

School Leadership Practices: What are their Implications on Provision of Holistic of Education in Secondary Schools in Kiambu and Samburu Counties, Kenya?

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Abstract: *This paper is premised on the background that majority of researchers and education ists who have contributed to the discourse on provision of education seem to be in agreement that effective school leadership is a critical ingredient for the achievement of holistic education. This study examined the application of school leadership practices on holistic education in Kiambu and Samburu Counties, Kenya. The study employed an explanatory mixed methods research design, using a sample size of 707 respondents. The main research instruments used to collect data were questionnaires, interview guides and observation checklists. The findings revealed mixed results with principals attaching higher premium on the role of school leadership on facilitating holistic education than teachers and members of the board of management. On the overall, it was concluded that the effectiveness of school management process was dependent on the leadership skills of the principals which impacted positively on both academic and non-academic school outcomes. It was recommended that principals should be sensitized on the need to apply well-balanced, democratic and transactional leadership styles that can easily bring about holistic education.*

Keywords: *Education, Environment, Physical facilities, sustainable development, Kenya.*

I. Introduction

1.1. Background to the study

Globally, education is one of the basic human rights and also at the center of development for all nations. It is a form of investment that is perceived to contribute to the development of both individual and society. Thus, it is arguable that education systems all over the world have continued to be perceived as a dynamic process which produces human resources, instills values, and brings social cohesion based on academic excellence (Republic of Kenya, 2002, 2011a, 2011b; UNESCO, 2012; United Nations, 2012). The correlation between school leadership and provision of holistic education can be traced historically as far back as the early part of the 21st century. The interest seems to have been as a result of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes (Ndayambaje & Orodho, 2014). In many parts of the world, including South Africa, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. However, it is arguable that this requires trained and committed teachers who in turn; need the leadership of highly effective principals and the support of other senior and middle level managers (Marais, 2011; World Bank, 2010). Nonetheless, this field of educational leadership and management is pluralist, with many competing perspectives and an inevitable lack of agreement on the exact nature of the discipline (Marais, 2011) and by extension its exact contribution to holistic education. This lack of consensus led to a desire to investigate how effective school leadership individually and/or in combination with other dynamics contributes to holistic education of learners.

1.2 State of the Art Review

Literature reviewed from the international, regional, national and the local context indicate that there are five currently known possible indicators of holistic education. These are dichotomized into the academic and non-academic dynamics (United Nations, 2015; Republic of Kenya, 2011a). The non-academic dynamics of holistic education developed by the Directorate of Quality Assurance and Standards include: the school leadership in terms of the commonly used leadership styles such as democratic, autocratic, transactional and transformational leadership ; the co-curricular activities such as participation in out-of-class activities such as games, sports and drama; physical facilities including the availability of physical infrastructure in school as well as the peace education including promotion of peaceful co-existence in and out of school. The academic dynamics are the traditionally known formal curriculum with examinable subjects being taught (Republic of Kenya/UNICEF, 2012).

This paper focusses on school leadership which is the first non-academic indicator of meriting schools suggested by the Directorate of Quality Assurance and Standards is (Orodho, 2016). No doubt, there has been great interest in educational leadership over the years spanning back in history as far the early part of the 21st century. Literature indicates that school leadership in terms of administrative support and good governance

is a critical element in effective school process, both for students and staff (UNICEF, 2000) This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, including South Africa, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners.

As the global economy gathers pace, more governments are realizing that their main assets are their people and that remaining, or becoming, competitive depends increasingly on the development of a highly skilled workforce. This requires trained and committed teachers who also need the leadership of highly effective principals and the support of other senior and middle managers (Marais, 2011; World Bank, 2010). The field of educational leadership and management is pluralist, with many competing perspectives and an inevitable lack of agreement on the exact nature of the discipline. One key debate has been whether *educational leadership* is a distinct field or simply a branch of the wider studies of management (Marais, 2011).

The empirical evidence at the international level based on research done by Aubrey (1992) in the United States of America investigated the extent to which principals leadership practices in schools that were perceived to be effectively managed (n=34) differed from those of principals heading schools rated less effective (n=34). Data was collected by questionnaires from principals and school committee members. The data were analyzed by use of Mann-Whitney U-test for two independent samples. The key findings of the study were as follows: First, principals of high performing schools reported a higher level of inspiring and encouraging members to accomplish their goals ranging from academic and non-academic in nature. Secondly, a statistically significant difference ($p < .05$) was noted between two categories of principals with regard to the extent to which they encouraged the active participation of members of community in school affairs. The study concluded that the effectiveness of school management process was dependent on the leadership skills of the principals and impacted positively on both academic and non-academic school outcomes (Aubrey, 1992).

