INFLUENCE OF HEAD TEACHER'S STRATEGIC LEADERSHIP ON STUDENTS ACADEMIC PERFORMANCE A SURVEY OF PRIVATE PRIMARY SCHOOLS IN NYALI SUB COUNTY

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ABSTRACT

The general objective was to analyze the influence of head teacher's strategic leadership on students' academic performance in private primary schools in Nyali Sub-county. The study used descriptive survey research design. The target population was all 77 registered private schools in Nyali sub-county. The data collection method for the study was questionnaire. The study concluded that although the head teachers and teachers discussed school matters which included performance and discipline, the number of times that they met may not have been very adequate since there was need for continued meetings for planning and monitoring academic progress of the pupils. Due to high competition in private primary schools, directors of the schools had been looking for headteachers who were aggressive and who could ensure good student academic performance. It was also established that the head teachers created conditions that allowed teachers to do their teaching job and Co-curricular activities even without their presence. The study recommended that school head teacher should adopt a blend or mix of leadership styles for instance transformational leadership as dictate situations. They should avoid the traditional habit of sticking to one approach of leadership style. The study also recommended that there was need to involve teachers and parents in matters of students' performance in schools eg dealing with the discipline of the students so that head teachers can concentrate more on the general management of the school.

Keywords: Leadership Skills, Leadership Styles, Transformational Leadership, Strategic Leadership

INTRODUCTION

A leader as a person who motivates a group of people to achieve its tasks and maintain team unity throughout the process (Sheikh, 2015). While leadership is the process of influencing people to act for the accomplishment of specified objectives (Beach and Dale, 2010). Leadership is not only a personality trait, but the quality of bringing together the people of diversified opinions together with those of similar opinions (Avolio and Bass, 2012).

Strategic leadership is the leader's ability to anticipate, create a vision, empower others and exercise flexibility, to create a strategic and viable future of the organization (Kleijnen *et al*., 2009). Leaders who are strategic leaders formulate the goals and strategies for the organization. They do this by developing structures and processes that impact the present and future performance of the organization (Boal and Hooijberg, 2011).

A primary goal of a strategic leader is to gain a better understanding of the business conditions, the environment and other aspects that identify the challenges of the future. Strategic leadership is marked by a systemic concern for the whole organization, its evolution, changing aims as well as the selection, development and maintenance of the requisite resources and capabilities to enable it to compete (Quong and Walker 2010). The right planning results in the right work structures resulting in the development of cohesion amongst team members, which results in the positive output. An important correlate of effective performance is cohesiveness of the group. Development of alignment among team members is an important part of team management. The planning is derived from the goals and objectives of all the stakeholders of the school. The strategy on the other hand is guided by the leadership of the organization. The synergy between the two components results in the success of the organization (Nyamboga *et al.,* 2014).

In schools there are members of the Board of Governors, the head teacher, deputy head teacher and the senior master as the school leaders. They come up with specific policies relevant to the internal functioning of the school. The principal is therefore charged with the responsibility of seeing that decisions made in the school are in line with the school policies. These policies have to be implemented without deviating from the overall education policy in the country (Martin, 2011).

Head teacher creates an atmosphere in which teachers are considered professionals and have opportunities to continue their professional development both within and without the school they teach in, leads teachers towards excellence. There should be a climate of high expectations in which the staff believes and demonstrates that all learners can obtain mastery of the school's essential curriculum (Steyn & Wolhuter, 2010). An effective head teacher communicates the school's mission and vision, by persistently creating a shared sense of purpose and establishing a set of common core values among the instructional staff. There is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. School climate is not oppressive, parents understand and support the basic mission of the school and are given opportunities to play important roles in helping the school to achieve its mission (Rautiola, 2009).

In Canada, Begley *et al.* (2010) found that intrinsic motivation including a commitment to lifelong learning and wanting to make a difference were strong attractors to school leadership positions. In line with these results, Beaudin *et al.*'s (2012) findings from the United States confirm that nearly 50% of administrators and 39% of teachers were attracted to leadership positions because they presented a new challenge and an opportunity to make a difference. In a 2014 survey on attitudes towards the role of the primary principal conducted by a stakeholder group

in Ireland, the top two persuading factors of teachers who intended to become principals were "keen to influence school culture" and "desire to become a leader of a school community" (IPPN, 2016).

