EFFECT OF PRINCIPALS' LEADERSHIP STYLES ON ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN KIMININI SUB-COUNTY, TRANS-NZOIA COUNTY, KENYA

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Abstract

The purpose of the study is to analyze the effect of principals' leadership styles on academic achievement in public secondary schools in Kiminini sub-county, Trans-Nzoia County, Kenya. The study was guided by the following specific objectives: to assess the effect of transformational leadership style on academic achievement in public secondary schools in Kiminini sub-county, Trans-Nzoia County and to investigate the effect of democratic leadership style on academic achievement in public secondary schools in Kiminini sub-county, Trans-Nzoia County. The study was anchored on Human Relation Theory. Descriptive survey research design was employed. A sample size of 335 respondents was determined from a target population of 1096 people using Krejcie and Morgan Table. Questionnaires were used in collecting primary data. The study employed both descriptive and inferential statistics in analysis. Results established varied disparities in academic achievement. Results demonstrated that principals' leadership styles (transformational and democratic leadership style) yield statistically significant influence on academic achievement. The study recommends more pursuit of principals' leadership styles as demonstrated in the human relation theory framework to enhance academic achievement. Investors, school management, government, researchers and academicians may greatly benefit from this study as it provides viable insights that could guide decisions to serve their interests on the critical subject of enhanced academic achievement.

Keywords: *Transformational Leadership, Democratic Leadership, Academic Achievement*

INTRODUCTION

The global goals for Sustainable Development acknowledged the value of education. Sustainable Development Goal four aims at ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all (UN, 2015). Good teachers are essential to solving the global learning crisis and closing the gap between poor and good quality education. Therefore, it is vital that all children have teachers that are well-trained, motivated, and committed, can identify weak learners, and are supported by well-managed education systems.

For all organizations including schools, management plays a key role in achieving main goals. It takes time achieve organizations vision. It also demands greatest efforts from the leaders who in turn, are to spearhead the affairs of the organization. A high degree of

workplace spirituality and spiritual leadership, as a driver of organizational commitment and productivity, is important to enhancing organizational performance (Fry & Motherly, 2006). In this global competitive environment, effective leadership style is necessary to reduce the attrition rate. It is from effective leadership styles that make it possible for principals' to achieve school goals productively.

Besides, managing, staff motivation and performance, the principals' also directs the school by providing effective leadership. Leadership if not well administered is a major element that sets organizations and government apart as opposed to playing a central role in offering direction and purpose towards achieving the goals of the organization. When correctly applied, leadership makes each employee enjoy a feeling of strong commitment towards achieving organizational goals. Regardless of equality of its members, every group would tend to have a system in which it would have a leader (Northouse, 2010).

In the U.S.A, it was established that supervisors practiced democratic leadership had better productivity and their staff were more satisfied that those who practiced transformational leadership (Warrick, 2011). Chen & Chen (2008) found that effective principals were knowledgeable, visible, promoted the school image, and had strong vision to the teachers and all stakeholders. Ali (2011) shows that Bangladeshi schools of leaders had their school managers practice democratic style of leadership and they were able to manage adverse situation like political influence, bureaucratic complex, shortage of physical and human resources.

Nanjundes Swaras Wamy & Swamy (2014) stated transformational leadership style was strongly associated with staff satisfaction. Matthews et al., (2014) observed that a differential leadership model was highly correlated to school effectiveness in England. Dinham (2005) stated that teacher's commitment and performance is affected by school administrators' leadership style through employee relationships, decision making and supportive organizational structure. In Mexico and Taiwan, transformational leadership is generally practiced while South Korea and USA are leading in democratic style. In addition, In the USA, only democratic leadership style was found to have a direct, significant association with performance (Dickson, Hartog & Mitchelson, 2003).

In a school context commitment is the extent to which teachers identify with their institution and desires to continue working or promoting the vision of the school. Organizational commitment is a strong desire to be a member of certain organization, a desire to be suitable with the organization's would and accepting the value and goals of the organization. Chafwa (2012), assert that, commitment of teachers to their job is an essential aspect in all efforts to enhance school education. Committed teachers are more likely to work toward school goals, invest more effort in their job, and are more woulding to apply considerable effort in school reforms. School education goals and success requires greater commitment from teachers.

