

Effects of Principal's Leadership Behaviour on Teacher Performance in Public Secondary Schools in Kitui County

Ndambo Stella Mang'uu, Maithya Paul & Mwaura Kimani

School of Education, Maasai Mara University

**corresponding author's Email: stellamanguu@gmail.com*

Abstract

The strength of any school lies in its leadership. Principal leadership behaviour can influence performance in general in their schools for both the students and teachers. The presence of different variables affecting principal's leadership behavior creates a gap on its role in contributing to teacher performance. The study's objective was investigate the impact of principals' leadership styles on teachers' performance in Kitui County public secondary schools. This study used a mixed methods approach and descriptive survey research design to uncover and evaluate the viewpoint of teachers and the indicators of school environment. Participants were 2417 instructors from Kitui County's 400 public secondary schools. A combination of random and systematic procedures were used to choose 488 instructors and 40 school administrators. A proportionate selection process was used to randomly choose 20% of the 2417 instructors from each sub-county. A total of 528 respondents namely 40 administrators and 488 instructors took part in the survey. Data was collected using interview schedules and questionnaires. Validity of the instrument was determined using factor analysis. Split-half reliability calculations were made for principal checklists and teacher surveys. A pilot project to assess research tools involved 25 educators and 5 administrators from Katulani sub-county. The reliability of the questionnaires and interview schedule was ascertained at 0.89 and 0.8 respectively. The data were analyzed using descriptive and inferential statistics namely Pearson product-moment correlation. The study concluded that that principal's role is in offering sound leadership was important, but the key driver to improving performance was openness and well as the ability of the principal to nurture and develop leadership capabilities of others. The study recommends that principals put in place a framework that would help teachers work as a team for the betterment of their performance and that of students.

Keywords - *Principal's Leadership Behaviour, Teacher Performance, Public Secondary Schools, Kitui County*

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I. INTRODUCTION

According to Maxwell (2017), one of the most crucial elements in both teacher effectiveness and student learning is a pleasant school environment. Since principals are charged with running the school, it is up to them to keep the classrooms happy and productive so that the teachers can do their jobs more effectively. Goal no. 4 of the Sustainable Development Goals (SDGs) 2016-2030, as documented by UNESCO (2017), calls for all nations to ensure that all of their citizens have access to a high- 2 quality education that is both equitable and inclusive, and to work toward expanding and improving opportunities for lifelong learning. Everyone has to be equipped with the knowledge, skills, and values of the twenty-first century in order to meet the problems of today and build a better tomorrow, as outlined by the Sustainable Development Goals (SDGs).

Jepketer, (2017) opined that the skills that will confront today's world challenges will depend on the improvement of students' performance with the teacher being part of the process or pathway to learning and adds that the teacher can only play this role adequately if the school climate is appropriate and promotes student learning. Further, Global Monitoring Report (2016), shows that Sub – Saharan Africa investment in education has not fully translated to development of functional skills and knowledge that could transform economies of which they live in general and individuals in particular. As demonstrated by Weathers (2011), a positive school climate fosters a risk-free learning environment, positive peer dynamics, enthusiastic participation in class, and higher quality output. Teachers and principals have been given the duty of seeing to it that their pupils do well academically. A principal can nonetheless raise teachers' productivity even with limited means.

The school's climate affects both the internal and exterior settings, which in turn affects teacher productivity and student learning. The term "school climate" is used to describe the overall atmosphere of a given institution. It is grounded on the commonalities of norms, objectives, values, interpersonal relationships, pedagogical methods, and institutional frameworks that students, parents, and educators bring to their experiences in school (Cohen, 2012). Human resources, instruction, administration, public relations, accounting,

management, control, and guidance are all essential components of every educational institution. According to the research, principals are the most influential members of the school community, and as such, they should advocate for teachers, help them create positive relationships with their students, and provide them room to use professional discretion in the classroom. Angeline's (2010), research on the factors that lead to primary schools making AYP found that teachers may have a significant influence on their students' academic growth and highlighted the need of boosting teacher motivation to boost student achievement.