In Africa, head teachers are scarcely prepared for their leadership tasks (Bush and Oduro, 2010). Ozuruoke et al., (2011) study on public schools in Nigeria indicates that many principals have not considered their styles and types of leadership as determinants of teachers' job performance in their schools. Hence, they further pointed out that some of principals seem to find it difficult to effectively administer their schools. As such, leadership styles and types occupy an important position in school management in Nigeria.

In Kenya, there has been clear indication of the declining quality of public primary school education as a result of large numbers of students, a disproportionate teacher-student ratio and highly inadequate financial and physical resources. This has led to the increase in private schools. These schools are a growing trend especially in the urban areas like Nairobi and Mombasa due to their growing demand among those that are seeking quality education. This is because these institutions are performance oriented owing to the increased competition among the private schools. Teachers in these schools are committed and motivated unlike those in public schools. Better pay and better working conditions topping the list. It is estimated that in public schools 1 out of 10 teachers is absent from work on any given day according to the Policy Brief of 2012. That means that these schools operate with 70% of the teaching staff in any given day (Njuguna, 2013).

Statement of the Problem

In Kenya, there has been clear indication of the declining quality of public primary school education as a result of large numbers of students, a disproportionate teacher-student ratio and highly

inadequate financial and physical resources. This has led to the increase in private schools. The ranking of schools by the Government based on KCPE performance have pushed head teachers in private schools to develop all kinds of capabilities to enhance learning and therefore, good mean scores. Many head teachers have failed in school leadership hence many management problems related to institutional planning, human relations, discipline, instructional supervision and community relations experienced which ultimately impact on students' performance (Achieng, 2010). Despite the efforts by schools to employ new approaches and strategies to achieve the desired high performance in academics, the efforts have not always led to the expected results in the schools performance (Okoth, 2012). This study investigated the influence of head teacher's strategic leadership on students' academic performance in private schools in Nyali Sub-County.

Purpose of the Study

The purpose of the study was to determine the influence of head teacher's strategic leadership on students' academic performance in private primary schools in Nyali Sub-County. The specific objectives were:-

▪ Determine the influence of Head teacher's leadership skills on students' academic performance in private primary schools in Nyali Sub-County.

▪ Examine the impact of Head teacher's leadership styles on students' academic performance in private primary schools in Nyali Sub-County.

▪ Evaluate how Head teacher's transformational leadership influence students' academic performance in private primary schools in Nyali Sub-County.

LITERATURE REVIEW
Theoretical Review

Path-Goal Leadership Theory

The path-goal theory argues that followers are motivated in a task by the high level of self-efficacy, belief that their efforts result in a certain outcome or reward and belief that an outcome or reward is worthwhile (Bhatia, 2009). The role of the leader in this theory is to motivate followers by rewarding performance and goal accomplishment.

The theory argues that in order to accomplish the foregoing, a leader will have to engage in different types of leadership behavior depending upon the nature and demands of the particular situation. Path-Goal theory identifies four distinct styles of leader behavior: directive leadership, supportive, participative and achievement oriented leadership (Greenberg, & Baron 2010).

According to Northouse (2013) effective leadership occurs when the leader accurately diagnosis the development level of subordinates in a task situation and then exhibits the prescribed leadership style that matches that situation. Dixon and Hart (2010) argue that leaders who lead by means of path-goal leadership reward and encourage their followers towards goal achievement. Path-goal theory enables leaders to discern the right strategic direction for the employees and the organization.

Malik (2012) opines that this theory predicts the leader behavior which is essential for achieving subordinates' motivation and which is also linked to organizational performance. Implementing path-goal theory increases subordinates' motivation by clarifying the paths towards which organizational performance is possible.

Strategic leadership practice has been viewed as being able to contribute significantly and positively towards achieving organizational performance by motivating others to pursue the same strategic direction. This theory is relevant in this study for focusing on the role of the leader in motivating subordinates towards achieving an organization's goal.