In Kenya, Gitaka (2014) revealed that teachers from different schools had different perceptions of the leadership styles of their principals'; however, their demographic variable did not influence their perception of their teachers' leadership style. The study revealed that the democratic leadership style was the style most used in secondary schools and that principals' transformational leadership s negatively influence secondary school teachers' level of job satisfaction. Leadership in schools is not easy because school principals' are under pressure from many sources. There are unending demands upon time and energy and there are times when things go well.

Kinyanjui (2014) found out the extent to which principals' leadership skill influenced academic achievement. The study found out that principals' applied various leadership styles with the most frequently used being democratic and laissez fair styles. Most teachers from top performing schools reported frequent use of democratic leadership styles and were more

frequently involved in decision making process by their principals'. Mbobola (2013) adds that teacher commitment reflects those teachers feel valued for their contribution in achieving institutional goals. Therefore, principals' need to manage and motivate teachers' morale as it is the cornerstone of institutional performance which improves morale and productivity in schools.

Statement of Problem

The direct responsibility of improving instruction and learning rests in the hands of the school heads (Mwape, 2013). For a school to have good performance in academics and in co-curricular activities, effective and good leadership is needed. During a public lecture on reforms in education in 2015, the then Minister of Education, Prof. Jacob Kaimenyi weighed on this matter as well. He pointed out the need to address the weaknesses in governance, efficiency, and accountability to deliver quality education. Since then, the Ministry of Education and the Teachers Service Commission has invested more on capacity building of education managers through training at Kenya Education Management Institute with more focus on governance, administration, finance and ICT in education.

The performance of most public secondary schools in Kiminini Sub-county, Trans-Nzoia County has been wanting for a couple of years now raising questions on the commitment of the management and teachers of these schools. According to the Trans-Nzoia County Education Office, in 2020, 2021 and 2022 the average grade of all public secondary schools in Kiminini Subcounty was C, D and C- respectively despite a few schools like St. Bridgid's Girls High School performing well nationally. The low performance in academic achievement creates the need to analyze the effects of principals' leadership styles on academic achievement in public secondary schools in Kiminini sub-county, Trans-Nzoia County. Locally, a few studies have been done in relation to management styles and academic performance of students (Kinyanjui, 2014; Machumu & Kaitila, 2014; Gitaka, 2014; Kiplagat, 2015). However, none of these studies was conducted in Trans-Nzoia County focusing the study variables of this study. Hence, that is the gap that this study seeks to fill.

Objectives of the Study

i. To assess the effect of transformational leadership style on academic achievement in public secondary schools in Kiminini sub-county, Trans-Nzoia County.

ii. To investigate the effect of democratic leadership style on academic achievement in public secondary schools in Kiminini sub-county, Trans-Nzoia County.

LITERATURE REVIEW

Empirical Review

Transformational Leadership and Academic Achievement

Transformational leadership is based on the belief that where people are committed to decisions which they participate in, they would exercise self-control, self-direction and be motivated (Cole, 2012). Such leaders most probably can enhance the motivation, morale, and performance of staff through a variety of mechanism. Transformational Theory is one of the most current leadership theories. It involves leaders adapting to the needs of those in their sphere of influence. Transformational leaders are considered agents of change who have a clear vision and lead from the knowledge of those in the organization. Most importantly, transformational leadership depends on one's ability to motivate in order to inspire others.

Mumbe (2015) conducted a study to investigate principal leadership styles and influence on academic achievement in secondary schools. In the study, he concluded that transformational leadership style affected students and the general school performance positively and motivated teachers to work with principals towards the achievement of school objectives. The schools headed by transformational principals, both the head and teachers use the term our school in reference to the school ensuring that there is sense of ownership, responsibility, and accountability at every stage of decision making (Odewunmi, 2018).

Thus, it was considered suitable to have an insight into the leadership styles exhibited by school principals in secondary schools and how they influence students' performance in KCSE examinations in Kiminini Subcounty, Trans-Nzoia County.

