Effect of Leadership Style on School Performance of the Secondary Schools in Wadajir District, Mogadishu, Somalia

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Abstract

The purpose of this study was to assess the effect of leadership style on School performance of secondary schools in Wadajir District, Mogadishu- Somalia. The study utilized quantitative approach design based on descriptive in nature. The study was made using of a survey study research design and employing of administered questionnaires. The study targeted 10 schools with unit of enumeration consisting of 115 for the academic staff who were the principal, the deputy principal and teachers from the 10 schools. The study sampled 10 school leaders and 79 teachers using Slovene's formula to form a total sample size of 89 respondents. The study implies that most secondary schools principals in Wadajir district had adopted Democratic and transformational leadership style compared to any type of other leadership style. Again results indicate that principals who are using democratic and transformational leadership style, their students and staff perform better than those who are using other types of leadership styles. The study recommended that the leaders of the schools should use the most appropriate leadership style that facilitates collective responsibility and consultative decision making with all stakeholders in the schools.

Key words: Leadership style, transformational, democratic, laissez faire, school performance.

1. INTRODUCTION

Leadership plays an important role in the school effectiveness and school improvement and this importance has always been emphasized by the researchers from the field of school effectiveness and school improvement (Hargreaves, 2003). Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Unterhalter, 2005).Many studies on human capital development concur that it is the human resources of a nation and not its natural resources that ultimately determine the pace of its economic and social development. School leadership is an important part of our education system. Educational practitioners have recognized leadership as vitally important for education institutions, since it is the engine of survival for the institutions.   This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). The rapid growth of educational institutions and the ever-increasing enrollment will require improved management.

Leadership focuses on getting people to move in the right direction, gaining their commitment and motivating them to achieve their goals. The dependent variable in this study is school performance. School performance was measured in terms of school's enrollment growth, annual productivity, and customer satisfaction and student performance. The study focused on school performance, especially some of the secondary schools in Wadajir District. Thus; the effectiveness of the school performance can be regarded on the types of leadership style being done in the service activities of the school's education. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003). The success of any school depends on the quality, skills, knowledge and commitment of the principal or leader of that school. Every leadership faces a variety of issues on a daily basis and has a personal educational leadership

philosophy. This covers a multitude of areas which school leaderships will deal with on a daily basis. Any school is only as strong as the leadership and administration that runs it. Being a school leadership or a school administrator position is a thankless job and one that comes with making difficult decisions. However an effective school leader can change the face of a school and the benefits of seeing student growth.

Mass education at secondary education level, however, may require new leadership approaches in order to enhance efficiency and effectiveness. Improved efficiency is needed and can be achieved through management reforms; raising the learner teacher ratio, increasing teachers' time on task, reducing repetition and improving accountability (Nsubuga, 2003). Through inefficiency much learning time is lost in many Sub-Saharan African (SSA) education systems. Twenty five percent or more of school days may be lost each year in poorly managed schools (Lewin, 2006). Blake & Mouton developed the Managerial Leadership Grid (1991) which was designed to explain how leaders help organizations to reach their purposes through two factors: concern for production and concern for people. Leadership at work in education institution is a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole.G.A, 2002). Leadership in that context pursues effective performance in schools and does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement character like recognition, conditions of service, morale building, coercion and remuneration (Balunywa, 2000).

After the former Somali government collapsed in 1991, many infrastructures were destroyed including schools especially secondary schools of Wadajir District which is the part of

Banadir region. From 1995, number of schools reopened. Although many schools are working in this district, unfortunately, the performance of the secondary schools in this area is poor because the leaders of the schools do not have enough skills and knowledge which caused by low performance and lack of quality management in the schools (Moberg, 2003).

It is worth mentioning that effect of leadership styles on secondary school performance in the Wadajir district context is very few and this area of research has scarcely been touched by researchers. Therefore, the researcher felt a need to undertake this study. Thus, this study sought to assess effect of leadership style on school performance in SSWD. The specific objectives are: (I) to find out the effects of laissez faire leadership style on secondary school performance in Wadajir District, (II) to establish the effects of democratic leadership style on secondary school performance in Wadajir District, and (III) to determine the effects of transformational leadership style on secondary school performance in Wadajir District,.

