

STRATEGIC LEADERSHIP AND PERFORMANCE OF SECONDARY SCHOOLS IN SAMBURU CENTRAL SUB- COUNTY

Njukunye Peter Lesecketeti

Master of Business Administration (Strategic Management), Kenyatta University, Kenya

Dr. Paul Waithaka

Department of Business Administration, School of Business, Kenyatta University, Kenya

©2020

**International Academic Journal of Human Resource and Business Administration
(IAJHRBA) | ISSN 2518-2374**

Received: 20th August 2020

Published: 24th September 2020

Full Length Research

Available Online at: http://www.iajournals.org/articles/iajhrba_v3_i9_104_128.pdf

Citation: Njukunye, P. L. & Waithaka, P. (2020). Strategic leadership and performance of secondary schools in Samburu Central Sub-county. *International Academic Journal of Human Resource and Business Administration*, 3(9), 104-128

ABSTRACT

The effect of school leadership on educational outcomes has been widely debated in our current times that students' performance can be influenced by the kind of leadership exerted into the school system. This study examined the effect of strategic leadership style and performance in secondary schools of Samburu Central Sub-County. The study was guided by three objectives: to examine the effect of transformation leadership style on performance, to establish the effects of transactional leadership on performance, to explore the practicality of shared leadership on performance in secondary schools of Samburu central sub-county. The study explored the following theoretical theories: leadership trait theory, behavioral theory and, contingency theory. A total of five public secondary schools were selected from a population of 27 schools through stratified sampling method. A total number of fifty teachers were sampled as respondents from the selected schools for the interview which constituted 58% of the population. The study adopted a survey design through interviews, questionnaires and case study. In this connection, a survey design through questionnaires was used to collect the required data for the study. The target population for the study was the five public secondary schools in Samburu

Central Sub-County that have challenges in their school academic performance. These schools were targeted because of the prevailing challenges in their performance. Purposive sampling technique and simple random sampling techniques was used to select the respondents. The researcher used questionnaire to elicit information from the interviewers and interview schedules to collect data for analysis. Descriptive and inferential statistics were adopted to analyze the data that included frequencies, percentages and means. The findings of the study were analyzed and presented in the form of frequency tables and figures. The results of the study indicated that; there is a strong correlation between the schools principal style of leadership and students' performance, they are intertwined which was statistically significant. Teachers' strongly perceived that the principals' style of leadership impacts students' performance either negatively or positively depending on its nature. That for schools to prosper academically, strongly effective and efficient school leadership is necessary. The study recommends that, the principals should possess satisfactory leadership and managerial skills for mentoring and steering the schools progressively forward.

Key Words: *strategic leadership, performance, secondary schools, Samburu Central Sub-county*

INTRODUCTION

Academic performance in some public secondary schools in Samburu central sub-county have been quite disturbing. Some secondary schools have been posting very dismal performance, a cause for worry and inquiry. Against this background the researcher explored the effect of strategic leadership in secondary schools and performance in Samburu Central Sub-County which needs to be critically examined and establish the cause of their low performance. Strategic leadership is the ability of firms to anticipate, envision and maintain flexibility, and empower others to create a strategic chance and a viable future of the organization (Kjelin, 2009).

Guillot (2003) defines strategic leadership as the ability of an experienced, senior leader who has wisdom and vision to create and execute plans and make consequential decisions in the volatile, uncertain, complex and ambiguous strategic environment. This study had also explored transformative, transactional and shared leadership to meet its objectives in addressing the school environment. Along strategic leadership, other forms of leadership too played critical role in determining students' performance, for instance transformational leadership style is more effective, productive, innovative, and satisfying to followers as both parties work towards the good of organization propelled by shared visions and values as well as mutual trust and respect (Avolio & Bass, 1991).

The kind of leadership style influence how organizations cope with improving productivity, the transformational leadership style play a crucial role in improving productivity by way of improved marketability and creating strategic vision of the organization. A transactional leader offers incentives and rewards to employees for commitment and efforts in fulfilling the organization goal. Transactional leadership style as opined by Burns (1978) indicates that transactional leaders are those who sought to motivate followers by appealing to their self-interests. They motivate subordinates to achieve expected levels of performance by helping them to recognize task responsibilities, identify goals and develop confidence about meeting desired performance level (Bass, 1990).

Strategic leadership theory suggests that strategic leaders are individuals who have the ability to think strategically by envisioning, anticipating, innovating, maintaining flexibility, and mobilizing others to adopt changes which provide the organization with a competitive advantage in the turbulent schools environment (Glantz, 2002). Strategic leaders enable organizational staff to exploit diverse opportunities to adapt and respond to environmental uncertainty. Davies (2004) argues for the development of the strategically focused school in his special edition journal. He further emphasized that the key to that strategic focus is the quality of the strategic leadership in the school.

That if we are to support and enhance the development of strategic leadership in schools, we need to be able to build a framework of understanding of what strategic leadership might comprise. The purpose of public secondary schools education in Kenya is to equip learners with knowledge, skills and values to compete in obtaining quality courses and colleges (Birgen, 2007). All over the world, any excellent students' performance in national examinations is squarely attributed to worthy administrative leadership in schools (Kipnetich, 2013). Kipnetich further affirms that quality students' performance in national examinations is as a result of steady and focused leadership in school management and administration.

The U.S Council for education (1996) further affirms that educational leaders must develop and support teachers, create positive working conditions, effectively allocate resources, construct appropriate organizational policies and systems, and engage in other deep and meaningful work outside of the classroom that has a powerful impact on what happens inside it. Schools today require effective and skilled leaders. The role of the principal today is key to school's ability to

meet the needs of the teacher it serves. However, the impact and the influence of a principal on teacher commitment is not a simple relationship.

Principals in today's schools require the person in the position to carry out a countless number of functions as well as a variety of different roles. Fullan (1991) describes the changing role of the principals over the past two decades as becoming "dramatically more complex". Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individuals in the organization, thus, Glantz (2002) emphasizes the "need for a manager to find his leadership style". Lambert (1998) states that instead of looking to the principal alone for instructional leadership we need to develop leadership capacity among all members of the school community.

This is rightly affirmed by Elmore, et al., (2000) that the days of the principal as the lone instructional leader are over. We no longer believe that one administrator can serve as the instructional leader for an entire school without the substantial participation of other educators; a phenomena further emphasized by Lambert (1998). That principal and teachers, as well as many parents and students, participate together as mutual learners and leaders in study groups, action research teams, vertical learning communities, and learning-focused staff meetings. Shared leadership encourages reflection which in turn leads to innovation. Reflection enables participants to consider and reconsider how they do things, which leads to new and better ways.

Participants reflect through journaling, coaching, dialogue, networking, and their own thought processes. Strategic leadership facilitates first, those abilities to undertake organizational activity and, Secondly, individual abilities: for strategic leaders have the ability to translate strategy into action. In addition to strategic leaders leading the creation of an appropriate strategy for the organization is the need to translate strategy into action by converting it into operational terms. Tichy and Sharman (1993) put forward a three-stage process that strategic leaders are able to undertake, the components of which are: awakening, envisioning, re-architecturing.

The awakening stage involves building an agreement within the school that a continuation of the current way of working is inadequate if it wants to be effective in the future. This may involve the process, described by Davies (2004) of enhancing participation and motivation to understand the necessity for change, through strategic conversations. Leadership is conceived as a process where one or more persons influence a group of person to move in a certain direction. Messick and Krammer (2004) argued that the degree to which the individual exhibits leadership traits depends not only on his characteristics and personal abilities, but also on the characteristics of the situation and environment in which he finds himself.

