An Analysis of Strategic Management Styles in Public Secondary Schools Principals on Academic Performance: Case Study of Langata Constituency, Kenya

Warui Stephen Kamau*[1], Gongera Enock George*[2]

1.   Warui Stephen Kamau, Ph.D Candidate at the School of Business and Economics, Mount Kenya University

2.   Professor & Director Postgraduate Studies, Co-operative University College of Kenya

ABSTRACT

Public secondary school principals now find themselves in the age of accountability and improvement with the expectation that they function as instructional managers. The management style that public secondary school principals use is crucial in determining how the school performs academically. The purpose of this study was to analyze the relationship between the strategic management styles of public secondary school principals and their schools' academic performance in Langata Constituency, while the purpose of study was to understand how different strategic management styles used by public secondary school principals in Langata constituency have influenced school's academic performance. The study used descriptive statistics such as percentages and frequency, and Tables where data collected was analyzed using the Statistical Package for Social Science (SPSS) – version 19.0. The findings are presented as per the objectives and research questions of the study. The findings of the study indicated that democratic management style lead to the best or improved academic performance of Public Secondary Schools in Langata constituency. The finding is in support of Bateman and Snell (2007) who observed that management is the process of working with people and resources to accomplish organizational goals. Good managers achieve or actualize organizational goals effectively and efficiently. The study recommends a positive approach of actualizing school objectives on academic performance improvement through efficiency and effectiveness by employing democratic styles of management.

Key Words: Management styles in Public Secondary Schools, Academic Performance, Langata Constituency.

1.0 Background Information

The current 8-4-4 education system was established in Kenya in 1985 and has been in effect since with various improvements being made on the syllabus over the years. This system of education was designed to ensure that students are exposed to a wide selection of areas of study that will give them adequate exposure to various spheres of knowledge. However, this system of education assesses students through major national examinations at the end of each education level: primary school, secondary school and university level. Professor George Eshiwani (1993) observed that the quality of education in Kenya is mainly assessed by the number of students who are deemed to have passed the national examinations. There has been a great debate over the past ten years as to the factors that tend to influence students' performance in the National Examinations. This has continued to puzzle many involved parties, ranging from the general public to the government of the day. Wekesa (1993) argued that, for a school to improve on the general performance of students, principals are required to improve on the management styles of their schools. School principals should come-up with clear strategies as to how they intend to manage the schools as at the time of engagement. This can be achieved through giving instructional leadership in order to support their achievements later on, ensuring there are adequate resources to run the schools efficiently and effectively and making known their objectives in every part of the institutions.

According to Sundstrom at el (1990), performance can be defined as the acceptability of output to customers within or outside the organization who receive team products, services, information, decision or performance events (such as presentations or competitions). The issue of students' performance at national examination level should be looked at from a wider perspective of input and output. One of the key functions and responsibilities of schools is to take up untapped human resources (which in our case are the students), and take time with them to increase their value. This will ensure that the students that are being churned-out of the secondary schools are employable and responsible adults. Hence, for schools to achieve this objective, then the issue of proper management, especially as displayed by the principals, comes into play. This is mainly because, the absence of good management in schools leads to teachers putting very little effort towards their work (Republic of Kenya, 1998)

1.1 Principals in secondary schools and school management

In school set-up, the principals are viewed as the overall chief executives. They are charged with the task of managing the school resources (including the human resources in the schools). The input-output study shows the impact that school management has on the performance of the students once they leave school. According to Millette (1998), leadership and good management in schools brings in the main difference between whether the school succeeds or fails. He went further to explain that, research and inspection of various educational institutions reveals the extent to which the quality of management is crucial to the improvement of academic performance in these institutions. Schools can make a big difference to students' achievement, and the principals' management styles are some of the factors that contribute to either the students' success or failure. Other factors also need to be considered, and this is mainly because of the influence that the principals have on students' behavior and on their academic achievement. Some of these factors may include:-the overall teachers' expectations, the styles of teaching and classroom management, how big or small the school is in terms of student population, how disciplined the students are, as well as the characteristics of the school environment and climate (Rutter, Maugham, Moutimer and Smith, 1979).

In school set-ups, the principal is the manager, and is taken as the cornerstone of the institution. They are the persons who are involved in the running of the school both academically and administratively, and for this very reason, they are seen to be the centre-points around which many aspects of the school revolve (Sushila, 2004). A working group is a collection of people who work in the same area and are drawn together to undertake a task but do not necessarily have to have come together as a unit and achieved significant performance improvements (Cohen and Bailey, 1997). Principals should employ team work as one of their key strategies in their quest of being effective managers in the schools. Team work also entails them being team members, and therefore, they should also be good team players. This can be achieved by setting-up committees in the school to investigate on the strategies and evaluate them so as to know whether the strategies are being implemented. It is important that, the school performance should be equally equated to the person managing it, who, in a school set-up, is the principal. Therefore, proper execution of management responsibilities accorded to principals is vital to the realization of good academic performance in public secondary schools. This strengthens the fact that, proper organization by the principal and effectively in their management is a key factor that brings about academic achievement.

