

**INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON  
ORGANISATIONAL CLIMATE IN PUBLIC SECONDARY SCHOOLS IN  
NYAHURURU DISTRICT, KENYA**

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**A research project submitted in partial fulfillment for the degree of Master of  
Education in Educational Administration**

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## **DECLARATION**

This research project is my original work and has not been presented for a degree in any other University.

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## **DEDICATION**

This research project is dedicated to my wife Mary, our daughters Brenda and Brillian ,our son Dennis and our parents and siblings.

## **ACKNOWLEDGEMENT**

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## **ABBREVIATIONS AND ACRONYMS**

<b>BA</b>	Bachelors of Art
<b>BEd</b>	Bachelor of Education
<b>BSC</b>	Bachelor of Science
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KEMACA</b>	Kenya Education Management Capacity Assessment
<b>KEMI</b>	Kenya Education Management Institute
<b>KESI</b>	Kenya Education Staff Institute
<b>MOE</b>	Ministry of Education
<b>PGDE</b>	Post Graduate Diploma in Education
<b>TSC</b>	Teachers' Service Commission
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

## **ABSTRACT**

The purpose of the study was to investigate the influence of principals' leadership styles on schools' climate through determining the extent to which principals' participatory, authoritarian, free reign, and transformational leadership styles influence organizational climate in secondary schools. The study also sought to determine the challenges faced by principals in creating a positive organizational climate in secondary schools in Nyahururu district. Douglas MacGregor's theory X and theory Y was used to explain the study variables. Descriptive survey design was applied in the study. The target population for the study was 24 principals, and 449 teachers in 24 secondary schools in Nyahururu district. Out of the targeted 84 respondents 68 responded giving a response rate of 81 per cent. Questionnaires were used as instrument for data collection. The study found that open organizational climate was prevalent in secondary schools to a large extent as indicated by 48 percent of the respondents. Autonomous climate and controlled climate prevailed in the schools to a large extent as indicated by 42 per cent and 40 percent of the respondents. On the participatory leadership style, the study revealed that 77 percent of the respondents agreed the style made teachers feel motivated which influenced organization climate positively. Regarding the influence of authoritarian leadership style, 65 percent of the respondents strongly agreed that, head teachers assign duties without consultation and issue directives which creates a negative climate. Finally, on the influence of transformational leadership style on organization climate, 69 percent of the respondents strongly agreed that in its presence teachers had positive interrelationships resulting into autonomous climate.

The findings from the correlation analysis showed that the principals' leadership style influenced organizational climate. This was evidenced by the fact that each of the leadership styles correlated with particular organizational climate with correlation less than 0.05 at 95% confidence level. The major challenges facing principals were found to include: inadequate resources, poor infrastructure and lack of parental support as indicated by 80 percent, 75 percent and 65 percent respectively. The study concluded that participatory, authoritarian and transformational leadership styles are commonly used by principals in secondary schools in Nyahururu district. Participatory and transformational leadership promoted open climate, authoritarian leadership promotes a closed climate while free reign leadership style promotes familiar school climate. The study recommends that head teachers in secondary schools in Nyahururu district should adopt participatory leadership style. It was finally recommended that another study be done in other counties to determine the effect of leadership style on the school performance which was not the focus of this study. The study concluded that participatory and transformational leadership styles influences organization climate positively. Authoritarian leadership style results into a controlled, closed or paternal school climate while free reign leadership style promotes familiar climate.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

The success of any organization can be attributed in part to the type of leadership of that organization. The success of a school is largely dependent upon the leadership style which may help to develop positive school climate (Eshbach & Henderson, 2010). In a secondary school, the principal is the leader who coordinates, keeps balance and ensures the harmonious development of the whole institution by molding traditions for organizational goal achievement. The relationship between leadership styles of principals and organizational climate in India for instance is that the principal's leadership behaviour may help to establish a school climate with conditions that contain high level of staff interrelationships and student trust (Shailly, 2012).

The leadership style of the principal brings constant interaction with the staff. Since educational administrators are interested in being able to enhance group performance, this interaction at times is used to shape the organisational climate which in turn may determine group performance (Aarons, Sommerfield & Willing (2011). The authors describe the relationships between leadership style and organizational climate in a study carried out in California as two variables that can affect staff perceptions of their work environment where the organizational climate can be positive (empowering) or negative (demoralizing) to the employees. Positive organizational climate empowers through elements which include fairness, personal

growth and role clarity with clear group objectives. Demoralizing climate can lead to staff disengagement and turnover through negative elements which may include depersonalization, emotional exhaustion and role conflict.

The principal's leadership role is decisive in linking human and organisational needs by initiating and maintaining individuals' perceptions on interrelationships and work. McRel, Waters and Marzano (2005) in their study done in United States of America, emphasizes the principal's leadership role by saying that the principal is identified as the most influential person in enhancing a schools' organizational climate through his leadership. Schott (2008) in a study done in Small and Medium sized Entrepreneurs (SME) in Netherlands argues that organizational climate forms a link between human resource management and performance and determines employee's behaviour such as levels of stress, commitment, absenteeism and participation. Organizational climate, therefore, is related to the fulfillment of both tasks and people's needs. Secondary schools' principals should similarly provide articulate leadership which gear the school's towards the integration of both the organization and personal goals.