STATEMENT OF THE PROBLEM

The challenge being faced by the schools under this study is the root cause of poor examination result. School performance is paramount to the progress of the student from one level of education to the next, for this determines their higher level of academic quest. Therefore, quality performance in national examination shapes the future of the students' career. In this regard, school administrators or leadership must put all efforts to achieve excellent students' performance by

adapting effective and efficient strategies to boost school performance. Bray (2007) states that some of the strategies employed by schools to improve academic performance are not grounded on research evidence, while some like grade repetition and extra supplementary tuition have been shown to be counterproductive. The role of leadership is of fundamental importance to the performance and success of organizations (Breene & Nunes, 2006). For the schools to improve their effectiveness in performance, the school leadership as to adapt to a certain form of leadership that's efficient and effective in improving students' outcomes. According to Bateman and Snell (2009). Strategic leadership gives purpose and meaning to organizations, it involves anticipating and envisioning a viable future for the organization and working with others to create such a future (Bateman & Snell 2009). To be effective in the current context of schools improvement, the school managers, administrators or principals need to conform to the role as strategic leaders who have the potential to build high levels of commitment and standards for school improvement. Messick and Krammer (2004) argued that the degree to which the individual exhibits leadership traits depends not only on his characteristics and personal abilities, but also on the characteristics of the situation and environment in which he finds himself.

GENERAL OBJECTIVE

To determine the effect of strategic leadership on students' performance in secondary schools in Samburu central sub-county.

SPECIFIC OBJECTIVES

1. To examine the effect of transformation leadership style on performance of secondary schools in Samburu Central Sub-county, Samburu County.
2. To establish the effects of transactional leadership on performance of secondary schools in Samburu central sub-county, Samburu County.
3. To explore the practicality of shared leadership on performance of secondary schools in Samburu central sub-county, Samburu County.

THEORETICAL REVIEW

Leadership Trait Theory

In the view of Fielder (1967) the earliest theories of leadership were centered on finding personality traits that differentiate leaders from others. It was then that people could become leaders by the possession of certain traits. Traits theories aid traits in individuals with the aim of establishing guides for leadership selection. Hundreds of traits were isolated while measurement of amount possessed could not be accurately done. Another important finding was that the traits did not operate alone but in combination with other traits. These researchers were fruitless as psychologists have proved that people don't have such in born traits except for physical traits and a disposition of good health.

A later change in focus that was to identify traits that usually accompany leadership reveals an impressive result that; intelligence, dominance, self- confidence, high energy level and task

relevant knowledge are five traits that show consistently positive correlation with leadership. Accordingly, traits theory in its original form has been heavily criticized and largely discredited as a basis for a workable theory of leadership, though more modern studies are beginning to highlight once again the importance of the individual amongst many factors. Rose et al., (2015) articulate that trait theory assumes that people inherit certain qualities or traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics that are shared by leaders. The theory try to identify the personality traits associated with being a leader.

The main issue with trait theory is that there is no accepted set of traits that can be linked to effective leadership (Fielder, 1967). A more current perspective on trait theory, and more politically correct, is that everyone has varying levels of necessary leadership traits, and it is how one uses them that matters. The sense today is more that leaders can be developed; they are not just born. More recently, Kirkpatrick and Locke (1991) identified the following wider trait components of leadership such as Drive, leadership motivation, integrity, self-confidence and emotional maturity. The trait theories on the other hand are based on the belief that traits, or qualities associated with leadership exist in abundance and continue to be produced. Principals too have traits that can be developed for successful management of schools (Northouse, 2001).

Traits theory of leadership considers personality, social, physical, or intellectual traits to differentiate leaders from non-leaders. However traits theory has limitations in its nature such as: No universal traits found that predict leadership in all situations, and contains unclear evidence of the cause and effect of relationship of leadership and traits. It contains no better predictor of the appearance of leadership that distinguishes effective and ineffective leaders. Trait approach theory embraces qualities such as extraversion, conscientiousness and openness and assumes that leaders are born and can be selected. Its challenge is that traits do not generalize across situations, but better at predicting leader emergence than leader effectiveness.

Leadership Behavioral Theory

Unlike Trait theory, behavioral theories of leadership are based on the belief that great leaders are made, not born. This leadership theory focuses on the actions of leaders not on intellectual qualities or internal states. According to the behavioral theory, people can learn to become leaders through training and observation (Rose, et al., 2015). Behavioral theory tries to better understand what effective leaders do; that is, their behaviors. Behavioral theories of leadership are based upon the belief that great leaders are made, not born. According to this theory, people can learn to become leaders through teaching, training, experience and observation.

Feidler and House (1994) identified two additional leadership styles focusing effectiveness of the leadership. These researchers opined that consideration (concern for people and relationship behaviors) and commencing structure (concern for production and task behaviors) were very vital variables. The consideration is referred to the amount of confidence and rapport, a leader engenders in his subordinates. Whereas, initiating structure, on the other hand, reflects the extent, to which the leader structures, directs and defines his/her own and the subordinate roles as they have the participatory role toward organizational performance, profit and accomplishment of the mission.

Behavioral theory suggests that there are two categories of leadership behavior: Task Centred and People Centred. Task behaviors emphasizes roles and tasks plans and schedules work, sets performance standards and procedures. People behaviors, friendly and supportive, Shows trust and confidence, Concerned with employees' welfare. Behavioral theories of leadership are based on the belief that great leaders are made, not born. This leadership theory focuses on the actions of leaders not on intellectual qualities or internal states. According to Coleman (1996) the interest in the human factor at which was stimulated by the research of human relation are taken up by the social psychologists that follow them, led logically to an interest in leadership as an aspect of behavior at work, rather than of personal characteristics.

The strength of this theory includes the major shift in the general focus of leadership research. Before this leadership, was considered as a trait. Theory broadened the scope of leadership research to include the behavior of leaders and what they do in various situations. Behavioral theory can be assessed on the basis of leaders' actions. The theory also validates and gives credibility to the basic tenets of leadership. On the conceptual level, leaders' style consists of two major types of behavior, that's task and relationship. However, behavioral theories contain some weaknesses such as how leaders' behaviors are associated with performance outcomes (Bryman, 1992; Yukl, 1994).

Secondly, researchers have not been able to establish a consistent link between task and relationship behavior and outcomes such as morale, job satisfaction and productivity. According to Yukl (1994) the results from this massive research effort have been mostly contradictory and inconclusive. Similar to the trait approach, the theory cannot identify a universal behavior that is associated with effective leadership. The behavioral theory implies that the most effective leadership style is the high-high style, that's high task and high relationship. Certain situations may require different leadership styles. Some may be complex and require high-task behavior and others may be simple and require supportive behavior.

Contingency Leadership Theory

In 1951, Fiedler began to develop the first contingency leadership theory. It was the first theory to focus on how situational variables interact with leader personality and behavior. Fiedler called his theory "Contingency Theory of Leader Effectiveness," (House & Aditya, 1997). Fiedler believed that leadership style is a reflection of personality as well as behavior and that leadership styles are basically constant. Leaders do not change styles, they change the situation. The contingency leadership model is used to determine whether a person's leadership style is task or relationship orientated, and if the situation matches the leader's style to maximize performance (House & Aditya, 1997).

Fiedler teamed up with Garcia (1987) to develop the Cognitive Resources Theory based on the Contingency Leadership Theory (Fiedler & Garcia, 1987). Fiedler (1966) recommends a two-step process for effective utilization of leaders: recruiting and selecting individuals with required intellectual abilities, experience, and job-relevant knowledge, and enabling leaders to work under conditions that allow them to make effective use of the cognitive resources for which they were hired. Some scholars consider Fiedler's Contingency Leadership Theory and Cognitive Resources

Theory the most validated of all leadership theories (Hughes, et al., 1999). According to this theory, no single leadership style is appropriate in all situations.

Success depends upon a number of variables, including leadership style, qualities of followers and situational features (Charry, 2012). A contingency factor is thus any condition in any relevant environment to be considered when designing an organization or one of its elements (Naylor, 1999). Contingency theory states that effective leadership depends on the degree of fit between a leader's qualities and leadership style and that demanded by a specific situation (Lamb, 2013). Contingency theory attempt to analyze the importance of the situation to the impact of the leader, and conclude that leadership effectiveness depends on the context in which the leader must operate.

In other words, a leadership approach that may be successful in one organization, or at one point in time, may not be successful in another organization or another point in time. Two popular contingency theories are Fielder's Leadership Contingency Theory and House's Path-Goal Theory. Burns (2000) referring to contingency theory, reiterates that there is no one best way of managing organizations. Fiedler's work was criticized in the 1970's owing to inconsistent empirical findings and the inability to account for substantial variance in group performance (Schriesheim & Kerr, 1977). McCall (1977) also questions the implicit assumption of most contingency theories that there is a single best way for the manager to act within a given situation.

