INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN LAIKIPIA EAST SUB COUNTY, KENYA

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Abstract

Studies on student accomplishment in Kenya have mainly concentrated on the classroom methods employed by instructors, ignoring the possible impact of school leadership. This study was to look at how school leadership affects students' academic success. The study objectives were to establish the influences of principals' democratic leadership and transformational leadership styles on students' academic achievement in public secondary schools in the Laikipia East sub county's Kenya. A descriptive survey research design was used for the investigation. 200 teachers from 22 public secondary schools made up the target group, and 140 people made up the sample. The study sampled 10 principals in schools that submitted students for the KCSE exams between 2017 and 2021 using stratified random and purposive selection approaches. Two self-administered questionnaires and a document analysis checklist were used to gather data for the study. The data was coded and analyzed using frequencies, percentages, descriptive statistics, and the statistical software for social sciences (SPSS). The findings indicate that democratic leadership style significantly and positively influences students' academic achievement (=.612, p=.000). Academic achievement of pupils is significantly impacted by the transformational leadership style (=.104, p=.000). According to this coefficient of determination, the independent factors in this study only account for 66% of the variations in the students' academic performance. There is need to ensure that everyone in the organization, whether it's a business or a school, is aware of the overall goals and strategies. Make these goals transparent and accessible to all members of the organization. Regularly communicate progress and updates related to these goals. Encourage a democratic leadership style that allows employees or stakeholders to participate in decision-making processes. Maintain transparency regarding the organization's future plans, and the reasons behind various work tasks.

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

INTRODUCTION

Being in a position of leadership requires both authority and responsibility in terms of making decisions and accepting accountability for the accomplishment or failure of set goals (Abongo, 1998). The leadership skills of school managers can determine whether they are successful or

unsuccessful. Principals are concerned with assembling resources, creating plans, coordinating, and managing actions to accomplish set goals; leadership fulfills the swaying role of management. According to Reed (2005), effective management of resources and sustainable performance are all enhanced by leadership. Increasing student success rates is widely considered as the primary objective of school leadership. One of the most important and evident efforts any government has taken to achieve this goal is the No Child Left Behind by 2020 Act, which was passed into law in the USA in January 2002. Many scholars agree that improving school leadership is the most crucial aspect in improving student success and academic performance (Kelly & Williamson, 2006; (Gamage, Adams, & Ann, 2009). Effective leaders build school climates and cultures that inspire teachers and students, enhancing the learning and teaching settings and promoting greater levels of student accomplishment, according to worldwide studies. In order to increase student learning and hold students accountable for it, the majority of educational systems call for school management to support commitments to creating a common vision (Ross & Gray, 2006; Mulford, 2003).

Student achievement and the application of a focus on student learning are directly related, claims Cotton (2003). This calls for having a vision, specific learning objectives, and high standards for the growth of all pupils. Also, it entails cordial connections with important stakeholders through interaction, emotional support, interpersonal visibility, and accountability. It is possible to create an environment in the classroom that is conducive to learning and teaching by providing instructional leadership through discussions of instructional issues, by observing classroom instruction and providing feedback, by supporting teacher autonomy and protecting instructional time, and by being accountable for affecting and supporting continuous improvement through tracking progress (Cotton, 2003). Furthermore, numerous studies conducted in developing nations, including Kenya, show that specific leadership philosophies of school administrators may have favorable effects on teaching and learning processes and environments, improving student output and academic accomplishments (Harris, 2004; Hale & Rollins, 2006). Thus, it is evident that one of the major elements in raising school performance and student achievement is the leadership that a school administrator provides or shares.

The internal mechanisms that a specific country uses to maintain and improve its performance have an impact on the quality of the educational system in that country. It requires taking the reins in one of the procedures. The mission and vision of the school must be consistently communicated to the professors, staff, and community. The principal is designated as the central school figure for this reason. The curriculum and instruction are managed by the school principal, who also supports teachers' professional growth that is in line with best practices. The principal of the school keeps track of students' development in order to give particular children individualized attention and to spot parts of the curriculum and education that could want revision or enhancement (Hale & Rollins, 2006). The promotion of an encouraging learning environment is another responsibility of the school principal. However, there are concerns about the direction and overall administration of the school. According to Murphy (2002), as the education industry worked to establish itself in the post-behavioral science period, there have been considerable changes throughout the years. In this era of professionalism and the pursuit of the goals of vision 2030 and education for all, secondary school administration and management by principals have come under scrutiny, particularly the validity of the knowledge base underlying school administration and the suitability of programs for preparing students for success on national examinations.

