Further, a study by Mboya et al. (2018) investigated the implications of autocratic leadership styles used in schools by school heads. The results showcased that authoritarian leaders contribute to poor relationships. Thus, collaborations between school heads and teachers are minimized. In such cases, performance is decreased because significant information is withheld, which should be used to transform learning experiences.

According to Makambe and Joy Motlatsi Moeng (2020), autocratic leadership is a significant factor that influences teachers' performance and affects their motivation and job satisfaction. Makambe and Joy Motlatsi Moeng (2020) found out that the management leadership style utilized by school heads influences the role of teachers in development programs and school reforms. The autocratic leadership model is also based on the principle that effectiveness is governed by a leader's presence and threat of power. In a school setting, autocratic leadership breeds suspicion and in-fighting in organizations, and in the end, performance and job satisfaction are affected. Leadership is an influential tool in an organization, and its implications are evident in different aspects of an organization.

Democratic Leadership

Sarwar et al. (2022) stated that democratic leadership styles involve consulting others. In his research, Sarwar et al. (2022) also claimed that even though leaders have the entitlement to

make final decisions, democratic leaders listen to other people's opinions. The democratic leadership style also involves exchanging experiences with other individuals so that different points of view are shared.

Sarwar et al. (2022) investigated the impact of principals' leadership styles on the performance of teachers at the college level, and the findings showed that leadership styles utilized by principals have a huge effect on teachers' performance. The study also exposed a positive relationship between college principals' style and teacher performance. In the study by Sarwar et al. (2022), the democratic leadership style is described as a situation whereby leaders and followers have similar rights when it comes to decision-making. Democratic leadership also involves promoting the interest of followers through practicing social equity. Further, Sarwar et al. (2022) research also conceptualized that when principals use a democratic leadership style, teachers' performance increases. Factors that promote growth in performance when democratic leadership is used in schools are involved in decision-making processes and proper communication techniques.

Bureaucratic Leadership

The satisfaction and commitment of teachers play a vital role in determining their effectiveness in fulfilling expected outcomes. Bureaucracy is a concept developed in 1745 by Vincent De Gournay, and as a leadership style, it is focused on the principle of efficiency and maximization of outputs. In an academic institution, when a teacher puts in effort and professionalism, they ultimately perform better and improve in different areas. School principals have a direct impact on student achievement through teachers' actions in a classroom. The principle of bureaucracy with reinforces organization and standards in an institution and acts as a critical aspect in controlling teachers' activities. A study by Kean et al. (2017) affirmed that the bureaucratic form of leadership influences teachers' performance since it helps in defining the roles of teachers and also ensures that duties are equally passed on.

According to Alanoğlu and Demirtaş (2021), bureaucratic organizations are featured with formalization and centralization. The two elements are purposeful in increasing knowledge and experiences, which helps in enhancing performance. Organizations that use bureaucratic leadership benefit from the model since motivation, satisfaction, and working conditions are improved. This study also revealed a negative correlation between the schools' bureaucratic system and teachers' performance. Teachers' perception towards a bureaucratic structure is also a significant issue that impacts their stress levels, a factor that directly affects their performance levels. A positive and enthusiastic attitude towards a school is associated with improved performance and vice versa. Alanoğlu and Demirtaş (2021) also affirm that implementing a management style that has harsh rules harms a school's atmosphere, and thus, the performance of teachers is negatively impacted as well.

