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PRINCIPALS' LEADERSHIP STYLES: CRITICAL COMPONENTS TO SECURITY MANAGEMENT IN SELECTED SECONDARY SCHOOLS IN MANDERA COUNTY, KENYA.

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ABSTRACT

Introduction: Leadership styles of school principals plays a significant role in making the school a safe haven for students. This is because principals interact with the school community more often, and hence understand the school environment better.

Purpose: Determine the critical leadership style in the security management in Mandera County, Kenya

Methodology: The correlational study design was used as the framework that anchored the study. The survey targeted a population of 424 teachers, 46 principals, 460 BOM members and 13,387 students in Mandera County which makes a total population of 14,317. The sample size was 201 teachers, 40 principals, 210 BOM members and 373 students and thus narrowing the sample size to 824 respondents. The respondents were stratified, proportionately and randomly sampled. Questionnaires for teachers, semi- structured interview guides for principals and BOM members, and focus groups were adopted as instruments of collecting information. Before the main study, the researcher conducted a pilot study in schools that had characteristics similar to those of the sampled schools. Content validity was determined using expert judgment from specialist in the education management. Instrument reliability was established using the Cronbach alpha technique. Thematic analysis was used to analyze qualitative data, while quantitative data were analyzed using descriptive statistics in terms of frequencies, means, and inferential statistics in terms of regression analysis.

Results: The results of this research show a prediction that for each increase in the leadership styles of secondary school principals, there was a 29.7% increase in security management.

Recommendation: Major recommendation is that school leadership need to adopt the correct management strategies to ensure security. Furthermore, the community where the school is located should be involved in matters of student security and safety.

Keywords: Insecurity, Leadership style, Security management, Transformation.



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PUBLIC INTEREST STATEMENT

Key findings might help secondary school principals examine their security measures and evaluate whether their leadership styles and practices serve to improve security in public secondary schools, as well as come up with mitigation strategies. The study might also assist principals in promoting a better knowledge of the security concerns that secondary schools face, as well as enlightening administrative mediations to better equip school directors to confront these issues.

INTRODUCTION

The typical actions of a leader while leading, inspiring, guiding, and managing groups of people are called leadership style. Political movements and social transformation can be sparked by great leaders. Others may be inspired to create, invent, and perform as a result of their efforts. According to Trump (2012), school security has been a source of worry for students, teachers, parents, and the general public. Autocratic, democratic, and laissez-faire leadership types were identified by Mirkamal (2005). According to Fan (2009), school success is determined by four distinct leadership styles: authoritarian, democratic, transformational, and laissez-faire. The autocratic leadership style looks to be self-centered and allows for minimal participation of subordinates in decision-making, whereas the democratic leadership style is more people-oriented and relies on subordinate engagement (Mgbodile, 2004). Only the democratic leadership style, according to Dickson, Hartog, and Mitchelson (2003), has a direct and substantial relationship with performance in the United States. According to Fan (2009), transformational leadership gives special attention to the requirements of subordinates for growth and accomplishment, making leaders who utilize this style proactive. Laissez-faire leadership refers to a type of leadership that allows free expression of ideas and opinions without intervention from the leader.

As a result, school security management is a critical factor for successful school administration. In the United States, for example, it is quite common to hear and read about kids shooting other students, educators, or instructors. The capacity of education managers to deal with the thorny

situation in the world is directly affected by these problems. In particular, school principals who are administrators at their respective stations are expected to provide this leadership. The leadership styles of a principal to the management of security may help outline the best practices that school heads can adopt to mitigate against any challenge (Leithwood & Jantzi, 2007).