In their study on education reform in Ghana, Zame, Hope, & Respress, (2008) claim that leadership is essential and that the principal plays a crucial part in a successful school and student achievement. They also suggest taking into account the leadership ideologies of the school's principals. This fact is further supported by the claim made by (Luthans, 2002) that the leadership of any school's principal has a significant impact on its success or failure. Leadership is crucial at the school because of the principal's influence on the actions taken to reach set goals and objectives. To succeed and generate the highest exam results, school administrators, according to (Luthans, 2002), employ a variety of leadership philosophies toward teachers and students. Kenya is working to achieve Vision 2030's aims including ensuring everyone has access to education (EFA). The success of academic institutions in achieving Kenya's educational aims and objectives greatly depends on the style of leadership that prevails there. In Kenya, secondary school principals are chosen by the Teachers Service Commission under the direction of the Ministry of Education (MoE). The management of secondary school resources at the school level is under the direct control of the principals, the parent-teacher association (PTA), the board of governors (BoG), and the sub county director of education (World Bank, 2008). According to Masulu (2007), he observes that establishing responsible leadership in secondary education institutions is necessary due to the growth of secondary education. Numerous schools continue to perform poorly as a result of ineffective leadership, insufficient funding, and subpar infrastructure (Mulusa, 1988).

Numerous publications typically appear after the KCSE results are released in an effort to applaud principals whose schools performed well and, on the other side, to criticize those whose schools underperformed by emphasizing the utilization of different leadership approaches. So, the study's objective is to discover how principal leadership philosophies impact students' performance on the Kenya Certificate of Secondary Education in the Kenyan sub-county of Laikipia East. The positive index has been shockingly low, despite the fact that Laikipia East's sub county has a total of 22 public secondary schools, according to the sub county director of education's (2017-2021) report. In order to evaluate if principal leadership philosophies in Laikipia East Sub County have an effect on students' achievement in KCSE exams, this study compared principle leadership philosophies to student performance.

Statement of the problem

In Kenya, a secondary school principal's leadership efficacy is largely based on how well the students score on the KCSE exams. The KCSE exam scores are significant because they are used to decide a student's admission and placement into further education programs (UNESCO, 2004). Despite the importance of academic excellence, majority of schools in Laikipia East sub-County's performance from 2017 to 2021 was judged to be below average. Statistics from the Sub-County Director of Education office indicate that many students received subpar grades and that few were eligible to enroll in college.

Table 1: KCSE performance between 2017 and 2021 in Laikipia East Sub-County

Year	No. of school	Student population	Mean grade	Grades distribution						Total	%
				A	A-	B+	B	B-	C+		
2017	11	930	4.04	0	0	12	22	34	33	101	10.9%
2018	11	967	4.27	0	0	10	19	28	31	88	9.1%
2019	11	1051	3.53	0	1	9	12	25	26	73	6.9%
2020	11	956	4.32	0	0	17	24	32	39	112	11.7%
2021	11	905	3.92	0	2	15	32	35	40	124	13.7%

Various parties have persisted in pointing accusing fingers at the leadership philosophies used by the school Principals, there being no consensus regarding how principals should run their schools. Based on this, the researcher intended to explore how the principal's management style affects students' academic performance in public secondary schools in Laikipia East Sub County.

Objectives

    i. To establish the influence of Principals' democratic leadership style on students' academic achievement in Kenya Certificate of Secondary Education in Laikipia East Sub-county.

    ii. To assess the influence of Principals' transformational leadership style on students' academic achievement in Kenya Certificate of Secondary Education in Laikipia East Sub-county.

LITERATURE REVIEW

Principals' democratic leadership style and students' academic achievement

Cooperation and collaboration are characteristics of democratic leadership style, often known as interactive or participatory leadership (Okumbe, 1998). Moreover, it might be participatory and consultative (Blanchard & Hersey, 1984). In this leadership style, the boss asks the team members for feedback on a potential course of action before making a choice, or the boss may solicit group input while building ideas before making a choice. Power and authority are decentralized in this manner (Okumbe, 1998). The behavioral science hypothesis, which supports both staff and task, is typically the basis on which the principal who uses this strategy bases her judgments. The "Omega Manager" that Neil Miller in Kemp and Nathan (1989) referred to is this. These supervisors excel at overseeing both teams and projects. When this leadership style is used, the subordinate feels a sense of ownership as well as accountability and responsibility at every point in the company.