Laissez-faire Leadership

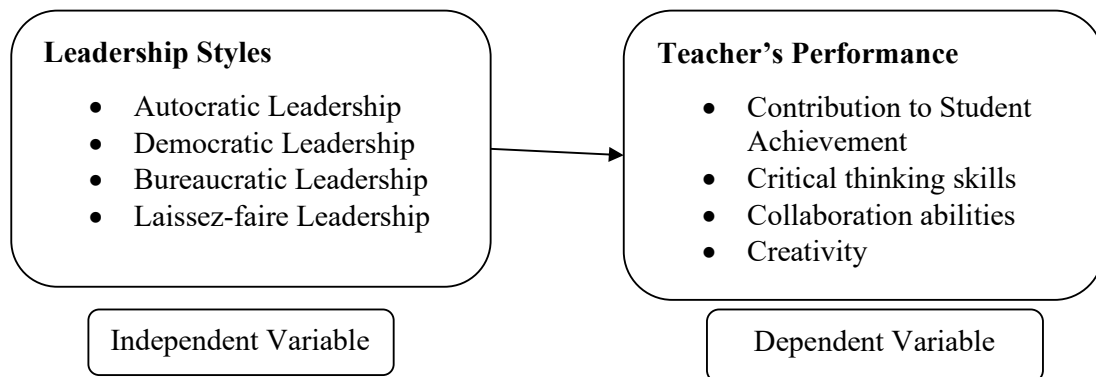
Sarwar et al. (2022) explore the impacts of leadership styles and their implications on teachers' performance. In this article, Sarwar et al. (2022) describes this type of leadership as a style that gives absolute rights to followers to come up with their own decisions. In this form of

leadership, decision-making is handed down to the followers, and the leaders are not involved in the process. Imhangbe et al. (2019) also reinstated that *laissez faire* is a realistic form of leadership specifically for employees because it facilitates autonomy and decision-making without including leaders in the process. Imhangbe et al. (2019) study reveals that this form of leadership was unhelpful to teachers' performance. Findings from Imhangbe et al. (2019) highlight that many institutions use a *laissez-faire* form of leadership at a moderate level.

One of the significant indicators of the significance of teachers' role is the performance of teachers. Research conducted by Kosgei et al. (2018) highlights that in Kenyan schools, *laissez-faire* and autocratic leadership styles are not effective in improving the performance of students. The study proposed that for students' performance to be enhanced, a democratic leadership style should be utilized as it is a significant aspect that showed a positive influence on the student's KCSE performance in secondary schools. Influential leaders involve their followers in the decision-making process, and Kosgei et al. (2018) also reinstate the same in their study. Kosgei et al. (2018) study also found that *laissez-faire* leadership contributed 9.6% to better students' grades, while autocratic leadership contributed 7.8%. Democratic leadership has a positive influence of 37% which illustrates that it is among the best form of leadership which influences both teachers' performance and students' performance positively.

Conceptual Framework

The study operationalized the dependent and independent variables as shown in the figure below:



RESEARCH METHODOLOGY

Descriptive design was utilized to conduct the study. This design entails analyzing a representative sample within its immediate context. This concept aimed to identify a particular characteristic within the study area. Qualitative and quantitative methods were used in data acquisition and analysis. Interview and questionnaires were used in this design. The location of the study to focused attention on is Lamu. Lamu is a county found in the Coast Region of the Republic of Kenya. It is situated in the Northern part of the Coast Region. It is an ASAL region that borders Tana River and Garissa counties of Kenya. It is near to Somalia to the North

East of Mombasa. The study was conducted in selected public secondary schools found in both Lamu West and Lamu East sub-counties. The study location comprised of 28 secondary schools where the study was conducted.

The researcher intended to engage teachers and principals found in Lamu County in carrying out the study. The study also sought the participation of the county directors of the both the Teachers Service commission (TSC) and the Ministry of Education (MoE) in the study. The accessible population of teachers shall be drawn from the select public secondary schools situated in Amu, Mkomani, Mokowe, Hindi, Mpeketoni, Witu, and Mkunumbi. They shall be used as a representation of the entire population in conducting the research. According to the Ministry of Education office in the area, the study location constituted 28 public secondary schools. The survey was to enable the researcher to determine how teacher performance in public secondary schools in the area of study is influenced by the leadership of the school heads.

