



Organizational Behaviour

Elixir Org. Behaviour 84 (2015) 33846-33853

Elixir
ISSN: 2229-712X

An Assessment of the School Management Styles that Serve as Panacea for High Academic Performance: a case of selected Schools in Kisii Central District

Fred sunda¹, Sharon Matama Gichaba² and Erick Nyakundi Onsongo²

¹Asumbi Teachers College.

²Kisii University, Kenya.

ARTICLE INFO

Article history:

Received: 14 February 2015;

Received in revised form:
12 July 2015;

Accepted: 20 July 2015;

Keywords

Management,
Schools, Managers.

ABSTRACT

The extent to which a school principal succeeds in attaining the school academic excellence and fulfilling the principles included in the management philosophy or mission statement of the school depends on how skillfully and suitable management styles developed are used in a specific context. No two principals have exactly the same way of doing things; life would become too predictable and dull if they did. A principal is regarded as successful by those whom he or she is managing as well as by society at large by the academic performance of the students and school mean score. This study, therefore, examined the management styles various principals employ in their school to attain high academic performance. The study adopted the descriptive survey research design of “ex-post facto” type. The research was carried out in all the geo-political zones of Kisii central district. Purposive sampling technique was used to select 16 principals per geo-political zone and provincial schools they belong to. A total of 32 principals from the district schools were randomly selected for the study. A set of questionnaire was utilized to elicit relevant information from school principals. The research questions were answered and hypotheses were tested at the significant level of 0.05. Data were analyzed using descriptive statistics, ANOVA (analysis of variance) and *t*-tests. There was a significant negative relationship between management styles and high academic performance ($r = -0.485$; $p < 0.05$).

© 2015 Elixir All rights reserved.

Introduction

Management in school activities is the act of coordinating the efforts of people to accomplish desired goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing and controlling a school or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources and natural resources (Alvesson, M. Wilmott, H. C (Eds), 1992a)

Management exists in any school to ensure effective use of the resources and increase productivity in order that the school may achieve its goals. Willmott, H.C. (1994 b) defines school management as the mobilization of all human and material resources in a particular school for the achievement of academic performance. Management, in other words, is the process of getting things done through the co-operation and assistance of other people or machines. Reynolds, M. (1998) sees management as a process embarked on by two or more individuals to co-ordinate the activities of others to achieve results not achievable by an individual alone. Management is a catalyst that initiates actions, arranges human and material resources for achievement of visions (Brookfield, S.D, 1994).

It is the most important factor of production. Many professionals, economists, administrators, behavioural scientists and psychologists believe that management has a lot to do with the way and to where a school moves for a principal to aspire for effectiveness he or she must use indices of management while

out his/her administrative task (Pedler, M. 1994). These include building trust, visionary leadership, and communication, seeking self improvement, making good decision, being role model, being risk taker and being innovative (Townley, B. 1996).

In the school setting, Raelin, J. (1997) decries the different definitions and treatment given to the terms “leadership” and “management” (Sinclair, A. 1995). One consequence is that many educators look at management as negative and leadership as positive. This is not necessary since both leadership and management has its own positive functions. In the context of schools, Marsik, V. (1988) used the word “administration” to join the concepts of “management” and “leadership”. Leadership focuses on determining school objectives and strategies, building consensus for meeting those objectives, and influencing others to work toward the objectives. Management is a process of developing tactical plans to implement strategies and control resources in an effort to achieve high academic achievement in school. Administration encompasses both management and leadership (Welton, M. 1987). Collins, M. (1991) believes that in school administration, both management and leadership are integrated in the contemporary style of school administration.

School Principals as school managers

The management works of principals is divided into three skills with twelve sub-categories. The first is the administrative skill which includes problem analysis, judgment, organizational ability, and decisiveness. The second category of principals’ skill is interpersonal which include leadership, sensitivity, oral communication, and written communication. The third category

Tele:

E-mail addresses: erickonsongo@rocketmail.com

© 2015 Elixir All rights reserved

of principals' skill is intrapersonal which include stress tolerance, range of interest, personal motivation, and educational values (Brah, A & Hoy, J. 1989)