The study's major ideas were Halpin's and Croft's school climate theories (1963). According to school climate theory, a safe school atmosphere has a major impact on educational outcomes. It states that a safe school environment promotes positive interpersonal relationships and maximizes learning opportunities for all children while reducing disruptive behavior. The term "school climate" refers to how the school environment influences students' behavior, emotions, and thoughts. School climate theory stems from the theory of organizational climate. Feelings, the ambience of the tone, and the environment within the learning institution all contribute to the school climate. Individuals' perceptions of different characteristics of the internal secure school environment impact behavior, according to the school climate hypothesis. According to proponents Tagiuri (1968) and Moss (1974), school provides an atmosphere in which members' behavior may be influenced, resulting in values, norms, and beliefs. A school environment is said to be sustainable if it allows for youth growth and improves student learning for now and their future lives, according to Croft (1963). Many variables impact school security, according to theory. These are: (individual factors), number of interaction between community and students, students and teachers' perception of their school's personality environment, or the

school's personality and academic performances; institutional factors (such as the physical building and classrooms and the materials used for instructions), feeling of safeness and school size, feeling of trust and respect for students and teachers. In the context of this study, a positive school climate can influence the way a school is run by the administration and its academic performance. The conducive environment can only be realized through effective leadership styles; be it bureaucratic leadership, authoritative leadership, laissez-faire leadership, transformational and participatory leadership styles. A secure school climate implies a welcoming school environment without insecurity.

The responsibility of school administration and safety is in the hands of BoM in most African nations, including Nigeria, South Africa, Uganda, and Tanzania, among others. According to Akintokumbo (2011), terrorist assaults occurred in Abuja, Nigeria, in 2010, when students were bombed in a stadium during an Independence Day celebration, schools were burned down, and many students were killed. Akintokumbo (2011) argued and advocated for the establishment of leadership styles and changes in Nigeria that would prevent student attacks. Bua (2013) examined the impact of leadership styles, inside school climate, on high school education in Makurdi City, Nigeria. The research involved administering questionnaires to 400 teachers from 20 different government-funded schools. The questionnaires, used to collect information, had ten questions with a four-point scale. The researchers found a strong relationship between the leadership styles employed by the principals and the relationship between the school and the local area. From the study, the researchers suggested that school heads need to adopt leadership styles that would enhance the relationship between the school and the local community to ensure effective management of the school climate stand a chance to address security issues. Thus, the ability of head teachers to impact and

create beneficial relations with school management through leadership is significant. This examination explored the impact of leadership styles inside school environment on the administration, but did not zero in on its effect on the security of the school community, a gap that was filled through the current investigation.

According to Mbiti (2007), a favorable atmosphere can only be realized through successful leadership styles, such as authoritarian, bureaucratic, laissez-faire, transformational, and participatory leadership. It involves the implementation of rules and choices that are in line with the established goals, such as school security. According to Cheloti, Obae, and Kanori (2014), the management and leadership styles utilized by principals and BOM members have an impact on secondary school operations. They found and concluded that school leadership should adopt leadership styles that are favorable to the school environment, and the host community should take part in the management of the school to ensure the safety and security of students.

Kenya's north-eastern region has been dealing with significant security issues (Wabwire, 2016). These include raids by the Somali-based terror organization Al-Shabaab, which specifically target non-locals. Clan feuds also result in frequent inter-clan disputes, which make it difficult for BoM members to successfully enforce education programs. In 2014/15, Mandera was subjected to a series of terrorist attacks aimed against non-locals, security forces, and government officials. In April and June 2015, there were 39 assaults, mostly in Garissa and Lamu counties, but also in Mandera and Wajir, resulting in the deaths of 186 people and 1445 injuries. The incidents, as well as the deliberate targeting of non-Muslims and non-locals, have exacerbated the already difficult security situation, leading to the reluctance of many non-resident personnel, including teachers, to return to their places of employment. After the transport attack in Mandera and the

assassination of Kenyan Christian teachers by Al-shabab in July 2015, this trend became even more pronounced (KIRA 2015).