Lamu County has an approximate population of about 1435 teachers both in primary and secondary schools. Primary and Junior Secondary schools found in Lamu constitute a population of 1015 teachers and 39 respectively. The remaining population out of the total number of teachers is the approximate population of teachers in secondary schools. Therefore, the target population of teachers found in secondary schools the researcher sought to involve in the study was 381. The total population of the heads of institutions is 28 while that of the TSC County Director and County Director of Education is one each. The study drew a sample size of 210 respondents.

The analysis of the collected data was to be made possible through the use of both quantitative and qualitative methods.

Description of data collected to be made possible using descriptive statistical analysis. Analysis of quantitative data in tables, graphs, and charts to make use of Statistical Packages of Social Sciences (SPSS. Version 23). Qualitative data such as percentages and variance was analyzed by both thematic and narrative means. Aspects such as data analysis including descriptive statistics and inferential statistics were used in the analysis. Frequency, standard deviation, and mean are some of the aspects of descriptive statistics the study made use of. To test the accuracy of qualitative data, inferential statistics was employed.

RESULTS AND FINDINGS

The researcher distributed 195 questionnaires which were collected after two weeks. This was giving the selected respondents ample time to fill the questions and ensure sufficient response rate. Out of 195 questionnaires issued out, 149 were successfully filled at returned, representing 76% response rate. Data on gender distribution showed that 119(80%) were female while 30(20%) were male. This implies that majority of the teachers were female. This gender distribution reflects a notable majority of female teachers in the county's secondary schools. Possible factors contributing to this gender imbalance could include societal norms regarding teaching as a profession, historical trends in education, and cultural perceptions of gender roles. Age distribution results reveals a diverse range of ages among the participants. The data

indicates that the age category with the highest representation is 31-35 years, comprising 55 respondents, which equates to 36.9% of the total sample. This suggests that this age group is the most prominent within the population surveyed, possibly indicating that individuals in their early thirties are either more willing or more likely to respond to the survey. Following this, the second largest age group is those aged 36-60 years, with 47 respondents making up 31.5% of the total.

Data on educational levels indicate that 22(15%) of the respondents revealed that they had diploma education, 85(57%) indicated that they had degree education while 42(28%) indicated that they had postgraduate education. This implies that majority of teachers in Lamu County had degree education. This indicates a relatively high level of academic attainment among the teaching workforce in the county. Data on the length of services shows that 16(11%) had worked in Lamu County for less than 10 years, 35(23%) had worked in Lamu County, 46 (31%) had worked in Lamu County for 16-20 years, 52(35%) had worked in Lamu County for over 20 years. This implies that majority of the teachers have been working in Lamu county for over 20 years and 16-20 years.

Leadership Style Used by School Heads

In this section, we explore the predominant leadership styles exhibited by school heads in secondary schools within Lamu County. The findings were indicated here in figure 1

Whether School Heads' Leadership Style Influence Teacher Performance

The researcher sought to find out whether school heads' leadership style influence teacher performance in secondary schools. The findings were as indicated. The findings were as indicated in figure 1