This method is based on the idea that people will exercise self-direction and motivation when they are dedicated to the decision-making they engaged in, according to Lippit and White (1938), who Cole cited (2002). Most of the time, interactions that improve collaboration, cohesion, and adherence to the institutional ethos are encouraged by the institutional climate and internal environment, (Mutuku, 2005). Such schools frequently have suggestion boxes, notice boards, periodicals, and councils, (Kibunja, 2004). Setting internal exams, co-curricular events during academic days and dorm inspections are some additional school-related activities that instructors may be involved in. They enable teachers and students to freely share their opinions about the school while also encouraging them to work towards the achievement of the desired goal. When they work for shared objectives, the crew becomes more cooperative and socially committed to one another.

Transformational leadership style and students' achievement

When a person is dedicated to the decisions they make, they are exercising self-control, self-direction, and motivation (Cole, 2002). These leaders are most likely to raise the motivation, morale, and output of their team through a variety of ways. Transformative theory is one of the most recent theories of leadership. Managers must adjust to the requirements of the people they are responsible for. Boston, (2017) indicated that transformational leaders are viewed as change agents with a clear vision who also rely on the knowledge of people within the organization for guidance. The most significant aspect of transformative leadership is inspiring people through motivation.

Mumbe (1995) looked into how the leadership philosophies of principals affected the academic achievement of secondary school students. He came to the conclusion that the study's use of

transformational leadership increased school and student performance and inspired instructors to collaborate with administrators to promote educational goals. In the schools run by transformational principals, the institution is referred to as "our school" by the administrators and teachers, fostering a sense of ownership, responsibility, and accountability at every stage of decision-making (Odewunmi, 2008). It was deemed appropriate to investigate the leadership philosophies of secondary school administrators and how they impact students' academic development in Laikipia East sub-county.

Theoretical framework

Theories of leadership offer potential reasons for how leadership behaviors and styles evolve (Bass, 1990). It is critical to determine whether or not these leadership ideologies are exclusively based in theory because the focus of this study is on how principal leadership styles effect students' academic performance. Also, as candidates for principal seek the information and abilities necessary to lead a school, they may employ theoretical viewpoints as a guide. Early studies (Stogdill, 1948) concentrated on the characteristics and behaviors that all leaders shared. Different leadership philosophies amongst schools were not usually highlighted. Additional research on leadership focused on leaders as people with particular personality features that made them capable of leading. These studies emphasized personal characteristics like IQ, birth order, socioeconomic background, and parenting techniques (Bass, 1990). Contingency theories (Fiedler, 1967) were developed after authors recently noticed that leadership styles fluctuate depending on the context (Hersey, Kenneth, Blachard, & Dewey, 2008).

This study made use of Fiedler's 1967 Contingency Theory of Leadership, which Cole referenced in 1993. According to this theory, a leader's ability to lead is influenced by a number of situational elements, including their preferred leadership style, the skills and behaviors of the people they are leading, and several other situational factors. Northhouse (2007) asserts that Fiedler developed contingency theory after researching the leadership philosophies of numerous individuals who held various leadership positions, particularly in military institutions. Fiedler's research led him to draw conclusions on which leadership philosophies were best and worst in particular institutional contexts (Northouse, 2007). Fiedler divided leadership into relationship- and task-motivated categories. Task-motivated leaders primarily seek to accomplish a task, whereas relationship-motivated leaders want to forge intimate interpersonal bonds. (Chance & Chance, 2002) assert that the application of contingency theory to school leadership is feasible. We came to the conclusion that school heads will benefit greatly from studying contingency theory.

METHODOLOGY

Qualitative and quantitative methodologies were both employed in this study. A descriptive survey research approach served as the basis for this investigation. Laikipia east Sub County in Laikipia County was the location of the study. The target population consisted of public secondary schools in the area, specifically 22 schools. Teachers in the sub county, numbering 200 in total, were also part of the study, with 140 teachers selected for the research. The study population also consisted of candidates who had taken the K.C.S.E test between 2017 and 2021. For the sampling technique and sample size, the study selected 11 public schools from the total of 22. This sample represented 50% of the overall population, which is considered adequate for a descriptive study. The schools were divided into boys', girls', and mixed schools, with one boys' school, one girls' school, and nine mixed schools chosen through randomization. All 11 school principals were included in the study as they were the subjects of investigation. The study also involved 44 instructors, which accounted for 22% of the total population in the sub county.