2. Literature Review

2.1. Laissez-faire / free-rein leadership and academic performance (AP)

Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert and Milbrey, 1994). The leader in this case acts as

the contact person with the group's external environment, very little power is used. (Weihrich, 2007) Also refer to it as a free rein. (Okumbe, 1998) Outline Laissez-faire as one where the leader tends to avoid power and authority. Members establish goals and means of achieving progress to success. Chances of anarchy and chaos are high since the leadership does not guide people's activities (Muzaasi, 1982). The manager delegates almost all authority and control to subordinates. There is no person of authority in the organization. The manager leads the organization indirectly, he/she does not make decisions; rather he/she abides by popular decisions. There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he/she gets involved on request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin, 1998:111), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy.

2.2 Democratic leadership and AP

Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership. However, as (Oyetunyi, 2006) points out, the major point of focus is sharing; the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He/she may allow the subordinates to take a vote on an issue before a decision is taken. He/she coaches subordinates and negotiates their demands (Dubrin, 1991). This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has

been observed that a school is more effective when those who are affected by the organization's decisions are fully involved in the decision-making process. Good as it is, the concern expressed by Dubrin (1998:110-111) is that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunyi, 2006).

2.3. Transformational leadership and AP

According to Miskel and Hoy (2008) transformational leadership are proactive, raises the awareness levels of followers on inspirational collective interests and help followers achieve unusually high performance outcomes. Bass and Riggio (2006) in Miskel and (Hoy, 2008) came up with a theory of four 1s, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Idealized influence is brought about by the great conviction on important issues by the leader, high ethical and moral standard set, sharing of risks, setting and attaining goals as well as considering the needs of others over own. In return, the leader is admired, respected and trusted by the followers. Inspiration motivation is based on the follower's belief that the organization's problems can be solved as stated by Atwater and Bass (1994) in Mikel and Hoy (2008). The followers are energized by projecting an attractive and optimistic vision for the organization. The followers are made to belief that the vision is attainable. In so doing, team spirit, enthusiasm, optimism, goal commitment and a shared vision arise. Atwater and Bass (1994) in Miskel and Hoy (2008) further contend that intellectual stimulation is nurtured through the culture of questioning old assumptions, traditions and beliefs, reframing problems and approaching old situations in new ways. Followers are challenged to do things creatively and in an innovative way. As Avolio (1999) posits, there's

nothing that is too good, too fixed, too political or too bureaucratic that cannot be contested, changed or cleared out. Individualized consideration revolves round the issue of the needs and strength of others as Atwater and Bass (1994) in Miskel and Hoy (2008) politics. In this way, followers develop to successfully higher level of potential while taking responsibility for their own development Avolio (1994) in Miskel and Hoy (2008).

2.4. School performance (SP) as dependent variables

The dependent variable in this study is school performance in secondary schools measured according to the school output delivered. For example, the outcome of student academic performance which is part of the overall school performance, can be in the form of passing examinations, tests, exercises, what the students can practically do, and how the society perceives the student in terms of the satisfaction they derive from the education obtained by the learners. DeCenzo& Robbins (1998) examined performance in relation to effectiveness and efficiency. According to them, effectiveness refers to goal accomplishment. For instance, a principal who takes over a stuck or a sinking school and who manages to rejuvenate it and improve performance might be referred to as an effective principal. Efficiency evaluates the ratio of inputs consumed to the output achieved. The greater the output for a given input, the more efficient you are. School performance mainly entails; student satisfaction and teaching consistently with diligence, honesty and regularity orchestrated by increased good results from students; setting adequate written and practical exercises, ensuring effective marking, evaluating all exercises promptly and carefully and observing academic regulations and instructions (Uganda Teaching Service Commission Regulations, 1996). A principal who provides education to learners from a low socio-economic status and manages to provide

them with good education (holistic education) 'against all odds' and with meager resources so that they qualify for the next level may be referred to as an efficient principal. So in this case performance has been examined in terms of productivity (DeCenzo, 1998). Defining educational performance is difficult and yet also essential. Certainly, it is not just academic achievement, but the social and emotional dimensions of the child's overall development and the role of the school in the community Genck (1983). The arguments raised by the author seem to be true. There is a tendency for people to look at performance in terms of the cognitive development or academic achievement only. The researcher regards performance in the context of this study in terms of the overall education outcomes.

3. METHODOLOGY

The researcher selected to carry out this study using quantitative approach design. The purpose of this research is to assess the effect of leadership style on secondary school performance in Wadajir District. This study took the quantitative approach in that it was based on variables with numbers and analyzed with statistical procedures using descriptive statistics (Creswell, 2003). Quantitative research was used on numerical data, measurable variables (Amin, 2005).