Boje, D. M Rosile et al. (1997) identified five areas in which the principal must function effectively: school-community relations; staff personnel development; student development; educational program development; and, business and building development. Anthony, P.D (1986) listed the major duties of principals as being responsible for all activities within the school, administering its operation, formulating the teaching program based on the prescribed curriculum, maintaining good public relations with the community, utilizing resources to enrich the learning program, assisting in the preparation of budget, keeping records of collection and expenditure, explaining to teachers the board policies, maintaining an up-to-date policy manual, and assisting in the evaluation and recommendation of personnel in the school (French & Grey (Eds) 1997) Principals also supervise instructions, oversee the health and safety of students, implement a code of discipline and behavior within the school, and perform such other duties which may be assigned by the school board of governors pursuant to the written policies of the ministry of education.

The research of Raelin, J. (1997) found out that principals are focused on curriculum planning, implementing and evaluating. Mc Donald K.S & Hite L.M (1998) found out that principals spent much of their time in school management, with personnel, students' activities, student behavior, program development, works at the district office, community relations and planning in a consecutive order. Prior to 1850, many of the duties of principals are of a clerical nature (Nord W.R & Jermie J.M, 1982). A sampling of the duties shows that: 58.8 % concerned records and reports, 23.4% related to matters of school organization, 11.8% focused on building and equipment, and 5.9% concerned discipline and care of students. By the year 1900, the principal became the manager of the school and his/her office serves the following functions: a communications center, a clearing house, a counseling center, a research division, a repository of school records, a planning center, a resource center, and a coordinating center (Wilmott, H.C 1994a).

Management Styles principals can adapt in managing schools

Townley, B. (1994) observes that the directive principal orders the team around, sets high standards and disciplines those who don't meet the standard. When the principal is out of the room, the team usually stops work – concerned about the consequences of continuing without the micromanagement. After the activity the team reports that they are frustrated, angry and disengaged. It is interesting how quickly the team loses enthusiasm and initiative under the directive principal. The principal reports that the style is “high maintenance – one felt like he/she had to be everywhere, watching everyone, it was exhausting”.

The authoritative (Visionary) principal sets the vision for the team, clearly and compellingly, and then steps back and allow the team to work. The principal steps in from time to time to reiterate the vision if required, but that is all he / she does. The principal reports that the style was “easy – one didn't have to do much and he/she could see how the style would free him/her up to operate strategically”. The team report enjoying the activity, and feel enormously proud of the work they have done, often getting out their smart phones to take pictures posing with their creation (Townley, B. 1994).

Sinclair, A. (1995) posits that the afflictive principal takes time helping the team to bond. They often sit down for a cup of

tea and a round table sharing of stories. Often the activity is not even commenced as the team gets caught up in getting to know each other. More task focused team members often look around and get anxious when they can see other teams working. Sometimes one of those people will leap in and take control, effectively “sacking” the principal. The team reports that they enjoyed the sharing and relaxed atmosphere, but that they started to wonder when they would start work (Sinclair, A. 1995) The principal often reports that it was “challenging keeping the focus on team bonding – they started to get sick of him/her after a while”

Townley, B. (1994) further indicate that the participative (Democratic) principal starts by asking all the team members what they would like to do, then voting on the options. They start in the car park, and they have on occasion seen the team vote to get a coffee and disappear. They are then startled to find when they return that there was an activity to do that they missed! Even when the team votes to come inside and do the activity the progress is slow as everything has to be agreed before action happens (Townley, B. 1994) Team members report that they enjoyed being consulted and having a voice in the decision making, but got anxious when they could see lack of progress compared with other teams. The principal reports that “it was easy – he/she didn't have to make any decisions”.

The pacesetter principal sets a cracking pace from the beginning (Townley, B. 1994) The team operates with high energy, engagement and motivation. The principal sets members tasks, but then takes the task off them if they are “not performing” and gives it to someone else. Despite this, the team members remain engaged, seeing this as a consequence of the high standards set by the principal. At the end of the task the team reports that they enjoyed the experience, are proud of what they achieved, but are exhausted. The principal is often exhausted too, saying “it was fantastic, but really challenging to maintain the pace and focus. I am glad we only had to do it for 40 minutes”! (Townley, B. 1994)

The coaching principal focuses on the learning experience. Reynolds, M. (1997b) notes that When a team member proves to be particularly good at an aspect of the task, the principal has them demonstrate and teach the others. The team gets absorbed in the learning and people are often surprised to hear that the time is up. They are engaged with and proud of their achievements, even though they often don't fully complete the task. The principal often reports that they “really enjoyed working with the team and I'd love to have had more time so we could finish because we were doing a great job” (Townley, B. 1994) It is a fascinating exercise that demonstrates clearly that there is no best style. The most appropriate style will depend on the people (their experience, values, motives) and the situation (stable/changing, new/seasonal team, short/long term focus). The key to being an effective principal is to have a broad repertoire of styles and to use them appropriately.