According to Bass (1990), there is a distinction between leaders and managers. He says that, leaders inspire others, provide emotional support and try to get employees rally around a common goal whereas managers typically perform functions associated with planning, investigation, organizing and control. They also create a vision and strategic plan for an organization. This means that, the principals' management is of utmost importance, especially when it comes to the education of the students. The principals' management styles are very important, as the management style they employ to use will influence a lot as to whether or not the school system is to perform effectively. This sets the focus to our study. According to Nasongo and Lydia (2009), something is wrong and this is as far as teachers' competency and instructional matters are concerned, and only the principals who have good management styles who will resolve this problem. It is against this background that the need for research arose to determine the relationship between management styles used by public secondary school principals and academic achievement of public secondary schools in Nairobi county-Langata constituency.

1.3   Statement of the Problem

Secondary schools in Kenya continue to face pressure to attain academic goals set both internally by the governing board of the school and nationally as set out under Kenya's Vision 2030, and also internationally as set out under the Millennium Development Goals (M.D.G's). There is increased effort geared towards improving the performance of students at all levels of education within the 8-4-4 education system. This has thus prompted a lot of research in the area of management of these institutions and particularly so for secondary schools. There is thus a growing need to determine the most optimal formal structures that should be used in the management of schools in order to ensure that the academic targets set out are achieved. Currently, the Board of Management and the Parents Teachers Association oversee the governance of the school in terms of formulating policies and guidelines to run the school while the school principal is in charge of the implementation of these policies and guidelines on a daily basis. However, it has been noted that despite having similar resource allocations to the secondary schools in Kenya, there are discrepancies in the academic performance of the secondary schools. Among the issues noted to be the cause of this are the varied management styles used by public secondary school principals in relation to implementation of the policies set out that consequently affect the academic performance of their schools. Therefore, the aim of this study is to find out how different management styles employed by

public secondary school principals in Langata Constituency have an influence in the school's academic performance.

2.0 LITERATURE REVIEW
2.1   Introduction

According to Bateman and Snell (2007) management is the process of working with people and resources to accomplish organizational goals. Good managers are said to achieve these things effectively and efficiently. Effectively is the ability to achieve organizational goals, whereas efficiency is the achievement of organizational goals with minimal waste of resources. Kreitner and Kinicki (2004) defined management as the process of working with and through others to achieve organizational objectives in an efficient and effective manner.

In this case, from the two definitions on management, it is clear that management encompasses more than just wielding power and exercising authority, and is exhibited on different levels. Cortada (2001) argues that, in the business world today, the great executives not only adapt to changing conditions but also apply-fanatically, rigorously, consistently and with discipline, the fundamental management principles. These fundamentals include the four traditional functions of management, and they are:-planning, organizing, leading and controlling. Yammarino, Dansereau and Kennedy (2001) viewed management from three levels, that is, at individual level, at group level and at organizational level. At Individual level, managers mentor, coach, inspire and motivate, whereas at group level, they build teams, generate cohesion and resolve conflicts. Lastly, at organization level on the other hand, managers build culture and generate change.

Management, especially by the principals, is a key contributor to the overall academic achievement of students in National Examinations at Secondary School level in Kenya. The management style employed by principals goes a long way in determining the level and quality of education that is offered in their respective schools, and most importantly, the caliber of students that the school produces after four years in secondary school. It is therefore of utmost importance that the principal applies the best management styles in the market to ensure that the goals of success are met.

According to Nsubuga (2009), management plays a very crucial role in galvanizing all the other factors in the school together. Furthermore, despite the fact that the management is very important in the achievement of goals of Secondary schools, its' contribution to improved school performance will not be maximized unless leadership and management are distributed and shared significantly with others.\

2.2 Leadership Motivation on Performance

Great managers, just like leaders, not only have the drive to do things but they should also want to manage. It is also important to have a high need for power, and preferring to be more of the manager than the follower or subordinate. The need for power induces people to be on the frontline in influencing others, and sustains interests and satisfaction in the process of management. When a manager uses the powers that they have in a morally and constructive manner, rather than being detrimental of others, then they will be able to inspire more trust, respect and commitment to their vision (Kreitner and Kinicki, 2004).