Managers face an immense variety of rapidly changing situations, and several different patterns of behavior may be equally effective in the same situation. According to McCall (1977) the contingency theories do not provide sufficient guidance in the form of general principles to help managers recognize the underlying leadership requirements and choices in the myriad of fragmented activities and problems confronting them. McCall further states that majority of the contingency theories are very complex and difficult to test.

Contingencies theories provide some insights into reasons for leadership effectiveness, but each theory also has conceptual weaknesses that limit their utility. A major limitation of the contingency theories is a lack of sufficient attention to some leadership processes that transform the way followers view themselves and their work (McCall, 1977). Fielder's Contingency Theory is the only one that says a leader's style is fixed and cannot be trained.

EMPIRICAL LITERATURE REVIEW

Transformation Leadership and Performance

Transformational leadership acts as a bridge between leaders and followers to develop clear understanding of follower's interests, values, motivational level and performance. It basically helps follower's achieve their goals working in the organizational setting; it encourages followers to be expressive and adaptive to new and improved practices and changes in the environment (Bass, 1994). Transformational leadership is a process that shape and elevate goals and abilities so as to achieve significant improvements through common interests and cooperative actions (Bennis

& Nanus, 1985). Transformational school leadership does have positive effects on teacher job satisfaction, school effectiveness perceived by teachers, and student achievement.

Bass (1985) views transformational leadership as an expansion of traditional leadership that goes beyond simple exchange rewards and promises of reward for effort. Rather than focusing just on the leader or on the follower, transformational leadership examines the relationship between leader and follower and considers that by engaging the higher needs of the followers, instead of merely working for the greater good, the followers become self-actualizing and finally grow to be leaders themselves. Owen (1998) affirms that transformational school leaders, in a practical context, believe that the participants in the organization constitute resource rich in ideas and knowledge whose power can be tapped by creating motivating school environments.

By encouraging the constant growth and participation of the followers, school members, such as teachers may develop new roles and skills required for a process of building human capital in the organization (Sergiovanni, 1995). Hater et al., (1988) articulate that the component of idealized influence and inspirational motivation were combined into a single charismatic inspirational dimension which encompasses the quality as the charismatic leaders who can motivate and inspire people in an organization by providing meaning and enthusiasm for a vision of the future. As a whole, transformational leadership has been shown to be effective for obtaining superior performance, a higher perception of the leader's effectiveness by subordinates, more subordinate satisfaction, and a greater willingness by the subordinates to make extra effort for the leader.

Studies by Blasé et al., (1990) also support transformational leadership as an effective approach for school principalship. Principal leadership was related to certain attributes of effective schools, namely, increased student achievement (Kendrick, 1988; Sagor, 1992); declining drop-out rates (Liontos, 1993); high student and faculty morale (Sagor, 1992); and improved school climate (Kendrick, 1988). Masi (2000) contended that there is a significant relationship between transformational leadership and motivation, together with the negative relationships between transactional leadership and both commitment to quality and organizational productivity.

In an effort to identify how to create and sustain teacher efficacy, Hipp (1997) found that transformational leadership had a great impact on teacher efficacy. Hipp found that those principals who believed in teacher capacity, promoted teacher empowerment, recognized the accomplishments of teachers, provided support, managed student behavior, and promoted a sense of community, had a great impact upon teacher efficacy. It was found that transformational leadership was related to teacher satisfaction, perception of principal effectiveness, and the willingness of teachers to give extra effort.

Similar results were found from the study of Niedermeyer (2003). Most studies have demonstrated that transformational school leadership is positively related to indicators of leadership effectiveness or educational outcomes including follower satisfaction, motivation and student performance. That the direct effects of transformational leadership on school outcomes, including teacher job satisfaction, school effectiveness, and student achievement, are significant and positive. In other words, a high degree of transformational leadership is seen as superior by the

school teachers in promoting satisfaction with the leadership of the principal, causing a heightened perception of effectiveness as perceived by teachers, and producing a higher student achievement.

The effects of transformational leadership on student achievement are more measurable and incremental. For example, Hoy and Hannum (1997) indicated that principal effects are mediated by four crucial organizational properties that include internal pressure for academic achievement, community pressure for achievement, commitment of teachers, and resource support. Transformational leadership emphasizes the process of motivating subordinates to excel beyond their original expectations of what they can accomplish (Bass, 1985). Leaders with this skill level motivate subordinates to the awareness of how important their contribution is to the overall outcome of the organization's goals and objectives.

Transactional Leadership and Performance

That leadership behavior impact on and is significantly related to organizational performance (Bass, 1990). Give and take is the hallmark of transactional leadership – it is indeed modeled just like a business transaction. Of course the employer/employee relationship is largely transactional as is. Employers need work done and employees do that work in exchange for money. That something for something is the heart of the workplace, and everyone is generally happy with this arrangement, but it only works if everyone involved sees it that way.

In education, there is often more at stake for employees who quite often understand their jobs to be more than just a simple exchange of services for money, but rather see their higher purpose. Money is therefore not the motivating factor. This is where transformational leadership can step in to compliment transactional leadership, taking the whole process as step further by building upon other forms of motivation outside of simply the exchange of goods and services for money. However transformational leadership only works of the leader who is able to keep up the charisma and interpersonal relationships which is required for it to work. When transformational leadership fails, the last resort is quite often transactional leadership, which is easy and straightforward, if less than effective in the long term.

Perhaps the biggest contrast between transformational and transactional leadership is that the latter is laissez faire, in which the leader allows employees to do as they like, whereas the former is completely hands on and intrusive in its nature. According to Kanungo et al.,(1995) a transactional leader behaves in a moral way seeking consent to means to achieve individual ends rather than seeking consensus on a single collective purpose when he/she brings greatest satisfaction to the greatest number of people. Transactional leaders rely on the power, rewards, and sanctions of their official position to influence followers to demonstrate the requisite performance. Such leaders serve their own personal interests material benefits, power, status, etc., by getting their followers to exhibit compliance behaviors.

Transactional leaders are primarily concerned with managing outcomes and seeking behavioral compliance with practices that will maximize the mutual interests of both parties. Contingent rewards (such as praise) are given when set goals are accomplished on time, ahead of time, or to keep subordinates working at a good place at different times throughout completion (Abraham,

1970). With transactional leadership being applied to the lower level needs and being more managerial in style. Transactional leadership, focuses on the role of supervision, organization and group performance, it is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments (Charry, 2012).

Transactional leadership has formal authority and a position of responsibility in an organization and by then focuses on results, and measures success on rewards system of organization and responsible for managing individual performance and facilitating group performance in organization. In other words, on the notion that a leader's job is to create structures that make it abundantly clear what is expected of followers and the consequences (rewards and punishments) associated with meeting or not meeting expectations (Lamb, 2013), this style of leadership is largely ignored for innovation and creativity. When employees are successful, they are rewarded and when they fail, they are reprimanded or punished (Charry, 2012).

Therefore the behaviour of the leader may affect the components (innovation, ideation, and problem-solving) of creativity and just tune followers towards result. Transactional leadership is often likened to the concept and practice of management and continues to be an extremely common component of many leadership models and organizational structures (Lamb, 2013). Bass, et al., (1997) affirms that transactional leadership style satisfies the need of followers in the form of recognition or exchange or rewards after reaching the agreed task objectives and goals achieving the expectations of leaders. Transactional leadership style emphasizes on swap or exchange among leaders and employees.

On the other hand lack of rewards, incentives and recognitions can also act as an obstacle for knowledge and building the sharing culture and facilitation of knowledge in the school set-up. The leaders having transactional behavior may foster the commitment of employees to new ideation by having the tangible recognition or rewards for thriving initiatives and the development of new ideas, thus the value is communicated directly to the followers about leader attachment in the program participation. To understand the organization focused ideation importance to the followers, the transactional behavior leader may be good in explaining about the target to reach. This makes the followers realize the importance of self-efficacy when they achieve the goals.