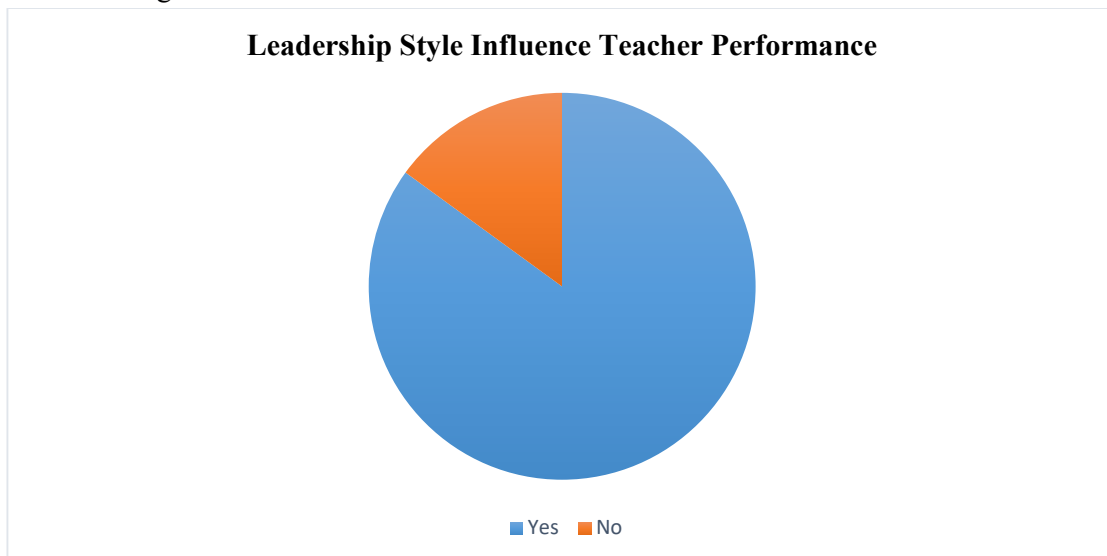


Figure 1: Leadership Style Influence Teacher Performance

From the findings, 85% of the respondents indicated that school heads' leadership style influence teacher performance in secondary schools, while 15% indicated that school heads'

leadership style does not influence teacher performance in secondary schools. This implies that school heads' leadership style influence teacher performance in secondary schools. This indicates a stable and experienced teaching workforce, with many educators having dedicated a significant portion of their careers to teaching in Lamu County. The longevity of their tenure suggests a deep understanding of the local educational context, which could influence their perceptions of leadership practices and organizational dynamics within schools.

Leadership Style Used by School Heads

The researcher sought to assess the leadership styles used by most school heads in secondary schools in Lamu County. The findings were as indicated in table 1

Table 1: Leadership Style Used by School Heads

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Deviation
The school head does not involve teachers in decision-making processes which affect teachers performance	15	37	13	15	20	2.8725	1.39152
The school head provides clear and consistent communication about school goals and expectations which enhances teacher performance	15	42	8	16	19	2.8121	1.38705
The school head fosters a collaborative environment among teachers and staff which enhances their performance	16	45	6	14	19	2.7651	1.40168
School heads can take complex issues and make them simpler to enhance participation of the wider audiences.	7	23	14	28	28	3.4698	1.30776

Source: Researcher (2024)

Regarding the statement that the school head does not involves teachers in decision-making processes which affect teacher’s performance, 15% of respondents strongly agree, and 37% agree, making a total of 52% who have a positive perception of this involvement. Conversely, 15% disagreed and 20% strongly disagreed, summing up to 35% who have a negative view. The mean score of 2.8725 suggests a general tendency towards neutrality or slight disagreement, while the standard deviation of 1.39152 reflects a moderate variation in responses, indicating differing opinions among the respondents. Several studies support the idea that involving teachers in decision-making processes can improve their performance and overall job satisfaction. For example, a study by Smylie and Denny (2016) found that teacher participation in decision-making positively impacted their commitment to implementing decisions and their sense of ownership over school policies and practices. Similarly, research by Leithwood and Jantzi (2019) indicated that teacher involvement in decision-making contributed to higher levels of job satisfaction and organizational commitment. These findings

suggest that when school heads involve teachers in decision-making, it can lead to greater buy-in, commitment, and ultimately improved performance among teachers.

Regarding the statement, the school head provides clear and consistent communication about school goals and expectations which enhances teacher performance, 15% of the respondents strongly agree and 42% agree, indicating that 57% believe clear communication enhances performance. On the other hand, 16% disagree and 19% strongly disagree, totaling 35% who do not share this belief. The mean score is 2.8121, suggesting a general neutrality or slight disagreement among the respondents. The standard deviation of 1.38705 shows a moderate level of variability in the responses, implying that while many see the communication positively, there is still significant dissent. Studies have consistently shown the importance of clear and consistent communication in enhancing teacher performance and organizational effectiveness. Research by Louis (2014) demonstrated that effective communication from school leaders about goals and expectations fostered a sense of coherence and direction among teachers, leading to improved performance outcomes. Additionally, a study by Hallinger and Heck (2017) found that clear communication from school leaders positively influenced teacher motivation and job satisfaction. These findings underscore the significance of transparent communication in creating a supportive and productive work environment for teachers.