The target population for this study was secondary schools leaders that are either Principals or Deputy Principals, director of studies and the instructors in the targeted schools. The researcher selected 10 of the secondary schools in Wadajir Distract since it is not easy to reach all of them in time. The target population of the study is very large for that the researcher selected the accessible secondary schools in WD. The researcher took the respondents from 10 principals and 105 of the teachers of selected secondary schools in the district because they have relevant information and experience concerning to this study. This

study included academic staff members that were on the work. In other words, those who were not on work were excluded in the study.

The sample size of this study represents the whole population of the study being observed by the researcher. The confidentiality of the findings will directly be affected by the sample size for that the statistical analysis of the sample size usually requires a minimum sample size of 30 respondents (Saunders, 2009). The researcher selected 10 secondary schools those 89 questionnaires were distributed to the whole 10 principals and 79 of the teachers.

This Researcher used quota sampling technique which is one of the non-probability sampling to select a sample that can be representative of the target population. This is equivalent of stratified sampling. Like stratified sampling, the researcher first identifies the stratums and their proportions as they are represented in the population. Then convenience or judgment sampling is used to select the required number of subjects from each stratum. This technique has been used because the researcher selects to get individuals that have comprehensively knowledge and experience toward this area.

Primary data collection instrument for the study was the questionnaire from principals and teachers of SSWD. They were also preferred because they cut on costs and also save on time used in data collection. This research instrument consists of three sections written as follows: Demographic information: This section contains four items which are respondent's gender, age, level of education, his or her position in the organization, number of years in the school service and terms of employment. Leader ship styles this section contains three dimensions those are effect of liaise fair leadership, Transformational leadership and democratic leadership styles. School performance this section contains one dimension of measuring

school performance, which is academic performance. This questionnaire was filled by principals, teachers of the selected secondary schools in Wadajir District.

4. Findings and Discussions

The main focus on this study was to assess the effect of leadership style on secondary school performance in Wadajir district. This was done in order to attempt to realize the objectives of the study as detailed in chapter one. The summary and discussion of the results are given in line with each of the objectives of the study. The results on demographic variables showed that majority of the academic staffs (n= 76, 85%) were males only 13 (15%) were females. likewise it was found that that laissez faire leadership lead the school failure as the majority of the respondents greatly supported (73%). Moreover, the democratic and transformational form of leadership was revealed to be commonly used form of leadership styles in the area of study. It was also found that most head teachers used this kind of leadership in order to create ownership in schools.

The findings were as presented in table 2 for laissez faire leaders and table 3 for democratic leadership and table 4for transformational leadership styles.

Table 2 Liaises faire leadership as the respondents in schools

Laissez faire	N		A	SA	UN	D	SD	T	Mean	Std
The laissez faire leadership fails to interfere until problems become serious.	89	F	36	31	11	4	7	89	2.04	1.196
		%	40.4	34.8	12.4	4.5	7.9	100		
The laissez-faire could lead to failure when subordinates are deceptive, untrustworthy.	89	F	32	48	6	1	2	89	1.8	.800
		%	36.0	53.9	6.7	1.1	2.2	100		
The laissez-faire leads the organization indirectly.	89	F	34	26	16	9	4	89	2.13	1.170
		%	38.2	29.2	18.0	10.1	4.5	100		

	N							Mean	Std
The leader delegates (gives) almost all authority and control to subordinates.	89	F	22	40	19	5	3	89	2.18	.984
		%	24.7	44.9	21.3	5.6	3.4	100		
Laissez-faire lets staff do what they wish where There are no rules and regulations.	89	F	27	30	12	10	10	89	2.39	1.328
		%	30.3	33.7	13.5	11.2	11.1	100		

This table shows that majority of the respondents agreed laissez fire leadership does not succeed to hold up problems until become grave as indicated the mean 2.04 for the majority percentage was 75.2%, followed by this leader could lead to failure when followers are not loyal for the mean of 1.8. Most of the respondents strongly agreed with the percentage of 89.9%, the laissez faire leads the organization indirectly as the respondents agreed the percentage of 67.4% with the mean 2.13. The respondents indicated that the leader delegate almost authorities to the subordinates greatly the percentage 69.6% with the central tendency 2.18 and also majority of the respondents agreed 64%. The laissez-faire lets the staff do what they wish where there are no rules and regulations while the mean was 1.328.This supported by (Okumbe, 1998) whose outlined that laissez-faire as one where the leader tends to avoid power and authority. The laissez-faire head teacher tries to give away his powers and does not follow up progress. In most cases, laissez-faire head teachers do not prompt good academic performance because they are too liberal and flexible. This is why their overall performance is often poor by (Kariuki P. Maru, 2013).