Wangai (2015) conducted an investigation on principals' leadership practices and teachers' work fulfillment. He sought to establish the link between the leadership styles of the head teacher and the satisfaction of the job among the teachers. The study targeted a total population of 270 teachers from 45 schools. Of the 270 teachers, 45 were principals. Purposive sampling was employed to choose teachers for interview. The findings revealed a strong relationship between principal's way of leading and job satisfaction of teachers. A significant ramification of Wangai (2015) study was an obvious sign that leadership' leadership practices have critical relationship with job satisfaction; however, this investigation clarified the explanation behind the disadvantages of various leadership styles by the principals could impact in the management of security. Not just in Kenyan secondary schools, but also in other Sub-Saharan African nations, there has been a strong debate over the problems faced by school principals' leadership and teachers in implementing security measures in secondary schools to produce high-quality educational output (Oketch & Ngware, 2012; Orodho, 2014). Gathira (2008) acknowledges that it has an impact not just on school administration but also on employee turnover and retention, which falls firmly on the shoulders of principals.

THEORETICAL FRAMEWORK

School Climate Theory by Halphin and Croft were the main theories followed by the study (1963). School climate theory posits that a safe school climate has a significant influence on educational outcomes. It posits that secure school environment encourages interpersonal relationship and optimal learning opportunities for all students and reduces disruptive behavior. School climate encompasses behavior, emotions and thoughts as aspects that are influenced by the school environment.

School climate theory stems from the theory of organizational climate. The school climate includes both feelings, tone ambience, and atmosphere within the learning institution. School climate theory has the perception that individual of various aspects of internal secure school environment influences behavior. According to the proponents Tagiuri (1968) and Moss (1974), school offers an environment that can influence the bahviour of the members and thus resulting in values, norms and beliefs. According to Croft (1963), a school climate is said to be sustainable if it offers a chance for youth development and improve learning of student for today and their future lives. The theory identifies many factors that influence the security of schools. These are: (individual factors), number of interaction between community and students, students and teachers' perception of their school's personality environment, or the school's personality and academic performances; institutional factors (such as the physical building and classrooms and the materials used for instructions), feeling of safeness and school size, feeling of trust and respect for students and teachers.

The strength of this theory is that Tagiuri (1968) also used school climate theory and defined having four qualities where one is said to be configured to endure features of ecology, milieu, social system, and culture. The strength of this theory answers research questions in that school climate with tranquility provides a healthy, safe and positive learning school atmosphere and this plays a significant role in providing the school surrounding community with a chance to teach and learn. It has been found that a secure educational environment enhances the smooth running of school activities. Therefore, this study seeks to establish the relationship between the leadership styles of the principals and the management of security in public secondary schools in Mandera County.

STATEMENT OF THE PROBLEM

According to the information gathered, insecurity exists in all educational institutions worldwide,

regionally, and in Kenya particularly. Furthermore, the backdrop shows that insecurity not only puts children and instructors in risk, but also prevents the Board of Management from carrying out its duties. Institutions and the principal leadership factor interplay to ensure a safe school. Despite the fact that many schools in Mandera County have implemented certain security mechanism, the problem of school security threats persists, as explained in the background. Even worse terrorist assaults such as the one that killed 142 students and two security guards on the Garissa University campus in 2015 may reoccur. Despite the existence of rules that govern security measures and increase security, among other tactics, there is still a high level of vulnerability. Therefore, this study interrogated the relationship between principal leadership styles and security management in public secondary schools in Mandera County.

PURPOSE OF THE STUDY

1. To determine critical components of principals' leadership styles to manage security in selected secondary schools in Mandera County.
2. To establish the relationship between the leadership styles of the principals and the security management in the public secondary schools in Mandera County.

RESEARCH QUESTIONS

1. To what extent does leadership style influence security management in public secondary schools in Mandera County, Kenya?
2. What is the association between leadership styles and management of security in secondary schools in Mandera County in Kenya?

HYPOTHESIS

1. There is no significant relationship between principal leadership styles and security management in public secondary schools in Mandera County, Kenya.

METHODOLOGY

Research Design

Correlational research design was used in the study. A correlational research design assesses the connection between two variables without requiring the researcher to manipulate one of them. The appropriateness of the correlational research is to find variables that are related to each other to the point that a change in one causes a change in the variable (Creswell, 2009). In the context of this study, a change in institutional and/or individual factors influences a change in the management of security in public secondary schools. The researcher used a correlational design because he was interested in statistical connections between two variables. Secondly, the researcher chose a correlational design because the statistical connection of interest was considered to be causal, but manipulating the independent variable was difficult, impractical, or immoral (Kothari, 2005). The use of a correlational research design was also justified since it allowed the researcher to describe and explain facts by looking at trends and patterns in the data.