Researchers observed that teachers' work performance was significantly influenced by the principal's leadership style. Educators from across Botswana, Malawi, and Uganda were polled on whether or not they agreed with the statement "teacher performance at their school was high" as part of a larger research examining the effect of the AIDS pandemic on schools in those countries. Teachers who acted as role models in maintaining discipline among girls and the school environment influenced girls' performance, according to a study by Mutia (2018), on administrative factors influencing performance of girls in Kenya Certificate of Secondary Education in mixed day secondary schools in Nzambani Sub- County, Kitui County, Kenya. As a result, the study suggested that school heads make available more facilities and supplies to their female students in order to boost their scores on the Kenya Certificate of Secondary Education test (KCSE).

II. LITERATURE REVIEW

Principal's Leadership Behaviour and Teacher Performance

Principals use their behaviour to help them guide, direct and influence the work of their team in their schools. Effective leaders create a foundation of fairness and openness, communicate constantly and exhibit strong and active listening skills. Some studies have been carried out on principal's leadership behaviour. Emu and Nwannunu (2018), showed that the strength of any school lies within its academic performance. A school whose students perform well in National examinations is respected and every parent would wish his or her child to study there. This school is looked at as being strong. The strength of any school lies in its leadership. Principal leadership behaviour can influence performance in general in their schools for both the students and teachers. There are different variables that affect principal's leadership behaviour. An efficient principal handles the responsibility with care without placing priority on any extrinsic reward but needs to develop or sharpen his or her skills towards taking or making decisions that will better off the life of the school as well as the students' wellbeing. The ability to work with people and build collaboration, balance strategic and operational objectives and adjust to change are crucial for successful school principal leadership. A study carried out by Asena (2020), on principals' leadership behaviours influence on teachers' job satisfaction in public secondary schools in Kenya, concluded that directive, supportive, participative and achievement-oriented leadership behaviours had a significant influence on teachers' job satisfaction. The study found that teachers preferred directive leadership behaviours as opposed to principals' achievement-oriented leadership behaviours. It recommended that the government should put in place policy reforms on the action plans that influence job satisfaction of teachers. There are several types of leadership styles namely: autocratic, democratic, laissez-faire paternalistic and transformational leadership among others. In order to perform efficiently and effectively a school principal should not incline towards one leadership style but may combine two or more depending on school type and size. Another study conducted by Abwalla (2014), on the principals leadership style and teacher performance in secondary schools of Gambella Regional state in Ethiopia revealed that there is a positive relationship between leadership style s and teachers performance ($r=0.980$) the relationship is significant(sign $p=0.001$ at 0.05 level).The findings further showed that principals leadership style variable (democratic was the most practiced leadership style in general secondary schools of Gambella Region. The teacher's performance was found to be moderate in general secondary schools. The study concluded that principals' leadership style had significance effects on decision-making, communication and delegation to improve the level of teachers' performance since teachers have not been performing to the expectation. The study recommended that the principals of general secondary schools should use mixed leadership styles of autocratic and democratic styles of leadership. The following factors may influence teacher's job satisfaction: communication, involvement, leadership, school climate and structure. Ramazan (2018), carried out a study on the relationship between school principals' leadership behaviour and teachers job satisfaction: systematic review and found that school principals transformational leadership behaviours had a strong relationship with teachers' job performance as compared to interactional leadership behaviours and were an important predictor of job satisfaction. Negative relationships were revealed between laissez-faire leadership and job satisfaction. School principals' administrative behaviours that encourage participation and are flexible, sharing leadership of the school and exhibiting individual oriented and supportive leadership behaviours were recommended by this study since they were found to enhance teachers job satisfaction. According to Ekpo, Akpan, Essien and Imo – Obot (2009), leaders are perceived to be people who set directions and impacts individuals to take after that course. A leader is perceived as a person who knows what needs to be done and then mobilize both human and material resources to get it accomplished. Leadership enhances effective school administration and encourages good teachers' student association which

improves academic performance of learners. Positive school leadership has a significant effect in building up teachers' enthusiasm for school activities, image and occupational fulfilment (Camman, Fischman, Jenkins & Wesh, 1993). To be an effective transformational leader, principals must be flexible enough to embrace leadership methodologies and styles reasonable for progressive school association (Bush 2011). Smith (1998), emphasized that when employees' duties are properly designated and there is a cordial association between the administrators and workers, there is bound to be an improvement on workers performance and learner's educational attainment.