Questionnaires and document analysis were used to gather data for this study. Interview was applied to amass qualitative information from principals which gave more in depth information with understanding. The researchers compiled the completed surveys and revise them for consistency and completeness. The information was then consolidated, summarized, and edited to highlight the substance of the material. The topics that demand open-ended inquiries underwent qualitative analysis. The data was subsequently manually and statistically packaged for social sciences (SPSS) evaluated (Mugenda & Mugenda, 2003). After the data have been assessed, relationships between categories and patterns were looked at in order to interpret the data in accordance with the study's objectives and research questions (Best & Kahn, 2006).

FINDINGS AND DISCUSSION

Influence of Principals' democratic leadership style on students' academic achievement in Kenya Certificate of Secondary Education

The study employed a Likert scale with 1, 2, 3, 4, and 5 representing continuum scores for 1= Strongly Influential, 2= Moderately Influential, and 3= Moderately Influential for the effect of principals' democratic leadership style on students' academic attainment. Disagree Disagree: 2 3 = Uncertain Counting from 4 to 5, agree or strongly agree. This made it possible to compile and analyze the research instrument's responses. The table and narratives following, which display the respondents and data, provide a thorough explanation of this.

Table 2: Influence of Democratic Leadership Style

Statement on effect of democratic leadership style	SD	D	N	A	SA
Employees want to be in decision-making process	8%	23%	29%	28%	12%
Providing guidance without pressure is key	12%	19%	14%	35%	10%
Workers want frequent/ supportive communication	15%	22%	16%	33%	14%
Leaders must help subordinates accept responsibilities	9%	15%	20%	38%	18%
Leader's job to help subordinates find their "passion" People are basically competent and if given a task will do a good job	10%	30%	25%	20%	15%
	13%	15%	18%	30%	24%
Mean	**11.2**	**20.7**	**20.3**	**30.7**	**15.5**

Employees desire to participate in decision-making, according to the first statement, to which 12% of respondents strongly agreed and 28% just agreed. These results in a total of 40% supporting the statement, as opposed to a total of just 31% (8+23%) opposing it. Only 29% of respondents had no opinion. As a result, there were more respondents who indicated that they wanted to participate in decision-making than there were respondents who did not. Regarding the second assertion, that it is crucial for leaders to offer counsel without applying pressure, only 35% of respondents just agreed, while 10% strongly agreed. This results in a total of 45% in favor of the statement, compared to a total of only 31% (12%+19%) against it. 14% of respondents exhibited neutrality. Accordingly, the percentages of respondents who said that leaders should offer direction without pressure because it is crucial to their performance were lower than those who said the opposite. The majority of employees want leaders to communicate with them frequently and in a helpful manner, according to the statement; 14% strongly agreed and 33% agreed. As a result, the statement is supported by 47% of respondents, compared to 37% who are not (15+22%) and 16% who are neutral. In light of this, more respondents expressed a preference for leaders who communicate frequently and in a positive manner than those who did not.

18% of respondents strongly agreed with the statement, and 38% of respondents agreed, that leaders must assist employees in accepting responsibility for finishing their work. This indicates

that 56% (18%+38%) of the respondents were in favor of the respondents, as opposed to 9% who strongly disagreed with the statement and 15% who agreed with it. This indicates that 20% of respondents were neutral, while 24% (9% + 15%) disagreed with the statement. It indicates that there were more responders who agreed with the statement than those who did not.

Regarding the claim that it is the responsibility of the boss to assist the team in discovering their "passion." In the study, 10% of respondents severely disagreed with the statement, 15% of respondents disagreed, 15% of respondents agreed, 15% of respondents strongly disagreed with the statement, and 18% of respondents were neutral. The statement that it is the responsibility of the leader to assist followers in discovering their "passion" received responses from 24% of respondents who strongly agreed, 30% of respondents who agreed, 13% of respondents who strongly disagreed, 15% of respondents who agreed, and 18% of respondents who were neutral. With a mean of 30.7, the majority of respondents believed that democratic leadership style is essential for school management. This demonstrates the necessity of a democratic leadership style for secondary school administration. The results support Cole's (2002) research, which showed that democratic leadership is founded on the notion that people will exercise self-direction and motivation when they are committed to the decision-making they engaged in.

Influence of Principals transformational leadership style on students' academic achievement in Kenya Certificate of Secondary Education

The effectiveness of principals' transformational leadership on students' academic achievement was assessed using the Likert scale, which has continuum scores of 1, 2, 3, 4, and 5 for Strongly Disagree, Disagree, Do Not Know, and Strongly Agree. These made it possible to tabulate and analyse the data from the research instrument. They demonstrate how much the respondents agreed or disagreed with the assertions made about the transformational leadership style of the principals.