2.3 Autocratic Management and Academic Performance

According to Kreitner and Kinicki (2004), an autocratic management style is where a manager single-handedly makes a decision and they have little or no regard at all for the subordinates. Bateman and Snell (2007) describe an autocratic manager as one who makes decisions and then announces the decision made to the group. This therefore means that the decisions made will reflect upon the opinion and personality of the manager, and this can in turn reflect a business that is well managed. On the down side, subordinates who may otherwise want to contribute in the decision-making process may be discouraged and therefore, turnover among the best subordinates will be higher.

According to Nsubuga (2009), principals may at times be faced with situations that may force them to make decisions right there and then. This may compel them not consult others and the decision that they make will just be announced to their subordinates. The subordinates are then expected to implement the stated policies on the ground. These types of principals are usually seen as dictators as they create a reign of terror, bullying and deeming their subordinates, roaring with displeasure at the slightest problem. Subordinates are usually intimidated by such managers and with time, this makes their morale to go down. The greater the autocratic principles that the principals use, the poorer the learners' academic performance is (Nsubuga, 2009)

2.4 Democratic Management and Academic Performance

In the democratic style of management, the employees are allowed by the manager to take part in the process of making decisions, and therefore, the issue of majority comes in to play. Bateman and Snell (2007) view democratic managers as those managers who solicit input from others. They seek information, opinions and preferences, sometime to the point of meeting with the group, leading discussions, and using consensus or

majority vote to make the final choices. In public secondary school set-up, before coming up a decision, a democratic principal may first seek the input of the other teachers, analyze them and consider them when making a decision.

School principals who use democratic management style build trust, respect, and commitment with others, especially their subordinates. This is mainly because, the style allows people to have a say in the decision that affect their goals, and how they do their work (Nsubuga, 2009). The author goes on to state that, since teachers are part of the school system, allowing them to participate in the decision making process will lead to positive advancement of the school academically, and therefore, better quality of teaching will be observed. Democratic styles of management, appealing though may seem, are not always the most appropriate. When speed is of the essence, democratic decision making may be too slow, and people may want decisiveness from the leader (Steel and Muczyk, 1999).

2.5 Situational Management Style and Academic Performance

According to Bateman and Snell (2007), an effective manager's behaviour varies from one situation to another. This means that a leader should first analyze the situation and then decide what to do. This is the most frequently used approach to management. It was developed by Paul Hersey and Ken Blanchard. It is believed that effective management behaviors vary from estuations to situations. The manager should first analyze the situation and then decide what to do. When applying this management style, it is believed that managers should consider three factors before deciding how to manage: forces in the manager, forces in the subordinate and forces in the situation (Tannenbaum and Schmidt, 1958).

Over the years, school principals have discovered that, instead of relying on one single management style, they would rather adopt a particular relevant management style that is relevant in a specific situation, which can be used in the effectiveness of the schools (Mullins, 2002). This idea had earlier on been suggested by Tannenbaum and Schmidt (1958) that a manager comes up with a decision mainly based on the situation that they find themselves in. According to Nsubuga (2009), the proper management style to use at any one time is dictated by environmental changes that occur inside and outside the school. If students are unruly and rebellious, then the principal may be forced by these circumstances to use strict measures of discipline so as to bring out the best of students in terms of academic achievement. On the other hand, if the students are committed and focused, the head teacher may be forced to be liberal when managing, and therefore, can use participative management. This idea is supported by Cheng (2002) who suggests that the situation that is being faced by the school is what should dictate the management style that is used by the principal; and it should be in the best interest of the school in terms of academic performance.

2.6 Management by Objective (M.B.O.) and Academic Performance

Management by objective (M.B.O) is a theory of management proposed by Drucker (1956). It is a management style that incorporates participation in decision making, goal setting and objective feedback. However, Greenwood (2001) elaborated further on the M.B.O concept by saying that it encompasses managerial decisions and actions that assist in making sure that an organization maintains a beneficial fitting with its environment consistent with the objectives and goals. Drucker (2006) highlighted the principles of M.B.O as comprising of cascading of organizational goals and objectives; specific objectives for each member, participative decision making, explicit time period and performance evaluation and feedback. According to Nwosu (2008), M.B.O is management style that seeks to give a relationship between organizational goals and how an individual performs, and the development through the inclusion of all those involved in the management process. M.B.O is therefore a managerial technique that involves the manager applying a collection of objectives, vision, action, insight and inspiration to schools so as bring necessary changes in the direction, development, productivity and perceptions that are bore by the stakeholders of the school.