Democratic Leadership and Academic Achievement

Parale (2002) carried out a study on factors influencing the choice of leadership style in Baringo secondary school. Findings reveal that most secondary school's principals employ the democratic leadership style Lindah and Nasongo (2009) conducted a study on the role of the principals' in academic achievement in secondary school in Vihiga County. Finding from the study revealed that principals' used democratic leadership style, i.e., they embraced teamwork and ensured that the staff well established.

Democratic leadership style also referred to as interactive or participatory leadership is characterized by cooperation and collaboration (Okumbe, 2018). It can also be consultative and participative Hersey & Blanchard (2019). In this leadership style the leader seeks opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before deciding. The style decentralizes power and authority. The principal who applies this style tend to use the behavioral science theory which advocates for both staff and task. These are what Kemp & Nathan (2019) called Omega Manager. These are managers who are strong on both the management of people and task. There is sense of ownership by the subordinate in institutions where this leadership style is practiced as well as a sense of accountability and responsibility at each stage.

Katzenmeyer and Moller (2009) summarized by stating that though some classroom teachers' leaders may look for administrative role. Majority of classroom teachers in leadership role do not look at these as step up in positions in management hierarchy. Classroom teachers want to be attached to students' and be ready to take management functions affecting decision relating to daily activities with students'. Achievement enhanced improvement in performance in school needs coordinated tuition among the learners in the school. These need mutual understanding between the classroom teachers so that the slow learners are catered for. According to the Allen et al (2011) it has discovered tuition schedules has clear specific functions, class managers morals and procedures for tutoring for two years students score would move from 50th to 59th percentage.

According to the research carried out by the Nsubuga, (2009) reveals shared management was the best in Uganda where managers communicate with employees in a multidirectional way. The set goal are got from the group discussion .The leader participate in principle making and does not control other group decision, this thought was also carried out by Mccomark, (2009) who placed individuals into various groups with a variety of managerial function as it identified democratic style was the most required as the number of the individual were contented, useful, highly structured and Kenya's optimistic behavior. Nzuve (2005) further agreed that democratic manager sources people views and issues from workers. He considers the ideas and opinion of workers and comes up with a tentative solution which would help the workers to accomplish the required goal and the objective of the school. In this kind of leadership style the classroom teachers' management style requires involvement of all the teachers in the school.

Theoretical Framework

The behavioral school came up with the Human Relation theory. The proponent of this theory was Elton Mayo in the 1930s in USA. His work illustrated that if the managers took an interest in employees and cared for them, it had a positive effect on their motivation (Karori et al., 2013). This theory generally describes the ways in which principals' interact with their teachers. For instance, when the school leadership stimulates more and better work, the school would have effective human relations and when morale and efficiency deteriorate, its human relations are said to be ineffective.

The theory focuses on management as a web of interpersonal relationships. The advocates of this school argue that since management and administration involve group effort and collective endeavors of people, it centers on the individual as a social psychological being and more concerned with motivation (Basu, 2004). The underlying emphasis of the theory is on the solution of the problem and motivation which is done by non-economic rewards. It further emphasizes good communication and conflict resolution between a facilitator and understanding supporter. The theory would guide the researcher in data collection and analysis by exploring how principals' leadership styles affect academic achievement in public secondary schools in Kiminini sub-county, Trans-Nzoia County.

Conceptual Framework

The conceptual framework consists of the independent variables and the dependent variable of the study. The independent variables are the democratic and transformational leadership styles while the dependent variable is academic achievement.