The study of Jansen, et al., (2009) states that, transactional leadership style is suitable for followers' motivation to contribute and participate in the organizational ideation programs and that follower can still be motivated to deliver good results. Vera and Crossan (2004) states in institutionalized setting the leader having transactional behavior may be appropriate for ideation programs, where instead of managing old ideas, new ideas are managed by focusing on efficiency and standardization most effective in refining, reinforcing, or getting the benefits of the current routines and memory assets of firms.

Transactional leadership style having the knowledge management in organization is effective because the employees share their knowledge to achieve the desired outcomes of the organization. Most of schools have transactional leadership behavior and the employees are rewarded through promotions, bonuses, recognitions and other rewards. The underlying practice of this leadership method is that leaders exchange rewards for employees' compliance, a concept based in

bureaucratic authority and a leader's legitimacy within an organization (Yukl, 1998). Examples of this reward exchange included the leader's ability to fulfill promises of recognition, pay increases,

Shared Leadership and Performance

Shared leadership is the process where more than one person collaborates to provide direction and exercise influence to common goals according to the operational definition. Beau (2003) said shared leadership is not about the person leading at the front but one within the group, the person within the group is amongst other like-minded people who have a shared idea or view to leadership. Marks and Printy (2003) emphasizes the importance of shared leadership in eliciting the instructional leadership of teachers for improving student performance. This shared leadership approach may help galvanize a school around ambitious academic goals and establish conditions that support teachers and facilitate student success (Togneri & Anderson, 2003).

On the correlation between shared leadership and students' performance; the general idea behind the concept of shared leadership is that the existence of several leading individuals in a team fosters participation and information sharing, which in turn enhances performance (Mehra et al., 2006). Inferring from the above, shared leadership is an approach very conducive to team work, as stated by LePine and Van Dyne (2001). Their study shows that shared leadership positively correlates to cooperative performance. This might foster behavior associated with shared leadership and, therefore, enhance team performance.

One of the ways that leadership can be developed and shared is through the practice of structured conversations where participants listen to one another's reflections on past goals and hopes and dreams for the future. In a school context shared leadership operates well in an environment where the principal's personal values allow risk taking, trust in others and relinquishing control. Shared practice gives one the ground to train for the future; principals who could easily adopt this approach are more successful. Togneri and Anderson (2003) assert that principals who share leadership responsibilities with others will be less subject to burnout than principals who attempt the challenges and complexities of leadership alone.

Further, principal leadership that elicits high levels of commitment and professionalism from teachers, and works interactively with the school staff to share instructional leadership capacity, is associated with school organizations that learn and perform at high levels (Marks & Printy, 2003). Another important factor is the common disadvantage of team work, as pointed out by Latané, et al., (1979), that whenever work load and responsibilities are shared, there is a certain risk of free riding, the tendency to share leadership amongst teams consisting of exclusively motivated members. In addition, Mayer et al., (1995) argued that shared leadership emphasizes on relationship oriented work culture among the employees which is dependent on high involvement of task inter-dependence.

Through shared leadership people generate new ideas, new ways of problem-solving, negotiate, communicate, collaborate, and oftentimes these are distributed in organization and transformed into shared practices and routines when tasks are shared. Learning institutions needs competent leadership for its success to be realized. Leadership process and its success is a product of leaders,

observers, and the situations that these individuals take part in (Spillane, 2005). Shared leadership contributes to the increased quality of schools and allows schools to transform into learning organizations (Bakir, 2013). The important thing in shared leadership is not the individual's formal position or role, but his/her knowledge and skills.

Shared leadership reflects the culture of working in unity presented by shared leadership behaviors by all stakeholders. It is stated that parents, students, teachers, administrators, and even the public should participate in the process for successful educational leadership (Bolden, et al., 2009). A shared leadership model of governance means principals seek out others in their school to build partnerships, tap others' strengths, and jointly move the vision forward. Principals who believe and act in ways that are invitational and support a common purpose understand that strong relationships with their faculty, developed through both formal and informal interactions, is fundamental to motivating everyone to move in the same direction.

Senge et al., (1994) affirms that to re-energize, redefine, or re-establish the school's direction so as to provide opportunities for all students to succeed, there must be a collective responsibility for strengthening relationships and for improving academic achievement, the challenge administrators and teacher leaders share. Little (2000) rightly states that inviting a teacher(s) to take on the responsibilities of leading group leverages shared commitment to the collective goals. The necessary condition is that these teacher leaders have the knowledge, skills, and disposition for building strong interpersonal relationships necessary to support effective teamwork. They must be adept at creating a community of peers that can function as a resource for one another.

The critical work of schools is done through relationships among people. These relationships must be nurtured and attended to so that conversations move beyond collegiality to collaboration and a commitment to improving one's practice. In fact, recent research reviews done by the National Staff Development Council (2008) identified working in teams as the model for strengthening teaching practices. As Greenfield (2005) writes, "The challenge for a school leader is to spark and sustain such a dialogue and to work with and through teachers to develop a shared commitment to implementing the desired practices effectively".

RESEARCH METHODOLOGY

The research used descriptive survey design to obtain information regarding leadership styles and their effect on student's performance. Orodho (2003) articulate that descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The target population of the study was 50 participants considered key school stakeholders; these are members of the teaching staff, ten from each of the five selected schools. The representation was meant to capture a big number of the teaching staff in schools who are believed to have vital information for the study. Teachers' representation was opted for the study due to their capacity to grasp the concept of school leadership relating it with students' performance. The five public secondary schools in Samburu central sub-county were targeted because of their prevailing challenges in their performance. Out of the 27 public secondary schools in Samburu central sub-county, five schools were selected which constitute 20% of all the schools using simple random sampling techniques. This sampling technique was used because it ensures

that the “unknown” influences were equally distributed within the sample (Lincoln & Guba 2007). According to Mugenda (1999) a sample size of 30% of the target population is acceptable, representative and reliable. The sampling size for teachers in the selected schools which stand at 50%. The researcher collected data using questionnaires and interview and code it using the Statistical Package for Social Sciences (SPSS) spreadsheet to give computed descriptive percentage, mean, mode and frequencies. Descriptive statistics were used to analyze the findings and the results were presented in the frequency distribution tables, Likert scale with their percentages. Quantitative data collected were cross tabulated with the demographic characteristics of the participants from whom the data was collected. Qualitative data collected were analyzed using data processing codes and identification of the themes and sub-themes. The means, standard deviations and correlations of the questionnaire scales were computed by use of statistical data analysis package software version 16.0 (Statistical Package for Social Sciences-SPSS). Descriptive analyses were appropriate for this study because it involves the description, analysis and interpretation of circumstances of the time of study. Basic statistical techniques were used to analyze various items of the questionnaire using the following formula: Within multiple regressions the objective is to use the independent variables whose values are known to predict the single dependent variable (Cramer, 1998; Hair et al., 1998). Multiple regressions were calculated according to the following formula:

$$P = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon. \text{ Therefore: } P = \beta_0 + \beta_1 \text{TRL} + \beta_2 \text{TL} + \beta_3 \text{SL} + \epsilon.$$

Where: β_0 =Constant term; β_1 = Coefficient of determinant; X_1 = Transformational leadership (TRL); X_2 = Transactional leadership (TL); X_3 = Shared leadership (SL); ϵ = error term

RESEARCH RESULTS

The main purpose for the study was to establish the effects of strategic leadership on students’ performance in public secondary schools in Samburu central sub-county, Kenya.

The study further established that to a moderate extent transactional leadership was embraced by principals among selected schools in Samburu County. It was indicated that leadership gives instructions and expects compliance at all times for rewards, the administration makes all decisions and expects other to follow, the leadership rewards handsomely those loyal to it and do good work and that the management punishes those who do not meet set objectives.

