

IDIOPHIC LEADERSHIP STYLE AND THEIR INFLUENCE ON THE LEARNING MOTIVATION AND STUDENT'S ACADEMIC PERFORMANCE IN MIGORI SUB - COUNTY, KENYA

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ABSTRACT

Effective leadership in a school has been widely noted as a factor that makes a difference between achievers and non-achievers. Majority (50,183 out of 55,272) of the students who sat for (KCSE) between (2011-2015) in Migori County had average marks (B- and below) which did not guarantee them direct University entry in Kenya. This means that only 5,089 made it to the university between (2011-2015), even though the schools had qualified teachers, adequate resources and facilities. This had caused concern among educational stakeholders who questioned why performance had persistently been low and outcomes unsatisfactory in Migori County. What was not known was the Principals' idiographic leadership styles and its influence on the learning motivation and students' academic performance. Motivation by the principal for both teachers and students was perceived as imperative in achieving this. McGregor's Theory X and Theory Y guided the study. The study adopted descriptive survey and correlation research designs. The target population was 189 Principals, 3,780 teachers' and 32,710 students in all the secondary schools in Migori County. Stratified random sampling was used to select 127 Principals, 350 teachers and 400 students for the study. The results show that idiographic leadership style, and learning motivation and students' academic performance have a low but positive significant correlation ($r=.153$, $p<.05$), meaning that the relationship between idiographic styles and learning motivation and academic performance is very low. This finding implies that perceived idiographic leadership style accounted for about 2.3 percent of the variance in respondents' score on the learning motivation and students' academic performance in KCSE exams. This could further imply that the adoption of idiographic leadership style influences learning motivation and academic performance to a very small extent.

Keywords: Idiographic; Leadership; Learning Motivation; Academic Performance.

1.1 INTRODUCTION & BACKGROUND

Literature on organizational leadership shows that different leaders adopt different styles to accomplish organizational goals. Lue and Byars (1993) have observed that leaders attitude towards co-workers have a bearing on the style (whether participatory or no-participatory of co-workers) that they apply to attain the stipulated organizational goals. If the leader's attitude is favorable, he/she is likely to apply participatory leadership style and vice versa (Kiumi & Bosire, 2012).

Idiographic leadership style considers the needs and personalities of the workers. Authority is delegated to the workers according to their personal capabilities to perform the job. Individual workers are expected to be self-directed and to be free in the participation and organizational goals (Evans, 1998). The leader applies human relations approach to management. Its

advantage is that workers are enthusiastic and motivated to work. Its disadvantage is that the organizational requirements are not always fulfilled (Evans, 1998).

According to Evans (1998), In Idiographic leadership style, authority is delegated to workers according to their personal capabilities to perform the job. Individual workers are expected to be self-directed and to be free in the participation and achievement of organizational goals. The leader applies human relations approach to management. Its advantage is that workers are enthusiastic and motivated to work. Its disadvantage is that organizational requirements are not always fulfilled. In a school setup high morale and motivation are important ingredients to effective leadership and performance among teachers and students. As such Principals need to motivate both the teachers and students so that they become more enthusiastic and motivated to work harder. The extent to which a principal with idiographic leadership qualities can employ this style to enhance the learning motivation and student's academic performance needs to be studied to know the extent to which it can succeed or fail in a school set up.

In research examining the relationship between idiographic leaders and performance, Judge, LePine, and Rich (2006) conducted two studies on the performance of leaders where they administered two surveys, a self-evaluation and an evaluation by the subordinates. Judge et al. (2006) divided performance into four areas: which were leadership, workplace deviance, contextual performance, and task performance. Judge et al. (2006) explain these four area that is leadership as the performance of the leader when leading a group of subordinates, workplace deviance as the counterproductive performance of the subordinates, contextual performance as the leaders' social atmosphere created by the reaction of the leaders' peers and juniors as well, and task performance as the job-related behaviors of the leader. For study one, Judge et al. obtained participants who were students in a Master of Business Administration (MBA) program and a Master of Science in Management (MSM) program. For study two, the participants were members of a beach patrol, and school children. For both studies, the hypotheses remained the same. Judge et al. (2006) believed that leaders would evaluate themselves favorably in relation to their own leadership, contextual performance, and task performance; and they would rate themselves as not experiencing workplace deviance. The findings revealed that idiographic leaders may have an inflated opinion of their leadership abilities.