According to Carr (2005) organizations that apply M.B.O have transformation of resources of the organization. This in turn leads to the organization achieving the set goals and objectives. M.B.O has several benefits to the organization, and as Emetarom (1991) highlighted, the benefits may include: the manager as well as employees are more focused on attaining goals and objectives of the organization, there is a general improvement in performance, employees are more motivated, employees are more innovative and inventive, and communication is enhanced within the organization. Many of the studies carried out on M.B.O concentrate more on industries and how productive employees are. However, only a few studies, for example, the study carried out by Udeh (1997) are on the application of M.B.O on the school management. The author on the study on management style of principals of schools in Enugu state in Nigeria found out that, principals do not apply M.B.O to solve school problems.

2.7 Management by Walking Around (MBWA) and Academic Performance.

According to Carr (2005), Management by walking around (MBWA) is an unstructured approach to hands-on, direct participation by the managers in the work related affairs of their subordinates, in contrast to rigid and distant management. Peters and Austin (1985) describes MBWA as the management style where managers constantly reserve time to walk through the various departments in their organization and/or to be available to discuss with their subordinates at any one time. Therefore, from these two, it can be seen that MBWA is a management style where managers randomly wonder around the organization's departments, usually in an unstructured and random manner, to check on various status in the organization. The status may vary from the employees, to the organization itself, to work that is in progress. The main aim of the wondering about is to ensure that there is maximum productivity in the organization, as compared to sitting and waiting for feedback from the subordinates.

In secondary school set-up, the classroom walk through concept, an extension of the MBWA concept, was popularized by Tom Peters and Robert Waterman in the early 1980's. According to Peters and Waterman (1980), the man who run the highly successful companies in America are involved in the daily running and routine of the companies. They stay close to the customers and their subordinates. This idea was later on supported by Frase and Hetzel (1990) who report that, MBWA style of management must be well-planned and purposeful and the manager should not simply walk around aimlessly.

According to the institute of learning (1999), the observational walkthroughs are conducted by the school principal and other stake holders from outside the school but have adequate knowledge of the principles of learning. This enables them have a reason to be in the institution, as they are able to examine the work of the learners as well as have meaningful talk with both students and teachers. Downey, et al (2004) came up with what is called "The Downey Three-Minute Classroom Walkthrough". This walk through involves five key ideas. First, the walkthroughs should be quick, to the point and at the same time, should not be too formal. The visits should last for a maximum of three minutes. The main purpose of these visits is to gather information concerning the curriculum and how the teacher is practicing and making decisions in class. Second, the visit should also give teachers a thought for them to ponder on. It gives teachers a chance to think about how they are practicing and also, the various decisions they make in class.

2.8 Total Quality Management (TQM) and Academic Performance

According to Bateman and Snell (2007), Total Quality Management (T.Q.M) is a management approach that originated in the 1950's but gained popularity in the 1980's. Total quality describes the culture, attitude and organization of an organization that seeks to satisfy the needs of customers using the products they manufacture and services they offer. The authors add that, culture in the organization requires that there should be quality in all that the organization is doing, with high quality processes being advocated for first time and defects and wastes eradicated from operations immediately they are discovered.

The concept of T.Q.M in school set-up was written widely by Fred C. Lunenburg in 2010, in the paper "Total Quality Management Applied to Schools". According to Lunenburg (2010), T.Q.M is a systematic approach meant to bring about reforms in the education sector using the principles designed by T.Q.M founder W. Edward Deming (2000). Deming's philosophy provides a framework that can put together many positive developments in a school, especially when it comes to academic performance. This may be:-site-based management, learning by cooperation, teaching methods throughout the team and outcome based education. Glasser (1992) observed that Teachers are told through political mandates for education to educate everyone. We are in the Information Age. The problem is that we are asked to perform this feat with a philosophy of management that believes we must think for the student, tell him/her how to exist, and then inspect the results. There may be a better and more efficient way to manage

2.9 Management By Objectives

Management by Objective (MBO) is where specific organizational goals and objectives are set, with each member having specific objectives, participative decision making, explicit time period and performance evaluation and feedback (Nwosu, 2008). According to Carr (2005) organizations that apply MBO have transformation of resources of the organization. Management by Walking around (MBWA) is where the manager constantly reserves time to walk through the various departments in their organization and discuss with their subordinates.

Total Quality Management (TQM), according to Bateman and Snell (2007), is the culture, attitude and organization of an organization that seeks to satisfy the need of customers using products they manufacture and services they offer.Different management styles have different effects on the way schools perform. The situation that the Public Secondary School principals find them in will have an influence on the management style that they use (Nsubuga, 2009).