Haydon (2007) and Scherman (2005) explain how organizational climate is manifested in the realization of school's goals. Haydon observes that organizational climate is seen in measurable features such as school's intake, truancy and student's exclusions among others. Scherman in a study on the development of a

school climate instrument in Pretoria, South Africa, argues that organizational climate in a school is seen as the shared perceptions held by the principal, teachers, learners and parents about the physical, social and learning environments of the school. The perceptions are about school discipline and facilitation that enable it to achieve set objectives.

A leadership style that encourages positive climate ensures that employees are positively engaged towards the organization. Nasiri, Ebrahim and Harati (2011) in their study done in Iran on the relationship between organizational climate and leadership styles contend that the two are key variables affecting the productivity of employees. A mismatch between leadership style and positive organizational climate will lead to wastage of energy and talent for employees. Haydon (2007) makes reference to a similar study done in Jackson-Keller school in the United States where a new principal adopted a different leadership style resulting to a warm and friendly climate which had not been experienced before. Sybouts and Wendel (1994) argue that negative organization climate and poor results are experienced when individuals work under leadership which lacks team approach. Oyetunji (2006) in a study done in Botswana on relationship between leadership styles and school climate argues that the manner in which a head teacher creates a school climate through leadership makes individuals either satisfied or dissatisfied with their work.

Northhouse (2007) says various research studies define leadership in various ways but despite the multitude of these definitions by scholars, the concept of leadership can be defined as a process whereby an individual influences a group of individuals to achieve a common goal. According to Satimburwa (1998) leadership develops the group to satisfy individual needs and create outlets for individual experience to the benefit of both team and individual. Principal's leadership behavior should help to create a school that strives to achieve exceptional teaching and learning environment. School's organizational climate is defined as the atmosphere of the school, the attitudes and interactions of the principal, educators and learners (Scherman, 2005).

Satimburwa (1998) says that a style is the manner in which a practice is performed. Leadership styles may be referred to as the manner in which leadership is performed; therefore, a leadership style in a school is the ability to influence others to meet defined objectives set by the schools. Njoroge (2003) in a study on the difference between selected characteristics of principals and teachers perceptions of the organizational climate of public secondary schools in Nairobi Province contends that leadership has an impact on school climate. Griffin (1994) a former Director of Starehe Boys Centre similarly observed that appropriate leadership style creates among others a "happy atmosphere", skill and devotion of teachers, resulting in good performance. Interviews done by The Task Force on Education (2010) found that schools experience leadership challenges manifested in



underperformance in examinations, governance, and high staff turnover. Which were said to be caused by the prevailing leadership styles which may have affected the teaching and learning environment (Republic of Kenya, 2012).

Various studies have indentified different leadership styles .Kausmaully (2005) in a study on leadership styles of principals and school climate in Mauritius, makes reference to various leadership styles namely; transformational, authoritarian, participative, and laissez faire. Telford (2003), Kabui (2008) agree that transformational leadership is suitable in today's challenging and demanding educational climate of constant change. In a study carried out in Kirinyaga District, Kenya, Kabui notes that transformational leadership is about implementing new ideas by individuals who are flexible, adaptable and who improve others around them. A Secondary school principal with transformational leadership style is a leader who inspires his or her team with a shared vision of the future. The four leadership styles mentioned were found to have been studied by various scholars and were seen to be widely applied by principals in Nyahururu District and therefore the researcher made them the focus of this study.

Participative leaders are democratic in nature and support their groups in pursuance of tasks (Kausmaully, 2005). Employees who are allowed to participate in the decision-making process are likely to be more committed to those decisions as opposed to those exposed to autocratic leadership. Kasinga (2010) contends that autocratic leaders formulate policy alone, assign duties without consultation and

issue directives expecting people to follow them without questions consequently creating a negative organisational climate.

Kausmaully (2006) quoting Halpin and Craft (1963), observes that there are six types of climate ranging in a continuum from “open climate” which is most positive followed by “autonomous”, “controlled”, “familiar”, “paternal” and lastly “closed climate” which is least positive. Eshbach and Henderson (2010) argue in their study done in the United States of America that schools with open climates had principals who practiced transformational leadership which was found to institute change in schools. The leadership was strong, supportive and flexible making teachers display high levels of collegiality, professionalism and commitment. Closed climate was noted to be created by principals whose leadership was controlling, rigid, and unresponsive making teachers display apathy, frustration and suspicion towards authority.

Schools’ assessments reports contained in Nyahururu District Education Office of 2011, show some schools experienced under performance in KCSE examinations for three years where the schools’ mean score was at an average of 3.00.while the district mean score stood above 4.5. In separate cases, some schools recorded decline in enrolment as students transferred to neighbouring schools which enjoyed lesser facilities. The report cited poor leadership, resulting to poor examination results as the causes for under performance and transfers.

## **1.2 Statement of the problem**

Education takes place most effectively in an atmosphere of regard, respect and warmth within a school organizational structure. The maintenance of such an effective and efficient organizational structure is accomplished by the repeated social behavior of its members which affects its climate (Shailly, 2012). Upon deployment, a principal may establish or destroy a school climate which fosters productivity. In some cases, pupils begin to show better attitude towards school while the teachers become more hardworking. The impact of some newly deployed principals in Nyahururu district have been felt to the extent that there is improvement in students' achievements in their schools. In other situations, the opposite is the case. Oyetunji (2006) observes that in such schools stakeholders become grossly dissatisfied with the leadership and may initiate the transfer of the head teacher. Reports in the District Education office (2011) observed that where recommended leadership changes had been implemented in four secondary schools in the district, better teaching and learning environment was experienced. Thus this study sought to investigate and help us understand whether principals' leadership style stimulates prevailing climate in the schools.