Management styles have been associated and treated as synonymous with leadership styles or administrative styles, in the context of school management (Schon, D. 1983). Styles refer more directly to individual behavior, action disposition, or set of patterns of behaviors, displayed by an administrator (Immegart, 1988). Styles describe the way an administrator handles work responsibilities such as human relations, supervision and sharing power (French & Grey (eds), 1996).

According to Raelin, J. (1997), these three management styles was formulated by Kurt Lewin in 1939. Authoritarian, also known as autocratic principals, provide clear expectations for what needs to be done, when it should be done, and how it

should be done. Authoritarian principals make decisions independently with little or no input from the rest of the group. Lewin's study found that participative style, also known as democratic principals, is generally the most effective leadership style for they offer guidance to group members, and participate in the group and allow input from other group members. Delegative style, also known as laissez faire principals, were the least productive of all three groups for they offer little or no guidance to group members and leave decision-making up to group members

Problem statement

Many principals still see their work as "business as usual", instead of business unusual" which school management is all about. Despite the fact that government has indicated interest for assistance in the management of school in order to attain academic performance, especially in the areas of funding and provision of facilities, supervision of instruction, enforcement of school regulations, discipline, innovations, provision of housing for staff, school plant management, promotion of the school health etc; yet studies shown that some school principals do not have sound management styles in place to induce and sustain a higher academic performance and engage the stakeholders to participate in school management due to fear of conflict or complexes; thereby shielding themselves from facing challenges and competition which today's schools management require (Nord W.R & Jermie, J.M. 1998). The management challenges include congested classrooms, limited physical facilities and shortage of qualified teachers, which negatively impacted on the quality of teaching and learning on one hand and contributed to indiscipline in schools on the other.

Literature Review

The introduction of free secondary education in 2003 was received with mixed reactions across the country, UNESCO, (2005). The government's task force reported that the implementation of the program was faced with a number of glaring challenges that required to be addressed by the secondary school principals.

Delays in Funds Disbursement

The road to true learning is thinking. Yet, children have no spare time to engage in this necessary style, known for creation of knowledge, development of social skills and cognitive growth, UNESCO, (2005). In most schools, there is a widespread failure with respect to teachers and the teaching profession. The government controls the remuneration and may often see no urgency in encouraging seamless implementation of a progressive reward system, (Prasad, P & Caproni, P. J. 1997). The failure on the part of the public to recognize the fact that teaching requires great skill and talent compounds the matter. Delays in disbursing funds to support free secondary school education have frustrated many principals, put pressure and on parents financial burdens.

Teacher Shortages

Teacher: student ratio, for instance, it emerged that in some schools the ratio was 1:70 which was far beyond the recommended maximum rate of 1:40. Such a high ratio has got its own challenges also, (Prasad, P & Caproni, P.J. 1997). For instance, teachers find it impossible to pay attention to all learners, especially the slow ones. Also teachers were not able to give adequate assignments to the students, as they could not cope with the marking and teaching workload (UNESCO, 2005).

Teacher-Learning Facilities

There was also an issue associated with teaching- learning materials as a major challenge facing the system, (Pedler, M. 1994). Every student is entitled to free writing materials e.g.

pencils, pens and exercise books. It emerged that textbooks were being shared in the ratio of one textbook to five students. Sharing of textbooks affected their accessibility to the books while at home and many have to do their homework early in the morning the next day when in school. This says something about the amount of work the teachers have to give to the students. Shortages of supplementary reading books were also identified in the study.