3.0 Methodology
3.1 Research Design
The study involves the relationship between two variables that is the management styles used by public secondary schools principals and school's academic performance Target Population Target population of the study focused on public secondary school teachers in Langata constituency in Nairobi. There are nine public secondary schools in Langata constituency. According to Teachers Service Commission (TSC), there are 350 Teachers. The number of teachers from secondary school to the other differs according to the size of the school, number of student, subjects taught among others. These were teachers serving in the nine public secondary schools in the constituency as at 2013 academic year. Purposive or judgmental sample was used. According to Babbie (2001), this is where the sample is selected based on the knowledge of a population and the purposes of the study. Teachers were best positioned to fill the questionnaire for they are more conversant with the school management styles.

Out of three hundred and fifty teachers in nine public secondary schools in Langata constituency, sixty three questionnaires were prepared and issued to various teachers based on the sample size determined. Respondents were chosen using stratified sampling whereby each school was given seven questionnaires which were issued to teachers holding different positions in the school administration. Teachers in various administrative levels were chosen using random sampling technique of random numbers. Descriptive analysis was preferred because it involves the description, interpretation and the analysis of circumstances that occur as the study is being carried out. At the same time, statistical techniques such as averages, percentages, frequencies, standard deviation was used. Statistical Package of Social Sciences (SPSS) version-19.0 was used to ease analysis and interpretation of the data. In addition, charts and tables were used to present data findings.

FINDINGS AND DISCUSSIONS
4.0 Motivation activities by the Principal on members of staff
The respondents were asked to state activities their respective principals carry out to motivate the members of staff. The responses are summarized and presented in table 1 below.

Alternative responses	Frequency	Percent	Standard deviation	Mean score
Open recognition and monetary rewards	17	34.0	0.38	4.2
No recognition at all	8	16.0	0.13	1.17
Reward according to situation at the moment	16	32.0	0.3	3.25
Let teacher decide and give feedback	9	18.0	0.18	1.25
Total	50	100.0	1.131	2.37

Table 1: Activities the school principal undertake to motivate the members of staff

The findings in table 1 above shows that majority of the respondents (34.0%) indicated the school principal carry out open recognition and monetary rewards to motivate the members of staff, (32.0%) of the respondents indicate the school principal rewards according to situation at the moment to motivate the members of staff while (18.0%) indicated the principal lets teacher decide and give feedback to motivate the members of staff and (16.0%) indicated there is no recognition at all to motivate members of staff.

4.1   Disciplinary measures by the principal on weak performers
The respondents were asked to indicate how the principal handle cases of errant and weak performance. The responses are summarized and presented in table 2 below.

Alternative responses	Frequency	Percent	Cumulative percentage
Punishment	25	50.0	50.0
Suspension	4	8.0	58.0
Expulsion	6	12.0	70.0
All	15	30.0	100
Total	50	100.0	

Table 2: Disciplinary measures by the principal undertakes on weak performers
The findings in table 2 above show that majority of the respondents (50.0%) indicates the principal punishes errant and weak performers, (30.0%) of the respondents indicated the principal uses punishment, suspension and expulsion as disciplinary on errant and weak performers while (12.0%) of respondents indicated the principal expels errant and weak performers and (8.0%) indicated suspension as the means of disciplining errant and weak performers.

4.2   Disciplinary measures by the principal on-performing members of staff
The respondents were asked to indicate how their respective principals handled cases of errant and non-performing members of staff. The responses are summarized and presented in table 2 below.

Alternative responses	Frequency	Percent	Standard deviation	Mean score
Counseling and warning	25	50.0	2.84	3.74
Dismissal	7	14.0	0.49	1.32
All	18	36.0	1.73	2.49
Total	50	100.0	1.411	2.360

Table 3: Disciplinary measures the principal undertakes on errant and non-performing members of staff
The findings in table 3 above show that majority of respondents (50.0%) indicated the principal uses counseling and warning as means of dealing with errant and non-performing members of staff, while (36.0%) of respondents noted dismissal, Counseling and warning of errant and non-performing members of staff as the means of discipline the principal uses, and (14.0%) indicated dismissal as the means of discipline by the principal on members of staff.

4.3 Ways of handling academic issues affecting students by the principal
The respondents were asked to indicate how their respective principals handled issues affecting students in their schools. The responses are summarized and presented in table 4 below.

Table 4: Handling academic issues affecting students by the principal

Alternative responses	Frequency	Percent	Standard deviation	Mean score
Meetings with students on weekly basis	22	44.0	2.23	3.56
Hold daily assemblies	10	20.0	1.041	2.02
Affirm rules to students	11	22.0	1.099	2.13
Takes a vote with students and teachers	7	14.0	0.89	1.45
Total	50	100.0	1.114	2.06

The findings in table 4 above show that (44.0%) of respondents indicated that the principal hold meetings with students on weekly basis to handle academic issues affecting students, (22.0%) of respondents indicated the principal affirm rules to students as way of handling academic issues affecting students while (20.0%) indicated that the principal hold daily assemblies to handle academic issues affecting students and (14.0%) of the respondents indicated principal takes a vote with students and teachers handle academic issues affecting students.