Table 3: Influence of Principals' transformational leadership style on students' academic achievement

Statement on transformational leadership style	SD	D	N	A	SA
Employees need to be supervised closely	10%	18%	10%	40%	22%
Most employees in the general population are lazy	8%	23%	29%	28%	12%
Employees must be rewarded or punished to motivate them	12%	19%	24%	35%	10%
Most employees feel insecure and they need direction	14%	16%	12%	40%	18%
The leader is the judge of the achievements of the members	29%	40%	10%	15%	6%
Effective leaders give orders and clarify procedures	30%	20%	10%	25%	15%
Means	**17.2**	**22.7**	**15.8**	**30.5**	**13.8**

The results suggest that 22% strongly agreed and 40% just agreed with the assertion that employees need to be tightly overseen. This results in a total of 62% in favor of the statement, compared to a total of just 28% (10%+18%) against it and 10% in the neutral category. As a result, more respondents than respondents who disagreed with the proposition said that workers should be strictly watched. In reference to the claim that "the majority of employees in the general population are lazy." 28% and 12% of respondents, respectively, agreed and strongly agreed with the statement. This results in a total of 40% in favor of the statement, compared to a total of 31% (8% + 23%) against it, while 29% were neutral. As a result, a significantly higher number of respondents than those with differing opinions believe that the majority of workers in the general public are lazy. 10% strongly agreed and 35% merely agreed with the statement that "employees must be given rewards or punishments in order to motivate them to achieve organizational objectives." This results in 45% of respondents supporting the statement overall,

contrasted to 31% (12%+19%) who did not, and 14% who were neutral. Thus, those who believed that giving rewards or punishments to employees was necessary to drive them to achieve organizational goals held a somewhat higher percentage of respondents than those who held the opposing view. 40% of respondents agreed that personal mastery contributes to organizational profitability. According to 14% of respondents, most workers lack direction and feel insecure about their employment. 16% of those surveyed disagreed. 12% of those surveyed expressed no opinion. 18% of respondents firmly agreed that most employees lack direction and feel uncertain about their work. According to 58% of respondents, most workers lack direction and feel uneasy about their jobs. The statement that the leader is the primary judge of the accomplishments of the group's members was strongly agreed upon by 6% of respondents, agreed upon by 15% of respondents, strongly disagreed upon by 29% of respondents, agreed upon by 40% of respondents, and was neutrally agreed upon by 10% of respondents. Effective leaders give orders and explain procedures, according to 15% of respondents who strongly agreed with the statement; 25% of respondents who agreed with the statement; 30% of respondents who strongly disagreed with it; 20% of respondents who agreed with the statement; and 10% of respondents who were neutral. With a mean of 30.5, the majority of respondents believed that transformative leadership style is essential. This suggests that a transformational leadership style inspires people to realize their potential. However, transformational leaders run the risk of losing sight of everyone's unique learning curves if they don't provide direct reports with the necessary coaching to assist them in navigating their new responsibilities. The findings are consistent with those of Boston (2017), who found that transformational leaders are seen as change agents with a distinct vision who also rely on the wisdom of those inside the organization.

Correlation Analysis

The correlation matrix is used to illustrate how the independent and dependent variables are related. Table 4 shows the findings of the correlation analysis.

Table 4: Correlation Matrix

Variables		Academic achievement	Democratic	Transformational
Academic achievement	Pearson Correlation	1		
	Sig. (2-tailed)			
Democratic	Pearson Correlation	.075	1	
	Sig. (2-tailed)	.224		
Transformational	Pearson Correlation	.230[**]	.278[**]	1
	Sig. (2-tailed)	.000	.000	

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

There is a significant and positive relationship between students' academic success and their preferred leadership philosophies, including democratic (r=.075, p.05), and transformational (r=.230, p.05). A regression model was used to evaluate the connection between leadership philosophies and students' academic progress. The findings of the regression are applied in the following stage.