Table 3 Democratic leadership as the respondents in schools

IV2	N		A	SA	UN	D	SD	T	Mean	Std
The democratic leader consults	89	F	46	25	11	4	3	89	1.80	1.046

	N		A	SA	UN	D	SD	T	Mean	Std
with subordinate on proposed activities and decisions in the organization		%	51.7	28.1	12.4	4.5	3.4	100		
The leader seeks discussion and agreement with teachers over an issue before a decision is taken.	89	F	31	38	10	6	4	89	2.03	1.071
		%	34.8	42.7	11.2	6.7	4.5	100		
The manager shares decision-making with the subordinates to take decisions concerning their responsibilities	89	F	38	31	12	5	3	89	1.92	1.047
		%	42.7	34.8	13.5	5.6	3.4	100		
The manager coach subordinates and negotiates their demands before decision making.	89	F	37	23	15	9	5	89	2.12	1.223
		%	41.6	25.8	16.9	10.1	5.6	100		
The leader invites contributions from the subordinates before decision	89	F	36	34	10	3	6	89	1.98	1.128
		%	40.4	38.2	11.2	3.4	6.7	100		

Table 4.14 established that 79.8% of the respondents were of the opinion that democratic leader consults with followers/subordinate on proposed activities and decisions in the organization, 77.5% were of the statement that the leader seeks discussion and agreement with teachers over an issue before a decision is taken., the same were of the statement that democratic leader shares decision-making with the subordinates to take decisions concerning their responsibilities, 67.4% said that democratic leadership coaches subordinates and negotiates their demands before decision making while 78.6% of the respondents declared that the leader invites contributions from the subordinates before decision making. This leader allows the subordinates to take a vote on an issue before a decision is taken and coaches subordinates and negotiates their demands (Dubrin, 1991).

Table 4 Transformational leadership as the respondents in schools

IV3	N		A	SA	UN	D	SD	T	Mean	Std
The transformational leader	89	F	43	22	15	4	5	89	1.94	1.161

practices influence followers to achieve their goals		%	48.3	24.7	16.9	4.5	5.6	100		
These leaders inspire (encourage) followers to exert effort beyond self-interest in favor of collective group accomplishment	89	F	31	26	15	6	11	89	2.33	1.347
		%	34.8	29.2	16.9	6.7	12.4	100		
The leader builds trust, respect and commitment to increase confidence which results good performance.	89	F	24	44	9	5	7	89	2.18	1.134
		%	27.0	49.4	10.1	5.6	7.9	100		
Transformational leaders are motivators with the ability to share a vision of future possibilities	89	F	26	29	15	12	7	89	2.38	1.257
		%	29.2	32.6	16.9	13.5	7.9	100		
This leader creates and promotes a desirable vision or image of the institution.	89	F	31	31	7	8	12	89	2.31	1.387
		%	34.8	34.8	7.9	9.0	13.5	100		

Table 4 shows that the respondents also established that 73%(M=1.94) supported the statement that the transformational leadership practices influence followers to achieve their goals based on the situation, 64%(M=2.33) were of the respondents transformational leaders encourage followers to exert effort beyond self-interest in favor of collective group achievement, 76.4%(M=1.134) agreed this leader builds trust, respect and commitment to increase confidence which results good performance, 61.8%(M=1.257) were of the opinion that these leaders are motivators with the ability to share a vision of future possibilities while 69.6%(1.387) agreed that transformational leadership creates and promotes a desirable vision or image of the institution. Transformational leadership are proactive, raises the awareness levels of followers on inspirational collective interests and help followers achieve unusually high performance outcomes and they are motivators to make the staff commitments as supported by Miskel and Hoy (2008).

Table 5 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	Beta		t	Sig.
1	(Constant)	.810	.208			3.903	.000
	laissez-faire leader	.207	.079	.250		2.627	.010
	Democratic leader	.177	.082	.207		2.169	.033
	Transformational leader	.230	.071	.322		3.247	.002

a. Dependent variable: DV (School performance SP)

Table 5 the multiple regression model for the SP as per indicators are $Y=.810+ .207X1+ .177X2+ .230X3 +.208$, laissez-faire leadership (B= .207, p< 0.05) which imply that this leadership leads the school failure much to prediction. Democratic leadership style (B= .177, p< 0.05) indicates that significantly contribute much to the prediction and transformational leadership contribute much to prediction (B= .230, p<0.05) which implies that the leader greatly affect school performance in secondary schools. The results indicated that there was great significant relationship between the leadership styles and the school performance. This was interpreted to mean that the combination of the above leaderships was very important on the overall secondary school performance in WDMS. The study by Shechtman, Z., Mahmoud, Z. & Katz, M. (1994, p.53), partially supports the findings of this study. The study also implies that democratic and transformational styles of leadership are the most effective style and important for both the science and art students as well as the teacher's performance.