Population and Sample

A target population comprises of individuals with similar notable features (Kothari, 2004). Forty-six public secondary schools in Mandera County were targeted. The schools were stratified into Boarding, Day and Mixed schools. The schools were further stratified into Boys' Boarding, Boys' Day, Girls' Boarding, Girls' Day and Mixed schools, (Mandera County Education Office NEMIS Data, 2018). The target population for the study was 46 principals, 13,387 students, 424 teachers and 460 BOM members in Mandera County.

The study used stratified, proportionate and simple random sampling to select the respondents. Stratified sampling technique involved dividing the target population into groups where the sub-sample is picked from the different sub-groups (Fraenkel & Wallen, 2010). Stratified sampling enabled the researcher to group schools into Boys, girls and mixed schools. Selection of

schools from sub-counties was done using proportionate sampling. Simple random sampling was employed to obtain a sample from the strata. Schools were first put into their respective stratum according to their categories, and then proportionately sampled from each of the six sub-counties; random sampling helped in the selection of principals. The study sampled 40 principals from the 46 proportionately since they were few and manageable. Schools were first put into their respective stratum according to their categories, and then proportionately sampled from each of the six sub-

counties; principals were selected randomly.

Using Krejcie and Morgan table of sampling, a total of 373 students out of a population of 13,387; 210 BOM members from a population of 460 and 201 teachers out of a population of 424 formed part of the sample. The study used strata, proportionate and simple random sampling in the selection of the individuals who participated in the study. Table 1 shows the population and sample sizes adopted for the various respondents in the study.

Table 1 Table of population and sample sizes

School category	No of principals		No of students		No of teachers		BOM Members		Total Sample
	<i>N</i>	Sample Size	<i>N</i>	Sample Size	<i>N</i>	Sample Size	<i>N</i>	Sample Size	
Girls Boarding	12	11	2522	70	97	46	120	55	182
Girls Day	2	1	528	15	20	9	20	9	34
Boys Boarding	16	14	4854	135	172	82	170	77	308
Boys Day	3	2	1329	37	28	13	30	14	66
Mixed Day	13	12	4154	116	107	51	120	55	234
Total	46	40	13,387	373	424	201	460	210	824

Instruments for Data Collection

The main research instruments were questionnaires, semi-structured interview guides and focus group discussions guides to map out the data needed from a variety of sources in this study. Questionnaires used had two sections with section one seeking to collect demography of the respondents and the second part focusing on Likert type of questions that re related to the research objectives aimed at gaining in-depth information related to teacher's views on the extent to which BOM competency influenced the management of security in public secondary schools in

Mandera county. Interviews were carried out to obtain information from the principals and BoM members. These informants responded to issues of challenges resulting from insecurity and give their views on the possible measures required by BoM to improve security in public secondary schools in Mandera County. In the current study, an FGD brought students from all forms to allow easy and comprehensive capture of security information. The researchers therefore randomly selected 12 students from the 373 from each category of schools to form a discussion group at a time to get their opinion and discuss

specific issues related to individual factors influencing the management of security in their respective schools.

Procedure for Data Collection

Data collection procedure was conducted in three logistical phases (Orodho, 2009). The first phase was a pre-field logistic phase where the study confirmed the completeness of actual physical layout, recognizable proof and clear directions of examination instruments. After which the researcher requested an introduction letter from the School of Postgraduate Studies of Kenyatta University and latter Authorization letter and research license from National Commission for Science, Technology and Innovation (NACOSTI). Authorization was also sought from the county authorities and director of education in Mandera county. These were important in allowing access to the target school and thus made appointment booking with the respondents easy without any barriers in the administration of questionnaires and thus conduct interviews to gather essential information for the examination.