This finding was later supported by a study by Griffin (1996) who carried out a comparative study in Mid-West USA on elements of schools that had been identified as exemplary (n=11) in terms of students tests scores and other non-academic variables such as parental involvement in school matters and those that had been classified as developing schools(n=11). Principals from exemplary schools (n=11), their teachers (n=84), and their counterparts in developing schools comprising of 10 principals and 87 teachers responded to a survey questionnaire. The study established that compared with developing schools principals, those leading exemplary schools reported greater use of leadership practices of inspiring members and creating an enabling working environment through the redistribution of power and authority within the school. Exemplary schools, the data further revealed, produced more positive features of high academic and non-academic outcomes compared with developing schools. There was consensus that effective management by school principals translated into a high level students' discipline and overall excellent school outcomes.

In another related study, James and Connolly (2008) sought to establish the changes that contributed to improvements in school practices leading to high academic and non -academic output in Southern Wales, United Kingdom. Data were collected from principals, teachers, pupils and parents using semi-structured interviews and documented data. The study established that one of the critical factors that had led to the notable improvement and enhanced academic and non-academic school outcomes was leadership. For example, most of the principals were reported to have been newly posted. Consequently, the schools had benefited from the new ideas and practices recently acquired during training that, to a considerable extent, triggered the new changes. Some of the changes introduced by the principals, who in the opinion of teachers and parents enhanced their input included improvement of school infrastructure, involvement to members of school community (teachers, students and parents) in school matters, and constant articulation of school vision to the members of the school community by principals.

These findings were in tandem with those of Kilpatrick, Munford, Falk and Presort (2002) who conducted a study in Australia that sought to investigate ways in which the modes of leadership of school and community leaders influenced the extent and nature of the schools contribution to the community. The study revealed that the major in-school factor that enhanced school-community partnership was the principals' open-state leadership, which, inter alia, accommodated opportunities and ideas put forward by others.

At the regional level, the role of leadership as a dynamic of holistic education has been shown to have positive impact on students learning and other non-academic outcomes (Mike, Dowd et.al., 1998; Carron &Chau, 1996; Pereira, 1997). Studies conducted in Malawi, for example, supervisors in the schools that showed greater learning gains regularly evaluated teachers, contributing to professional development and improved teaching practice (Mike, Dowd et.al., 1998). Unfortunately, however, few head teachers and administrators in developing countries did not have any formal training in leadership functions of schools, and promotions were not based on leadership and management skills.

Further, many heads of schools continue to have extensive pedagogical responsibilities in addition to administrative ones. This leaves little time for supervision and support of staff (Carron &Chau, 1996). Despite these practical constraints, programmes designed to increase professionalism in schools through management

training, such as one sponsored by SIDA and conducted in disadvantaged district in Sri Lanka, show that interventions in this area can have a real positive impact on both academic and non-academic outcomes (Pereira, 1997).

A study by Biruk (2015) in Ethiopia on planning quality education in Ethiopian public universities indicated that there was a strong positive relationship between performance improvement arising from good institutional leadership and the four independent variables, namely; considering customer needs, performance tracking, teaching methodologies and taking action in Ethiopian public universities. The main recommendation was that in order to sustain learner educational aspirations, there was necessity to carefully improve education quality management practices of Ethiopian public universities.

Wasonga (2015) carried out a study on the influence of head teachers leadership styles on students' discipline, and by extension, holistic education of students in public secondary schools in Rongo District (rural area) and Kisumu City (urban setting) in Kenya. The sample comprised 59 head teachers, 56 teacher counselors, 48 members of Parents Teachers Association (PTAs) and 400 students yielding a total sample size of 563 drawn from 59 schools. The study established that school leadership was a significant determinant of school outcomes in terms of the non-academic measures of students discipline and academic measures of performance in national examinations. However, the analysis of variance (ANOVA) statistical test revealed that there was no statistically significant relationship between leadership styles used by principals and type of schools. These findings are in line with those of Asunda (1983) and Kariuki (1998) which revealed that principals whose leadership styles was more participatory tended to yield higher school outcomes in terms of academic and non-academic measures. However, statistical ANOVA yielded values of $F(3.42; 3.35)$ which were greater than F -values of 1.29 and .931 suggesting no significant correlation between type of school and head teachers management or leadership styles on students' non-academic measures of discipline and academic measures of student's achievement in national examinations.