On shared leadership, it was indicated that to a moderate but significant extent, the school leadership involves others with school programs, the administration builds partnership with all school stakeholders, the school leadership maximizes strengths from others and that the school leadership delegates responsibilities

The study established under transformative leadership style that to a great extent school leadership inspires loyalty and commitment in the school for better results, the school leadership provides an enabling environment to come up with new ideas and alternatives and that the school leadership provides learning resources for effective and efficient learning. The respondents to a moderate extent indicated that the school leadership provides service training for the update and upgrade on

development within the teaching profession, the school leadership encourages for high performance through motivation of teachers and students and that the school leadership stimulates and encourages teachers to participate willingly and happily in conducting school duties

The study established that the principals did not significantly exhibit much of transactional leadership in their school management. The teachers rated the principal's transactional leadership as moderate but less as compared with transformational and shared leadership. The findings are important since the study sought to establish the perception of teachers towards the principals' transactional leadership on students' academic achievement.

The respondents to a great extent agreed that school leadership shares responsibilities and seeks out for others, school leadership shares leadership to build partnership within the school, school leadership distributes leadership and taps strengths of others and that the school shared leadership jointly moves the school vision forward. The respondents to a moderate extent agreed that school shared leadership motivates others towards the school goal and that the school administration empowers other school organs to lead.

INFERENCE STATISTICS

The study conducted inferential statistics to establish the extent of correlation between leadership styles and student performance among secondary schools in Samburu County. The findings of coefficient of determination and coefficient of adjusted determination are as shown in Table 1.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873 ^a	.868	.870	1.713351

The findings indicated that the coefficient of correlation R was 0.873 an indication of strong positive correlation between the variables. Coefficient of adjusted determination R² was 0.870 which changes to 87.0% an indication of changes of dependent variable can be explained by (transformation, transactional and shared leadership). The residual of 13.0% can be explained by other factors beyond the scope of the current study.

The study carried out an ANOVA at 95% level of significance. The findings of F_{Calculated} and F_{Critical} are as shown in Table 2.

Table 2: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	751.642	10	75.1642	11.64741	.000 ^b
Residual	258.131	40	6.4533		
Total	1009.773	50			

The findings show that $F_{\text{Calculated}}$ was 11.64741 and F_{Critical} was 5.3511, this show that $F_{\text{Calculated}} > F_{\text{Critical}}$ an indication that the overall regression mode was significant for the study. The p value was $0.000 < 0.05$ an indication that at least one variable significantly influenced student performance among selected secondary schools in Samburu County, Kenya

The study used coefficient of regression to establish the individual influence of the variables to leadership styles. The findings are indicated in Table 3.

Table 3: Coefficients of Regression

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
(Constant)	5.213	0.725		2.111	.000
Transformational	0.854	.134	.011	9.012	.000
Shared	0.833	.121	.301	10.332	.000
Transactional	0.798	.117	.237	9.191	.000

The resultant equation was:

$$Y = 5.213 + 0.854X_1 + 0.798X_2 + 0.833X_3$$

Where: X_1 = Transformational leadership; X_2 = Transactional Leadership style; X_3 = Shared leadership style

The study found out that by holding all the variables constant, student performance among secondary schools in Samburu County will be at 5.213. A unit increase in transformational leadership when holding all the other variables constant, student performance would be at 0.854. A unit increase in transactional leadership while holding other factors constant, student performance would be at 0.798. A unit increase in shared leadership while holding other factors constant, student performance would be at 0.833. Teachers' view on the application of transformational leadership indicates that the principals' encourages them to be loyal, committed, innovative and creative for better performance. This gives the teachers room for innovation and personal growth. Jantzi and Leithwood (1996) contend that the best way to accomplish the level of intellectual stimulation is for the principal to share knowledge with staff in the school, which encourages them to look at past problems in new ways so that problem-solving, can occur. The input from the principals' supports teachers to reach high levels and implement the same at the classroom level which will ultimately increase students' achievement.

Transformational leadership ensues when the principals inspire teachers to reexamine what they are undertaking for the learners' in the classroom setting. The teachers need to re - appraise their teaching methodology and overall classroom organization. The reflection can thus lead to professional development that provides opportunities for teachers to learn new information which would challenge their current practices. Intellectual stimulation occurs when the principal challenges teachers to re-examine assumptions they have about their job role (Mees, 2008).

According to the findings by a study conducted by Griffith (2004) that measured instructor transformational leadership behaviors and student outcomes; student achievement, effective learning, motivation and student evaluations of teacher credibility are positively correlated with transformational instructors who demonstrate encouragement, motivation, coaching, intellectual stimulation, and charisma. Due to the empirical research, this study concludes that transformational leadership has a positive influence beyond increasing student attainment; it leads to more satisfied and committed teachers who could subsequently influence student learning and school performance in general.

However, study conducted by Bogler and Somech (2006) affirms that teachers, who felt that they were respected (status) and had opportunities for professional growth, were effective at their job and put more effort in their work. The transformative principal would provide opportunity for growth for their teachers and this would serve as a motivator that would make them put more effort in their work, by setting standardized examinations, providing comprehensive marking schemes and being available for students, especially those who require extra remedial lessons.

Transactional leaders use exchange contingent rewards upon performance and positional resources in order to encourage desired behaviors of followers. Transactional leaders clarify role and task requirements to guide or motivate their followers in the direction of established goals (Bass, 1985; Burns, 1978). Transactional leadership is a continuous interaction between leaders and followers. The focus is on rewarding or using other forms of reinforcement in exchange for satisfactorily carrying out the assignment, or on taking corrective actions for failure to meet objectives (Bass & Avolio, 1994).

On the analysis of transactional leadership style teachers gave a mean score of (2.7), which implies below average application of transactional leadership. Transactional leadership applies both rewards and punishment in regards to the outcome of its activities, a scenario disliked by teachers' claiming that there are so many other factors that can trigger the outcome. Transactional leaders complete administrative tasks and often emphasize the impersonal aspects of performance, such as budgets, plans, and schedules. Transactional leaders reveal a deep sense of commitment to the organization and conform to the organization's norms and values.

On the analysis of shared leadership which was attributed to collaboration, knowledge, and insight toward building relationship between teachers and principals, these groups develop greater capacity to work together for the common good of the students'. Therefore, principals should focus more efforts on those behaviors and activities that foster teamwork for better performance. Principals should challenge staff to re-examine their assumptions about their work, including those related to building collaborative relationships with parents and students.

CONCLUSION

Based on the findings of this study, the following main conclusions were made: Firstly, and decisively, resilient principal leadership is perceived to be one of the most important influential features to a school's achievement. Other important issues include a more well-organized environment, better academic methodology in teaching and learning process, teachers'

commitment and collaboration, team spirit, good teacher-student relationship, students' improved attitude towards education, provision of teaching and learning resources, benchmarking and sharing of ideas with performing schools.

Secondly, this study reinforces previous findings that the principals' influence on students' academic achievement is indirect, and the principal has a significant relationship with other variable in the school environment that ultimately impact on student academic achievement. This is so because, the research established that most of the principals hardly taught in the school even though the curriculum based establishment is usually calculated with the principals being expected to have a teaching load that corresponds to the size of the school (for example, in a single stream school, the principal is supposed to have a teaching load of at least 12 lessons per week, in a double stream school, the load is supposed to reduce to 8 lessons per week etc.).

Fourth, the study established that Samburu central sub-county school principals exhibited more transformational than transactional leadership behaviors. The researcher postulate that in order for improved school performance (as seen through student achievement) to take place, school principals should not depend solely on being transformative leaders; they should work closely with teachers. Principals spend more time with teachers whereby they provide direction and guidance, assess and provide needed resources, observe and evaluate performance, than with students.

Thus, principal behaviors more directly affect teachers' job satisfaction, commitment to work and performance, accordingly, the principals have stronger relations to outcomes associated with teachers than with students. The study revealed that it is important to have decisive and goal-oriented school leadership in the schools, which really empowers the teachers in terms of true delegation of power.

Fifth, Transactional leadership, especially the attribute of contingent reward, was practiced by the principals but to a lesser extent as compared to transformational leadership. A combination of transformational leadership and transactional leadership constructs were highlighted as used by school principals to promote student academic achievement. Teacher motivation was rated highly as contributing to student academic achievement followed by the need for the principals to establish the vision of the school and set high expectations for teachers and students to achieve the vision.