Regression analysis results
Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811[a]	.658	.631	.431

Model		Sum of Squares	Df	Mean of Square	F	Sig.
1	Regression	13.221	3	4.407	23.757	.000[b]
	Residual	6.864	126	.186		
	Total	20.085	129			

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.374	.373		6.368	.000
	Democratic	.612	.181	.182	3.389	.001
	Transformational	.104	.036	.153	2.906	.004

The uncorrected R square value is 0.658. According to this coefficient of determination, the independent factors in this study only account for 66% of the variations in the students' academic performance. According to the ANOVA results, the F_ ratio is 23.757, and the associated p-value is.000. This shows that the model fits the data. It is a useful model to forecast how democratic leadership and transformational leadership affect students' academic accomplishment. The findings indicate that democratic leadership style significantly and positively influences students' academic achievement (=.612, p=.000), authoritarian leadership style significantly and positively influences students' academic achievement. Academic achievement of pupils is significantly impacted by the transformational leadership style (=.104, p=.004).

Discussion of the Findings

Teachers' and principals' opinions on how they saw the leadership style of the principals were gathered for the study. The findings regarding leadership style show that the majority of principals used an autocratic style. The implementation of best practices in school management by the schools is crucial for the accomplishment of Kenya's Vision 2030 and the education-related Millennium Development Goals. It is regrettable because authoritarian leadership has been demonstrated to make it difficult to establish a school's culture and foster teamwork, leading to discord, mistrust, and suspicion. There is never a clear line of communication between the principal and the instructors, and neither does the principle delegate responsibility or allow subordinates an opportunity to participate in policy-making (Hoy & Miskel, 1982).

According to the results, 25.6% of the principals used democratic leadership. These leaders place a high value on teacher input when creating school policy and demand collaboration, teamwork, and engagement (Bass, 1990). Several studies have linked democratic leadership to achievement. According to the survey, principals used a transformative leadership style. When they are devoted to their decisions, teachers who use this leadership style exercise self-control, self-direction, and motivation (Cole, 1993). Transformative theory is one of the most recent theories of leadership. Principals must adjust to the demands of the students they are responsible for. Transformational leaders are seen as agents of change with a distinct vision who also rely on the

wisdom of those already present in the business for direction. The most significant aspect of transformative leadership is inspiring people through motivation.

Conclusions

The respondents indicated that since employees are bound to follow the rules, the management process becomes easy, the duties and responsibilities of each job are clearly defined; there is no question of overlapping or conflicting job duties, the selection process and promotion procedures are based on merit and expertise. Leadership is critically important because it affects the health of the organization. Research has found that leadership is one of the most significant contributors to organizational performance. All four leadership philosophies should be applied to boost academic performance depending on the conditions in schools.

Leadership is one with the most dynamic effects during individual and organizational interaction. In other words, ability of management to execute collaborated effort depends on leadership capability. According to the respondents, there are several reasons indicating the importance of a relationship between leadership style and performance. The first is that today's intensive and dynamic markets feature innovation-based competition, price/performance rivalry, decreasing returns, and the creative destruction of existing competencies. Effective leadership behaviours can facilitate the improvement of performance when organizations face new challenges. The academic success of students is not the entire result of any one leadership strategy. These leadership philosophies are interconnected. Principals must successfully incorporate them into routine administration activities if they want schools to produce high-quality results.

Team leaders are believed to play a pivotal role in shaping collective norms, helping teams cope with their environments, and coordinating collective action. Assuming the essence of leadership could broadly be defined as the art of mobilizing others to want to struggle for shared aspirations. However, it could be argued this "influence, mobilization and struggle" is of little value in an organizational context unless it ultimately yields an outcome in line with the "shared aspiration" for leadership to be deemed successful. Democratic and transformative leadership are the most prevalent models that improve academic performance.

Recommendations

The study suggests the following;

i. Ensure that everyone in the organization, whether it's a business or a school, is aware of the overall goals and strategies. Make these goals transparent and accessible to all members of the organization. Regularly communicate progress and updates related to these goals.

ii. Encourage a democratic leadership style that allows employees or stakeholders to participate in decision-making processes. This not only enhances the quality of decisions but also fosters a sense of ownership and engagement among team members.

iii. Set individual and team goals that are both challenging and measurable. Goals should be aligned with the organization's strategy and direction. This approach encourages personal and professional growth while contributing to the overall success of the organization.

iv. Recognize that different situations may require different leadership styles. School leaders should assess the school environment and engage education stakeholders to determine the most effective management style for their specific context.

v. Leadership should serve as role models, demonstrating the values and behaviors they expect from their teams. A leadership team that connects with and takes a sincere interest in employees can inspire and motivate them to excel.

vi. Maintain transparency regarding the organization's future plans, and the reasons behind various work tasks. Open communication and a culture of transparency help employees understand the purpose of their work and how it contributes to the organization's success.

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