According to Pedler, M. (1994) There was also the issue of inadequate physical facilities. It emerged that most schools did not have adequate classroom to accommodate the large number of students enrolled. For instance, classrooms appeared to be generally congested and there was hardly any space for free movement during lessons. Also a number of classroom conditions were poor, for instance, lighting depended only on sunlight, which was sometimes inadequate. Also in some schools they had introduced school mats for children to sit on since there were no sufficient desks. But a majority of the teachers felt that the sitting on the mats affected the children's writing skills and general physical development.

Managerial Skills

An effective and efficient principal must possess the technical, human and conceptual skills in order to be a good organizer, (Pedler, M. 1994). Technical knowledge and skill include understanding and being proficient in using specific activity such as a process, technique, or procedure. The school principal should be equipped with relevant knowledge and skill to perform administrative duties which include planning daily routine, among other duties. This implies that school managers need to be trained to equip them with the relevant skills and techniques to prepare them to be effective in implementation of educational policies. A school principal, who accepts that people are the key to successful implementation of policies and changes, is cognizant of the barriers that people place between themselves and the changes required (Pedler, M.1994).

The implementation of free secondary education in Kenya however, found school principals off guard; they had not been prepared for the change and so they found it challenging. Many schools had an overwhelming increase in enrollment while others witnessed mass exodus. Average class sizes rose from 40 to 70 while the facilities remained the same. It is notable that in Kenya today, approximately 50% of all the country's secondary schools are housed in temporary and/or semi-permanent buildings; others are on split sites. The declaration of free secondary education witnessed the rise in student enrollment which in turn led to strain in the existing physical resources.

These changes required changes in the managerial skills of school principals. Raelin, J. (1997) points out that a change agent is a person who attempts to influence proposed change and its adoption as well as decisions in a direction which beneficiaries have indicated desirable. An advisory committee on supply and education of teachers observe that education service has been operating in a climate of rapid change and that this climate is likely to continue to the foreseeable future (Raelin, 1997). Such a rapid change requires a continuous process of adjustment on the part of all those involved in the education system.

This view is supported by Raelin, J. (1997) who pointed out that teachers need continued professional growth and development in order to be competent to handle changes. School managers are judged with the responsibility of interpreting educational policies to the parents and other stakeholders; they

are also responsible for obtaining, directing and utilizing resources available for successful implementation of education policies and programs.

Students' Mobility from Public to Private and within Public Schools

Parents cite quality of school as their main reason for transferring their children from one school to another, (Willmott, H.C 1994b). But this is based on their perception of quality rather than an actual measure of quality. Unfortunately, unacceptably high numbers of transfers are still into private schools because of perceptions of poor quality in public schools following the implementation of free secondary education due to poor management by principals, UNESCO, (2005). The number of transfers in the non-slums is fewer and the likely explanation for this is that there is sufficient supply of public schools to match demand and parents are able to make a choice between public and private schools depending on their disposable income (Reynolds, M. 1994). Due to limited public investment in education in the slums (there are fewer public schools in the slums), room has been created for the 'mushrooming' of private informal schools which can operate in any structure, usually of unacceptable condition for a school.

A preference for free and cheaper education is evident, (Reynolds, M. 1994). School availability and its proximity as well as the highest grade offered in a school are other reasons why students transfer from one school to another, (Sinclair, D. 1983). Perceived teacher quality, discipline and overall school performances were the most frequently cited reasons for transfer into any given school. A lower fee was also a factor, and cheaper or free schools seemed to be an important motivation for school transfer. It can be argued that the movement between private schools was in search of a cheaper private school whereas those who managed to move into public schools are those who wanted to benefit from the free secondary education policy. Moreover, movement to private schools was also in search of better performance.

Secondary School management

The management of secondary school is an onerous task of the principals. The principals are the Pivots around which all major and important school activities revolve. This means that, the managerial qualities that principals bring to their work have far-reaching impact on how the overall school management is done. For instance, a successful principal, according to Collins, M. (1991) should be honest, objective, have self-control, adaptable and self-confident in his day to day activities. A principal who wants to inspire honesty in his teachers or spirit of hard work must himself show these traits. The tone the principal sets in his school, administratively dictates the level of cooperation in the school, level of respect or disrespect of staff by students and parents, the nature and scope of seriousness towards their work. Effectiveness of the principals' administration is often determined by the extent to which teachers do their work well and the extent to which students achieve the goals of instructions in school and how they perform in external examinations and other extracurricular activities (Collins, M. 1991).