Nicholson and Patricia (2002), in their study on transactional and transformational leadership and their effect on occupation fulfilment found that value – based initiative was not decidedly identified with employment fulfilment but rather that transformational leadership was. They concluded that adequate application of this leadership style could lead to improved teachers' management relationship. Adequate application of appropriate leadership style could motivate and enhance the behaviour of employees (Siskin, 1994). Ijaiya (2000), observed that teachers in Secondary Schools preferred to be involved in decision making in order to improve their employment relationship with the school management. Principal – teacher interactions change among schools and even among instructors in a similar school. Those interactions influence teacher's job performance (Walsh, 2005). This is due to the fact that teachers who consider principals to be facilitators, supporters and reinforcers of the stated school's mission instead of as guiders, chiefs and pioneers of their individual motivation are significantly more inclined to feel more responsible for students learning (McEwan, 2003), Employees working together ought to share a special bond for them to deliver their level best. It is essential for individuals to be honest with each other for a healthy interpersonal relationship and eventually positive ambience at workplace. This can create a positive school climate and hence high teacher performance. Kennesaw (2008) and Welch (2014), carried out a study on the impact of school climate on school outcomes in North West Georgia, USA in a rural school system and a review of literature suggested that school climate can affect many areas and people within schools. It further suggested that positive interpersonal relationships and optimal learning opportunities in all demographic environments can increase school achievement levels and reduce maladaptive behaviours (Rauf, 2013).

An interpersonal relationship is a social connection or affiliation between two or more people. They are built on loyalty, support and trust. According to Kara (2016), interpersonal relationship and other relationships starts with building rapport. There are eight areas identified in building rapport, these are disclosure, honesty, and respect, supporting and monitoring, recognizing the individual, sharing, mimicking, interacting socially, availability, accessibility and responsiveness, caring and bonding, and communicating effectively. It is also important to note that there are fifty attributes of rapport from within these domains such as admitting faults and mistakes, listening and paying attention, creating a positive environment, engaging in personal discussions, smiling, using humour, being accessible and responsive, showing concern, and ensuring that communication is comfortable. The principal on the other hand should use nonverbal behaviour of smiling; touching, nodding affirmatively, posturing to show involvement and maintaining eye contact. These have been found to increase rapport with the non-teaching staff. All these parameters when applied well in school set up creates a positive school climate and hence improving teacher's performance. An in-depth analysis of the elementary school showed that lack of faculty and staff respect for administration, hostile work environment, and poor interpersonal relationships lead to teachers' low performance. Deep frustration and anger on part of faculty staff were apparent in a substantial number of written responses to open-ended questions. When half of the faculty and staff are dissatisfied with their work, environment and administration, teaching and learning is almost certain to be negatively impacted. Hence there is need to carry out this study and investigate the effects of teambuilding on teacher performance in Kenya. Delegation of duties is also important in a school and can have an effect on teacher's performance. Delegation is an administrative process where the principal transfer part of their authorities to teachers and other subordinates (Bakar, 2015). This may also result in teachers and other members of staff participation in decision making hence utilizing collaborative planning, thus creating a positive school climate. Aunga and Masare (2017), reported that the delegation of duties by the principal created a positive school climate since the teachers felt motivated. They became committed, satisfied, disciplined and improved teachers' performance. Teacher motivation refers to the reasons emanating from individuals' intrinsic values to choose to teach and sustain teaching. A study carried out by Kongnyuy (2015), in North West Region of Cameroon on motivation and changing fortunes in teachers' output: Empirical evidence on selected secondary school revealed that boosting teachers' morale, promotion of teachers, good work environment and cordial interpersonal relationships positively influenced teachers' output. It was therefore recommended that principals should strengthen in-service training facilities for teachers; appointment into posts of responsibilities should consider qualification, experience and personal skills of the teacher concerned and that trust, confidence, delegation of power and shared decision making should be encouraged amongst principals. This improves the school culture and climate. Prokopchuk (2016), noted taking time and making the effort to purposefully engage colleagues in supportive fashion and will help develop trust. This is important in improving school climate