4.4   Mechanism of addressing low academic performance by the principal
The respondents were asked to indicate how the principal addressed low academic performance in their respective schools. The responses are summarized and presented in table 5 below.

Table 5: Mechanism of addressing low academic performance by the principal

Alternative responses	Frequency	Percent	Cumulative percentage
Discussions with the teachers on how to improve on various subjects	25	50.0	50
Dismisses the low performing teachers and requests for new ones	5	10.0	60
Holds meeting with the school fraternity and relies on others views to make a decision	4	8.0	68
Deals with different departments individually	16	32.0	100
Total	50	100.0	

The findings in table 5 above show that majority of the respondents (50.0%) indicated the principal discusses with the teachers on how to improve on various subjects with low academic performance, (32.0%) indicated the principal deals with different department s individually to address low academic performance while (10.0%) of respondents indicated the principal dismisses the low performing teachers and requests for new ones to address low academic performance, and (8.0%) indicated the principal holds meetings with the school fraternity and relies on others views to make a decision to address low academic performance.

4.6 Ways to ensure continued high academic performance by the principal

Respondents were asked to indicate how the principal ensured continued high academic performance. The responses are summarized and presented in table 6 below.

Table 6: Ways to ensure continued high academic performance by the principal

Alternative responses	Frequency	Percent	Cumulative percentage
Imposes policies on the same to members of staff	7	14.0	14
Discuses with members of staff on the same	28	56.0	70
Lets the members of staff to decide and give them feed-back	7	14.0	84
Makes a decision according to the situation at the moment	8	16.0	100
Total	50	100.0	

The findings in table 6 above show that majority of the respondents (56.0%) indicated the principal ensures continued high academic performance by discuses with members of staff on the same, (16.0%) of respondents indicated the principal makes a decision according to the situation at the moment to ensures continued high academic performance while (14.0%) indicated the principal lets the members of staff to decide and give them feed-back and another (14.0%) respondents indicated the principal Imposes policies on the same to members of staff to ensures continued high academic performance.

4.2   Correlations

Correlation is a statistical technique that can show whether and how strongly pairs of variables are related. In this case the study sought to establish the relationship between the management styles of public secondary school principals and their schools' academic performance in Langata Constituency, correlation and regression analyses were undertaken. The correlation is the r value. It can have a value between -1 and 1. The correlation helped to determine what level of confidence could be obtained. The closer to 1 that r is, the greater confidence you have. **Correlation is likely to work well with quantifiable data** in which numbers are meaningful, usually quantities of some sort. The main result is the **correlation coefficient** (or "r"), ranges from -1.0 to +1.0. The closer r is to +1 or -1, the more closely the two variables are related. If r is close to 0, it means there is no relationship between the variables.

If r is positive, it means that as one variable gets larger the other gets larger. If r is negative, it means that as one gets larger, the other gets smaller (often called an "inverse" correlation). While correlation coefficients are normally reported as r = (a value between -1 and +1), squaring them makes them easier to understand. The square of the coefficient (or r square) is equal to the percent of the variation in one variable that is related to the variation in the other. R of .5 means 25% of the variation is related (.5 squared =.25). An r value of .7 means 49% of the variance is related (.7 squared = .49). A correlation report can also show a second result of each test - statistical significance. In this case, the significance level tells how likely it is that the correlations reported may be due to chance in the form of random sampling error. The section below presents the findings in table7, 8& 9.

Table 7

Descriptive Statistics			
	Mean	Std. Deviation	N
How frequent do you hold management meetings on academic issues?	2.00	.676	36
How does the principal resolve academic issues raised during the staff meetings?	1.64	.931	36
What activities does the school principal carry out to motivate the members of staff?	2.25	1.180	36
How long have you been in the institution as a teacher?	2.31	1.009	36
Have you ever been under another principal in the period you have been in this school?	1.11	.319	36
How does the principal handle cases of weak performers?	2.17	1.342	36
How does the principal handle cases of non-performing members of staff?	2.33	1.394	36
How does the principal handle academic issues affecting students?	1.89	1.036	36
How does the principal address low academic performance?	2.06	1.330	36
How does the principal ensure continued high academic performance?	2.19	.889	36
If yes, was the school performing academically?	2.58	.806	36

Item Codes

Table 8

Code	Item
A	How frequent do you hold management meetings on academic issues?
B	How does the principal academic resolve academic issues raised during the staff meetings?
C	What activities does the school principal carry out to motivate the members of staff?
D	How long have you been in the institution as a teacher?
E	Have you ever been under another principal in the period you have been in this school?
F	How does the principal handle cases of errant and weak performers?
G	How does the principal handle cases of errant and non-performing members of staff?
H	How does the principal handle academic issues affecting students?
I	How does the principal address low academic performance?
J	How does the principal ensure continued high academic performance?