One of the criticisms of path-goal research is that it tends to be relatively simplistic, despite the complex nature of the theory. The majority of research on path-goal theory has focused on determining how task structure moderates the relationship between leader behavior and follower performance and satisfaction (Jermier, 2016). Investigations of directive leader behavior and supportive leader behavior have dominated the literature, while research has generally neglected the other types of leader behavior about which the theory makes predictions. In order to comprehensively evaluate path-goal theory, all of the hypothesized relationships must be tested (Hughes, Ginnett and Curphy, 2009).

A third criticism of the research on path-goal theory is that it has not examined the basic motivational assumptions of the theory. Seminal reviews of the VIE (valence, instrumentality, and expectancy) research by Evans (2016) noted some empirical support, but have also identified several problems. These problems have ranged from mismeasurement of the three key constructs to the use of inappropriate research designs to assess the validity of the theory. Fleishman (2011) analysis found that despite these problems, there is evidence that the three VIE components predict job performance.

Implementing path-goal theory increases subordinates' motivation by clarifying the paths towards which organizational performance is possible. Strategic leadership practice has been viewed as being able to contribute significantly and positively towards achieving organizational performance by motivating others to pursue the same strategic direction. This theory was relevant in this study for its focus on the role of the leader in

motivating subordinates towards achieving an organization's goal. Therefore there is a clear link with path-goal theory and strategic leadership practices as both types of leadership are result-oriented. This theory supported the argument that strategic leadership practice has an effect on organizational performance; therefore, it needs to be established in private schools.

Trait Leadership Theory

The major works that are behind the trait theory are by Stogdill (1948); Mann (1959); Kirkpatrick (1986) and Lord (1991). These studies show that a trait theory was prominent in in the early and late 90s. During the period between 1920's and 1930's, a lot of leadership research focused on the traits that differentiate leaders from non-leaders. Trait theory is one of the earliest leadership theories and it focuses on what an effective leader is and not what an effective leader does.

The basic assumption that guided the trait leadership studies was that leaders possessed certain traits that other people did not possess. These traits included emotional intelligence; having an extrovert personality (charisma); masculinity and conservatism and being better adjusted than non-leaders (Senior, 2007).

According to Bhatia (2009), trait theory postulates that there are sets of traits and characteristics that are associated with successful leaders. The prominent traits for successful leaders include physical traits, social traits and social characteristics, and task-related characteristics which are inborn and enables a leader to be successful. Empirical studies supporting trait theory have found evidence that there are traits that contribute to organizations' effectiveness and performance (Northouse, 2013). The list of leader traits, however, is huge and continues to grow as leaders emerge. Despite numerous studies on the diversity of leadership traits, certain criticisms have

been levelled out on the trait leadership theory (Northouse, 2013).

It is argued out that leadership can be learned, nurtured and not necessarily an inborn thing as has been the case in human history where some very successful leaders emerged to diverse situations. Another criticism is that there is nothing inborn, divine, or mysterious as leadership qualities (Northouse, 2013). The point is that leaders do not succeed because they possess certain traits in isolation with other factors (Bhatia, 2009).

Perhaps in an attempt to conclude the discussion on traits, Northouse (2013) isolated five traits which lead to organizational transformations namely intelligence, self-confidence, determination, integrity, and sociability. These traits are interesting because they link well with the strategic leadership practices. The traits cited out in many trait theories link to strategic leadership practices in regards to leader characteristics, abilities, and effectiveness in a responsibility or organization.

Understanding the role of leadership traits in strategic leadership practices is important especially where success is not dependent on a single factor. This is more important because the traits a specific leader possess qualifies why he or she is an important asset in the organizational performance. The leader and subsequently the leadership practices add to competitiveness of an organizations which is required in not-for-profits also.

According to Gheselli (2008) the search for leader traits was not a total failure and several traits do appear to be modestly associated with leadership. Chief among these traits is intelligence. He says that the people who hold leadership positions tend to be somewhat more intelligent. In his study, he emphasized significant correlations between leadership and traits of intelligence, supervisory ability, initiative, self- assurance and individuality in

doing work but suggested that extremely higher or lower intelligence reduces the leadership qualities.