Sixth, according to the findings, Leadership should be regarded as team work and infuse every role in the school. The principals of the schools need to involve the entire staff in the management of the school in order to drive the school toward improvement. Perhaps the principal needs to review his/her style of leadership and to be more transparent and democratic in their dealings with the members of the entire staff. The principal has to allow everyone to play an active role in transforming the whole school toward improvement. This study concludes that many intervening variables affect student academic achievement, some of which the principal and the school have no control. Very few studies reviewed showed a direct link between the principal leadership and student academic achievement.

RECOMMENDATIONS

The study recommends that the school leadership should adopt the appropriate leadership style that suit the organization at the same time taking into consideration the effective management of teachers through good leadership in order to increase the performance and effectiveness of schools as they develop, grow and mature in their output. On the basis of the findings of the research, I recommend that emphasis be made aimed at training and empowering principals of secondary schools with various administrative leadership skills, and more so, the principals' ability to develop and share an inspiring vision of the organization's future. For instance, the principal needs to appreciate the importance of guiding staff to set targets and putting strategies in place to achieve the set targets.

Recommendations were also made on the strategies to enhance student academic achievement in secondary schools in Samburu County. The Ministry of Education should embark on intensive empowerment of school principals in crafting an appealing vision and mission of the school through strategic planning. Principals should be encouraged to engage all the stakeholders (Parents, Teachers Association, Board of Governors, students, sponsors and members of the community) in vision building, strategic planning and the implementation thereof. Transformational leaders are visionary and innovative. Therefore, it is recommended that secondary school principals, as change agents be empowered in visionary leadership as part of school leadership.

The Ministry of Education needs to keep on conducting needs assessment to establish training needs of the principals so that they can improve on the management of the secondary schools. In order to strengthen the leadership skills of principals, a mentoring program is strongly recommended for newly appointed and underperforming serving principals. This would involve organizing for in-service courses and induction courses for the principals. The Government through the Ministry of Education should involve the principals more in decision making on matters pertaining to policies that guide the operations of secondary schools.

The school administration has a challenging task of managing scarce resources to attain maximum student academic achievement. The issue of motivation came up strongly, that motivation could come in the form of elevating the principals and teachers to a higher job group. Capacity building is important through exposing the teaching fraternity to further training especially on managerial and leadership skills so that they can enhance their output. The findings of the study have implications for practice. Principals should be actively involved in actual teaching, at least of one class so as to influence the school academic performance, in this case acting directly as an example.

REFERENCES

- Albertine, W. (2009). *Methodology of Research in social sciences*. A survey of research tools. Nairobi: Dorbocon Publishing House.
- ADEA (2006). *Effective Schools for Sub Saharan Africa*; Libreville, Gabon: Association for the Development of Education in Africa.
- AdvancE,(2011). *Standards for Quality Schools*. Westside Parkway: GA.

- Akinyi, O. (2010). *Influence of Tangible and Intangible Resources on Performance in Public Secondary Schools in Bondo District*. University of Nairobi: Nairobi, Kenya.
- Avolio, B.J. (1999). *Full Leadership Development: Building the Vital Forces in Organizations*. Thousand Oaks: CA Sage.
- Barney, J.B. (2007). *Gaining and Sustaining Competitive Advantage*. 3rdEd. NJ: Pearson Hall.
- Bass, B.M, Avolio, B.J, Jung, D.I, & Berson, Y.I. (2003). Predicting Unit Performance by Assessing Transformational and Transactional Leadership: *Journal of Applied Psychology*, 88(2), p.207-218.
- Bass, B. & B. Avolio. (2000). *Multifactor Leadership Questionnaire*. Redwood City, CA.
- Bass, B., & Avolio, B. (1997). *The full range Leadership Development manual for the Multifactor Leadership Questionnaire*. Mind garden Inc., Redwood City, CA.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. N.Y: The Free Press.
- Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership: Theory, research and managerial applications*. New York: Free Press.
- Bass, B. M. (1985). *Leadership and Performance*. N. Y: Free Press.
- Bass, B. M. & Riggio, R. E. (2008). *Transformational Leadership*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
- Bass, B, & Avolio, B. (eds.) (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA. Sage.
- Bateman, T. S., & Snell, S. A. (2009). *Management: Leading and collaborating in competitive world*. Bateman. Snell 8th Ed. McGraw-Hill, Irwin.
- Bennis, W., & Nanus, B. (1985). *Leaders: The strategies for taking charge*. NY: Harper & Row.
- Blase, Joseph, & Jo Blasé (1999). Principals Instructional Leadership and Teacher Development: Teachers' Perspectives. *Educational Administration Quarterly* 35 (3).
- Birgen, P. (2007). *Strategic Plan: How to develop a strategic Plan*. Nairobi: Colour print ltd.
- Breene, T., & Nunes, P. F. (2006). Going the distance: How the world's best companies achieve high performance. *The Journal of High- performance business No. 3*.
- Bush, T. & Glover, D. (2003). *School Leadership: Concepts and Evidence*. Nottingham: national College for school leadership, 8-10.
- Burns, J. (1978). *Leadership*. New York: Harper & Row.
- Buley, A. L. (1998). *A vision of learning. Success in sight*: London, International Thomson Business Press.
- Boal, K. B. & Hooijberg, R. (2001). Strategic leadership research: moving on, *Leadership Quarterly*, 11, 515–549.
- Boisot, M. (2003). *Preparing for turbulence: The changing relationship between strategy and management development in the learning organization*. In B. Garratt (Ed.) *Developing strategic thought: A collection of the best thinking on business strategy*, London: Profile Books.
- Bligh, M.C., Pearce, C.L & Kohles, J.C. (2006). *The importance of shelf and shared leadership in team based knowledge work*. A meso level model of leadership dynamics. 21(4):296-318.
- Breene, T., & Nunes, P. F. (2006). Going the distance: How the world's best companies achieve high performance. *The Journal of High- performance business No. 3*.
- Camburn, E., Rowan, B., & Taylor, J. E. (2003). Distributed leadership in schools: The case of elementary schools adopting comprehensive school reform models. *Educational Evaluation and Policy Analysis*, 25(4), 347-373.
- Charry, K. (2012). *Leadership Theories - 8 Major Leadership Theories*. Retrieved, 2014.
- Carton, R.B. (2010). Organizational Financial Performance: Identifying and Testing Multiple Dimensions. *Academy of Entrepreneurship Journal*, 16(1), 1-20.

