The Effect of School Leadship on Student's Academic Achievement: Case Study Bosaso Secondary Schools in Puntland

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Article Info	ABSTRACT
	Purpose of the study: This study investigated the influence of leadership styles on secondary school student's academic achievement in Bosaso, Somalia. Tasks were to: explore the commonly used leadership style that can lead to students' academic performance and to establish the relationship between school heads' leadership styles and students' academic performance. **Methodology:** This study employed correlation research designed was collected through questionnaires. The data collected were analyzed by using SPSS. **Main Findings:** The results established that democratic leadership styles primarily influence students' academic achievement/performance, implying a strong and positive influence and significance of democratic leadership style on students' academic achievement. For the Laissez-faire leadership style, the relationship negatively influenced students' academic performance and was very weak and insignificant. Autocratic leadership style, although the relationship was powerful the relationship. **Novelty/Originality of this study:** In this case, it can be concluded that democratic leadership styles primarily influence students' academic achievement/performance, implying a strong and positive influence and significance of democratic leadership style on students' academic achievement.

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1.   INTRODUCTION

The Leadership involves authority and responsibility in terms of deciding the way ahead and being held responsible for the success or failure of achieving the agreed objectives [1], [2]. In a constantly changing social, economic, and technological environment, leadership is a more important attribute of management today than before. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style. Principals use a range of leadership styles to achieve success, including autocratic, laissez-faire and transformational styles.

Autocratic leadership style is beneficial in some instances, such as when decisions need to be made quickly and without consulting a large group of people [3]-[5] It also allows group members to focus on performing specific tasks without worrying about making complex decisions. The autocratic leader is an authoritarian who gives orders and seeks little group participation in decision-making [6]. This type of leadership style results in high academic achievement but poor relationship between teacher and head teacher. Autocratic leadership can be beneficial at times, but it can also be problematic. It can lead to resentment among group

members and a lack of creative solutions to problems. Autocratic leadership has some potential pitfalls, but can be used wisely in situations where the leader is the most knowledgeable member of the group.

Democratic leadership in an organization emphasizes group and leader participation in the making of policies [7]-[9]. The leader attempts to make each individual feel that he is an important member of the organization. The head teacher involves the teachers in decision making process about the school, discusses instructional issues with the teachers, motivates the teachers by adequate recognition and rewards on their performance, and trusts the teachers to do their duties honestly and industriously.

Laissez-faire leadership style allows group members to make decisions without the leader's involvement, and is significantly correlated with academic achievement. The responsible teachers work properly and effectively in this environment, but many teachers do not teach properly and waste their time [10],[11]. The study investigates to evaluate the effect of school leadership style on student's academic achievement in secondary schools in Bosaso, Puntland, Somalia, a study was conducted. Mwamuye noted that to improve students' performance head teachers were required to ensure management of the schools was enhanced. Nyagaka and Odongo indicates that the secondary school head teachers are charged with the responsibility of running schools. There is no monopoly of a particular style of leadership claiming to be the perfect one leading to improved school performances. Leadership theory and leadership style describe the way a leader attempts to influence the behavior of subordinates (Goal Attainment Function) and makes decisions regarding the direction of the group (Adaptation Function). There is no one best leadership style because leader, followers, situations all influence leadership effectiveness. So, the objective this study is; (i) To examine the influence autocratic leadership style on student's academic achievement in secondary schools Bosaso puntland Somalia, (ii) To assess the relationship between democratic and students academic achievement in secondary schools Bosaso puntland Somalia, (iii) To evaluate effect laissez-fair leadership style on student'sacademic achievement in secondary schools Bosaso puntland Somalia.