For the statement the school head fosters a collaborative environment among teachers and staff which enhances their performance 16% strongly agree and 45% agree, amounting to 61% who positively perceive the collaborative environment fostered by the school head. However, 14% disagree and 19% strongly disagree, adding up to 33% who hold a contrary view. The mean score of 2.7651 indicates an overall slight disagreement or neutrality among respondents, while the standard deviation of 1.40168 suggests a moderate spread of opinions, highlighting that while a majority see the benefit, a considerable number do not. Research indicates that fostering a collaborative environment among teachers and staff can have significant benefits for teacher performance and student outcomes. For instance, a study by Hargreaves and Dawe (2019) highlighted that collaborative cultures in schools were associated with higher levels of teacher morale, professional learning, and innovation. Similarly, research by Bryk and Schneider (2020) demonstrated that collaborative interactions among teachers positively influenced instructional practices and student achievement. These findings suggest that school heads who prioritize collaboration can enhance teacher performance by creating opportunities for shared learning, support, and collective problem-solving.

The statement school heads can take complex issues and make them simpler to enhance participation of the wider audiences" is perceived less favorably. Only 7% of respondents strongly agree and 23% agree, totaling 30% who think this ability enhances participation. In contrast, 28% disagree and another 28% strongly disagree, summing up to a significant 56% who do not share this view. The mean score of 3.4698 reflects a lean towards disagreement, and the standard deviation of 1.30776 indicates a moderate level of variability, suggesting that many respondents feel school heads are not simplifying complex issues effectively. The findings are in line with those of Kotter (2011) and Fullan (2018) who emphasized the

importance of leaders' ability to simplify complex issues and communicate them effectively to inspire organizational change and participation.

Interview schedule #003: *“I extensively use my leadership skills to influence teachers by promoting a collaborative environment and providing continuous professional development opportunities. I use democratic leadership to involve teachers in decision-making processes and Democratic leadership to inspire and motivate them to achieve their best. Regular feedback sessions, goal setting, and mentorship are integral parts of my approach”.*

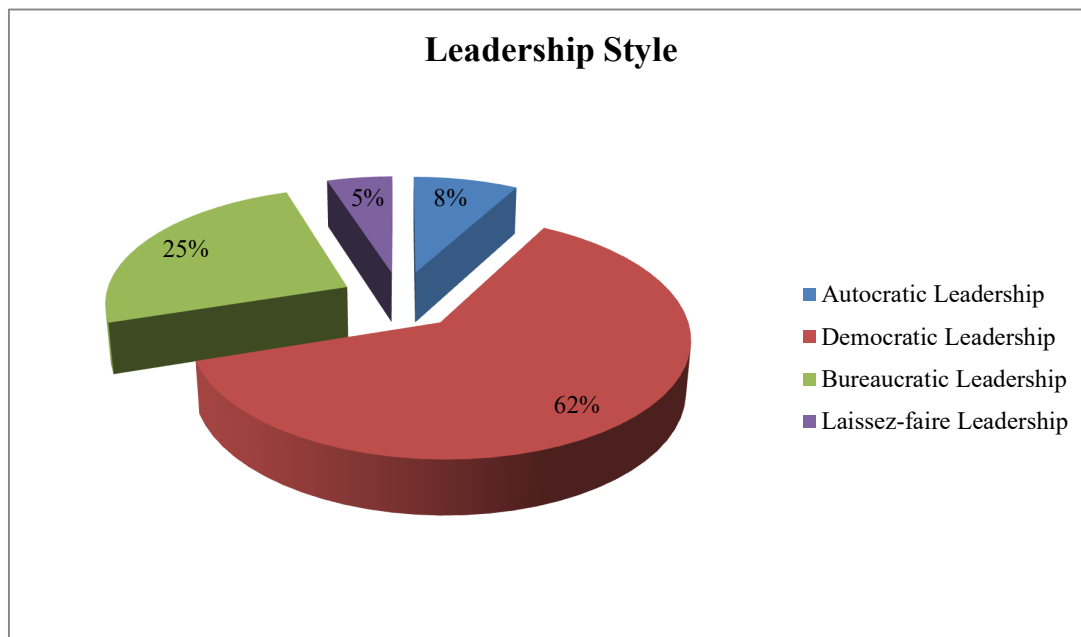
Respondent 087: *“These leaders often prioritize inclusivity, participative decision-making, and fostering a shared vision among staff members”.*