There are various strategies for the school principal to choose from which include micro, macro, and corporate strategies. The choice of this strategy lies on the fact that it makes room for managers to think and plan entrepreneurially (Collins, M. 1991). Thinking and planning entrepreneurially by the principal, involves commitment to the mission and life of the school which requires re-examination and revision of her philosophy,

creation of positive culture for teachers to develop and harness their ideas and focus on innovation, and for improvement, all geared towards improved efficiency and high productivity (Welton, M. 1987).

The school principal has many managerial styles at his/her disposal, which apparently exert an influence on teachers, students and the entire school community. The choice of any managerial style adopted by any school principal may be premised on the quest to bring about improvement towards attainment of quality in students academic performance. School management style has impacted greatly on both industries and school in this 21st century Schon, D. (1983) stated that behaviour which transform followers, inspires people to success is closely related to school management. The principal's school management managerial styles could employ to lead his school to a greater height.

Traditionally, the principal resembled the middle principal suggested in William Whyte's 1950's classic *The School Man* – an overseer of buses, boilers and books. Today, in a rapidly changing era of standards-based reform and accountability, a different conception has emerged one closer to the model suggested by Collins' 2001 *Good to Great*, which draws lessons from contemporary corporate life to suggest leadership that focuses with great clarity on what are essential, what needs to be done and how to get it done. This shift brings with it dramatic changes in what public education needs from principals. They can no longer function simply as building principals, tasked with adhering to district rules, carrying out regulations and avoiding mistakes. They have to be (or become) managers of learning who can develop a team delivering effective instruction. Wallace's work since 2000 suggests that this entails five key responsibilities: Shaping a vision of academic success for all students, one based on high standards, creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail, cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision and improving instruction to enable teachers to teach at their best and students to learn to their utmost.

Marsick, V. (1988) posits that Although they say it in different ways, researchers who have examined education leadership agree that effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all students. Newcomers to the education discussion might find this puzzling: Hasn't concern with the academic achievement of every student all ways topped principals' agendas? The short answer is, no. Historically, public school principals were seen as school principals, and as recently as two decades ago, high standards were thought to be the province of the college bound. "Success "could be defined as entry-level manufacturing work for students who had followed a "general track," and low-skilled employment for drop-outs. Only in the last few decades has the emphasis shifted to academic expectations for all.

Effective principals ensure that their schools allow both adults and children to put learning at the center of their daily activities. Such "a healthy school environment," as Brah, A & Hoy, J. (1989) call it, is characterized by basics like safety and orderliness, as well as less tangible qualities such as a "supportive, responsive" attitude toward the children and a sense by teachers that they are part of a community of professionals focused on good instruction To change this kind of climate and begin to combat teacher isolation, closed doors, negativism,

defeatism and teacher resistance the most effective principals focus on building a sense of school community, with the attendant characteristics. These include respect for every member of the school community; “an upbeat, welcoming, solution-oriented, no-blame, professional environment;” and efforts to involve staff and students in a variety of activities, many of them school wide.

Effective principals work relentlessly to improve achievement by focusing on the quality of instruction. They help define and promote high expectations; they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom, University of Washington researchers found (Collins, M. 1991) Effective principals also encourage continual professional learning. They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue these strategies despite the preference of many teachers to be left alone. Many principals work to engage parents and others outside the immediate school community, such as local business people. While there is considerable interest in this question, the evidence on how to answer it is relatively weak (Collins, M. 1991)

Research Methodology

The researcher used a descriptive research design basing on the use of qualitative and quantitative approaches. Pearson correlation research was used to establish the relationship between the extents to which school management styles affected the High Academic performance in schools. According to Amin (2005), this design is used for profiling, defining, segmentation, estimating, predicting, and examining associative relationships. The target population for this study was selected principals from schools in Kisii Central District.

The researcher used self administered questionnaire as research tool to collect data from the respondents. This approach was consistent with a phenomenological approach and it was the most appropriate for this research because it enabled the researcher to collect as more data as possible. There were two types of data that were collected, that is secondary and secondary data.

The questionnaire comprised of both closed and open ended questions. They were used as a tool to collect data as they were appropriate to collect a lot of information over a short period of time. The researcher used personal administration of the questionnaire with the following Scale;

The responses were treated compositely such that a mean rating was generated.