1.2 Statement of the Problem

Majority of the students (50,183 out of 55,272) who sat for K.C.S.E between (2011-2015) in Migori County had average marks (B- and Below). Meaning that, only 5,089 out of the 55,272 students who sat for K.C.S.E in that period, representing 9.21% made it to the university directly through Kenya Universities and Colleges Central Placement Service. Whereas many principals are knowledgeable in administrative and managerial functions expected of their positions and lead schools with trained teachers, performance of most students in Migori County in KCSE examinations showed that out of the 189 public secondary schools, 169 had consistently performed poorly or below average over that period (MoE 2013). The overall outcomes were below average and hence most secondary school principals were being locked out of their respective schools. In other instances there were rampant cases of some heads being forced to go for transfer or being dropped from leadership positions (QASO Migori, 2012). This raises the question of whether the principal idiographic leadership styles influence students' learning motivation and academic performance and to what extent it may or may not be responsible for these lock outs, transfers or stepping down all together. The main objective of the study was to find out the influence of the Principals Idiographic leadership styles on the

students' learning motivation and academic performance in KCSE Examinations. The study tested the following null hypothesis:

HO₁: There was no significant influence of the Principals Idiographic leadership styles on the learning motivation and students' academic performance in KCSE Examinations?

2.0 THEORETICAL FRAMEWORK

The relationship between a leader's attitude towards fellow workers and hence his or her willingness to involve them in organizational affairs is expounded in McGregor's (1960) Theory X & Theory Y assumptions about human motivation. McGregor's has posited that in Theory X leaders view their co-workers as lazy, self-centered, work avoidant, and indifferent to organizational goals. In contrast, Theory Y is grounded on a human management style for it exhibits a positive orientation towards members of an organization. The basic tenet of Theory Y was that organizational members were honest, industrious, responsible and always willing to take the initiative to better the organization goals. Leaders espousing Theory Y attitude towards field workers were therefore more inclined to delegate, share responsibility and enable co-workers participate in making various organizational decisions (Copland, 2003).

3.0 Research Design and Methodology

The study adopted descriptive survey design and correlation research design. Fraenkel and Wallen (2014) define survey as that method that involves asking a large group of people questions about a particular issue. Information was to be obtained from a sample rather than the entire population at one point in time. The researcher used descriptive survey design for this study because it allows for generalization from a sample to a population so that inferences can be made about some characteristic, attitudes or behavior of the population (Babbie, 1990).

3.1 Area of Study

The study was carried out in Migori County. The county comprises seven sub - counties including Rongo, Uriri, Migori, Awendo, Nyatike, Kuria East and Kuria West Sub Counties. It also borders Lake Victoria to the West. The county is located between latitude 0° 40' 24" South and 0° 40' South and Longitude 34° East and 34° 50' East and covers an area of 2,596.5Km² including approximately 478Km² of water surface.

3.2 Target Population

The target population comprised Principals, teachers and students of secondary schools in Migori County. The study targeted 189 Principals out of whom 114 were male while 75 were female, 3,780 teachers, out of whom 2,520 were male while 1,260 were female and 32,710 students, out of whom 17,808 were boys while 14,902 were girls.

3.3 Sampling Techniques and Research Instruments

In this study, the research used purposive sampling technique to arrive at Quality Assurance and Standards Officers to be used in the study and stratified random sampling techniques used to arrive at the number of schools, Principals, teachers' and students' included in the study because Migori county comprised of mixed and single gender schools whose heads were males and females. Questionnaire and In-depth interview schedule were the instruments used in this study.

4.0 RESULTS AND DISCUSSION

4.1 Learning Motivation and Student's Academic Performance

A number of statements believed to measure learning motivation and student's performance were therefore asked to all the respondents: principals, teachers and students in order to establish their rating of the same. An analysis of the respondents was therefore done separately and reported in frequency counts, percentages mean and standard deviation as shown in Table 1.