Researchers however, have failed to agree on what traits are universal and trait theories suffer from a lack of "a structure in describing personality leading to a wide range of traits being investigated under different labels" (Judge et al, 2012). For instance, Kirkpatrick and Locke (2011) argue that the six traits that distinguish leaders from non-leaders include drive, desire to lead, honesty/integrity, self-confidence, cognitive ability and business knowledge. On the other hand, House and Aditya (2008) propose four factors including achievement motivation, prosocial influence motivation, adjustment and self-confident. Mann (2009) includes masculinity, dominance, adjustment, conservatism and extroversion in his list of traits. It is clear that different researchers have proposed different traits and there is no consistency in trait theories.

Mullins (2008) observed that there is a bound to be subjective judgment in determining who is regarded as a "good" or a "successful" leader. Also the list of possible traits would be very long and there is not always agreement on the most important traits. Even if it were possible to identify an agreed list of more specific qualities, this would provide little explanation of the nature of leadership. It would do little to help in the development and training of leaders (Mullins, 2008). The shortcoming of the trait theory is that it does not make judgment as to whether these traits are inherent to individuals or whether they can be developed through training and education. Comparing leaders in different situations suggests that the traits of leaders depend on the situation

This theory contributed to the tenets for successful strategic leadership practice that underlie leaders' characteristics, abilities, and knowledge which drive the schools' performance.

Contingency Theory of Leadership

Contingency Theory of Leadership, developed by Fiedler (2008) suggests that a leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the capabilities and behaviours of followers and also various other situational factors.

According to the theory, leaders adopt a suitable leadership style depending on the readiness of followers. The theory suggests that the favorability of the situation determines the effectiveness of task and person-oriented leader behavior. The approach is called "contingency" because it suggests that a leader's effectiveness depends on how well the leader's style fits the context. The performance of leaders cannot be properly understood outside of the situations in which they lead. Prominent among these theories are Fielder's Contingency Theory of leadership, the Path-Goal Theory of leader effectiveness which embodies transactional leadership, Hersey and Blanchard's situational leadership Theory, the Cognitive Resource Theory, and the Decision-Process Theory (Bass, 2008).

The Fiedler contingency model proposed that effective group performance depended upon the proper match between the leader's style of interacting with his or her followers and the degree to which the situation allowed the leader to control and influence. Fiedler offered two leadership styles, those that are motivated by task and those that are motivated by relationship. Task-motivated leaders are those who are primarily concerned with reaching a goal, whereas relationship-motivated leaders are concerned with developing close interpersonal relationships. In order to measure a leader's style, Fiedler developed the Least Preferred Co-worker (LPC) questionnaire (Robbins & Coulter, 2011).

Fiedler characterizes situations in terms of three factors, leader-member relations, task structure and position power (Robbins, 2010). Task structure is the

degree to which the requirements of a task are clear and spelled out. Leader-member relations refer to the degree of confidence, trust and respect employees have for their leader; rated either good or not. Position power is the amount of authority a leader has over power-based activities like hiring, firing, discipline, promotions and salary increases (Chance & Chance, 2012).

According to Hoy (2009), an individual's leadership style is fixed with only two ways to improve leader effectiveness. This could be by bringing in a new leader whose style fit the situation or change the situation to fit the leader by restructuring tasks or increasing or decreasing the power that the leader had over factors such as salary increases, promotions and disciplinary actions.

Contingency theory of leadership has been the subject of a considerable amount of criticism. This is because the theory is essentially a set of continually changing empirical generalizations. Another distinguishing characteristic is that contingency theory has evolved around a measurement process. Instead of proposing a set of theoretical constructs and then devising measures to match, Fiedler started with the measurement process and then sought to develop theoretical constructs to go with the measures and the research results obtained with them (Miner, B.J, 1980). A number of the Contingency Model's critics have charged that "...the theory keeps changing to fit the data" and that it is becoming increasingly complex (Miner, B.J, 1980).