## **1.3 Purpose of the study**

The purpose of the study was to investigate the influence of principals' leadership styles on schools' climate.

#### **1.4 Objectives of the study:**

The study was guided by the following objectives:

- i. To establish the influence of principals' participatory leadership style on organizational climate in secondary schools in Nyahururu district.
- ii. To determine the influence of principals' authoritarian leadership style on organizational climate in secondary schools in Nyahururu district.
- iii. To establish the influence of principals' free reign leadership style on organizational climate in secondary schools in Nyahururu district.
- iv. To determine the influence of principals' transformational leadership style on organizational climate in secondary schools in Nyahururu district.
- v. To determine which challenges principals encounter in creating a positive organizational climate in secondary schools in Nyahururu district.

#### **1.5 Research questions**

The study was guided by the following research questions:

- i. How do principals' authoritarian leadership style influence organisational climate in secondary schools in Nyahururu District?
- ii. What is the influence of principals' participatory leadership style on organisational climate in secondary schools in Nyahururu District?
- iii. What is the influence of principals' free-reign leadership style on organisational climate in secondary schools in Nyahururu District?

- iv. What is the influence of principals' transformational leadership style on organisational climate in secondary schools in Nyahururu District?
- v. Which challenges do principals encounter in creating a positive organisational climate in secondary schools in Nyahururu district?

### **1.6 Significance of the study**

The study may contribute towards the expansion of knowledge for education managers in terms of how leadership styles influence the school climate and consequently how to create positive school climate through the application of appropriate leadership styles. The study findings may also be valuable to the Teachers' Service Commission as it will help them grasp the enormity of low levels of commitment in the teaching force which in turn may assist the commission to try to stem teacher's turn-over. The study findings may further contribute to the pool of knowledge on teacher commitment which is vital for scholars and finally the it may come up with proposals that could be useful to policy makers in education.

### **1.7 Limitations of the study**

The generalization of the study findings was limited to schools in Nyahururu district. This means that the findings of the study may not be generalized to schools in the whole country. The methods of data collection was limited to questionnaires This helped the researcher to save on time and data collection expenses. The researcher ensured that the questionnaires covered as much information as possible.

### **1.8 Delimitation of the Study**

The study was carried out in Nyahururu District and the focus was public secondary schools. This is because their administration is to a large extent similar as they are guided by same management policies. The respondents were principals and teaching staff in the schools. The principals were targeted because their leadership styles were perceived to impact on the organization climate. Teachers were also targeted as they interacted with the school environment and were therefore considered to have information required for the study.

### **1.9 Basic assumptions of the Study**

The study held the following assumptions.

- i. The respondents were aware of different leadership styles and the concept of organizational climate.
- ii. Principals in public secondary schools strive to create positive school climate.

### **1.10 Definition of significant terms**

The following are definitions of significant terms as used in this study;

**Autonomous climate** refers to where teachers are given a good measure of freedom to operate in the school

**Controlled climate** refers to where the head teacher over emphasizes hard work without giving adequate time to social life.

**Closed climate** refers to the antithesis of the open climate characterized by lack of commitment and less productivity.

**Familiar climate** refers to a friendly atmosphere in a working environment which is to the expense of task accomplishment.

**Paternal climate** refers to the result of the principal who is detached and has impractical expectations of the teachers.

**Leadership style** refers to the manner in which the principals lead as manifested in their actions and behavior within a secondary school setting. The study seeks to explore participative, authoritative, free reign and transformational styles of leadership.

**Principal** refers to an individual deployed by the Teachers Service Commission to head a public secondary school. The Principal is also referred to as Head teacher as per the Code of Regulations for Teachers. (TSC, 2005)

**Principal's leadership style** refers to the pattern or way of doing things by the principal in pursuit of his or her duties in the school setting.

**Public secondary school** refers to an institution of learning, assisted through public funds and registered by the Ministry of Education, as a public secondary school.

**Organizational climate** refers to the personality of the school, which can be measured by perceptions, feelings and attitude of the individuals about their relationships and work in secondary school environment as shaped by the

prevailing leadership style. In this study organizational climate ranges from “open” ,“autonomous”, “controlled”, “familiar”, “paternal” and lastly ”closed”.

**Open climate** refers to a situation where the head teachers is open, highly supportive and less directive.

### **1.11 Organization of the study**

The study is organized in five chapters. Chapter one focuses on: introduction, problem statement, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study and definitions of significant terms and organization of the study. Chapter two covers review of literature through selected leadership styles which include participatory, authoritarian, free reign and transformational. In addition it covered the concept of school climate, challenges which principals encounter in creating positive school climate, summary of literature and the theoretical conceptual frameworks. Chapter three gave a description of the research design and methodology. It included target population, the sampling procedure, validity, reliability, data collection and administration of research instruments. In chapter four the details of data collected was given as well as its analysis and interpretation. Chapter five presented summary of the study and conclusions. It also offers recommendations and suggestions for further research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter explores the definitions and concepts of leadership, definition and concept of organizational climate in school setting, participative leadership style and organizational climate leadership styles and organizational climate, authoritarian leadership style and organizational climate, free reign leadership style and organizational climate, transformational leadership style and organizational climate, challenges principals face in creating positive organizational climate, summary of literature review, theoretical framework and conceptual framework.