Table 1: Views of Teachers on Learning Motivation and Students Academic Performance

Statement	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	STD
Are you involved in rating students' performance in the school? (Principal & Teachers)	147(31.2)	205(43.3)	43(9.2)	47(10.3)	28(5.9)	2.16	1.15
Students perform well in CATS and other tests. (Teachers)	96(27.6)	163(46.6)	45(13.1)	35(10.1)	8(2.5)	2.13	.98
Intelligence is related to students' academic performance. (Teacher &Principal)	126(26.6)	228(47.9)	68(14.4)	41(8.7)	11(2.5)	2.13	1.04
Students' academic performance is dependent on the leadership styles (All Respondents)	260(29.6)	391(44.6)	133(15.2)	71(8.1)	22(2.5)	2.09	.99
Students actively participate in class (Teachers)	107(30.6)	155(44.5)	49(14.0)	30(8.7)	8(2.3)	2.08	.99
Staff motivation is related to good performance (All respondents)	420(47.9)	293(33.4)	80(9.1)	42(4.8)	42(4.8)	2.00	1.08
Overall mean						2.07	0.57

Table 1 results indicate that there was a slightly high academic performance of students in school as highly rated by 43.3% of the respondents, who also observed that students performed well in CATS and other tests as shown by high percentage of 46.6% and low mean rate of 2.13 implying that they agreed. There was also a relationship between intelligence and academic performance according to the views rating with 47.9% in agreement and a mean of 2.13. Respondents also agreed that students academic performance was dependent on the leadership styles, (44.6%, STD=2.09), and that students actively participated in class (44.5%, STD=2.08). respondents also agreed that staff motivation is related to good performance, (47.9%, STD=1.85). In general, it was established that learning motivation and student's academic performance were influenced by leadership styles as reflected by an overall mean of 2.07 and standard deviation of 0.57 indicating low variability in the response.

The study explored idiographic leadership style in order to establish its rating in the sampled schools. These was achieved by asking the respondents questions on whether teachers were given full mandate to make decisions on their own, freedom to do as they thought to promote academic progress, collective decision making and bottom-up decision making. A Likert-scaled-itemed type of questionnaire, in which respondents choose from 5-point score; strongly disagree, disagree, undecided, agree and strongly agree was used. The respondents were asked

to score on the statements based on their view on appropriateness of the statements to the idiographic leadership styles. Results were presented in frequency counts, percentages, mean and standard deviation as shown in table 2.

Table 2: Respondent's View on Idiographic Leadership Style

Statement	SA	A	U	D	SD	Mean	STD
Decisions are made by teachers without intervention	185(21.1)	290(33.1)	92(10.5)	221(25.2)	89(10.1)	2.70	1.32
Do teachers have the freedom to do as they think best in the interest of promoting academic progress in this school	226(25.8)	331(37.7)	119(13.6)	152(17.3)	49(5.6)	2.39	1.19
Teachers are not interfered with when making decisions that promote progress.	243(27.7)	315(35.9)	125(14.3)	155(17.7)	39(4.4)	2.35	1.18
You prefer collective decision making	331(37.7)	347(39.6)	94(10.7)	77(8.8)	28(3.2)	2.00	1.06
Head of school leaves teachers to make decisions pertaining to school performance without intervention	158(18.0)	205(23.4)	156(17.8)	205(23.4)	153(17.4)	2.99	1.37
Decision are made from down and they come later to the top	144(16.4)	216(24.6)	103(11.7)	194(22.1)	220(25.1)	3.15	1.45
Overall Mean						2.60	.60