Another weakness with the model is that it is unrealistic to assume that a person can't change his/her leadership style to fit the situation. Moreover, it has been pointed out that more variables were probably needed to fill in some gaps in the model. The model has as well been questioned due to the practicality of the LPC questionnaire. In spite of its weaknesses, the model showed that effective leadership style needed to reflect situational factors

(Robbins & Coulter, 2011). In relation to this study, contingency theory helps to identify outside variables that impact a school. Secondly, contingency theory helps to appraise the impact of school's organization structure on responses to external pressures and demands. Finally Contingency theory matches leadership styles with the needs of the school and consider relationships among teachers' personalities and attitudes.

Empirical Review

Effect of Leadership Skills on Academic Performance
According to Ismail et al (2009) leadership is a critical management skill, involving the ability to encourage a group of people towards common goal. Leadership focuses on the development of followers and their needs. Managers exercising transformational leadership style focus on the development of value system of employees, their motivational level and moralities with the development of their skills.

A study by Labaree (2012) indicates that teacher leadership is important for school capacity building as broad based skillful involvement in the work of leadership. She suggests this perspective requires working with two critical dimensions of involvement- breadth and skillfulness. Broad based involvement– involving many people in the work of leadership. This involves teachers, parents, pupils, community members, personnel and universities. Skillful Involvement entails comprehensive understanding and demonstrated proficiency by participants of leadership dispositions and knowledge and skills.

Impact of Leadership Styles on Academic Performance
A study by Asago (2015) on the challenges facing the primary school education management which indicates that the extent to which a head teacher succeeds in attaining the school objectives, mission, vision and philosophy depends on how he/she uses suitable management styles to a specific school

contextual environment. This works with allowance to accept changes in each management style in line with various changes in school contexts.

In a study that was conducted by Eissa Al-Safran (2013), it was found that the principal leadership styles were found to be very different between Kuwait and USA schools. Kuwait schools' principals were authoritative in their leadership style, while their USA counterparts tended to be integrative. Interestingly, although Kuwait school principals were authoritative in nature, data indicated that a cooperative school environment showed higher school outcomes. This study did not indicate whether it was a primary or secondary school, hence this study in the Zambian context.

Effect of Transformational Leadership on Academic Performance

In his study Eshiwani (2013) identified the following policy-related factors that may cause poor academic performance; school plant and resources (textbooks, library and laboratory facilities), leadership styles of the head teacher (school administration and management), teacher characteristics (training, teacher certification, professional commitment, experience and transfer index) and students' behavior (early childhood education, primary education and social characteristics). In his study Hurley (2012) deduce that the head teacher is the answer to a school's general development and improvement of academic performance, in that an effective head teacher creates an environment that stimulates an enthusiasm for learning.

According to a study by Dutta *et al,.* (2013) indicated that transformational leadership is inspirational, providing scope for intellectual and creative development, which values the role of the individual in achieving a shared vision. Transactional leadership is more closely allied to traditional management techniques with the leader establishing organizational goals and entering into a contractual arrangement

with subordinates based on reward and punishment. The servant leader, on the other hand, leads through service. However, its precepts based on empathy, healing, listening and building community have enhanced meaning in today's business environment where more aggressive leadership or management styles are focusing on profit rather than people which have ultimately led to system failures such as the current global financial crisis. In today's troubled world there is a move toward the rediscovery of the type of values embodied by the servant leader (Dutta *et al.,* 2013).
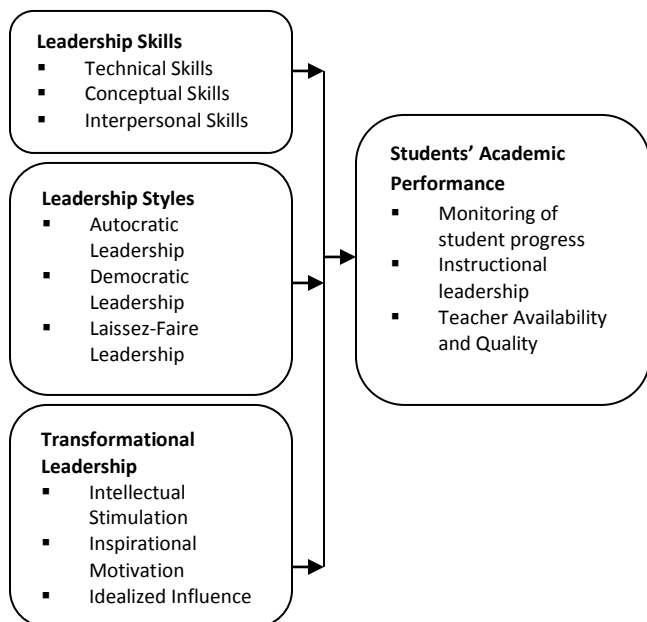
Students Academic Performance