hence improved performance for both teachers and students. When the principal is able to recognize accomplishments, he encourages the development of relationships and respect. Recognition is taking the time to celebrate and "recognize others' contributions to the success of the school (Harris, Edmonsons & Combos, 2014). Organizational climate influences employees' attitude and productivity. Nurharani, Nur and Nur (2013), carried out a study on the importance of organizational climate on teachers' job performance in Malaysia and found out that teachers in a secondary school were unable to carry out their tasks and the organizational climate in the school was unhealthy. The study also showed that organizational climate was found to be a significant factor that could affect teachers' job performance. In terms of organizational climate dimensions, one aspect of principal's leadership behaviour and teachers' behaviour: thrust and hindrance were found to be critical factors in enhancing teachers' job performance. The findings of this study have implications to the role of principal in exercising positive job behaviour and do not over emphasize on paperwork as it would benefit teachers' classroom instruction and students' academic achievement. Based on the findings, this study also provides recommendations for practices and future research. One of the best ways a principal can motivate teachers is by showing respect for their time both during and after school. A study conducted by Ayene (2016), on principals' leadership style and their effects on teacher performance in the Tigray Region of Ethiopia showed that there was a statistically significant relationship between the job performance of teachers and the leadership styles employed by principals. Teacher perceptions are shaped by their background knowledge and life experiences. These experiences might involve their family history or tradition, education, work, culture or community. In a study conducted by Kabutu, Ndirangu, Sang and Okao (2014), on secondary school teachers' perception of the factors that influence their morale and commitment to work, a case of Nakuru Sub County in Kenya showed that teachers perceived remuneration, opportunity for further training, responsibility, social status, a sense of belonging and job security as impacting on the level of morale and commitment to their duties. The study found out that there was no statistically significant relationship between teachers' gender, age, and experience and commitment to work. However, there was statistically significant relationship between the professional qualifications and commitment to work. The study also established no statistically significant relationship between teachers' characteristics and perception of the factors that influenced their performance and commitment to work. In all cases alpha coefficient was equal to 0.05. Therefore, there is need to carry out research on school climate and principal's leadership behaviour and fill the knowledge gap that still exists.

Administrative Support and Teacher Performance

This is very important in any learning institution as it impacts on students' achievement either positively or negatively. On the other hand, effective teacher performance greatly depends on administrative support. According to Hirsch and Emerck (2007), administrative support refers to the involvement of principals and other school leaders in supporting teachers' task and helping them in improving their teaching. It is the principal of the school who sets a conducive environment for his or her teachers. Davidson (2005), asserted that leaders should set a proper organizational climate that allows communication between the superior and employees to enhance good performance. Secondary school principals are not only charged with the responsibility of upholding discipline in their schools but also ensuring that teachers are well taken care of by providing a conducive working environment. Teachers need to be offered the necessary support in order to boost their motivation for better performance in teaching. Teambuilding and communication are vital indicators of administrative support. Research shows that focusing on social factors such as morale, group interaction and supportive relationships has a strong effect on performance and success of an institution. A caring and supportive environment provided by principals' boosts teachers morale and helps them do their best work. It also makes them want to stick around thereby improving retention. A study done in Georgia South University by (Randolph-Robinson & Tantee, 2007) on "Leadership Behaviours that Contribute to Teacher Morale" suggests that a relationship exists between leadership behaviour, staff morale and job performance. It hypothesizes that principals who consciously practice transformational leadership behaviours have a positive impact on the morale and productivity of their teachers.

Leadership behaviour clearly impacts teacher performance, and a positive relationship between leadership behaviour and teacher morale is evident in several areas. These findings indicate that teacher performance can be predicted on the basis of the leadership style asserted by the principal. Principals who use a participatory style of leadership are more likely to have more satisfied and productive teachers than principals who use an autocratic style of leadership. For effective teacher performance the school principal should get to know the teachers, create a home away from home and celebrate successes for both teachers and students. Principals should also empower their teachers by involving them. In another study on Teacher Motivation in Sub-Saharan Africa and South Asia (Kwame, 2012), further showed that teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment.