The second phase included field work coordination logistics, where researchers made familiarization and observation visits to assess the accessibility of the target group. This was also aimed at building good rapport with the interviewees while organizing to administer the research questionnaires.

Once this was done, respondents were presented with the questionnaire, and afterward the researcher talked about the current issue and concurred with them on the most proficient method to fill the surveys. The filled questionnaire was gathered by the researchers following a concurred day. Regarding the interviews, the researchers met the respondents; presented himself, built a good rapport with them and planned on the convenient dates for

meetings. The researcher ensured constant face-to-face meetings with the informants. Before questionnaires were issued and interview questions administered, the researcher informed respondents of the need to provide sincere responses. The FGD guides were administered to the students in all of the groups sampled from the educational zones. One FGD comprised of a combination of students from all the levels of forms 1 to 4. Blending students from different levels allowed them to capture their different perspectives or views. The final phase which according to Orodho (2009) is referred to a post-field logistics phase, it involved collection, assembling and sorting of all the data collection instruments ready for analysis.

Method of Data Analysis

Quantitative data was coded and placed in categories based on the responses and points of references using SPSS version 23. Descriptive statistics representing various research items were generated in frequencies and percentages in response to all items in questionnaire using the five-point Likert scale. A correlational coefficient test was done to assess the interrelationship between two variables. Regression analysis was also done to make estimation of prediction of the relationships between a dependent variable and one or more independent variables. Qualitative data that were collected were summarized and transcribed under common themes then triangulated with quantitative data to validate the study findings.

RESULTS

Research Question 1: To what extent does leadership style influence the management of security in public secondary schools in Mandera County, Kenya?

Table 2: Principals' Leadership Style

Statement	Strongly Disagreed	Disagreed	Neutral	Agree	Strongly Agreed	Mean	SD
Participative leadership style	2.8%	3.4%	9.8%	40.5%	43.5%	4.2	0.93
Bureaucratic leadership	7.2%	8.5%	12.1%	38.8%	33.6%	3.80	1.10
Authoritative Leadership Styles	23.2%	30.3%	8.1%	19.3%	19.1%	2.80	1.32
Laissez Faire Leadership Styles	10.6%	15.4%	13.6%	35.8%	24.6%	3.50	1.20
Transformational Leadership Styles	4.1%	5.4%	11.7%	45.6%	33.2%	4.00	0.98
Total	2.8%	3.4%	9.8	40.5	43.5	4.2	0.93

Table 2 shows that principals averagely embraced participative leadership style to manage security (M=4.20, SD=0.93), by embracing team building and being open to suggestions help to manage security. From the study, the key finding is that secondary school principals had succeeded in involving other staff members when making decisions to help them manage security with a variation of (0.99). The result showed that the principal performed fairly well in embracing leadership style that is open to suggestions that can help to manage security and Leadership that is empowering help to manage security respectively. This portrayed a participative type of leadership. The showed that principals embraced the bureaucratic leadership style on average to manage security (M=3.80, SD=1.10). The principals ensured that the decisions made in their respective schools were based on the rules and regulations. They also fairly promoted staff based on their ability to conform to rules and regulations.

As revealed in Table 2 above, majority of the respondents disagreed that schools embraced authoritative leadership style (M=2.80, SD=1.32).

Managing security is different from other operations where authoritative style would be discouraged. This may have positive or negative repercussions in that when consultation lacks, some people may feel left and especially relevant stakeholders may fail to share information. On the other hand, authoritative leadership ensures actions on security risk are taken without delay. The school principals performed fairly well in inculcating Laissez-Faire leadership styles (M = 3.50, SD = 1.20), however, they performed poorly in ensuring that the staff receive guidance from school leadership. The table shows the principals who adopted the transformational leadership style (M=4.00, SD=0.98). The findings clearly showed that secondary school leadership exhibited leadership that stimulated and inspired both staff, BOM members and students to achieve their level best and subsequently growth their leadership skills while trying to promote the achievement of school objectives.

Research Question 2: What is the association between leadership styles and management of security in secondary schools in Mandera County in Kenya?

Table 3: Association between principals’ leadership styles and management of security.