Independent variables   **Dependent variable**
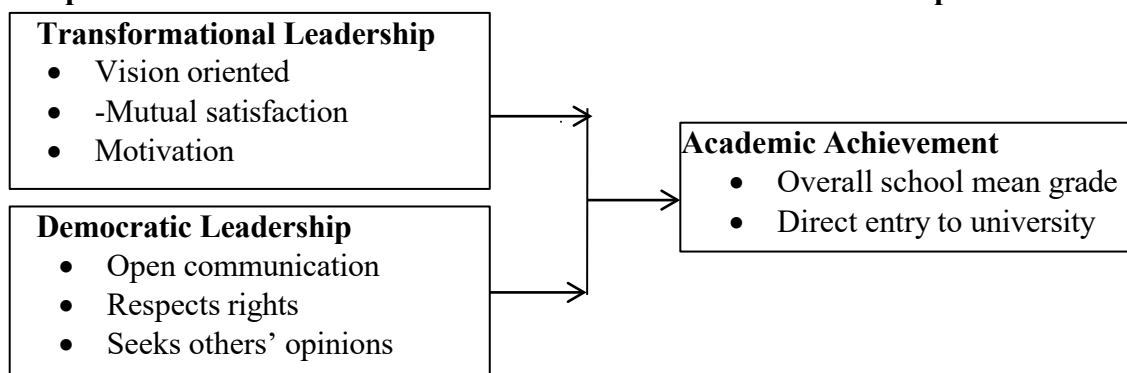

Figure 1: Conceptual Framework

METHODOLOGY

The descriptive survey design was used to describe the influence of principals' leadership styles on academic achievement in public secondary schools in Kiminini sub-county, Trans-Nzoia County. The target population of the study included all the 58 registered public secondary schools in Kiminini Sub- County according to the Trans-Nzoia County Education Office. In each school, the study targeted population the principal, deputy principal and teachers giving a total of 1096 participants as the study target population.

The study employed simple random sampling technique to select participants. According to Mugenda & Mugenda (2008) when the target population is more than 100 but less than 10,000, then a sample size of between 10-30% of the target population is recommended. Thus, the sample size for teachers was determined by calculating 30% of the entire study population as recommended by Mugenda and Mugenda for purposes of proper representation and unbiases. Thus, the sample size for the study would include 329 study participants (18 principals from 18 schools that was randomly selected from the target population, 18 deputy principals and 293 teachers).

The instrument that was used to collect data was structured questionnaire. Collected data was analyzed using Statistical Package for Social Sciences (SSPS 26). This study used both descriptive (frequency, mean and standard deviation) and inferential statistics. Pearson Correlation analysis was used to test the relationship between the study variables.

FININGS AND DISCUSSION

Response Rate

The researcher distributed 335 questionnaires to the various study participants. Out of this number, 263 respondents returned their questionnaires. A response rate of 78.51% was therefore attained which was considered very good as guided by Saunders, et al., (2017), who prescribe a response rate of 50% as adequate, 60% as good and above 70% as very good.

Descriptive Statistics
Transformational Leadership and Academic Achievement
The first objective sought to assess the influence of principals' transformational leadership style on academic achievement in public secondary schools in Kiminini sub-county, Trans-Nzoia County. To achieve this objective, a five-point Likert scale was engaged as summarized in table 1.

Table 1: Principals' Transformational leadership Style

Statements	N	Mean	Std. Deviation
Principals' display high values and reinforces them symbolically	263	3.9373	1.19961
That they motivate teachers and students to go beyond self interest	263	3.6464	1.19200
That they strive to fulfil the school vision and mission	263	3.5818	1.24262
That they ensure both teachers and students feel secure	263	3.9273	.83565
Valid N	**263**		

Source: *Field Data, (2023)*

As shown by the mean (3.93) and standard deviation (1.19), most of the respondents opinedthat principals' display high values and reinforces them symbolically. Similarly, the statement that they motivate teachers and students to go beyond self-interest scored a mean of (3.64) and a standard deviation of (1.19) which demonstrated high level of application. Additionally, as demonstrated by the mean of (3.58) and standard deviation of (1.242), the principals' strive to fulfil the school vision and mission. Lastly, as reflected in the mean score of (3.93) and standard deviation of (0.84), the principals' ensure both teachers and students feel secure. The mean of the means of all the factors stood at (3.77) which demonstrated in general, high level of application of the principals' transformational leadership s in the schools. The average standard deviation stood at (1.12) and was indicative that the data was held close to the mean affirming the high level of application of the principals' transformational leadership s in public secondary schools.

These findings are in agreement with Cherry, (2012) who assert that transformed managers propel and disclose people by assisting the led to know pertinence of the activities. This type of management enables the managers to focus on achievement of entire group and an individual satisfying his efforts. The leaders in this management fashion have high ethical and moral standards. Sergiovanni, (2004) states that, transformational management style works at the condition of rewarding followers with real items and the raise of the salary controlled by leader. In this management style it also relies on the fact that people need to be direct than responsible for their deeds and decisions.