4.1 Summary of the findings

The study established that the effect of laissez faire leadership style on secondary school performance was small while the contribution of this leadership style towards the overall school appearance is low. In this objective there were a number of questions that were asked

to the respondents (teachers/principles) to get their perceptions towards affect of leadership style on school performance of secondary schools in Wadajir district.

It was found in this study there is less effect between principals' laissez-faire leadership style and school performance implies that there was no accord between managers and school environment. This finding suggests that principals' laissez-faire leadership style had poor relationship with the secondary school performance as indicated table 2 which respondents greatly agreed that this leader delegate all authorities to the other staff that might reduce school performance for the 73.22 percentage with the mean of 2.108. The finding was consistent with the findings made in previous studies (Goldring & Sharon, 1993; Liberman, Beverly & Alexander, 1994). The study also established that principals who use the laissez faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. They leave everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work.

In table 3 the study shows that democratic leader consults, shares idea with the subordinates before decision making to invite their contributions as the respondents greatly agreed 76% with the mean of 1.97. This significant relationship found between principals' democratic leadership style and school performance suggest that the more democratic a principal is in his or her leadership style the better the academic performance in the schools. The finding was in agreement with the findings made by Akerele, (2007) who found significant relationship between principals' democratic leadership style and academic performance in secondary schools Wadajir District. Most school managers use the democratic leadership style compared to other leadership styles in order to involve the school community. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers, students and prefects, for example, have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be

ignored. Thus; a positive moderate relationship was found to exist between democratic leadership style and school performance in relation to other leadership style. To use of this leadership style may therefore lead to improve school performance especially secondary schools. The pool of intelligent people in the school need to be used this style.

Results from the analysis of the study in Table 4 indicate that there is a strong positive relationship between transformation leadership and academic performance in secondary schools in Wadajir district as the most respondents agreed for 69% of the average of five questions in the table with the mean of 2.228. The significant relationship found between transformational leadership style and school performance as most of the teachers and managers suggested that the adoption of a particularly relevant style depending on a specific situation led to school effectiveness, rather than relying on a single style of leadership in table 5 (sig, $p<0.05$). The responses of the questions captured in the study account for the significance of the situational leadership approach.

5. Conclusions

The following conclusions were drawn based on the above major findings:

Today's fast changing environment needs leaders who are creative, visionaries and capable of dealing with turbulent change rather than those who just engage in material exchange between leaders and followers. Thus; a great positive relationship was found to exist between democratic leadership style and school performance in relation to other leadership style. It calls for leaders who empower followers, set challenging expectations and achieve higher performance. Leaders who are likely to succeed in such environment are those who pay attention to needs of individual and personal development of employees and encourage followers to be creative and innovative. This does not, however, mean that the issue of situation is neglected. This simply means that transformational leadership styles should be one of the most frequently used style in school environment. If the academic staff is satisfied,

they are more likely to be productive, less absent and stay more in the organization. This in turn leads to high quality of education and high performance among employees. However, the current frequently emphasized styles involve following up what the academic staff members are doing every time and taking corrective action. In this case, leaders use rules and regulations to take corrective actions.

6. Recommendations

On the basis of findings the study suggests the following recommendations:

i. The study recommends that laissez faire leadership does not applicable for managing secondary schools in Wadajir district. This style is regarded as the least effective which represent absence of avoidance of leadership because he or she may lead the school to failure when subordinates are not loyal, However, the extent to which leader contribute to school performance is very weak.

ii. The study recommends that transformational and democratic leadership styles are preferred in managing secondary schools of this district. These styles seem to be the most important ones of human resource management. They participate, transform and encourage employees to perform in the most effective way but also to attract potential teachers and student's performance.

iii. The study also recommended the need to have qualified principals in schools who can meet the leadership challenges. The issue of quality leadership will be addressed.

iv. This study therefore recommends that elaborate plans be made to develop staff development in secondary schools of Wadajir district.

v. The study recommended that the principals should use the most appropriate leadership style that facilitates collective responsibility and consultative decision making with all stakeholders in the schools.

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