The study indicated that teacher management is most crucial at the school level, where the importance of their work and their competence in performing it are crucially influenced by the quality of both internal and external supervision. The findings of the studies indicated that many teachers, and in some countries like South Africa and Malawi the majority of teachers, did not feel that they were well managed. Management training for school and other key managers was minimal and there was political interference in all types of management decisions in South Asia.

OBJECTIVE OF THE STUDY

To investigate the effects of principal's leadership behaviour on teacher performance in public secondary schools in Kitui County.

RESEARCH HYPOTHESIS

There is no statistically significant relationship between principal's leadership behaviour and teacher performance in public secondary schools in Kitui County

III. METHODOLOGY

This study used a mixed methods approach and descriptive survey research design to uncover and evaluate the viewpoint of teachers and the indicators of school environment. Participants were 2417 instructors from Kitui County's 400 public secondary schools. A combination of random and systematic procedures were used to choose 488 instructors and 40 school administrators. A proportionate selection process was used to randomly choose 20% of the 2417 instructors from each sub-county. A total of 528 respondents namely 40 administrators and 488 instructors took part in the survey. Data was collected using interview schedules and questionnaires. Validity of the instrument was determined using factor analysis. Split-half reliability calculations were made for principal checklists and teacher surveys. A pilot project to assess research tools involved 25 educators and 5 administrators from Katulani sub-county. The reliability of the questionnaires and interview schedule was ascertained at 0.89 and 0.8 respectively. The data were analyzed using descriptive and inferential statistics namely Pearson product-moment correlation.

IV. FINDINGS AND DISCUSSIONS

Principal's Leadership Behaviour on Teacher's Performance

The study measured a number of attributes related to principal's leadership behaviour including creation of rapport with teachers, delegation of duties, recognition and celebration of teachers' contributions amongst other areas. With this in mind this study sought to investigate the relationship between principal's leadership behaviour and teacher performance in public secondary schools in Kitui County. The results are as shown in Table 1 and 2.

Table1: Influence of principal's leadership behaviour on teacher performance

	BASE	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Principal creates rapport with teachers	488	98	337	7	23	23
	100%	20%	69%	1.4%	4.8%	4.8%
Principal delegates duties to teachers	488	156	332	0	0	0
	100%	32%	68%	0%	0%	0%
Principal recognizes and celebrates the contributions of school community members to school improvements efforts	488	127	284	07	49	21
	100%	26%	58.2%	1.4%	10%	4.4%
Principal demonstrates effective group process and consensus building skills in school improvement efforts	488	141	258	10	49	30
	100%	28.9%	52.9%	2.0%	10%	6.2%
Principal mentors' teachers on career Progression	488	187	231	10	59	1
	100%	38.3%	47.3%	2.0%	12.1%	0.3%
Principal shares student data with all Shareholders	488	200	195	4	29	60
	100%	41%	40.0%	0.8%	6%	12.2%
Principal nurtures and develops the leadership capabilities of others	488	166	164	23	112	23
	100%	34%	33.6%	4.7%	23%	4.7%

The mean score and standard deviation for the above ratings is as indicated below in table 2.

Table 2 : Principals' leadership behaviour ratings mean score and standard Deviation

	Mean	Std. Deviation
Principal creates rapport with teachers	3.95	0.909
Principal delegates duties to teachers	4.32	0.467
Principal recognizes and celebrates the contributions of school community members to school improvements efforts	3.92	1.029
Principal demonstrates effective group process and consensus building skills in school improvement efforts	3.88	1.119
Principal mentors' teachers on career Progression	4.11	0.946
Principal shares student data with all Shareholders	3.91	1.326
Principal nurtures and develops the leadership capabilities of others	3.69	1.28