Model		Coefficients		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	.375	.506		.740	.461
	Leadership Styles	.974	.136	.558	7.154	.000

a. Dependent Variable: Security Management

The Equation is presented as:
 Management of Security = 0.375 + 0.974 (Leadership Styles)

As shown in Table 3, the regression analysis test revealed that there was association between principals’ leadership styles and management of security in secondary schools in Mandera County which was also statistically significant ($p < .000$) based on critical alpha value of (0.05). The observed findings compared to the expected findings based on the null hypothesis indicate the existence of relationships between leadership styles and security management, where there was a prediction that for every unit increase in principal leadership styles, there was a 97.4% increase in security management. Therefore, the study did not accept the null hypothesis that there is no significant relationship between principal leadership

styles and management in public secondary schools.

Hypothesis 1: There is no significant relationship between leadership style and management of security.

A multiple linear regression was conducted. The study established a summary of the regression model for the relationship between leadership style and security management. Linear regression analysis described by the model below was used to make inferences between the independent variables and the dependent variable. The study used the regression model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5$$

Where Y = Management of Security
 $\beta_0 + \beta_1$ = coefficients of the independent variables and X_1, X_2, X_3, X_4 and X_5 = indicators of leadership styles.

The model was represented by Tables 3

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.650 ^a	.423	.397	.572

a. Predictors: (constant), Transformational Leadership Style, Laissez Faire Leadership Style, Authoritative Leadership Style, Bureaucratic Leadership Style, Participative Leadership Style

As shown in Table 3, the R Square" column represents the R^2 value (also called the coefficient of determination), which is the proportion of variance in the dependent variable that can be explained by the independent variables (technically, it is the proportion of variation accounted for by the regression model above and beyond the mean model). As shown in Table 2, the value of 0.397 that the independent

variables that is different leadership styles explain 39.7% of the variability of the dependent variable management of security. In other words, management of security in secondary schools in Mandera County were explained by 39.7% of the variability on leadership styles ($R^2 = .397$) while rest of the issues that determined the management of security in secondary schools may be explained by other factors.

Table 5: ANOVA Table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.152	5	5.230	15.991	.000 ^b
	Residual	35.653	109	.327		
	Total	61.805	114			

a. Dependent Variable: Security Management

b. Predictors: (Constant), Transformational Leadership Style, Laissez Faire Leadership Style, Authoritative Leadership Style, Bureaucratic Leadership Style, Participative Leadership Style

Table 5 indicates that the regression model predicts the dependent variable significantly well. The Table shows, $p < 0.000$, which is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the outcome variable. In other words,

there was statistically significant linear relationship between leadership styles and management of security in secondary schools in Mandera County as $p (0.000)$ was less than 0.05 for it to have statistical significance ($F = 15.991$, $p .000 < .05$).

Table 6: Regression Analysis of the Leadership Styles of Principals and Security Management.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (constant)	1.016	.526		1.931	.056
Participative Leadership style	.325	.095	.340	3.432	.001
Bureaucratic Leadership style	.195	.087	.218	2.237	.027
Authoritative leadership style	-.063	.089	-.056	-.703	.484
Lessez faire leadership style	.077	.083	.074	.925	.357
Transformational leadership style	.187	.087	.190	2.154	.033

a. Dependent Variable: Management of Security

The study found that for every unit increase in principals' authoritative leadership styles, there was a 6.3 percent decline in school security management. The study also found that principals' participatory leadership style led to a 32.5 percent rise in security management and those with a bureaucratic leadership style had a 19.5% increase. For every unit increase in application of principals' transformation leadership styles, there is an 18.7% increase in the management of

security in secondary schools in Mandera County. The study showed that authoritative and laissez faire leadership styles were not statistically significant. In this respect, it is important to note that participative leadership style is the best style to manage security challenges.