1.3 The Statement of the Problem

Despite the rationale for the advocacy for the use of a combination of academic and non-academic dynamics in fostering holistic education for the learner, many researchers and educationists seem to be in agreement that a clear conceptualization of holistic education is not yet clear. It is also arguable that the correlation between holistic education and holistic education have not been clearly established. These conceptual difficulties notwithstanding, the need to develop holistic dynamics and clear indicators of holistic education cannot be underestimated. This emphasizes a major policy lapse highlighted by DQUASO regarding the evaluation of the education system largely based on academic indicators as being certainly narrow as it does not take cognizant of other domains of education such as the affective and psychomotor which in combination constitute holistic education.

This problem is contextualized in the two counties of Kiambu and Samburu that seem to be sending mixed signals regarding the existence and magnitude of the variables of interest to this study. The two counties exhibit very diverse characteristics regarding the chosen study variables that are likely to have a significant impact on the dynamics of academic and non-academic indicators on holistic education of students in public secondary schools in the two counties. Against the background of this study isolated school leadership to find out its likely contribution to holistic education of the learners.

1.4 Purpose and Objectives of the Study

This study examined the contribution of school leadership on holistic education of students in public secondary schools in Kiambu and Samburu counties, Kenya. The objective of the Study was to find out the relationship between school leadership and holistic education of students in public secondary schools in Kiambu and Samburu Counties.

1.5. Research Hypotheses

The null hypothesis tested at $\alpha = .05$ level of statistical significance was that:

H_0 : There is no significant relationship between school leadership and holistic education of students in public secondary schools in Kiambu and Samburu Counties.

II. Research Design And Methodology

An explanatory sequential mixed methods research design which uses quantitative and qualitative approaches sequentially was adopted for the study (Creswell, 2005, 2012). Quantitative data was collected using questionnaires while qualitative data employed use of interviews and focus group discussions (Brooks, 2009; Orodho, 2009a, 2009b; Orodho, Nzabwirwa, Odundo, Waweru & Ndayambaje, 2016). Using Slovenes formula, a sample of 20 principals, 76 senior teachers, 533 Form III students, 76 BoM and two QUASO was drawn yielding a total sample size of 707. Stratified random with equal allocation was employed to select 624

out of 707 subjects(Brooks, 2013; Orodho, Khatete & Mugiraneza, 2016). The questionnaires for principals, students and senior teachers were piloted to determine their validity and reliability prior to data collection for the first phase. The observation checklists and interview guidelines for principals, senior teachers, members of BoM as well as Quality Assurance and Standards Officers were similarly checked dependability by using overlapping methods of inquiry and credibility through interactive and tactical approaches prior to data collection (Cohen & Manion, 2012; Orodho et al.2016). Quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS) Computer programme version 20 to generate both descriptive and inferential statistics (Samoah, 2014; Orodho, Ampofo, Bizimana& Ndayambaje, 2015). The qualitative data were analyzed thematically (Orodho, 2009a, 2009b).

III. Findings And Discussion

3.1 School Leadership Styles and Holistic Education

The main objective of this study was to examine the influence of school leadership styles on provision of holistic education of students in public secondary schools in Kiambu and Samburu Counties. To achieve this objective, a questionnaire with items based on leadership styles commonly used and respondents ranking regarding their level of contribution to holistic education were employed. The items in the questionnaires for principals, teachers and students were structured using a five-point Likert scale ranging from 1= Never, 2= Rarely 3= Occasionally 4= frequently and 5= Very frequently were used. For data analysis, means and standard deviations were used to summarize the respondents’ level of rating regarding the influence of school leadership on provision of holistic education. The greater the mean score, the closer the dynamic become a significant influence on the provision of holistic education.

3.1.1. Ranking of Leadership attributes and holistic education

The results of the rankings are presented in Table 1.

Table 1: Influence of School Leadership Styles on holistic education

Leadership Style	Mean	SD	Rank
Communicates school mission effectively to staff and students	3.61	.98	1
Meets individually with students to discuss progress	2.34	1.19	6
Effective leadership leads to enhanced co-curricular activities	2.91	.94	3
Effective leadership results into enhanced physical facilities	2.86	1.07	4
Obtains concerted effort of all in school activities	2.41	1.06	5
Well balanced leadership contributes to holistic education	3.56	1.14	2

Table 1 shows that the mean and standard deviations for the seven items rating the influence of school leadership on holistic education ranged from (M=2.34, SD=1.19) to (M=3.61, SD=.98). The most highly ranked aspect of school leadership that was considered to positively influence provision of holistic education was the act of communicating school missions effectively to staff and students (M=3.61,SD=.98).