Table 9

Correlations				A	B	C	D	E	F	G	H	I	J
Control Variables													
If yes, was the school performing academically?	A	Correlation		1.000	.324	.246	.141	-.112	.213	.065	.210	.033	-.304
		Significance (2-tailed)		.	.057	.155	.418	.522	.219	.709	.225	.851	.075
		Df		0	33	33	33	33	33	33	33	33	33
	B	Correlation		.324	1.000	.372	.059	-.057	.143	-.103	.253	.086	-.022
		Significance (2-tailed)		.057	.	.028	.737	.747	.414	.555	.142	.624	.902
		Df		33	0	33	33	33	33	33	33	33	33
	C	Correlation		.246	.372	1.000	.107	-.146	-.067	-.190	.142	.301	.279
		Significance (2-tailed)		.155	.028	.	.541	.403	.703	.274	.417	.079	.105
		Df		33	33	0	33	33	33	33	33	33	33
	D	Correlation		.141	.059	.107	1.000	-.033	-.415	-.464	-.051	.008	.070
		Significance (2-tailed)		.418	.737	.541		.852	.013	.005	.772	.964	.688
		Df		33	33	33	0	33	33	33	33	33	33
	E	Correlation		-.112	-.057	-.146	-.033	1.000	-.306	-.351	-.227	-.084	.086
		Significance (2-tailed)		.522	.747	.403	.852	.	.074	.039	.190	.631	.624
		Df		33	33	33	33	0	33	33	33	33	33
	F	Correlation		.213	.143	-.067	-.415	-.306	1.000	.768	.221	.171	.115
		Significance (2-tailed)		.219	.414	.703	.013	.074	.	.000	.201	.325	.509
		Df		33	33	33	33	33	0	33	33	33	33
	G	Correlation		.065	-.103	-.190	-.464	-.351	.768	1.000	.085	.082	.033
		Significance (2-tailed)		.709	.555	.274	.005	.039	.000	.	.626	.639	.853
		Df		33	33	33	33	33	33	0	33	33	33
	H	Correlation		.210	.253	.142	-.051	-.227	.221	.085	1.000	.627	-.014
		Significance (2-tailed)		.225	.142	.417	.772	.190	.201	.626	.	.000	.937
		Df		33	33	33	33	33	33	33	0	33	33
	I	Correlation		.033	.086	.301	.008	-.084	.171	.082	.627	1.000	.342
		Significance (2-tailed)		.851	.624	.079	.964	.631	.325	.639	.000	.	.044
		Df		33	33	33	33	33	33	33	33	0	33
	J	Correlation		-.304	-.022	.279	.070	.086	.115	.033	-.014	.342	1.000
		Significance (2-tailed)		.075	.902	.105	.688	.624	.509	.853	.937	.044	.
		Df		33	33	33	33	33	33	33	33	33	0

4.4   Summary
This chapter has illustrated the empirical results of the study. Descriptive statistics were used to analyze the background information. Measures of central tendencies and dispersions presented the expected scores or measures from groups of scores in the study. Measures of variability, such as standard deviation, informed about the distribution of scores around the mean of the distribution. Frequency distributions show a record of the number of times a score or record appears. In order to determine the relationship between the various management styles and schools' academic performance, Pearson correlations were used. Overall the findings show that the schools that tended to use democratic styles of leadership tended to score higher performance than those that used autocratic styles of leadership.

5.0   SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
5.1   Introduction
The findings were presented and discussed in the previous chapter. This chapter presents the summary, conclusions and recommendations of the study.

5.2   Summary Finding
This section presents a summary of the key findings of the study.
Findings of the study indicated that majority (54%) of the teachers who participated in the study had been in the teaching profession for a period exceeding 5 years, which is long enough for them to respond objectively to questions in the study. The findings also showed that the teachers who had been in their current schools for a period exceeding 3 years were the majority (66%), an indicator that they had stayed in their respective schools for long enough to understand them, hence objective responses were expected from them. The findings also showed that the teachers who had served under different principals in the same school were the majority (64%), an indicator that the respondents were able to make a comparison between more than one management styles.