#### **2.2 The concept of leadership.**

According to Satimburwa (1998) leadership is a means of developing a group to satisfy individual needs and create outlets for individual experience to the benefit of both team and individual. Leadership therefore helps in achieving organizational goals and is seen as a process where, upon contact, humans influence each other's behavior. Northouse (2007) says research studies define leadership in various ways but despite the multitude of these definitions by scholars, the concept of leadership can be defined as a process whereby an individual influences a group of individuals to achieve a common goal. From the foregoing, leadership can be considered to be the personal qualities, behaviors, styles and decisions adopted by the leader in order to influence group performance.

Leadership is the result of many simultaneously interacting forces, which all have to be integrated by the leader in order to lead behavioral changes in his/her subordinates and the achievement of a predetermined outcome. It can thus be stated that the majority of tasks performed by a leader involve interaction with subordinates and that it is therefore essential for every leader to develop a particular approach (or style) to lead in order to become efficient.

### **2.3 The concept of organizational climate in school setting**

Organizations represent the most complex social structure known today because of their dynamic nature. Employees are key players in organizations, and it is through their involvement and commitment that organizations become competitive. The relationship between the organizations and people is however interdependent in nature (Kerego & Mthupha, 1997), and both parties may impact on one another's ability to achieve positive results. Extensive research proved that job satisfaction doesn't happen in isolation, but it depends on organizational variables such as structure, size, pay (Zagenczyk & Murrel, 2009), working conditions and leadership (Dimitriades 2007) which constitute organizational climate.

Common to all organizations, be it formal or informal, service or industrial, is the presence of a leader. The leader works through a group or groups to achieve organizational goals. To arrive at these goals, the leaders adopt one leadership style or another. Whatever leadership style (be it autocratic, democratic /participative, or laissez-faire) that is adopted will determine the sort of cooperation and relationship

that will exist between the leaders and their subordinates (Starrat, 2001). When an employee is hired by management to assist in the predetermined organizational goals, he comes to the organization with his own personal goals, aspirations, biases and preferences and therefore there is need to cultivate harmony through appropriate leadership.

Each employee is concerned about his roles and commitment. It is the commitment of the organization to the employees and the function of the leader that marry employee's goals with that of the organization for harmonious co-existence. To accomplish this, the managers have to lead and direct effectively and efficiently. Enns (2005) is of the view that manager's behaviors which were perceived as directive and restrictive correlated more with organizational climate and job involvement. Organizational climate also enhanced workers' performance, and the more zealous a worker is, the more is his effectiveness in the production. Organizational climate refers to the consensus of member perceptions about how a particular organization and/or its subsystems deal with its members and its external environment because the concept of organizational climate is based on individual perceptions.

Srivasta (1994) studied a group of executives and supervisors and reported that overall organizational climate is positively related with job involvement. Eicher,

Brody and Fortinsky (1991) explored the effects of organizational climate on job satisfaction and they reported that those who scored high on organizational climate applied appropriate leadership styles at for organizational goal achievement.

It is possible that the complexity of the concept of organizational climate includes precise measurement of the present situation in an organisation. Nevertheless, it does seem to be a useful concept for achieving a better understanding of the behavior of people in organizations. Research suggests that climate is indeed a factor that influences employees' behavior and attitude, and substantial agreement has been found among employees as to the nature of any particular organization's climate (James, Joyce & Slocum, 1988).

The concepts of leadership, employee involvement, organizational climate and job satisfaction are very important factors in the life and survival of any organization. This is because the performance of an organization depends on the behavior and attitude of its workforce towards their assigned duties and the abilities of leaders to manage and retain its productive workers (Srivasta, 1994). An organization may have adequate planning, organizing and controlling procedure but may not survive because of poor leadership. Ineffective leadership account for most of the organizational failures, and this is a serious obstacle to organizational development. Human resources which encompass the entire workforce are important factor in the life of organizations. However, a major concern to management in organizations is

the negative attitude of employees towards work. A worker who is dissatisfied may develop negative attitude towards his/her work with characteristics behavioural manifestations such as low job involvement, absenteeism and intention to leave the organization (James, Joyce & Slocum, 1988).

The term organizational climate was introduced in 1939 following a study of children's school clubs by Lewin, Lippitt and White (1939). They characterized leadership within the clubs as corresponding to one of three styles (autocratic, democratic, or laissez faire). These styles determined the social climate within the clubs, which led in turn to particular behavior styles displayed by the boys. Schneider (1975), defined organizational climate as a mutually agreed internal environmental description of an organization's practices and procedures. Tagiuri (1968) defines organizational climate as a relatively enduring quality of the internal environment that is experienced by the members, which influences their behavior and can describe in terms of values of a particular set of characteristics of the organization.

Forhand and Glilmer (1964) state that organizational climate is the set of characteristics that describe an organization and that they distinguish one organization from other organizations , are relatively enduring over time and influence the behavior of the people working in that organisation. In order to promote a real human resource development climate in any organization, it is

imperative to have the prevalence of general supportive climate not only by the support and commitment of the top management, line management but immensely good supportive personnel policies and positive attitudes which are equally important towards such development. The general climate therefore, is a combination of a support from all the concerned quarters ; from the management people working in different levels, good supportive personnel policies and practices as well as the positive attitudes towards the development of the people vis-a-vis their organization (Rao, 2001).