Well balanced leadership attribute was at second position (M=3.56, SD=1.14) and effective leadership leads to enhanced co-curricular activities at position two and three, respectively. The practice of obtaining concerted effort of all in school activities and meeting individually with students and staff to discuss progress of students were placed at position five and six respectively.

4.2.3. Leadership and holistic education by school classification

An attempt was made to investigate the extent to which the perceptions of respondents regarding the influence of effective leadership on provision of holistic education varied across various types of school classifications. A cross-tabulation of responses by type of schools was performed and results depicted in Figure 1.

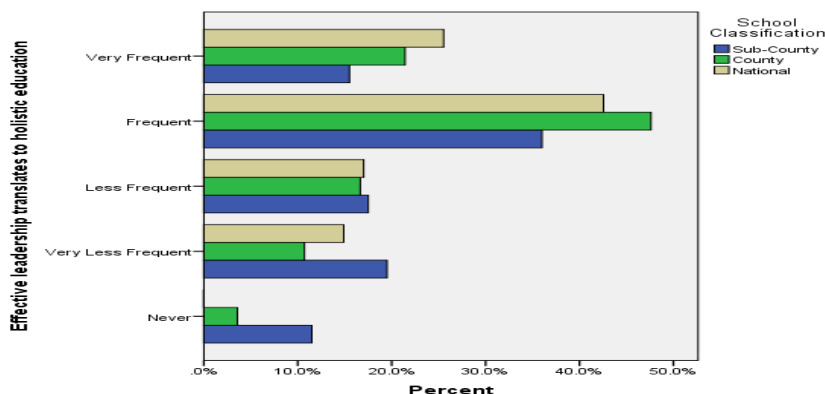


Figure 1: Leadership and holistic education by type of school classification

The results in Figure 1 indicate that a larger percentage of respondents, constituting from National schools considered effective leadership to positively contribute to holistic education. The respondents from county schools also rated the contribution of effective leadership to holistic education more than their counterparts from sub-county schools. The implication here is that although the respondents generally attached high premium on the contribution of effective leadership to holistic education, respondents in national and county schools rated higher than their colleagues from sub county schools.

3.2 Testing the null hypothesis on leadership and holistic education

i. Ho: There is no significant influence of school leadership on holistic education of students in public secondary schools in Kiambu and Samburu Counties. The chi-square test of homogeneity of association was used to test the relationship between school leadership and holistic education. Table 2 shows the results of the chi-square test.

Table 2: Chi-Square Tests: Leadership and holistic education by type of respondents in study Locale

Respondent		Value	Df	Asymp. Sig. (2-sided)
Principal	Pearson Chi-Square	3.333 ^b	2	.189
	Likelihood Ratio	4.740	2	.093
	Linear-by-Linear Association	.667	1	.414
	N of Valid Cases	20		
Senior Teacher	Pearson Chi-Square	.991 ^c	2	.609
	Likelihood Ratio	.967	2	.617
	Linear-by-Linear Association	.212	1	.645
	N of Valid Cases	76		
Student	Pearson Chi-Square	38.580 ^d	4	.000
	Likelihood Ratio	47.553	4	.000
	Linear-by-Linear Association	8.962	1	.003
	N of Valid Cases	450		
Total	Pearson Chi-Square	39.968 ^a	4	.000
	Likelihood Ratio	48.743	4	.000
	Linear-by-Linear Association	8.491	1	.004
	N of Valid Cases	546		

The results in Table 2 indicates that principals χ^2 (df=2, N=20) = 3.333, $p=.189$ at $p=.05$ indicates that the value generated by SPSS was more or greater than the level of significance $p=.05$, and this led to the retention of the null hypothesis that there was no significant influence of school leadership on provision of holistic education of students in public secondary schools in Kiambu and Samburu Counties.

The results suggested that there were no significant differences between the rating of principals regarding the contribution of school leadership to holistic education in Kiambu and Samburu Counties. The results for senior teachers χ^2 (df=2, N=76) = .991, $p=.609$ at $p=.05$ indicates that the value generated by SPSS was more or greater than the level of significance $p=.05$. The finding indicates that, according to the senior teachers, there was no significant influence of school leadership on provision of holistic education. This suggested that the senior teachers held the position that school leadership did not significantly influence provision of holistic education.