The weighted mean was described as follows:

1.00- 1.49	Very low	1
1.50- 2.49	Low	2
2.50- 3.49	Moderate	3
3.50 -4.49	High	4
4.50- 5.00	Very high	5

The collected data was thoroughly examined and checked for completeness and comprehensibility. Secondary data was collected using questionnaires which were administered using drop and pick method. The data was then summarized, coded, tabulated and analyzed using both descriptive and inferential statistics. Descriptive statistics included those of the mean, standard deviation and frequency distribution while inferential statistics involved use of correlations and multivariate regression analysis. Data presentation was done by the use of pie charts, bar charts and graphs, percentages and frequency tables. This ensured that the gathered information was clearly understood. The study used ANOVAs and regression analysis both simple

and multiple to study the effect of independent variables on the dependent variable.

Discussion of Results

In this section the study sought to establish the effects of Management Styles as panacea for high academic performance.

Gender of Respondents

The Kenyan constitution requires that in any public sector there should not be more than two thirds of either gender. The analysis sought to establish the above constitutional requirement and the response obtained are in table 4.1.

From table 4.2, 66% of respondents were male while 34% were female. This shows that schools are compliant with the constitutional requirement of a third gender rule

Age of Respondents

The study sought to find out the ages of the respondents. Table 4.2 shows the response obtained from the field.

The result in table 4.2 indicated that 43.75% of the respondents were between ages of 40-49 years, 35.50% were between 30-39 years, 10.40% were between 20-29 years while 10.35 % were 50 years and above. This implies that most people who engage in school management were in age bracket 40-49.

Respondents Level of Education

The study sought to establish the level of education of the respondents. Table 4.3 indicates the responses obtained from the field.

Table 4.3 indicates that 60.40% of respondents were Graduate degree holders, 18.75% were certificate course holders, 8.30% were Diploma holders, 8.30% had education level of form 4 and below, and 6.25% were post graduates while 4.16 % had form 6 level of education. This is shows that the academic level of respondents is above average as majority had Degree training. This has implications on the extent of the application of management styles

The respondents on whether Management Styles contributes to high academic performance

The respondents were asked to indicate whether the School Management Styles Serve as Panacea for High Academic performance. The outcome of the study is as shown in the table 4.4 below.

The results show that 80% of the respondents strongly agree to that Management Styles serve as a panacea for high academic performance with 15% saying they agree and only 4% saying they are neutral. There was no respondent who indicated non involvement of Management Styles to high academic performance.

The Correlation Analysis

The study also investigated the correction between the independent variables individually with the dependent variable. The purpose was to determine whether regression analysis is suitable. The result of study shows all the four independent variables had strong linear correlation with the dependent variable.

The variables under the study are:

Y – Dependent variable – High Academic performance.

Independent variables:

X₁ – Authoritative Management Style

X₂ – Participative Management Styles

X₃ – Afflictive Management Styles

X₄ – Pace setting management styles

The study ran multi regression and correlation analysis for the four independent variables against the dependent variable Y.

Categories	Sample Size	Sampling Technique
Provincial Boarding schools Principals	10	Purposive
District level Boarding School principals	06	Purposive
District Level Day schools Principals	32	Random Sampling
Total	48	

Source:

Scale	Interpretation
5	Very high
4	High
3	Moderate
2	Low
1	Very low

Table 4.1. Analysis of the Respondents' Gender

Gender	Frequency	Percentage
Male	32	66
Female	16	34
Total	48	100

Source: Field Survey (2013)

Table 4.2. Respondents' Age Groups

Age bracket	Frequency	Percentage
40-49 yrs	21	43.75
30-39 yrs	18	35.50
20-29yrs	5	10.40
50 yrs and above	4	10.35
Total	48	100.0

Source: Field Survey (2013)

Table 4.3. The Level of Education for Respondents

Level of Education	Frequency	Percentage
Graduate	29	60.40
Certificate course	9	18.75
Diploma	4	8.30
Form 4 and below	3	6.25
Post-graduate	2	4.16
Form 6(Advanced level)	1	2.14
Total	48	100

Source: Field Survey 2013

Table 4.4. Respondents on the School Management Styles Serve as Panacea for High Academic performance