DISCUSSIONS

This paper confirmed the quantitative result that secondary school principals had succeeded in involving

other staff members when making decisions to help them manage security. This finding confirms what Bua (2013) in his investigation on the influence of leadership styles within a school on the management of secondary school security, found that there was a significant influence of participative leadership style and school-community relations in secondary schools. Saleem et al. (2020) in their study on principals' leadership styles and teacher job performance concurs that participatory leadership style had positive impact on teacher's job performance as they encourage the continued performance improvement of their subordinates. This is also confirmed by Koutsiai, and Ioannidou (2018) that participatory model of administration, in regards to the teachers' council's contribution in the Greek educational system, was relatively satisfying way in schools throughout. Ogunyinka and Adedoyin (2013) however through Pearson product moment correlation coefficient disagrees as they indicated that there is no leadership style that is superior to one another.

As shown in the study findings, authoritarian leaders are independent on matters of decision making and no other option is considered apart from their decision which may be risky especially in the management of security as it requires the cooperation of all stake holders within and out of school administration. These findings confirm Nzioki (2018) who found that majority of secondary school principals who applied authoritative leadership styles in their decision making did not influence the performance of both teachers and students in Kiambu County. Natasha (2012) concurs that leaders of special education are very authoritative when dealing with their staff. However, collaborative style is slowly taking over due to the counter productiveness of authoritarian leadership styles.

From the findings, it is evident that transformational leadership was determined based on qualities such as providing intellectual stimulation and collective responsibilities. This concurs with Barth-Farkas and Vera (2014) who

established that transformational leaders lead by creating vision that would guide their followers while inspiring and motivating them. Transformational leaders are also set examples for their followers whom they can be emulated. These leaders also inspire others by encouraging them to engage in self-efficacy and in that manner motivate them to perform beyond the expected levels. Even though Alvesson and Karreman (2016) agrees that transformational Leadership in any institution is part of the positive leadership tradition, (Ibid) acknowledge it has been criticized by scholars due to its reliance on ideas without scientific backup. This may pose a challenge in the management of security particularly in secondary by principals who may not have capacity in providing intellectual stimulation and collective responsibilities. Alvesson and Einola (2019) also supports the fact that overemphasis on the benefits associated with transformational leadership is also one of its shortcomings, a fact that can be counterproductive in the management of security in secondary schools.

CONCLUSION

In conclusion, it is imperative to note that participative leadership style assumes that knowledge and expertise are widely distributed throughout both secondary schools' staff, BOM member and students; that decisions are best made by those close to or most conversant with the participation problem addressed which in this case, management of security. This is very relevant as secondary school principals can influence the behavior of other staff members through leadership skills. results seem to indicate that bureaucratic leadership framework in secondary schools was based on specific competencies of the school leadership and was premised on clear structure of command, which was enabled by specific and strict rules and on specific schools. It is important to note that authoritarian (autocratic) leadership in secondary schools prevents delegation of responsibilities. A principal in a school

can apply Lessez Faire leadership style to manage security issues when they have numerous tasks to complete and thus have not time to stand and make all decisions and implement them. Therefore, school leadership should adopt the most appropriate leadership style based on school situation for effective management of their school environment and that schools host communities be considered in the running of schools, especially in matters concerning students' security and safety.

RECOMMENDATIONS

Based on the study findings, the following recommendations were made:

1. Policymakers may put in place policy frameworks that emphasize on bureaucratic and participative leaderships based on a clear chain of command, with precise and stringent restrictions. Policies that guarantee that school leaders avoid using authoritarian leadership styles because they generate anger, discontent, and withdrawal of followers from school activities, which may involve the handling of security issues.
2. Policy implementers may inculcate Participative leadership which helps in easy security policy implementation and this determines the preparedness to the occurrence of insecurity by schools. Participative leadership also helps in foreseeing possibility of insecurity happening and this can prompt the school leadership to employ adequate security personnel.

Conflicts of Interest: The authors declare no conflicts of interests.

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Disclaimer Statement

This work is part of PhD Thesis submitted at Kenyatta University, examined and passed.

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Authorship and Level of Contribution

Adan Hussein Ibrahim co-authored the work together with my supervisors Peter Nyaga Muchanje and Hellen Kiende Guantai who were instrumental in guidance, correction and editing of the entire work.

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