The results for students χ^2 (df=4, N=450) = 38.58, $p=.001$ at $p=.05$ revealed that the p value = .000 generated by SPSS was less than the critical alpha = .05 and this resulted in to the rejection of the null hypothesis at significance alpha level of .05. The rejection of the null hypothesis led to the adoption of the alternative hypothesis that there was a significant relationship between school leadership and holistic education in public secondary schools in Kiambu and Samburu Counties. Contrary to the views of principals and the senior teachers, it was noted that students portrayed a strong perception that effective school leadership contributed significantly to holistic education.

The overall finding with all respondents yielded χ^2 (df=4, N=546) = 39.968, $p=.001$ at $p=.05$ finally revealed that the p -value generated by SPSS was less than the significance level set at $p=.05$ and this led to the rejection of the null hypothesis. The rejection of the null hypothesis led to the adoption of the alternative hypothesis that all respondents were of the conviction that there was a significant relationship between leadership and holistic education.

3.3. Triangulating, Interpretation and Discussions

The second phase of the explanatory mixed methods research study generated qualitative data from interviews and observation checklists to explain some of the quantitative data generated in first phase. The Quality Assurance and Standards Officers (QUASO) in the locales averred:

The policy of the Ministry of Education, through the Kenya Education Management Institute (KEMI) is to train school head teachers on effective leadership. Based on this evolving trajectory of reports from training sessions

the effects of good leadership and governance on schools outcomes is yielding positive results. However, it is not very clear how these skills are transforming educational outcomes especially holistic education, although the concept of holistic education is still emerging...The ranking of school outcomes should not only be based on academic excellence. School leadership should surely be another component (QUASO 1, Kiambu County & QUASO 2, and Samburu County).

The sentiments of some members of Board of Management were categorical that school leadership contributes to a great extent to holistic education.

It has been observed that the school outcomes depend on the type of principal in schools. When a school has a principal who is actively involved in school processes and keeps the parents informed through functional Parents Teachers Associations (PTA) , such schools have been seen to post positive and high results both in academics and school discipline than those managed by irresponsible and absentee principals (BoM,03,17,34.48 in Kiambu County & BoM 12,19.26 in Samburu County).

The sentiments captured from the foregoing voices of the QUASOs and members of BoM in Kiambu and Samburu Counties are consistent with the results of earlier scholars such as Ndayambaje and Orodho (2014) in the context of Rwanda that there is widespread belief that the quality of leadership makes a significant difference to school and student outcomes . In many parts of the world, including South Africa, and some parts of Kenya such as Kisi, results have shown that there is recognition of the fact that schools require effective leaders and managers if they are to provide the best possible education for their learners (Mwinyipembe & Orodho, 2015, Nyambeche & Orodho, 2014).

The foregoing notwithstanding, several principals from Kiambu County and one from Samburu County seemed to have different opinions regarding the contribution of school leadership to holistic education when they lamented that:

School leadership is a very complicated task that covers various aims of school that affect both students and staff. School aims are strongly influenced by pressures from the external environment, and particularly from the expectations of government, often expressed through legislation or formal policy statements. Schools may be left with the residual task of interpreting external imperatives rather than determining aims on the basis of their own assessment of learner needs (Principal 05, 08, 12 in Kiambu County and Principal 07 in Samburu County).

The foregoing sentiments by school principals seem to be in tandem with findings from other developing and developed countries. These studies show that many principals in schools in most of these countries continue to have extensive pedagogical responsibilities in addition to administrative ones. This leaves little time for supervision and support of staff (Carron &Chau, 1996).

The key issues that seem to emerge from the principals sentiments are that school managers are faced with myriads of tasks to be achieved including modifying government policy and developing alternative approaches based on school-level values and vision. These duties when conducted well to involve the learner should be able to impact positively on the holistic education of the students.

The QASO in one of the study locales had the following to say:*First, principals of high performing schools reported a higher level of inspiring and encouraging members to accomplish their goals ranging from academic and non-academic in nature. Secondly was noted between two categories of principals with regard to the extent to which they encouraged the active participation of members of community in school affairs (QUASO, Samburu County).*

The qualitative data from interview seem to point to the fact that the effectiveness of school management process was dependent on the leadership skills of the principals and impacted positively on both academic and non-academic school outcomes (Aubrey, 1992).