An organizational climate that encourages employee involvement and empowerment in decision-making predicts the financial success of the organization (Denison, 1996). Schneider (1996) was of the opinion that service and performance climates predict customer satisfaction. Patterson, Warr, & West (2004) found that manufacturing organizations that emphasized a positive organizational climate, specifically concern for employee well-being, flexibility, learning, and performance, showed more productivity than those that emphasized these to a lesser degree. Ekvall (1996) found a positive relationship between climates emphasizing creativity and innovation and their profits. Leadership which emphasises on learning and skill development was significantly related to organizational performance

Thompson (1996) described how companies utilizing progressive human resource practices impacting climate such as customer commitment, communication, empowerment, innovation, rewards and recognition, community involvement performed better than organizations with less progressive practices. Organizational success depends upon the organizational climate. Lewin, Lippitt and White (1939) argued that different leadership styles affect organizational climate. Productivity of employees increase under both authoritarian and democratic leadership style but employees feel more comfortable in democratic style of leadership. Schott (2008), on a study on the influence of organizational climate on behavior done in Netherlands defines organizational climate as the employees perception of what the organization is like in terms of practices, policies, procedures, routines, expected behaviour and rewards. Gray (2001) summed up organizational climate as: “what it feels like to work here”.

Mc Rel, Waters and Marzano (2005) argue that organization climate in a school is based upon an atmosphere distinguished by the social and professional interactions of the individuals and teams in a school. Poorly interacting individuals and teams in a workplace are said to be characterized by a negative climate of blame, defensiveness and lack of ability to deal with conflict. Kausmaully (2006), quoting Halpin and Craft (1963), says there are six types of climate ranging in a continuum from “open climate” which is most positive to ”closed climate” which is least positive. These types are as follows;

Open climate, is energetic, lively and dependent on clearly defined goals. It provides friendly relations. In a school, the head teacher is open, highly supportive, gives staff autonomy (has low directiveness), and does not disrupt teachers instructional responsibilities (has low hindrance). Such a head teacher applies participatory or and transformational leadership style. Autonomous climate is where leadership emerges from the group (Njoroge, 2003). The teachers are given a good measure of freedom to operate in the school. The head teacher builds enthusiasm which makes teachers and learners happy. Teachers have great desire to work and pupils are highly motivated to learn. Controlled climate is a result of the autocratic principal who does not model commitment but over emphasizes hard work without giving adequate time to social life. Teachers are committed to work and spend considerable time on paper work, (Oyentunji, 2006). The head teacher uses a direct approach and keeps distance from teachers, pupils and parents in order to avoid familiarity.

Familiar climate allows a friendly, laissez-faire atmosphere in the expense of task accomplishment. Teachers lack commitment and some may resent the way the head teacher runs the school. Njoroge (2003), adds that the head teacher applies free reign leadership style which does little to control the staff. Paternal climate is as a result of the principal who is aloof and has impractical expectations of the teachers. Njoroge (2003) argues that teachers maintain distance from the head teachers and at times they seek to buy their royalty and commitment in return for favours. Njoroge



argues that autocratic principals are likely to create a paternal climate. Closed Climate is the antithesis of the open climate. The climate is manifested by lack of commitment and unproductivity. Teachers are highly disengaged from their tasks, have social tension, are intolerant and divided. This is a characteristic of autocratic leadership where the head teacher stresses routine, trivial and unnecessary paper work to which teachers minimally respond (Oyentunji,2006).

Kausmaully (2006) describes the concept and measurement of organizational climate developed from a study of schools by Halpin and Craft (1963) through teachers' behaviours. The first two behaviours which may be found in schools with open climate were "intimacy", whereby teachers enjoyed friendly relations in school and "esprit" a situation where teachers' have high morale out of both task and social needs. In schools where the organizational climate may be closed, teachers experience "hindrance", a feeling that the principal burdens them with routine work, and "disengagement", an indicator of teacher's lack of commitment to school work.

#### **2.4 Participative leadership style and organizational climate**

Participative leadership involves consulting with subordinates and the evaluation of their opinions and suggestions before the manager makes the decision (Mullins, 2005). Participative leadership is associated with consensus, consultation, delegation, and involvement (Bass, 1981). Results revealed that employees who

perceive their managers as adopting consultative or participative leadership behavior are more committed to their organizations, more satisfied with their jobs and higher in their performance (Yousef, 2000). Because of the consultative nature of participative leadership, it has the potential to enhance the dissemination of organizational and managerial values to employees.

Employees who work for a participative leader tend to exhibit greater involvement, commitment, and loyalty than employees who work under a directive leader (Bass 1981). Consequently employees who are allowed to participate in the decision-making process are likely to be more committed to those decisions. Since, frontline employees in bank industry are often more cognizant of customer needs than are managers, given the employees' direct contact with customer, management must allow employees to participate in the decision-making process. Participative leadership's ability to raise the commitment, involvement, and loyalty among employees should be attractive to a manager wishing to promulgate his or her commitment to service quality to employees.