Transformational management style by the classroom teachers requires dominance so that the teachers can transform their schools from low performing schools to higher performing institution. A thought done by Batch and Heyligen, (2014) reveals ways institutional leaders who are identified as transformational leaders have constant increased performance on administration, academic performance management style and its effect on boosting job morale and self-regard. Mitchel and Peter, (2007) in their study sought to find how transformational management behaviors and commitment correlated but did not statistically correlate. The morale of the leaders may not be compared to the teachers' feelings in respect to being in an institution.

Bass and Avolio, (2000) suggest that reward oriented managers arouses and infuse the led to acquire and look forward at the procedures of increasing their knowledge in order to build a shared vision and by the manager led needs by empowering, aligning the goals of an institution to the followers. These results to subordinates higher achievement in performance and agreement that rewarding leaders' morale's were optimistic in relation to the

achievements. The institution should show concern for the classroom teacher so that they feel motivated. These can be done through taking classroom teachers for induction courses, insets and for the educational programs so that they acquire skills and knowledge to transform the institution they are teaching (Mitchell & Peter, 2007).

Transformational management style requires a systematic flow of information from the top authority to the led: This information can be used by the classroom teachers to improve learning in their classes. According to Kowalski et al (2007), states that communication is the exchange of information which comprises a number of vital issues network interdependence. These can be used as a basis to analysis and reflect on the institutions under taking. Eriksen (2001) asserted that managers' exchange of ideas is pertinent to an institution, and therefore the morals that are well known. The principals' and the classroom teachers involve in a cordial communication that contribute constructive learning in school. Despite the various motivations that the classroom teachers use to motivate the learners, the leaders may also use communication language to motivate different actions explains that job morale is a physiological procedures which effect a person habit/ attitude in response to acquisition to the place of goals and tasks. Africa and South Asia has a variety of motivation tasks to class teachers in order to attain the set goals.

According to Sumra, (2004) states that poor working and living states of many teachers since time immemorial has lowered the morale during their deliverance of their duties and non- teaching duties mandated to them, this condition is same in all the developing nations. Watt and Richardson (2007) provided facts to show connection that exists between boosting teacher's Morales and execution of duties, engagement and continuation to teaching and tendency to be involved in academic expertise growth.

Principals' have to delegate responsibility to various class teachers who later perform the various duties in their classes. According to their research carried out by Kipkoech, (2004) establishes that class teachers are expected to be promoted or paid extra for their duties. According to Okumbe (2006), states that positive delegation of duties affects management, boosting morale engagement satisfactions, compliance and widespread growth to teacher's achievement and management in institution. According to Maicibi, (2005) states that delegation operates within a continued series, where some are left freely without control while on the other side monitored with less freedom.

Transformational leadership is based on the belief that where people are committed to decisions which they participate in, they would exercise self-control, self-direction and be motivated (Cole, 2012). Such leaders most probably can enhance the motivation, morale, and performance of staff through a variety of mechanism. Transformational Theory is one of the most current leadership theories. It involves leaders adapting to the needs of those in their sphere of influence. Transformational leaders are considered agents of change who have a clear vision and lead from the knowledge of those in the organization. Most importantly, transformational leadership depends on one's ability to motivate in order to inspire others.

Mumbe, (2015) conducted a study to investigate principal leadership styles and influence on academic achievement in secondary schools. In the study, he concluded that transformational leadership style affected students and the general school performance positively and motivated teachers to work with principals towards the achievement of school objectives. The schools headed by transformational principals, both the head and teachers use the term our school in reference to the school ensuring that there is sense of ownership, responsibility, and accountability at every stage of decision making (Odewunmi, 2018).

Democratic Leadership Style and Academic Achievement
The second objective pursued to investigate the influence of democratic leadership style on academic achievement in public secondary schools in Kiminini sub-county, Trans-Nzoia County. To achieve this objective, a five-point Likert scale was presented in table 2.