An overall mean of 2.60 and standards deviation of .60 on the respondents rating on idiographic leadership styles as shown in table 10 implies that generally, this style was practiced to a good extent. Further breakdown of the specific elements of idiographic leadership styles revealed no greater variation from the mean, for instance, highest percentage (33.1%) of response on teacher's mode of decision making without intervention from the head of the school was observed, with an overall mean rating of 2.7 as well. In addition, majority, 37.7% of the respondents agree that teachers have freedom to do as they think best in the interest of promoting academic progress in school this scored a mean of 2.39, even though with some variation in the views as shown by a standard deviation of 1.19. The results further revealed that teachers were not interfered with when making decisions that promote academic progress in school, as indicated by highest percentage of 35.9% in agreement, mean of 2.35 and standard deviation of 1.18 indicating some variations in the views. There was a reflected aspect of collective decision making preference by majority 39.6% of the respondents with a mean of 2.00 and STD.1.06. This was the smallest mean score among the aspects of idiographic leadership vies, with lowest variation in the views as well. Contrary to those findings, there was a strong disagreement by the majority, (25.1%) that decision making was also from down and they came later to the top, with a mean score of 3.15 and STD.of 1.45.

Hypothesis Testing of Objective : The Relationship between idiographic Leadership Style and Student's Learning Motivation & Academic Performance.

A bivariate Pearson product-moment correlation coefficient was used to establish whether there was any significant relationship between Idiographic Leadership Style and Student's Learning Motivation & Academic Performance. The hypothesis, "there is no significant relationship between Idiographic leadership style on the learning motivation and students academic performance in KCSE examinations" was tested. After preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity, use of a Pearson product-moment correlation analysis was approved. Results were also tested at a

significant value of 0.05, below which the results were concluded significant. The findings are presented as shown in table 3.

Table 3: Correlation between Idiographic Leadership Style and Learning Motivation and Students Academic Performance in KCSE.

		New overall performance	Idiographic leadership styles
New overall performance	Pearson Correlation	1	.153**
	Sig (2-tailed)		.000
	N	877	777
Idiographic leadership styles	Pearson Correlation	.153**	1
	Sig (2-tailed)	.000	
	N	777	777

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

From these findings, idiographic leadership style, and learning motivation and students academic performance have a low but positive significant correlation ($r=.153, p<.05$), as shown in table 11. This means that the relationship between idiographic styles and learning motivation and academic performance is very low. This could further imply that the adoption of idiographic leadership style influences learning motivation and academic performance to a very small extent. Since these findings showed a very small relationship, partial correlations were also carried out to find out whether extraneous variables could have interfered with the findings. The results in table 4.9 shows partial correlation between idiographic leadership styles and learning motivation and academic performance, while controlling for the effect of extraneous variables.

Table 4: Partial Correlation between Idiographic Leadership Style and Learning Motivation & Academic Performance

Control Variables			Overall performance	Idiographic leadership styles
Overall performance	Correlation		1.000	.143
	Significance (2-tailed)		.	.000
	Df		0	874
Extraneous Variables	Correlation	Idiographic leadership styles	.143	1.000
	Significance (2-tailed)		.000	.
	Df		874	0

Table 4 results indicates that there is still a very small significant relationship between idiographic leadership styles and learning motivation even after controlling for the effect of extraneous variable ($r=.143, p<.05$). In this case, there is a further drop in the relationship. This implies that extraneous variable have some influence on the relationship, leading to drop, however, the relationship still remains the small and significant. The statistical significance led to the rejection of the null hypothesis; hence the study concluded that there was significant positive relationship between idiographic leadership style and learning motivation and student's academic performance. A coefficient of determination, calculated from the coefficient of correlation of $r=.153$ in table 11 was established to be 2.3%. This finding implies that perceived idiographic leadership style accounted for about 2.3 percent of the variance in respondents' score on the learning motivation and academic performance in KCSE exams.

Again, this was small amount of variance explained by a single independent variable of interest in the study.

CONCLUSION

Research objective one sought to determine whether there was any significant relationship between Idiographic Leadership Style and Student's Learning Motivation & Academic Performance. The main concern was that previous studies did not explore any form of idiographic leadership style on performance. The study findings reveal that idiographic leadership style, though had a small relationship with learning motivation and academic performance in KCSE exams, was not a major determinant of academic performance. Research objective one sought to determine the relationship between idiographic leadership style on learning motivation and student's academic performance in schools. Using the dimensions of idiographic leadership style, there was a very small relationship with non significant contribution to performance.

RECOMMENDATIONS

Given the conclusions from objective one it is recommended that the school principal improve their idiographic leadership style to enhance school performance.

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