Participative leadership has been named differently by different authors. Some synonyms are consensual, collaborative, consultative, democratic and leadership of trust. Safa and Dolatabadi (2010) in a study on the effects of directive and participative leadership style in employees carried in Iran, argued that participative leadership has a positive effect on commitment, shared values and employees role

clarity. Gann (1998) argues in support of consultative leadership in a study done by Her Majesty's Inspectors (1977) in Britain. Studies were done in ten schools considered as good performers which were found to emphasize on consultation, teamwork and participation. Consultative leadership encourages articulation of views, creates intimacy and morale towards work and consequently a positive climate.

In participative leadership, the leader has complete confidence and trust in the employees. Thus, the workers are involved in the management of the organization. The workers are highly motivated by their involvement in the setting of goals, improving methods and appraising progress toward goals. There is good employee-management relationship and the workers see themselves as part of the organization by exhibiting a high degree of responsibility and commitment (Hersey, Blanchard & Dewey, 2008). The term leadership empowerment behavior has also been linked to a participative leadership style. This behavior consists of six sub-dimensions, labeled delegation of authority; accountability for outcomes; self-directed decision-making; information sharing; skill development and coaching for innovative performance (Konczak, Stelly and Trusty, 2000). In the absence of such leadership which is participative in nature workers may experience. Poor climate which can lead to staff disengagement, increased turnover intentions. A more empowering work climate will be associated with lower turnover intentions. A more demoralizing work climate will be associated with higher turnover intentions.

Leadership and organizational climate are important factors associated with turnover intentions and actual turnover.( Arons, Sommerfield & Willging, 2011)

Participative leaders support their groups and encourage staff autonomy, are flexible and adaptable to situations. Sybouts and Wendel (1994) supports this by arguing that in a school setting, principals should meet with students, parents and other members of the school community as often as necessary to review rules and procedures for their relevance, to the school's climate. This style would encourage "open" or "autonomous" climate where teachers feel motivated towards their school (Oyetunji, 2006). Grey (2001) furthers argues that participative leadership style allows for maximization of individual contributions and hence result in the development of a healthy and supportive organization climate.

Goleman (2000) adds that through participatory leadership, loyalty is created by creating harmony and leaders striving to keep subordinates happy. Communication is good (both the downward and upward communication), ideas and inspiration are being shared. People trust each other and have the freedom to do their job in the way they think is most effective. Positive feedback is given regularly with positive motivating words. This leadership style encourages good interpersonal relationship in the organization, which encourages positive organization climate. Goleman (2000) points out that participative leadership styles has its drawbacks which at times impacts on its influence on organizational climate. One of its more exasperating consequences is endless meetings where ideas are mulled over,

consensus remains elusive, and only visible result is scheduling more meetings. Some democratic leaders use the style to put off making crucial decisions, hoping that with time individuals in an organization will feel worn out and accept issues as they are this may escalate conflicts.

Goleman, Boyatzis and Mckee (2002) observes that participatory leadership has a positive impact on climate because it recognizes workers as people and therefore offers emotional support when things go tough in their private lives. This builds tremendous devotion of the staff towards the leaders. Paisey (2002) assert that successful schools are those whose management emphasizes consultation, teamwork and participation. According to him, the focus is usually on unit, in a situation where some staff members do not agree with the policies and practices which have been accepted by a good percentage of their colleagues, they usually give their support. In other words, consultation, teamwork and participation are the key common characteristics of positive climate and consequently successful schools.

### **2.5 Authoritarian leadership style and organizational climate.**

Hersey and Blanchard (1993) portray authoritarian leaders as leaders who demands compliance with orders without explaining the reason behind them. He/she uses threats and punishment to instill fear in the employees, sets goals for the school and his/her decisions are accepted without questioning. The leader does not have confidence in his subordinates. As a result, they are monitored at all times, and

he/she focuses on followers' mistakes rather than what they did well. Employee-management interaction is limited and it is characterized with fear and mistrust. The leader often criticizes the staff and never praise them.

Hersey and Blanchard (1993) concur that even though the leader is authoritative, he/she allows a rare participation by the staff in decision making. The leader makes the bulk of the decisions, but the subordinates are allowed to make decisions only within a prescribed framework. Rewards or punishment are used to motivate the workers and employee-management interaction is characterized with fear.

Goleman (2000) asserts that authoritarian leadership style creates a negative organization climate as flexibility is hampered. The leader's extreme top-down decision making style inhibits any new ideas by subordinates. Subordinates feel disrespected, their sense of responsibility evaporates and they are unable to function on their own initiative. Goleman (2000) however, recognizes that authoritative leadership also maximizes commitment to the organization's goals and strategy. By framing the individual tasks within the grand vision, the authoritative leader defines standards that revolve around that vision. This style can work well in a business that is a drift. When the leader tries to be overbearing, he/she can undermine the egalitarian spirit of an effective team and hence compromise positive organization climate. Kasinga (2010) contends that authoritarian leaders formulate policy alone, assign duties without consultation and issue directives expecting people to follow promptly which creates a negative

climate. Under authoritative leadership in school, teachers and pupils spend considerable time on paper work but are given little time for co-curricular activities (Oyentunji, 2006). The principal keeps distance from teachers who feel disengaged from their work. Such leadership may create a “controlled” or “paternal” climate in a school since it emphasizes hard work without giving adequate time to social life. Such leaders fail to display trust tend to set negative tendencies for organizational climates as their employees struggle to fit in the organization (Northouse, 2010).