Category	Frequency	Percentage
Strongly agree	73	80
Agree	14	15.4
Neutral	4	4.6
Others	0	0
Total	48	100

Source: Field Survey, 2013

Table 4.5 Correlation Matrix

	X1	X2	X3	X4
X1	1.0			
X2	0.21**	1.0		
X3	0.19*	0.11	1.0	
X4	0.15	0.13	0.14	1.0
Y	0.86	0.53	0.61	0.72

Source: Field Survey, 2013

** Significant at 0.01; 0.05; 0.1 confidence levels.

Table 4.6. Model Summary**Coefficients of Determination and Correlation coefficient**

Model	R	R square	Adjusted R Square	Std error of Estimate
I	0.774	0.600	0.559	10.023

Table 4.7. Results of Multiple Regression Analysis

Model	Independent Variable	Coefficients Beta values	Std error (π)	t-value	Significant p-value
I	Constant	4.391	0.386	11.376	0.0000
	Authoritative Management style	0.302	0.074	4.081	0.0011
	Participative Management Styles	0.740	1.026	2.671	0.0183
	Affiliative Management Styles	0.012	0.610	3.298	0.0052
	Pace setting Management style	0.772	0.320	2.413	0.0299

The results show that there is a positive correlation between the independent variables and the dependent variable where the Management Styles served as panacea for academic performance are the most significant with correlation values of 0.86 and 0.72 respectively. However, in order to safeguard the finding of the multiple regressions, the researcher opted to analyze the correlation between the individual independent variables individually. The result of the study indicated that there was very low almost, negligible correlation amongst the independent variables, all below 0.25. As a result, the fear of inter correlation between the independent variables does not arise and multiply regression was carried out. The results also indicate that Authoritative Management Styles as panacea for academic performance variable X_2 , and Participative Management Styles as panacea for academic performance variable X_3 Affiliative management style significantly affect Academic performance at 0.01, 0.05 and 0.1 confidence levels. The combined multi regression and correlation analysis is given in table 4.2 below:-

Regression Analysis

The ordinary least square regression was used to determine the factors (predictor variables) affect high academic performance. The results are shown in table 4.3 below:- The result of the study show that the value of R squared is 0.600. This means that independent variables investigated in the study namely Authoritative Management Style, Participative Management Styles, Affiliative Management Styles and Pace setting management performance account for or explain 60% of the dependent variable, high academic performance. The regression equation appears useful for making predictions in academic performance since R squared of 60% is considered significant. The study shows that academic performance is significantly affected by the four independent variables investigated and that all the four independent variables are positively correlated with the dependent variable under the study.

The regression coefficients are both individually and jointly statistically significant. From the values of the coefficients, we conclude that the independent variables Authoritative Management style affect academic performance significantly, ($\beta=2.740$; p-value =0.0183); followed by participative Management Style ($\beta=2.012$; p-value=0.0052), then Affiliative Management style ($\beta=0.772$; p-value=0.0299) pace setting Management style ($\beta=0.302$; p-value=0.0011) in that order as shown in table 4.4 below.

The multiple Regression results also show that each of the four independent variables has a significant beta value. This is evidenced by the relevant t-values coupled with the p-values for each independent variable being less than 0.05, thereby indicating the significance level for each independent variable. The coefficients of the regression line were:-

$$Y = 4.391 + 0.302X_1 + 0.740X_2 + 0.012X_3 + 0.772X_4$$

Summary of Findings

The study aimed at assessing the School Management Styles that Serve as Panacea for High Academic performance in schools in Kisii Central District. The objective was addressed by the null hypothesis. The study established that Management Styles served as panacea for academic performance with a mean score of 4.563. This indicated that the management style the principal adopts in the school management has a bearing on the school academic performance.

Conclusion

The positive and negative behaviors exhibited by school principals determine, to a great extent, their effectiveness in the school and, ultimately, the impact they have on student

achievement. The principal is the representative of the content and the school. How a principal presents himself makes an impression on administrators, colleagues, parents, and students. Often a student links the preference to a particular school to the principal and prefers a specific subject because of a teacher and the way the subject was taught. A principal who exudes enthusiasm and competence for a content area may transfer those feelings to the teachers and students. In addition, how the principal relates to the teachers and students has an impact on the students' experience in the school. The principal's personality is one of the first sets of characteristics to look for in an effective principal. Many aspects of effective teaching can be cultivated, but it is difficult to effect change in an individual's personality which has a considerable effect on principal's management styles which in turn affect the student performance.