The members of the BOM in Kiambu County and Samburu County categorically stated that:

Schools principals, those leading national and county schools produced greater use of leadership practices of inspiring members and creating an enabling working environment through the redistribution of power and authority within the school. These principals demonstrating effective leadership skills produced more positive features of high academic and non-academic outcomes compared with developing schools (The BoM 05, 17, 45 from Kiambu County and 11, 23, 25 from Samburu County).

There was consensus that effective management by school principals translated into a high level students' discipline and overall excellent school outcomes.

The foregoing citations are in line with those of James and Connolly (2008) who had earlier established that the changes that contributed to improvements in school practices leading to high academic and non -academic output in Southern Wales, United Kingdom was leadership.

The sentiments were rather contrary to the interview results with BOM who noted:

Most of the principals were reported to have been newly posted. Consequently, the schools had benefited from the new ideas and practices recently acquired during training that, to a considerable extent, triggered the new

changes. Some of the changes introduced by the principals, who in the opinion of teachers and parents enhanced their input included improvement of school infrastructure, involvement to members of school community (teachers, students and parents) in school matters, and constant articulation of school vision to the members of the school community by principals (BoM, 10, 22 in Kiambu & 05 in Samburu County).

These findings were in tandem with those of Kilpatrick, John, Munford, Falk and Presort (2002) who conducted a study in Australia that sought to investigate ways in which the modes of leadership of school and community leaders influenced the extent and nature of the schools contribution to the community. The study revealed that the major in-school factor that enhanced school-community partnership was the principals' open-state leadership, which, inter alia, accommodated opportunities and ideas put forward by others. The finding is also in tandem with a study by Wasonga (2015) who established that there was a positive relationship between head teachers leadership styles and the development of students' discipline, and by extension, holistic development of students in public secondary schools in Rongo District (rural area) and Kisumu City (urban setting) in Kenya. The study specifically established that school leadership significantly influenced school outcomes in terms of the non-academic measures of students discipline and academic measures of performance in national examinations.

IV. Conclusions And Recommendations

This study that examined contribution of school leadership to holistic education led to the main conclusion that majority of principals, senior teachers and students in Samburu County considered the use of effective school leadership styles to influence provision of holistic education unlike their counterparts in Kiambu County. It also emerged from the test of hypothesis that contrary to the views of principals, majority of senior teachers and students exhibited a strong positive influence of school leadership on holistic education. From these major conclusions several specific conclusions emerged:

1. There are several aspects of school leadership that could positively foster inculcation of holistic education. Some of these school leadership attributes include: the act of effectively communicating school vision and mission to students and staff, use of well-balanced leadership styles especially the democratic and transactional approaches, soliciting and fostering concerted effort amongst all education stake holders and forging close relationships among students, staff and members of the Board of Management while discussing student progress specifically and school generally.
2. Principals in national and county schools exercised more appropriate leadership styles that combined democratic and transactional approaches that could lead to holistic education compared to their counterparts in sub-county schools.
3. The test of null hypothesis led to the conclusion that there was no significant influence of school leadership on holistic education of students in public secondary schools in Kiambu and Samburu Counties. The implication of the results was that principals concurred regarding the contribution of school leadership to holistic education in Kiambu and Samburu Counties.
4. The results from the qualitative phase of the study from the interviews with Quality Assurance and Standards Officers made an attempt to explain the quantitative results from a policy perspective. They contended that the Ministry of Education, through the Kenya Education Staff Institute trains school teachers in effective school leadership that can transform the overall development of the staff and students through holistic education.
5. The sentiments of several members of Board of Management in both Kiambu County and Samburu County were categorical that school leadership influenced to a great extent on holistic education. They concurred with the results of earlier scholars who contended that there were widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, including South Africa, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners.
6. Several principals from Kiambu County and Samburu County seemed to have different opinions regarding the contribution of school leadership to holistic education when they stated that School leadership was a very complicated task that covers various aims of school that affect both students and staff. They strongly argued that the school aims are strongly influenced by pressures from the external environment, and particularly from the expectations of government, often expressed through legislation or formal policy statements. Schools may be left with the residual task of interpreting external imperatives rather than determining aims on the basis of their own assessment of learner needs. On the overall, it was concluded from both the quantitative and the qualitative data from interview which concur that the effectiveness of school management process was dependent on the leadership skills of the principals and impacted positively on both academic and non-academic school outcomes.

Based on the findings of the study from the quantitative and qualitative phases of the study it was recommended that principals should be sensitized on the need to apply well-balanced, democratic and transactional leadership styles that can easily bring about holistic education

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