Findings by Goleman, Boyatzis and Mckee (2002) indicate that the authoritative leadership style is the least effective in most situations, because followers become emotionally cold from intimidation and therefore, the climate is affected negatively. However, these scholars suggest that the style is effective during emergency or when dealing with problem employees; otherwise, it should not be used in isolation, but should be used with other styles in the interest of building commitment.

## **2.6 Free reign leadership style and organizational climate**

Wallace and Hole (2005) refer to this leadership style as “non-leadership” and “hands-off approach” where leaders are seen to abdicate responsibility, ignore follower’s feedback and fail to meet followers’ needs. Sybout and Wendel (1994) support this by saying leaders fail to provide leadership and discharge of

responsibilities. This results in a climate that is life with uncertainty, ambiguity and lack of direction.

In free-rein leadership, the leader gives minimum guidance. Leaders using this style remain in the background and seldom express an opinion or work with organization members. Members have almost complete freedom, operate with a minimum of rules, and often serve as leaders in making decisions that guide the organization. This approach indicates that the leader loses power base very fast and is out of touch with the workers. Sarros and Santora (2001) indicate that free-rein leadership reflects a lazy and sometimes non-committed attitude among executives. It damages the organizational goodwill and frustrates hard working executives who “do not walk the talk”. Greenberg and Baron (2003) pointed out that if there’s anything that will prevent a company from optimizing its bottom line, it is a free-rein management style, which is a propensity among company managers to avoid too much interference in employee behavior. All employees need leadership.

Greenberg and Baron (2003) further indicates that the laissez-faire leader is inactive, rather than reactive or proactive. He or she does not provide clear boundary conditions; may work alongside subordinates or withdraw into paperwork; and avoids, rather than shares, the process of decision-making. Under this type of leadership, the subordinates do not feel free to carry out their jobs as



they see fit; instead, they feel uncertain about their own authority, responsibilities, and duties.

In laissez faire style, explicit goals are rarely set and problems are settled adhoc by whoever is on hand. This style may be effective with well-motivated, committed and experienced employees for it offers them a climate where compassion and social needs are satisfied while balancing it with task achievement. Njoroge (2003) argues that free reign in a school context is where leadership emerges from the group as the principal has low directiveness allowing for a” laissez-faire” or “familiar” climate in the expense of task accomplishment. In such a climate though teachers are accessible by both pupils and parents, teaching and learning is not taken seriously (Oyentunji, 2006).

Baumgartel [1957] cited in Frischer (2006) studied authoritarian, laissez-faire, and empowering patterns of leadership behavior. Group members under laissez-faire leadership reported more isolation from the leader and less empowerment in decision making than did those under directive leadership. The results suggested that laissez-faire leadership contributed to low cohesiveness of the group and this has negative impact on the organization climate. MacDonald's (1967), cited by Frscher (2006), study of three styles of leadership (laissez-faire, autocratic, and democratic) found that laissez-faire leadership was associated with the highest rates of truancy and delinquency and with the slowest modifications in performance. The consensus seems to state a disassociation of laissez-faire leadership with leadership

in general since it enhances unproductive attitudes and disempowerment of subordinates, hence affecting the overall climate negatively.

According to Oyentunji (2006), Laissez-faire leadership brings about a familiar climate which negatively affects the performance of the school. The head teacher is concerned about maintaining friendly atmosphere at the expense of task accomplishment. Thus, a considerable percentage

of teachers are not committed to their primary assignment. Some who are committed resent the way the head teacher runs the school: they do not share same views with the head teacher.

## **2.7 Transformational leadership style and organizational climate**

Burns (1978) defines transformational leadership by arguing that its where a leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower .Leaders develop a relationship of mutual stimulation and elevation that converts followers into leaders. Thus transformational leadership can be viewed as relational and reciprocal. In his opinion transformational leaders motivate their followers to achieve the highest possible level of need satisfaction, the self-actualization. The values of transformational leaders are focused on collective welfare and equality, change orientation and moral values.

Yukl (1998) gives the following statement about transformational leadership: “ The leader transforms and motivates followers by making them more aware of the importance of task outcomes , inducing them to transcend their own self-interests for the sake of the organization, and activating their higher-order needs. Cunningham and Cordeiro (2000) describe transformational leaders as visionary, change agent and skilful in dealing with complex issues, such as developing staff, mapping new directions, mobilizing resources, supporting employees, and responding to work-related challenges.

Bass and Seltzer (1990) proposes four types of transformational behaviour. The first transformational behavior is individualized consideration where the leaders always treat followers as distinct individuals by supporting them and focusing on their development. The second one is intellectual stimulation where the leaders provide ways for followers to become more creative and innovative in dealing with problems. Inspiration motivation is the third behavior where the leaders use words and symbols to articulate both a vision and the way to achieve this vision. The final behavior is the idealized influence where the leader provides the followers with an ideal role model of unusual abilities and determination with which they can identify.

Telford (2003) in reference to studies done in Melbourne and Australia notes that schools are subject to change which calls for the development of a climate focused on improvement not maintenance. Anderson (2008) argues that transformative

leadership cultivates inclusion of diversity that transforms schools. The transformative leader encourages an “autonomous” climate where followers are empowered to exploit their capacity and to reach beyond their self-interest for the success of the organization (Wallace & Hole (2005). Bolden, Gosling & Marturano (2003) said transformational leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leader into moral agents. Teachers working under transformative principals have high levels of positive interrelationships and morale for their work.