 Further, the findings indicated that that majority of the respondents (62.0%) held management meetings on academic issues once a term, while the least ranked was "once a week" as indicated by (16%). This is an indicator that meetings were not very frequent. The findings also show that majority of the principals (68%) discussed with the teachers academic issues raised during the staff meetings, while the least ranked (2%) was "the principal leaves it to the teacher to make the final decision". The findings also show that majority of the respondents (34.0%) indicated that the school principal carry out open recognition and monetary rewards to motivate the members of staff, and the least ranked (16%) was "no recognition at all to motivate members of staff".

With respect to disciplinary measures the principal undertake on errant and weak performers, majority of the respondents (50.0%) indicates the principal punishes errant and weak performing teachers. The least ranked (8.0%) was "suspension as the means of disciplining errant and weak performers". The findings also showed that at least 50% of the respondents were of the opinion that principals use counseling and warning as means of dealing with errant and non-performing members of staff. The least ranked (14%) was "dismissal as the means of discipline by the principal on members of staff".

The findings also indicated that majority of the principals (44.0%) hold meetings with students on weekly basis to handle academic issues affecting students. The least ranked (14%) was "principal takes a vote with students and teachers handle academic issues affecting students". Majority (50%) indicated the principal discusses with the teachers on how to improve on various subjects with low academic performance. The least ranked item (8.0%) was "the principal holds meetings with the school fraternity and relies on others views to make a decision to address low academic performance". With respect to ways to ensure continued academic performance by the principals, majority of the respondents (56.0%) indicated the principal ensures continued high academic performance by discuses with members of staff on the same. Overall the findings show that the schools that tended to use democratic styles of leadership tended to score higher performance than those that used autocratic styles of leadership. The next section presents conclusions of the study.

5.3   Conclusions
Based on the findings of the study, this section presents the conclusions.
The ideas conveyed in this study are in response to the research questions set forth. This study achieved its primary objectives which were:

(i)   To assess whether autocratic management style influence the academic performance of Public Secondary Schools; (ii) to assess whether democratic management style influences the academic performance of Public Secondary Schools;

(ii)   To assess whether laissez-faire management style influence the academic performance of Public Secondary Schools; and

(iii)   to assess whether situational management style influences the academic performance of Public Secondary Schools. This result shows that there are relationships existing among the constructs of the study, and it confirms proposed ideas in the first three chapters. Hence, it is concluded with some contributions to the literature.

The first significant conclusion of this study is that management styles in relation to academic performance were researched from a different approach; hence a broader and deeper picture of management styles in relation to academic performance was investigated. Previously, all researches on styles of management and academic performance were often conducted in Western countries such as Germany and United States (Kreitner and Kinicki, 2004). In this study, the ideas of the link between management styles and academic performance were brought to an emerging economy (Kenya). The purpose of this study was not to compare between these two groups of countries, it was to put the research concepts in different situations and environments in order to see the reactions of managers toward environmental issues.

The findings of the study lead to a number of implications, and also indicate some potentially fruitful avenues of further research. The results offer evidence for the various management styles as an important role to improve academic performance of public secondary schools. According to Nsubuga (2009), management plays a very crucial role in galvanizing all the other factors in the school together. Furthermore, despite the fact that the management is very important in the achievement of goals of Secondary schools, its' contribution to improved school performance will not be maximized unless leadership and management are distributed and shared significantly with others. Bearing this in mind, the various stakeholders in the education sector can work on researching efficient solutions to reduce negative effects as well as increase positive effects of the acceptable management styles.

5.4   Recommendations
5.4.1   Recommendations for policy and practice
In view of the findings of the study, the following recommendations for policy and practice are made: Management, especially by the principals, is a key contributor to the overall academic achievement of students in National Examinations at Secondary School level in Kenya. The management style employed by principals goes a long way in determining the level and quality of education that is offered in their respective schools, and most importantly, the caliber of students that the school produces after four years in secondary school. It is therefore of utmost importance that the principal applies the best management styles in the market to ensure that the goals of success are met.

In the democratic style of management, the employees are allowed by the manager to take part in the process of making decisions. Principals seek information, opinions and preferences, sometime to the point of meeting with the group, leading discussions, and using consensus or majority vote to make the final choices. In public secondary school set-up therefore, it is recommended that before coming up a decision, inputs of the various stakeholders ought to be sought, analyzed and considered.

5.4.2   Recommended areas of further study
Although this study is one of the few that empirically identifies the relationship between various management styles and academic performance in Public Secondary schools in Kenya, it can be expanded to the following areas:

(i) Future studies are suggested to investigate the effects of other factors like the relationship between principals level of education and schools academic performance, principal's accountability in utilization of schools' funds verse academic performance among others, which have not been investigated in this study.

(ii) Future studies can replicate this study using larger samples, different geographical area and different contexts such as the private sector.

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