Table 2: Democratic Leadership Style

Statements	N	Mean	Std.Deviation
Principals' consultation with teachers and students in school leads to improved academic achievement	263	3.5273	1.15237
Principals' freedom with students in school leads to improved academic achievement	263	4.0727	.99730
Principals' justice to parents of the school leads to improved academic achievement	263	4.1636	.56972
Principals' equality to external stakeholders probably leads to improved academic achievement	263	4.1636	.85556
That teamwork is embraced in your school hence established staff	263	4.3455	.69969
Valid N	**263**		

Source: *Field Data (2023)*

As represented by a mean of (3.53) and a standard deviation of (1.15), it is clear that principals' consultation with teachers and students in school leads to improved academic achievement. Likewise as indicated by a mean of (4.07) and a standard deviation of (0.99), the principals' freedom with students in school leads to improved academic achievement. In addition, as indicated by the mean of 4.16 and a standard deviation of (0.57), it was the position of the majority that the principals' justice to parents of the school leads to improved academic achievement. Likewise, the mean of (4.16) and standard deviation of (0.86) were indicative that the principals' equality to external stakeholders probably leads to improved academic achievement. That teamwork is embraced in your school hence established staff as indicated by the mean of (4.35) and standard deviation of (0.69). The mean of the means of the principals' democratic leadership style stood at 4.05 with the average standard deviation being (0.85). This was generally indicative of application of democratic leadership style in the public secondary schools largely.The low standard deviation indicates that the responses were largely close to the mean and affirming that condition of high application of democratic leadership style.

These results are in agreement with Parale (2002) carried out a study on factors influencing the choice of leadership style in Baringo secondary school. Findings reveal that most secondary school's principals employ the democratic leadership style Lindah and Nasongo (2009) conducted a study on the role of the principals' in academic achievement in secondary school in Vihiga County. Finding from the study revealed that principals' used democratic leadership style, i.e., they embraced teamwork and ensured that the staff well established.

Democratic leadership style also referred to as interactive or participatory leadership is characterized by cooperation and collaboration (Okumbe, 2018). It can also be consultative and participative Hersey & Blanchard (2019). In this leadership style the leader seeks opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before deciding. The style decentralizes power and authority. The principal who applies this style tend to use the behavioral science theory which advocates for both staff and task. These are what Kemp & Nathan (2019) called Omega Manager. These are managers who are strong on both the management of people and task. There is sense of ownership by the subordinate in institutions where this leadership style is practiced as well as a sense of accountability and responsibility at each stage.

According to Cole, (2012), this style is based on the belief that where people are committed to decision making which they participated in they would exercise self-direction and are motivated. Mostly the institutional climate and internal environment allow for interactions which breed high team spirits, cohesion, and adherence to the institutional philosophy (Mutuku, 2015). It is common in such schools to find suggestion box, notice board

magazines and councils (Kibunja, 2014). Other activities that may involve teachers concerning the welfare of the school may include setting of internal examinations, academic day's co-curricular activities and dormitory inspections. These encourage students and teachers to work towards the attainment of the set goal as they freely express their feeling concerning the school. The staff becomes more collaborative and the social commitment to one another is great as they work towards common goals.

Democratic management style construe the kind of management where the leader corporate with other members of the staff in order to arrive at decision. Okumbe (2018) also states that it refers to a situation where the led opinions are obtained to make attentive decision. It is the most effective style of the management where the leader seeks ideas, opinion, and objectives from the led and uses it to arrive at a sound decision that can help classroom teachers to be sound managers in improving academic performance of their class.

According to Northouse, (2006) suggest that democratic or enlighten management practices enables learner's to participate in making pertinent decisions affecting their learning. The classroom teacher has to delegate the class management to the classroom teachers depending on the subject heads to ensure that there is proper attendance to the class. These heads of the departments ensure that every subject is attended fully and equally like other subjects. Linda Lambert (2003) stated that an individual acquired professionalism requires an interacting expertise habits if grownups are to get involved with others in the procedure of expansion and directed change.