Principal creates rapport with teachers Majority of the teachers (69%,331) agreed that the principal leadership behaviour of creating rapport with teachers influenced their performance while (20% ,105) of them strongly agreed that the principal creating rapport with the teachers influenced teachers' performance. This implied that when the principal had a good rapport with the teachers it had an effect on their performance in class. From the principals' segment, majority of them agreed that they (principals) had a good rapport with teachers and this rapport was likely to have a positive school climate. The results agreed with those of Kara, (2016) who reported that it was important for the school leader to create a good rapport with the teachers to help in good performance among the teachers. He also noted that this practice would help the school to develop skills necessary to navigate the complex relationship terrain that surrounds their position. The findings on another study carried out by Wachira, Gitumu and Mbugua (2017), showed that there was a significant relationship between principals' leadership behaviour ($p=0.001$) and teachers job performance. The study recommended that the government and local leaders should sensitize parents in cooperating with the school principal in improving academic performance. These findings concurred with the findings of this study which showed that when the principal has a good rapport with teachers it resulted to positive school climate. To establish whether there was a relationship, a Pearson product moment correlation was computed to assess the relationship between principal's leadership behaviour teachers created rapport with teachers ($M=2.05$, $SD=0.909$) and Performance ($M=2.74$, $SD=0.826$) as illustrated in table 33 above. With 486 degrees of freedom (df), critical $r = 0.098$ at an alpha level of 0.05. The analysis produced an r of .007 which is lower than the critical r (0.098) as 114 shown in the table 3 below.

Table 3: Principal create rapport with teachers

Correlations		KCSE Performance	Principals create rapport with teachers
KCSE Performance	Pearson Correlation		.007
	Sig. (2-tailed)		0.871
	N	488	488
Principals create rapport with teachers	Pearson Correlation	.007	1
	Sig. (2-tailed)	0.871	
	N	488	488

$P < 0.05$ (2-tailed); $df = 486$; $r = .007$, critical $r = 0.098$

The result of the computation shows a weak positive correlation between the two variables under test ($r(486) = 0.007$, $p > .05$). With p -value being higher than the alpha value 0.05 and the critical r of 0.098 greater than calculated $r = .007$, the null hypothesis that there is no statistically significant relationship between principals' leadership and teacher performance in public secondary schools in Kitui County was confirmed in as the statement principal created rapport with teachers was concerned.

Principal delegates duties to the teachers A majority of the teachers (68%332) agreed that the principal delegates' duties to teachers and (32%,163) strongly agreed. This implied that principals delegated duties to teachers which made teachers feel accepted and respected in the different capacities hence creating a positive school climate which helped improve teacher's performance. The results from the teachers concurred with those of all the principals who noted that they delegated duties to teachers to enable them run the school effective and improve on both teachers and students' performance. The results agreed with Aunga and Masare (2017), who noted that the delegation of duties by the principal created a positive school climate since the teachers felt motivated, they became committed, satisfied, discipline and improved teachers' performance, but statistically this was found to be insignificant ($0.996 > 0.05$). To establish whether there was a relationship, a Pearson product moment correlation was computed to assess the relationship between principal's leadership behaviour - principal

delegates duties to teachers (M=1.68, SD=0.467) and Performance (M=2.74, SD=0.826) as illustrated in table 3 above. With 486 degrees of freedom (df), critical $r = 0.098$ at an alpha level of 0.05. The analysis produced an r of 0.0 which is lower than the critical r (0.098) as shown in the table 4 below. The result of the computation shows that there is no statistically, there is no relationship between the two variables under test (r (486) 0.0, $p > .05$), which confirmed the null hypothesis that there was no statistically significant relationship between principals' leadership and teacher performance in public secondary schools in Kitui County was confirmed in as far as the statement principal's delegates duties to teachers to teachers was concerned.

Table 4: Principal delegates duties to teachers

		Correlations	
		KCSE Performance	Principal delegates duties to teachers
KCSE Performance	Pearson Correlation		.0
	Sig. (2-tailed)		0.992
	N	488	488
Principal delegates duties to teachers	Pearson Correlation	.0	1
	Sig. (2-tailed)	0.992	
	N	488	488

$P < 0.05$ (2-tailed); $df = 486$; $r = 0$, critical $r = 0.098$

V. CONCLUSION

It was established that principal's role is in offering sound leadership was important, but the key driver to improving performance was openness and well as the ability of the principal to nurture and develop leadership capabilities of others. In sports, the sportsmen are already accomplished athletes on their account. However, they do have coaches to harness the gift. This study confirmed the same, the principal need to give mentorship and guidance to improve on performance.

VI. RECOMMEDATION

There is need for the principals to put in place a framework that would help teachers work as a team for the betterment of their performance and that of students.

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