- Cohen, L., Manion, L. & Morrison, K. (2011). *Research Methods in Education*. London: Routledge Taylor & Francis Group, 289.
- Davies, B. (2003). Rethinking strategy and strategic leadership in schools, *Education Management & Administration*, 31, 295–312.
- Davies, B. (2004). *Developing the strategically focused school*: School Leadership & Dessler, G. (2008). *Human Resource Management*. 11th Ed. Upper Saddle River, New Jersey: Pearson Prentice Hall.
- Devine, D.J, Clayton, L.D, Philips, J.L, Munford, B.B, Melner, S.B (1999). *Team in organizations*: Prevalence, characteristics, and effectiveness. *Sm. Gro. Research*. 30:678-711.
- Drucker, P. (1989). *The Practice of Management*. Oxford, London: Heinemann professional Publishing ltd.
- Edmonds, R.(1981). *Search for Effective Schools*; NIE, East Lansing, MI. The Institute for Research on Teaching, College of Education, Michigan State University.
- Elenkov, D.S.(2008). Effects of leadership at strategic level and its moderators on innovation: an international empirical study. *International Journal of Business Strategy*, 8(2): 37–47.
- Elmore, R. (2000). *Building a New Structure for School Leadership*. Washington, DC: The Albert Shanker Institute.
- Ekvall, G. & Arvonen, K. (1991). Change-centered leadership: An extension of the two dimensional model. *Scandinavian Journal of Management*, 7, 17–26.
- Feidler, F. & House, R. (1994). *Leadership theory and research*: A report of progress.
- Fiedler, F. E. (1973). *The contingency model*: A reply to Ashour. *Organizational Behavior and Human Decision Processes* 9(3): 356-68.
- Fu-Jin .W, Shieh .C & Tang . M. (2011). Effect of leadership style on organizational performance as viewed from human resources management strategy. *African journal of business management*, 4(18), 3924-3936.
- Fullan, M. (1991). *The New meaning of educational change*. NY: Teachers College Press, 144.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Fullan, M. (2007). *The New Meaning of Educational Change*. NY: Teachers College Press.
- Forde, R., Hobby, R. & Lees, A. (2000). *The lessons of leadership: A comparison of head teachers in UK schools and senior executives in private enterprise*. London: Hay McBer.
- Gay, L.R. (1987). *Educational Researchers competencies for analysis and application*. London: Merrill Publishing Company.
- Glantz, J. (2002). *Finding Your Leadership Style*. A Guide for Educators: Association for Supervision and Curriculum Development.
- Guillot, W. M. (2003), *Strategic Leadership: defining the challenge*. Air & Space, Power Journal-Winter.
- Graetz, F. (2000). *Strategic change leadership*. *Management Decisions*, 38(8), 550-562.
- Gurr, D., Drysdale, L., & Mulford, B. (2005). *Successful principal leadership*: Australian case studies, *Journal of Educational Administration*, Vol 43 (6), pp. 539-551.
- Gully, S.M., Joshi, A., Incalcaterra, K.A., Beaubien, J.M. (2002). *A Meta-Analysis of Team Efficacy, Potency and Performance*: Interdependence and Level of Analysis as Moderators of Observed Relationships. *J. Appl. Psychol.* 87(5):819-832.
- Hall, G.E., & Lord, S. (1999). *Change in schools: Facilitating the process*. Albany: State University of New York Press.
- Hamel, G. & Prahalad, C. K. (1994) *Competing for the future* (Boston, MA, HBSP).
- Hallinger, Philip, and Ronald H. Heck. (1996). Reassessing the principal's role in school effectiveness: a review of the empirical research. *Educational Administration Quarterly*, 32(1).

- Hallinger, P. (2000). Leading at the confluence of tradition and globalization: the challenge of change in Thai schools, *Asia Pacific Journal of Education*, 20(2): 45-57.
- Hargreaves, D. H. (1998). *Creative Professionalism*. The role of teachers in the knowledge society. London: Demos.
- Hater, J. J., & Bass, B. M. (1988). Supervisors' evaluations and subordinates' perceptions of transformational and transactional leadership. *Journal of Applied Technology*, 73, 695-702.
- Hipp, K. A. (1997). *Documenting the effects of transformational leadership behavior on teacher efficacy*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Hoy, W. K., & Hannum, J. W. (1997). Middle school climate: An empirical assessment of organizational health and student achievement. *Educational Administration Quarterly*, 33(3), 290-311.
- Howell J. M., & Avolio B. J. (1993). *Transformational leadership, transactional leadership, locus of control and support for innovation: Key predictors of consolidated-business unit performance*. *J. Serv. Mark.*, 16, 487-502.
- Hord, S. M. (1997). *Professional learning communities: Communities of continuous inquiry and improvement*. Austin, TX: Southwest Educational Development Laboratory.
- Ismail, A. (2009). *The mediating effect of empowerment in the relationship between transformational leadership and service quality*. *J. Bus. Manage.*, 4(4) 3-12.
- Jansen, J. J. P., Vera, D., & Crossan, M. (2009). Strategic leadership for exploration: The moderating role of environmental dynamism. *The Leadership Quarterly*, 20, 5-18.
- Johnson, Scholes & Whittington (2008). *Exploring Corporate Strategy*. 6th Ed. New Delhi: Text and Cass Pearson Education Ltd.
- Jooste, C., & Fourie, B. (2009). *The role of strategic leadership in effective strategy*.
- Kant, I. (1994) *The Metaphysical Principles of Virtue*, trans. J. Ellington: New York Library of Liberal Arts, New York.
- Kaplan, R. S. & Norton, D. P. (2001). *The strategy-focused organization*: Boston, MA, Harvard Business School Publishing Corporation.
- Kendrick, J. A. (1988). *The emergence of transformational leadership practice in a school improvement effort: A reflective study*. Unpublished doctoral dissertation. University of Illinois.
- Keeley, M. (1995). The Trouble with Transformational Leadership: Toward a Federalist Ethic for Organizations', *Business Ethics Quarterly* 5, 67-96.
- Knapp, M. (2010). *Learning-focused leadership and leadership support: Meaning and practice in urban systems*. Retrieved from Wallace Foundation website.
- Kjelin, E. (2009). A Concept Analysis for Strategic Leadership. *EBS Review No. 26*, 37-57.
- Kothari, C. R. (2004). *Research Methodology, methods and techniques*. New Delhi: New Age International (P) ltd.
- Kombo and Tromp (2006). *Proposed that Thesis Writing: An Introduction*. South Africa: Pauline Publication.
- Lado, A. A., Boyd, N. G. & Wright, P. (1992). *A Competency-based Model of Sustainable Competitive Advantage: Toward a Conceptual Integration*. *Journal of Management*, 18(1): 77-91
- Lambert, L., Walker, D., Zimmerman, D., Cooper, J., Lambert, M., Gardner, M., & Ford-Slack, P. J. (1995). *The constructivist leader*. New York: Teachers College Press.
- Lambert, L. (1998). *Building leadership capacity in schools*. Alexandria, VA: ASCD.
- Latané, M. (1979). *Many hands make light the work: The causes and* *Journal of Personality and Social Psychology*, 37(6), 822--832.
- Leithwood, K. & Jantzi, D. (2005). *Transformational Leadership in a School Context*, in B.

- Davies (Ed.). *The Essentials of School Leadership*. London: Paul Chapman.
- Leithwood, K. & Jantzi, D. (1999). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration* 38 (2), 112-129.
- Leithwood, K. (1994). *Developing expert leadership for future schools*. London: Falmer.
- Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly*, 30 (1994): 498-515.
- Leithwood, K, Begley, P. T, & Cousins, J.B. (1994). *Developing expert leadership for future schools*. London: Falmer.
- Leedy, P.D. (1980). *Practical Research*: Macmillan. New York.
- LePine, J. A. & Van Dyne, L. (2001). Voice and cooperative behavior as contrasting forms of contextual performance: Evidence of differential effects of Big--Five personality Characteristics and general cognitive ability. *Journal of Applied Psychology*, 86, 326--336.
- Lezotte, L. W. (2010). *What effective schools do: Re-envisioning the correlates*. Indianapolis, IN: Solution Tree.
- Levine, A. (2005). *Educating School Leaders*: Education Schools Project, Washington, DC.
- Lee, H.C., & Chuang, T.H., (2009). *The Impact of Leadership Styles on Job Stress and Turnover Intention*: Taiwan Insurance Industry as an Example.
- Linotos, L. B. (1993). *Transformational leadership*. *Emergency Librarian*, 20(3), 34-35.
- Louis, K. (2010). *Investigating the links to improved student learning*: Final report of research findings. Retrieved from Wallace Foundation website:
- Mayo, M, & Meindl, J.R., Pastor, J.C., (2003). *Shared leadership in work teams: A social network approach*. In: Pearce CL, Conger JA (Eds.). *Shared leader: Refra. The how's and whys of leader*. Thousand Oaks, CA: Sage. Pp.193-214.
- Mayer, L. (1995). *An integrative model of organizational trust*. *Acad. Manage. Rev.* 20:709-734.
- Mayer, R.C., Davis, J.H., Schoorman, F.D. (1995). *An integrative model of organizational trust*. *Acad. Manage. Rev.* 20: 709-734.
- Marks, H. M., & Printy S. M., (2003). Principal leadership and school performance: An Integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397.
- Masi, R. J. (2000). Effects of transformational leadership on subordinate motivation, empowering norms, and organizational productivity. *International Journal of Organization Analysis*, 8(1), 16-32.
- Mehra, M. (2006). *Distributed leadership in teams: The network of leadership perceptions and team performance*. *The Leadership Quarterly* 17, 232--245.
- Messick, D. M. & Kramer, R. M. (2004). *The Psychology of leadership: New Perspectives and Research*. Lawrence Erlbaum Associates, Publishers. New Jersey.
- Mitchell, T. R. & L. R. Beach. (1990). *Do I Love Thee? Let Me Count*. Toward an Understanding of Intuitive and Automatic Decision Making', *Organizational Behavior and Human Decision Processes* 47, 1--20.
- Muturia, J.M., Bolo, Z.A. & Oeba, L.K. (2010). Strategic Planning, Planning Outcomes and Organizational Performance: An Empirical Study of Commercial Banks in Kenya. *Research Journal in Organizational psychology and educational studies*.
- Møller, J. (2005). *Successful school leadership: the Norwegian case*. In Jacobson, S. L., C. McGrath, G. R & MacMillan, I. C. (2000). *Entrepreneurial Mindset: Strategies for continuously creating opportunity in an age of uncertainty*. Harvard Business School Press Books.
- Mugenda, O.M. & Mugenda, A.G. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi, Kenya: Acts Press.