Respondent 105: *“In my opinion, the best leadership style for school heads in Lamu County is Democratic leadership. This style emphasizes inspiration, motivation, and intellectual stimulation, which are crucial for nurturing a positive school culture and enhancing teacher performance”.*

Respondent 33: *Democratic leaders empower their staff, encourage innovation, and foster a sense of ownership among teachers, leading to improved morale and ultimately better outcomes for students.*

Type of Leadership Style Used by School Head

The researcher sought to determine the type of leadership style used by school heads. The findings are indicated below



From the findings 62% of teachers state head teachers in Lamu County use democratic leadership style, 25% of teachers state head teachers in Lamu County use bureaucratic leadership style, 8% of teachers state head teachers in Lamu County use autocratic leadership style while 5% of teachers state head teachers in Lamu County use laissez-faire leadership style. This implies majority of head teachers in lamu County adopt democratic leadership style. Democratic leadership is characterized by participative decision-making where teachers and other stakeholders are actively involved in the school's governance. Head teachers in Kenya

often adopt this style for several reasons. First, the democratic style aligns well with the cultural context of Kenya, where community involvement and collective decision-making are highly valued. Involving teachers in decisions helps to foster a sense of ownership and commitment to school policies and initiatives.

Additionally, the Kenyan education system encourages collaboration and team spirit among educators, which is supported by democratic leadership. The impact of democratic leadership on teachers' performance is generally positive. Teachers feel more valued and respected when their opinions are considered in decision-making processes. This involvement can lead to higher levels of job satisfaction, motivation, and morale, which in turn can enhance their commitment to teaching and their willingness to go above and beyond for their students. Furthermore, when teachers are part of the decision-making process, they are more likely to be committed to implementing those decisions effectively, leading to improved educational outcomes.

CONCLUSION AND RECOMMENDATIONS

Conclusions

From the findings the study revealed that the school head involves teachers in decision-making processes which improve their performance. The study also revealed that the school head provides clear and consistent communication about school goals and expectations which enhances teacher performance. The study further revealed that the school head fosters a collaborative environment among teachers and staff which enhances their performance. The study also revealed that school heads can take complex issues and make them simpler to enhance participation of the wider audiences.

The researcher sought to find out whether school heads' leadership style influence teacher performance in secondary schools, from the findings the study concluded that school heads' leadership style influence teacher performance in secondary schools. From the findings the study concluded that leadership style had a strong and positive correlation ($r = .802, p < .01$) with teacher performance in secondary schools in Lamu County, Kenya. This implies that the leadership style adopted by the headteacher influence teacher performance in secondary schools in Lamu County, Kenya.

Recommendations

Based on the comprehensive study summary, several recommendations can be drawn to enhance leadership practices and educational outcomes in secondary schools within Lamu County. Recognizing the diverse leadership styles employed by school heads, it's essential to promote a flexible approach that accommodates various leadership philosophies. Training programs and workshops could be organized to introduce school heads to different leadership models, emphasizing the importance of adaptability and situational leadership.

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