Katzenmeyer and Moller (2009) summarized by stating that though some classroom teachers' leaders may look for administrative role. Majority of classroom teachers in leadership role do not look at these as step up in positions in management hierarchy. Classroom teachers want to be attached to students' and be ready to take management functions affecting decision relating to daily activities with students'. Achievement enhanced improvement in performance in school needs coordinated tuition among the learners in the school. These need mutual understanding between the classroom teachers so that the slow learners are catered for. According to the Allen et al (2011) it has discovered tuition schedules has clear specific functions, class managers morals and procedures for tutoring for two years students score would move from 50th to 59th percentage.

Several scholars give different views on class teachers in improving the academic achievement of learners. Some give negative effect and some give positive impact depending on the classroom teachers' management style nearly all educational leaders Leatherwood(2010a), Leatherwood(2010b), Symlie (2010),) agree with classroom teachers can lead for a lasting time and a deepened way. This was supported by Danson(2006), who stated that no school which offers exceptional educational schedules to students who are not dedicated to classroom teachers and further clarifies its pertinence to class directors to lend a hand to colleagues in collaboration in their result instead of failing to criticize and strive as effective class directors. Leader persuades his or her colleagues to source the information, ascertain its credibility so as the students can perform well in the learning institutions.

Instructors need to be inducted on the pedagogies of teaching the learners; therefore the classroom teachers need to organize induction courses in order to improve teacher's methods of teaching. This was further agreed by Vinceo and Grayman, (2012) who suggested that approval and sharing of professional growth is dependent upon professional development which is collaborative in nature.

According to the research carried out by the Nsubuga, (2009) reveals shared management was the best in Uganda where managers communicate with employees in a multidirectional way. The set goal are got from the group discussion .The leader participate in principle making and does not control other group decision, this thought was also carried out by Mccomark, (2009) who placed individuals into various groups with a variety of managerial

function as it identified democratic style was the most required as the number of the individual were contented, useful, highly structured and Kenya's optimistic behavior. Nzuve (2005) further agreed that democratic manager sources people views and issues from workers. He considers the ideas and opinion of workers and comes up with a tentative solution which would help the workers to accomplish the required goal and the objective of the school. In this kind of leadership style the classroom teachers' management style requires involvement of all the teachers in the school.

Pearson Correlation Analysis

Pearson Correlation analysis was utilized to light up the extent and direction of relationship between principals' leadership styles and academic achievement in public secondary schools in Kiminini Sub-County Kenya.

Table 3: Pearson Correlation Analysis

		Academic Achievement
Transformational Leadership Styles	Pearson Correlation	.671[**]
	Sig. (2-tailed)	.002
	N	263
Democratic Leadership Styles	Pearson Correlation	.611[**]
	Sig. (2-tailed)	.020
	N	263

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

All the predictors and academic achievement exhibited significant positive relations. The Pearson Correlation Coefficient for transformational leadership style is 0.671 implying that the variable has a positive relationship with academic achievement. Furthermore, the relationship is statistically significant since the Sig. (2-tailed) value of 0.002 is below the 0.05 or 5% level of significance. The Pearson Correlation Coefficient for democratic leadership style stands at 0.611, which shows a positive relationship between democratic leadership style and academic achievement. The relationship is also statistically significant since the sig (2- tailed) value of 0.020 is less than 0.05 significance level.

Conclusions

The study concluded that transformational leadership style has great influence on academic achievement. A further conclusion was made, going by the results of the correlation analysis that the relationship between transformational leadership and academic achievement was positive meaning that an increase in transformational leadership would lead to significant enhancement in academic achievement.

It was concluded that the democratic leadership style greatly and significantly influenced the academic achievement. The implication is that the application of democratic leadership style would lead to a significant improvement in academic achievement.

Recommendations

The study recommends pursuit of factors such as high values that are reinforced symbolically, school principals' should strive to fulfil the school vision and mission, motivate teachers and students to go beyond self-interest and ensure both teachers and students feel secure in order to enhance academic achievement.

The study recommends an enhanced democratic culture especially in pursuit of consultation to teachers, freedom to students in school, justice to parents and equality to external stakeholders. The application of democratic leadership style would build a strong and continuous student-teacher interaction platform to enhance academic achievement.

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