2.   RESEARCH METHOD

This study used a correlation research design to quantify incidence of student's academic achievement in Bosaso, Puntland, Somalia using information collected from respondents through questionnaire. The target population is 2000 students from three public secondary schools in Bosaso. Namely Alnajaax secondary school, Nawawi secondary school and Bosaso public secondary school. The sample size is 67 respondents. It is calculated using the Slovenes formula, and 67 students were selected from the target population. Purposive sampling was used to select the sample, and simple random sampling was used to select the sample size. The sample size for this study was taken from three public secondary schools in Bosaso district, with 3 heads of schools, 15 teachers, and 49 students participating in the study. The respondents of AlNajax were one head-teacher, five teachers and sixteen students.

Nawawi school also one head-teacher, five teachers and sixteen students were participated. Bosaso public participated one head-teacher, five teachers and seventeen students. In collecting primary data, questionnaires were used. Heads of schools, teachers, and students were asked to fill out the questionnaires. Data was collected through questionnaires, documentary review and analysis of government policy documents, statutes, strategic plans and reports. Content analyses was used to determine the level of involvement and motivation of various stakeholders.The validity of the research study was determined by expert judgment by the supervisors and the researcher. This helped to ensure the feasibility of the study techniques.Ethics was a major consideration in the data collection process, and the aims and purpose of the research were shared with the subjects.

3.   RESULTS AND DISCUSSION

3.1. Result
3.1.1 Autocratic style

Decisions regarding school progress are solely made by the head of school, 15% of respondents agreed with the statement that, and that 35% disagreed. "It is enjoyable having teachers count on me for ideas and suggestions regarding progress in the school". 70% of respondents agreed with the statement "teachers are not interfered with when making decision in the school".The 60% of respondents disagree with the statement "all power must be centralized to me", The majority of respondents disagree with the statement followed by 40% who agree and 5% who strongly agree. The results revealed that autocratic leadership style strongly influence students academic achievement but the relationship is significant with negative. Autocratic leaders use force to get things done, which leads to low performance.

3.1.2 Democratic style

"You often invite your teachers to engage in administrative problems". The majority of respondents agree and strongly agree with the statement. "Solving administrative problems with fellow staff improves academic progress". The majority of respondents were agree and strongly agree.

3.1.3 Laissez-fair style

"As head of teacher, you leave decisions to be made by teachers without intervention". The majority of respondents were agree and strongly agree. Most respondents were disagree and strongly disagree with the statement "Teachers have freedom to do as they think best in the interest of promoting as academic progress in the school". The researcher in this case regarded school performance in the context of the overall School academic means suitable indicators of academic performance employed by heads of schools, and found that democratic leadership style had the strongest influence on students academic performance.

3.2 Discussion

The results established that democratic leadership styles influences student's academic achievement/performance, and laissez-faire leadership styles influences student's academic achievement/performance but with a weaker effect. The study results are consistent with Otton (2005) that a head teachers leadership style will depend on his personal background, his personality, his knowledge, his values, and his experiences, and the subjects being supervised.

The study suggests that different leaders have different perspective of leadership hence has to employ a unique style to handle such [12]-[15]. The head teachers have a unique style of leadership because they have worked in various schools and experienced different ways of doing things [16]-[19]. When properly implemented, the laissez-faire leadership approach does not fully imply autonomy and irresponsibility of subordinates [20]-[24]. Instead, it allows skilled, self starting and professionally matures subordinates to make their own decisions within the directive boundary specified by the head teacher. The ongoing educational reforms require educational leaders who can work in democratic and participative ways. There is a significant relationship between leadership styles and school performance [25]-[28]. If schools hope to operate as successful entities; the leadership will have to adopt approaches that take cognizance of the diverse needs of all stakeholders. Students' performance is positively related to the democratic leadership style employed by school head teachers in secondary schools in Bosaso.

This study has found that democratic leadership is the most popular style of leadership at secondary schools. There are many other factors accounting for academic performance in schools and these combined constitute the greatest influence on student's performance.

4. CONCLUSION

Principal's democratic leadership styles had a highly response which is an indicator that if applied well have quality results. There is no one leadership style that can be exclusively contributed to student's achievement. These leadership styles are interrelated and principal's need to blend them well in their daily activities.

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