According to Cranston (2011), the factors influencing high academic performance in High Schools in the USA were grouped into socio-demographic factors; the school environment (supervision, availability of teaching and learning materials, homework/class assignment, and membership of a club); the home environment (the role of parents, the role of the media, friends, and siblings of the child); and social groupings (such as membership of a club) and the influence of role models'. Another strategy employed to improve the academic performance of pupils was the provision of appropriate teaching and learning materials for pupils and instructors.

Studies conducted by Ocham (2010) pointed out that the greater involvement of teachers in school decision making improve teacher motivation and commitment hence improves school performance. He argued that as managers, headteachers should work to maintain an environment that supports teachers' efforts in the classroom and minimize outside factors that can disrupt the learning process. Renson (2009) carried out a study on the role of the school leadership on students' achievement in Kenya. The research focused on how the principal's leadership style affects the performance on mathematics in Kenyan secondary schools. The study did not relate the influence of headteachers management practices

on academic performance thus the need for this study.

Conceptual Framework

Leadership Skills
- Technical Skills
- Conceptual Skills
- Interpersonal Skills

Leadership Styles
- Autocratic Leadership
- Democratic Leadership
- Laissez-Faire Leadership

Transformational Leadership
- Intellectual Stimulation
- Inspirational Motivation
- Idealized Influence

Students' Academic Performance
- Monitoring of student progress
- Instructional leadership
- Teacher Availability and Quality

Independent variables   Dependent variable

Figure 1:1 Conceptual Framework

METHODOLOGY

This study used descriptive survey research design. According to Mugenda and Mugenda (2010) descriptive survey determines and reports the way things are in their natural environment. The target population was all 77 registered private schools in Nyali sub-county. The researcher used teachers in 12 selected private schools. These schools were selected for the study because their head- teachers had been in the school for more than 10 years. The data collection method used was questionnaire. After the questionnaires were collected, they were checked so as to ascertain whether they were complete and accurate. The data was then entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 23 which processed accurate frequencies and percentages which was used to discuss the findings. The multiple regression models shall be computed as follows;

$$Y = α + β_1X_1 + β_2X_2 + β_3X_3 + ε$$

Where;

Y= Dependent variable (Students' Academic Performance)

X_1 = Leadership Skills

X_2 = Leadership Styles

X_3 = Transformational Leadership

α = the model intercept

β = Coefficient of independent variables

ε = Margin of Error

FINDINGS AND DISCUSSIONS

Table 1: Leadership Skills

Leadership Skills	Mean	Std. Deviation
The head teacher frequently undergo management course	3.31	1.24
The head teacher understands basic skills in each subject	3.08	1.28
The head teachers technical skill helps him to work proficiently	3.27	1.21
The head teacher has human skills which enables me to work with people	3.40	1.25
The head teacher has good communication skills which helps me in build consensus	3.42	1.27
The years in an institution helps the head teacher understand his administrative skills	3.41	1.16
The head teacher has more skills in handling and improving the teaching-learning process.	3.33	1.28
Teachers acquire adequate management skills in my training	3.17	1.16

The study aimed to determine the influence of Head teacher's leadership skills on students' academic performance in private primary schools in Nyali Sub-County. In Table 1 the researcher sought respondents views on whether the head -teacher frequently underwent management course which indicated a mean of 3.31and a standard deviation of 1.24. The head - teacher understood basic skills in each subject indicated a mean of 3.08 and a standard deviation of 1.28. The head- teacher's technical skill helped him to work proficiently indicated a mean of 3.27 and a standard deviation of 1.21. The head- teacher had human skills which enabled them to work with people

indicated a mean of 3.40 and a standard deviation of 1.25. The head teacher had good communication skills which helped them in build consensus indicated a mean of 3.42 and a standard deviation of 1.27. The years in an institution helped the head teacher understand his administrative skills indicated a mean of 3.41 and a standard deviation of 1.16. The head-teacher had more skills in handling and improving the teaching-learning process indicated a mean of 3.33 and a standard deviation of 1.28. Teachers acquired adequate management skills in my training indicated a mean of 3.17 and a standard deviation of 1.16.