References

- Alvesson, M., & Willmott, H. C. (Eds.). (1992a). *Critical management studies*. London: Sage Ltd.
- Alvesson, M., & Willmott, H. C. (1992b). On the idea of emancipation in management and organization studies. *Academy of Management Review*, 17(3), 432-464
- Anthony, P. D. (1986). *The foundation of management*. London: Tavistock.
- Boje, D. M., Rosile, G. A., Dennehy, R., & summers, D. J. (1997). Restoring reengineering: Some deconstructions and postmodern alternatives. *Communication Research*, 24(6), 631 – 668.
- Brah, A., & Hoy, J. (1989). Experiential learning: A new orthodoxy. In S. W. Weil & I. McGill (Eds.), *Making sense of experiential learning* (pp. 70-77). Milton Keynes, UK: SRHE and O.U. Press.
- Brookfield, S. D. (1994). Tales from the dark side: A phenomenology of adult critical reflection. *International Journal of Lifelong Education*, 13(3), 203-216.
- Burgoyne, J., & Reynolds, M. (Eds.). (1997). *Management learning: Integrating perspectives in theory and style*. London: Sage Ltd.
- Caproni, P. J., & Arias, M. E. (1997). Managerial skills training from a critical perspective. *Journal of Management Education*, 21(3), 292-308.
- Collins, M. (1991). *Adult education as vocation: A critical role for the adult educator in today's society*. London: Routledge.
- Coopey, J. (1995). The learning organization, power, politics and ideology. *Management Learning*, 26(2), 193-213.
- French, R., & Grey, C. (Eds.). (1996). *Rethinking management education*. London: Sage Ltd.
- Grey, C., Knights, D., & Willmott, H. C. (1996). Is a critical pedagogy of management possible? In R. French & C. Grey (Eds.), *Rethinking management education* (pp. 94-110). London: Sage Ltd.
- Marsick, V., (1988). Learning in the workplace: The case for reflectivity and critical reflectivity. *Adult Education Quarterly*, 38(4), 187-198.
- McDonald, K. S., & Hite, L. M. (1998). Exploring the glass ceiling: An exploration of gender differences in management-development experiences. *Journal of Management Education*, 22(2), 242-254.
- Nord, W. R., & Jermier, J. M. (1992). Critical social science for managers? Promising and per-verse possibilities. In M. Alvesson & H. Willmott (Eds.), *Critical management studies* (pp. 202-222). London: Sage Ltd.
- Pedler, M. (1994). Developing the learning community. In M. Pedler & T. Boydell (eds.), *Management self-development: Concepts and styles* (pp. 68-84). London: Gower.

- Prasad, P., & Caproni, P. J. (1997). Critical theory in the management classroom: Engaging Power, ideology, and praxis. *Journal of Management Education*, 21(3), 284-291.
- Raelin, J. (1997). Individual and situational precursors of successful action learning. *Journal of Management Education*, 21(3), 368-394.
- Reynolds, M. (1994). *Group work in training and education: Ideas in style*. London: Kogan Page.
- Reynolds, M. (1997a). Learning styles: A critique. *Management Learning*, 28(2), 115-133.
- Reynolds, M. (1997b). Towards a critical management pedagogy. In J. Burgoyne & M. Reynolds (eds.), *Management learning: Integrating perspectives in theory and style* (pp. 312-328). London: Sage Ltd.
- Reynolds, M. (1998). Reflection and critical reflection in management learning. *Management Learning*, 29(2), 183-200.
- Schon, D. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Sinclair, A. (1995). The MBA through women's eyes. *Management Learning*, 28(3), 313-330.
- Townley, B. (1994). *Reframing human resource management*. London: Sage Ltd.
- Welton, M. (1987). "Vivisectioning the nightingale": Reflections on adult education as an object of study. *Studies in the Education of Adults*, 19(1), 46-68.
- Willmott, H. C. (1994b). Management education, provocations to a debate. *Management Learning*, 25(1), 105-136.