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# **Investigating on the Relationship between Leadership and Students Academic Performance: A Case of Minga, Chiseka and Kalumbe Secondary Schools (Mitundu Cluster)**

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## **ABSTRACT**

The study focused on the main objective of the study is to explore the relationship of school leadership and students' academic performance in secondary schools. it was conducted at Mitundu Cluster. The basic source of information for this study was primary data. The data was collected from small and medium enterprises located in Mitundu Cluster.

The results reveal that implementation of effective teaching and learning strategies is one of the leadership roles and responsibility of the schools principles in functioning of the school and improvement of students' academic performance.

Indeed setting clear academic goals and objectives helps in increasing students' academic performance. This is true because by setting academic goals and objectives helps the staff member to deliver with one common goal which is the set objective henceforth working for a greater goal. The study had to find out how leaders create conducive environment for students' academic.

Resources are the best entity to make an environment pleasant and likeable by members as lack of resources leads to headache and panicking by team members. Where there are resources, people work easily without any burden and without excuses and it is easy to produce the best outcome Furthermore, team work and collaborative principles are guiding tools to uniformity in working.

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## **1. INTRODUCTION**

Good performance in any secondary school should not only be considered in terms of academic rigor, but should also focus on other domains of education like the affective and psychomotor domains. This should be the vision of every leader in such a school and the cherished philosophy, structures, and activities of the school could be geared towards the achievement of this shared vision. However, Cole (2020) defines leadership as inspiring people to perform. As quoted in Armstrong (2021), contends that performance refers to both behaviors and results, and adjusting organizational behaviors and actions of work to achieve results or outcomes.

The study aims at exploring the relationship of school leadership and students' academic performance.

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## **2. Literature review**

This chapter focuses on a review of the literature related to a study of leadership styles and school performance. The review aims to focus on the definition, nature, evolution and conceptualization of leadership. It will also focus on leadership theories and styles with special reference to styles that relate to educational institution.

### **The Role of Head Teachers in Effective School Management and Performance**

Be the academic and administrative head of the school and have the charge and custody of and be responsible for all books, deeds, records, documents and all other property of the school, both movable and immovable.

### **Measurement of school performance**

Effective school performance is further conceived as the ability to produce desired education outcomes in relation to the school's goals. In the context of teaching, performance refers to the teacher's ability to teach consistently with diligence, honesty, and regularity. To the student, performance would

mean excelling regularly in the examinations and inter-class tasks. school's performance should not only be viewed in terms of the academic rigor, but should also focus on other domains of education such as the affective and the psychomotor domains.

### 3. RESEARCH METHODOLOGY

#### Research Design

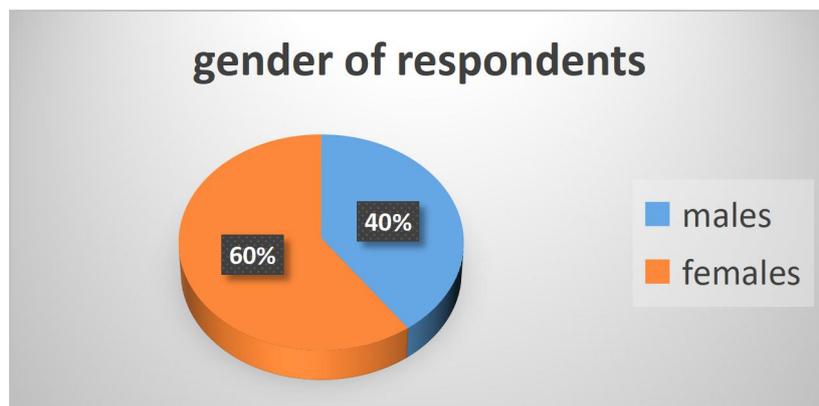
The study used both Inductive and deductive approach. Inductive approach uses qualitative research design and is often associated with an interpretative philosophy (Denzin and Lincoln 2011). Inductive approach starts with observations and theories which are then proposed towards the end of the research process as a result of the observations that have been made (Goddard and Melville 2004).

The study was largely quantitative in nature, still both qualitative and quantitative approaches to data collection and analysis were employed because a study of this magnitude required a multi-pronged approach combining different methods that helped in triangulation in order to indicate reliability of the findings.

#### Sampling

The study adopted random sampling and purposive. Purposive sampling was used in the study. Parahoo (2017:232) describes purposive sampling as "a method of sampling where the researcher deliberately chooses who to include in the study based on their ability to provide necessary data". The rationale for choosing this approach was that the researcher is seeking knowledge about the participant's opinion on leadership and academic performance, only primary stakeholders who were eligible to participate in this study.

### 4. DATA ANALYSIS AND INTERPRETATION.



Source: Author (2024)

The figure 1 indicates the demographic data of the respondents, the findings indicates that out of a total of 68 respondents 60% of the study respondents were females while 40% were males. The study consisted of more females than males despite having the research free from bias.

#### Age of teacher respondents

Age	frequency	Percentage %
25-30 years	8	12
31-40 years	14	20
41-50 years	46	68
Above 50 years	0	0
<b>Total</b>	<b>68</b>	<b>100</b>

The age of teacher respondents was analyzed. The findings revealed that more than half of the teachers (68%) who participated in the study were between the ages of 41 and 50 years, followed by (20%) between the ages of 31 and 40 years, and a small percentage (12%) between the ages of 25 and 30 years. It is important to note that no teacher was above 50 years of age.

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## 5. CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present the summary, findings and recommendations of the study. The main aim of the study was to investigate the relationship leadership and student's performance.

### 5.1 Conclusion for the Study

. The school head teacher is liable for the performance of the school and strong leadership will lead to good performance in schools. The study found that principals in high performing schools ensure that they have qualified teachers who are able to do the job.

The school where the head teacher mentors and challenges his/her teachers will grow, because then the teachers will become better leaders. It is also important to lead by example. The principal should respect and trust the educators who have been appointed to the school and should help them develop as teachers.

Limited resources are major concerns in many institutions as every situation tends to put leaders under panic. Resistance to change has also been spotted as another concern as many leaders tend to stick to old ways or type of leadership style that does not suit the current nature of a curriculum and nature of staff. Lastly, high retention and turn over issues has impacted a lot as staff members do not return back to their usual work place as one way of showing that they do not support the type of leadership style.

### 5.2 Recommendation

To ensure that head teachers are qualified and trained to lead the school before they are appointed. There should also be different levels of leadership.

Collaborative leadership is linked to high performance in schools. Collaborative leaders share the responsibility with the other stakeholders to promote the functionality of the school.

Resources are the best entity to make an environment pleasant and likeable by members as lack of resources leads to headache and panicking by team members. The government should pump in adequate resources to cater for effective teaching and learning

Staff members should be ready to adapt change and reformations and improvements.

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