Table 2: Leadership Styles

Leadership Styles	Mean	Std Deviation
The head teacher delegates authority to teachers	3.26	1.35
The head teacher treats all teachers equally	3.36	1.26
The head teacher consults before making decisions	3.13	1.32
The head teacher involves teachers in decision making	2.91	1.36
The head teacher always finds time to talk to the staff	3.25	1.34
The head teacher emphasizes the meeting of deadlines	3.44	1.20
The head teacher encourages staff development and initiative	3.31	1.21
The head teacher supervises closely to ensure standards are met	3.34	1.33
The head teacher ensures all teachers understand their roles in school	3.28	1.26

In Table 2 above, the researcher sought respondent's views to examine the impact of Head teacher's leadership styles on students' academic performance in private primary schools in Nyali Sub-County. The head teacher delegate's authority to teachers indicated a mean of 3.26 and a standard deviation of 1.35. The head teacher treated all teachers equally indicated a mean of 3.36 and a standard deviation of 1.26. The head teacher consults before making decisions indicated a mean of 3.13 and a standard deviation of 1.32. The head teacher involved teachers in decision making indicated a mean of 2.91 and a standard deviation of 1.36. The head teacher always

found time to talk to the staff indicated a mean of 3.25 and a standard deviation of 1.34. The head teacher emphasized the meeting of deadlines indicated a mean of 3.44 and a standard deviation of 1.20. The head teacher encouraged staff development and initiative indicated a mean of 3.31 and a standard deviation of 1.21. The head teacher supervised closely to ensure standards are met indicated a mean of 3.44 and a standard deviation of 1.33. The head teacher ensured all teachers understand their roles in school indicated a mean of 3.28 and a standard deviation of 1.26.

Table 3: Transformational Leadership

Transformational Leadership	Mean	Std Deviation
I get credit and praise from the head - teacher for doing my work well	3.38	1.25
The head - teacher inspires loyalty and commitment to the school	4.03	1.16
The head - teacher inspires and encourages teachers to aim high in our teaching job and in life.	3.66	1.30
I have complete faith and trust in the head - teacher because of the Good way he/she manages the school.	3.77	1.14
The head - teacher creates Conditions that allow teachers to do their teaching job and Co-curricular activities even without his /her presence	3.23	1.12
The head - teacher stimulates and encourages teachers to participate willingly and happily in doing their duties.	2.95	1.24
The head - teacher treats each teacher as an individual with different needs, abilities and aspirations.	3.31	1.27

In Table 3 above, the researcher sought respondent's views to analyse how Head teacher's transformational leadership influenced students' academic performance in private primary schools in Nyali Sub-County. The teachers got credit and praise from the head - teacher for doing my work well indicated a mean of 3.38 and a standard deviation of 1.25. The head - teacher inspired loyalty and commitment to the school indicated a mean of 4.03 and a standard deviation of 1.16. The head - teacher inspired and encouraged teachers to aim high in our teaching job and in life indicated a mean of 3.66 and a standard deviation of 1.30. The teacher's faith and trust in the head - teacher because of the Good way he/she managed the school indicated a mean of 3.77 and a standard deviation of 1.14. The head - teacher created Conditions that allowed teachers to do their teaching job and Co-curricular activities even without his /her presence indicated a mean of 3.23 and a standard deviation of 1.12. The head - teacher stimulated and encouraged teachers to participate willingly and happily in doing their duties indicated a mean of 2.95 and a standard deviation of 1.24. The head - teacher treated each teacher as an individual with different needs, abilities and aspirations indicated a mean of 3.31 and a standard deviation of 1.27.