- Naylor, J. (1999). *Management*. Harlow, England: Prentice Hall.
- OECD (2000). *Knowledge Management in the Learning Society*. Paris.
- OECD (2009). *Creating Effective Teaching and Learning Environments First results From TALIS* (Teaching and Learning International Survey), OECD Publishing.
- Niedermeyer, B. H. (2003). *The relationship of principal leadership style and student achievement in low socio-economic schools*. Unpublished doctoral dissertation: Purdue University, West Lafayette, IN.
- Northouse, P. (2001). *Leadership theory and practice* (2nd Ed.). Thousand Oaks, CA: Sage publications.
- Nsubuga, Y. (2003). Analysis of Leadership Styles and school performance of secondary Schools in Uganda.
- Onguko, B., Abdalla, M., & Webber, C.F. (2008). Mapping Principal Preparation in Kenya and Tanzania. *Journal of Educational Administration* 46(6): 715–726.
- Owens, R. G. (1998). *Organizational behavior in education* (6thEd). Needham Height, MA: Allyn and Bacon.
- Orodho, J. (2003). *Techniques of Writing Research Proposals and Report in Educational and Social Sciences (1st Ed.)*. Nairobi: Masola Publishers.
- UNESCO, (2010). *Strategic Planning: Organizational Arrangement*, Educational Sector Working Paper 2, International Institute for Educational Planning, Paris.
- Payne, J., & Payne, G. (2004). *Key Concepts in Social Research London*: Sage Publications.
- Pittinsky, T.L. & Zhu. C. (2005). Contemporary public leadership in China: a research review and consideration', *The Leadership Quarterly*, 16: 921-39.
- Pearce, C. L. (1997). The Determinants of Change Management Team Effectiveness: A Longitudinal Investigation: Unpublished Doctoral.
- Pearce, J. A., & Robinson, R. B. (2007). *Formulation, implementation and control of competitive strategy (9th ed.)*. Boston, MA: McGraw-Hill Irwin: 3.
- Portin B., Schneider, P., DeArmond, M., & Gundlach, L. (2003). *Leadership for learning improvement in urban schools*. Retrieved from University of Washington, Center for the Study of Teaching and Policy website.
- Rose, N. A. (2015). *A Review of Leadership Theories, Principles and Styles and Their Relevance to Educational Management*, Management, Vol. 5 No. 1, pp. 6-14.
- Rosenholtz, S. J. (1989). *Teachers' workplace: The social organization of schools*. NY: Longman.
- Sammons, P., Hillman, J. & Mortimore, P. (1995). *Key Characteristics of Effective Schools*. London: Institute of Education.
- Sembring, P. & Livingstone, S. (1981). *National Assessment of the Quality of Indonesian Education*. Jakarta: Ministry of Education and Culture.
- Sergiovanni, T. J. (1995). *The Principalship: A reflective practice perspective*. Boston: Allyn & Bacon.
- Selznick, P. (1984) *Leadership in administration*. A sociological interpretation: Berkeley, CA, University of California Press.
- Serfontein, J.J. (2009). *The impact of strategic leadership on the operational strategy and performance of business organizations in South Africa*. DBM thesis, University of Stellenbosch, Stellenbosch.
- Stacey, R. D. (1992) *Managing the unknowable*. Strategic boundaries between order and chaos in Organizations: San Francisco, Jossey-Bass.
- Schmoker, M. (2004). *Tipping Point*. From Reckless Reform to Substantive Instructional Improvement, *Phi Delta Kappan* 85(6): 24–252.
- Silins, H., & Mulford, W. (2002). *Leadership and school results*. In K. Leithwood & P. Hallinger (Eds.). *Second international handbook of educational leadership and administration*. Dordrecht, The Netherlands: Kluwer, pp. 561-612).

- Sounders, M., Lewis, P., & Cooper, D.R. (2007). *Research Methods for Business Students* (5th Ed). New Delhi: Pearson Edition Ltd.
- Riggio, R.E. (2009). Are you a transformational leader. *Psychology Today*.
- Rowe, W. G. (2001). *Creating Wealth in Organizations: The Role of Strategic Leadership. Academy of Management Executive*, 15: 81-94.
- Small, E. E. (2007). *Shared Leadership: A Social Network Analysis*. Doctoral dissertation. University of Tennessee, Knoxville.
- Sifuna, D.N. (1980). *Short essays on Education in Kenya*. Nairobi: Kenya Literature Bureau.
- Scheerens, J. & Bosker, R. (1997). *The Foundations of Educational Effectiveness*, NY: Elsevier.
- Spillane, J.P. (2006). *Distributed Leadership*. San Francisco: Jossey-Bass.
- Stigler, J. W. & Hiebert, J. (1999). *The Teaching Gap*. New York: The Free Press.
- Sun, R.Y. (2002). *The relationship among the leadership style, organizational culture and organizational effectiveness based on competing value framework: An empirical study for the institute of technology in Taiwan*. Doctoral dissertation, National Taipei University, Taiwan.
- Taggar, S. & Hainess, V.Y. (2006). I need you, you need me: a model of initiated task Interdependence. *J. Manage. Psychol.* 21(3):211-230.
- Tichy, T. & Sharman, S. (1993). *Control Your Destiny or Someone Else Will*. NY: Doubleday.
- Thurston, P., Clift, R., & Schacht, M. (1993). Preparing leaders for change-oriented schools. *Phi Delta Kappan*, 75(3), 259-265.
- Tonger, W. & Anderson, S. E. (2003). *Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools - A leadership brief*. Washington, DC: Learning First Alliance.
- U.S. Department of Education (1999). *Key High School Reform Strategies: An Overview of Research Findings*. Washington DC: U.S. Department of Education.
- Vera, D., & Crossan, M. (2004). Strategic leadership and organizational learning. *Academy of Management Review*, 29, 222-240.
- Verspoor, A. (2006). *Conditions and Factors of Effective Schools in Africa*; Paper presented at the ADEA Biennale on Education in Africa, Libreville, Gabon, March 27-31, 2006.
- Vicki, D. (2017). *Education Innovation with AdvanED Schools Improvement*. Georgia State University: Advance Education, Inc.
- Waldman, D. & B. Galvin (2008). *Alternative Perspectives of Responsible Leadership*. *Organizational Dynamics* 37(4), 327-341.
- Walker, A. (2003). *School leadership and management*, in J.P. Keeves and R. Watanabe (eds.), *International Handbook of Educational Research in the Asia-Pacific Region*. Dordrecht: Kluwer Academic Publisher.
- Waters, T., Marzano, R., & McNulty, B. (2004). Leadership that sparks Learning. *Educational Leadership*, 61(1), 48-52.
- Wheeler, S., McFarland, W., & Kleiner, A. (2007). A blueprint for strategic leadership. *Strategy and Business*, 49: 1-13.
- Yukl, G. (2001). *Leadership in organizations*. Upper Saddle River, NJ: Prentice-Hal.
- Yukl, G. (1998). *Leadership in Organizations*. 4th ed. Englewood Cliffs: Prentice-Hall.
- Zhu, W., Chew, I. K., & Spangler, W. D. (2005). *CEO Transformational Leadership & Organizational Outcomes: The Mediating Role of Human-Capital-Enhancing Human Resource Management*. *The Leadership Quarterly*, 16(1): 39-52.