Table 4: Academic Performance

Academic Performance	Mean	Std Deviation
Students 'academic performance is dependent on the head teacher's managerial practices.	3.14	1.17
When supervision regarding teaching and learning is done well, students seem to perform better	3.70	1.03
Staff development plays a big role on the overall academic performance in the school	3.11	1.02
Teaching styles affects students' academic performance	3.71	1.03

Parental involvement and support has a great impact towards student performance.	3.31	1.02
The school adheres to students' performance management policies	3.54	1.03

In Table 4 above, the researcher analysed students' academic performance in private primary schools in Nyali Sub-County. The influence of Students 'academic performance on the head teacher's managerial practices indicated a mean of 3.14 and a standard deviation of 1.17. Students 'academic performance was dependent on the head teacher's managerial practices indicated a mean of 2.72 and a standard deviation of 1.08. When supervision regarding teaching and learning was done well, students seemed to perform better indicated a mean of 3.70 and a standard deviation of 1.03. The role of Staff development on the overall academic performance in the school indicated a mean of 3.11 and a standard deviation of 1.02. The effect of teaching styles on students' academic performance indicated a mean of 3.71 and a standard deviation of 1.03. The impact of Parental involvement towards student performance indicated a mean of 3.31 and a standard deviation of 1.02. The schools adherence to students' performance management policies indicated a mean of 3.54 and a standard deviation of 1.03.

CONCLUSION AND RECOMMENDATIONS

Based on the findings the study concluded that there was a significant relationship between head teachers' skills and students' performance. The study found out that the head teacher in the private primary schools frequently underwent management course so as to instil them with more knowledge on how to well manage he schools. The courses had helped them improve their communication skills which helped them to create a conducive working environment for the teachers. It was observed that the working experience of a head teacher helped them understand their administrative skills and ensured continuity and perpetuation of the vision of the school. It was also observed that the headteachers din't acquire adequate management skills in their training which greatly affects their management of the schools.

This study established that there was a significant relationship between Head teacher's leadership styles and students' academic performance. It was established that the head teacher delegates authority to teachers, treats all teachers equally and also involves teachers in decision making as a way of motivating them. It was also established that the head teacher supervises the teachers closely to ensure standards are met all though some of the teachers preferred minimal supervision so that they can execute their role willingly with minimal pressure from the head teacher. The study concluded that although the head teachers and teachers discussed school matters which included performance and discipline, the number of times that they meet may not have been very adequate since there is need for continued meetings for planning and monitoring academic progress of the pupils.

From the study's findings, strong relationship between Transformational Leadership and Students' Academic Performance. The study found out that some of the head teaches gave credit and praise to the teachers for doing a work well done. Due to high competition in private primary schools, directors of the schools have been looking for head teachers who are aggressive and who can ensure good student academic performance. It was also established that the head teachers creates conditions that allow teachers to do their teaching job and Co-curricular activities even without their presence. It was also established that the head teacher stimulates and encourages teachers to participate willingly and happily in doing their duties.

Recommendations

The head teachers should use the most appropriate leadership styles that facilitate collective responsibility in order to create a conducive environment for teaching and learning. The school management should formulate capacity building programs so as to empower both the head teachers and teachers in their leadership skills and styles.

The school head teachers should adopt a blend or mix of leadership styles for instance transformational leadership as dictate situations. They should avoid the traditional habit of sticking to one approach of leadership style

The ministry of education in the county government should organize Head teachers exchange forums between the public and private primary schools geared at promoting sharing of leadership approaches and intra-school mitigation strategies for leadership challenges that impede student performance.

The study also recommends that there is need to involve teachers and parents in matters of students' performance in schools eg dealing with the discipline of the students so that head teachers can concentrate more on the general management of the school.

For leadership to remain important and useful towards the promotion of quality education, it must be distributed appropriately among the different levels of administration in the school.

Area for Further Studies

Further studies can be done on the challenges facing head teachers in implementing strategic leadership in private primary schools. Studies may also be done on the role of in service training on head teachers strategic leadership in both public and private primary schools. Further studies can also be done on the factors affecting the choice of leadership style to be implemented by head teachers to improve academic performance. A similar study can also be done in secondary schools and public schools so as to see if similar results can be realised and also identify other factors which may influence head teacher's strategic leadership.

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