Kibui (2008) refers to five dimensions of transformative leadership related to schools. These are “technical leadership” which involves sound management, “education leadership” where the principal demonstrates expert knowledge, “human leadership” which enhances interpersonal potentials, “symbolic leadership” which involves modeling of behaviors and “cultural leadership” which strengthens values and beliefs. These dimensions make the head teacher highly supportive, open and accessible which stimulates the creation of an open climate in a school consequently. Transformational leadership reduces turnover intentions and turnover by promoting a more empowering climate and a less demoralizing climate.

Cunningham and Cordeiro (2000) believe that transformational leaders create incentives for followers to continuously improve their work practices. In view of this, a climate that is conducive to effective teaching and learning is created.

Wilmore and Thomas (2001) argues that transformational leadership provides direction for the school because transformational leaders are perceived to be educational reformers or agents of positive change in schools. Cunningham and Cordeiro (2000) hold that the key goal of transformational leadership is to help teachers build and sustain a collaborative and work-oriented culture, to foster staff development and to help teachers to tackle problems together more effectively. Thus, it appears that transformational leaders give direction to staff and coordinate the work performed by different units in the school, develop a work-oriented school climate, and are given to the desire to continuously improve their work processes.

According to Aswegen and Engelbretch (2009), transformational leadership behavior is important in achieving an ethical climate in an organization management and leaders are responsible for setting the organization's ethics and norms. These ethics and norms then regulate the conduct of employees. Work climate characterized by ethical behavior, can thus be a result of these management inputs. The transformative leaders are viewed positively and hence are successful in instituting ethics and norms that helps in creation of positive organization climate. On the whole, transformative leadership tends to be more effective and satisfying than other leadership styles. The transformative leaders are rated high in behaviours such as higher perceived levels of mission, adaptability, involvement and constituency in the organization.

Goleman (2000) further states that leaders in transformative leadership help subordinates identify their unique strengths and weaknesses. The focus is primarily on personal development. Employees feel free to experiment. Constant feedback is given for improvement. People know what is expected of them and where it fits in the larger vision of the organization. If transformational leadership is appropriately practiced, then there is the potential to transform the negative climate to a positive one schools. Cheng and Chan (2000) recognize transformational leadership as a pivotal force for activating positive organization climate in the schools. The principal fosters staff and students productivity and creativity and hence help develop responsibility and self-management in the schools.

### **2.8 Challenges principals face in creating positive organizational climate**

Scherman (2005) contends that schools are faced with many challenges in providing positive learning and teaching environment which range from human factors to lack of adequate infrastructure. Kasinga (2010) argues that some principals may lack the requisite leadership skills as they are appointed without being given training in human relations, conceptual and technical skills as discussed under transformational leadership .Principals' lack of knowledge may hinder the creation of open climate where the principal lacks capacity to support and act as a role model.

Poor school facilities (lack of basic teaching materials, and absence of sufficient equipment for laboratories) and inadequate infrastructure also seem to add to the woes of the unmotivated teachers which impacts negatively on school climate (Mbwiria 2006). UNESCO (2010) report agrees that poor sanitation and lack of learning materials are factors that negatively influence the teaching and learning process for it does not encourage learner friendly school environment. The Task Force on Education (2010) further says that school productivity is hampered by ranking of schools. Ranking demotivates both teachers and learners when their school trails others impacting negatively on school climate. The KEMACA report (2008), says that school head teachers are faced with a serious problems of understaffing therefore teachers on duty lack adequate preparation and feel overworked giving little time to social life. Oyetunji(2006) notes that such an environment encourages a controlled climate.

## **2.9 Summary of literature review**

From the discussions on the concepts of leadership and climate, school climate is seen as interplay of the behavior of the teacher, principal, learners and parents. Regarding all the leadership styles, participative leaders for example, build commitment by encouraging participation and encourages valuing others. Authoritarian leaders make decisions independently with little or no input from the rest of the group. The leaders uphold stringent control over their followers. Kasinga (2010) contends that such leaders are likely to create a school environment which

results to a controlled climate. Transformational leadership is said to encourage both open and autonomous climate which creates a conducive climate in teaching.

Review of the literature reveals that climate differs from school to school. While some schools bubble with life and all activities are directed toward the achievement of school goals and objectives others may lack direction with regard to the fulfillment of their mission. Although, teachers and pupils' behaviour contribute to the kind of climate in a school, the head teacher's leadership behaviour is found to be the one of the determinants of the climate that that exists in a school. The leadership prevailing hinders or fosters positive climate. Positive school climate thrives when the head teacher knows how school leadership works; when they realize that direct leadership is not the answer, but the use of the alternatives that are effective in linking people together and to their responsibilities (Mbwiria, 2006). It is from this perspective that the study seeks to determine the influence of various leadership styles on school climate in Nyahururu district.

### **2.10 Theoretical framework**

The study used Douglas MacGregor's theory X and theory Y (Aswathappa, 2005). Leaders applying theory X assume employees dislike work and only function in highly controlled environment and that the workers are highly directed and controlled through rules and threats. High directiveness results to a controlled or paternal climate. Theory Y assumes that employees accept responsibility, deserve



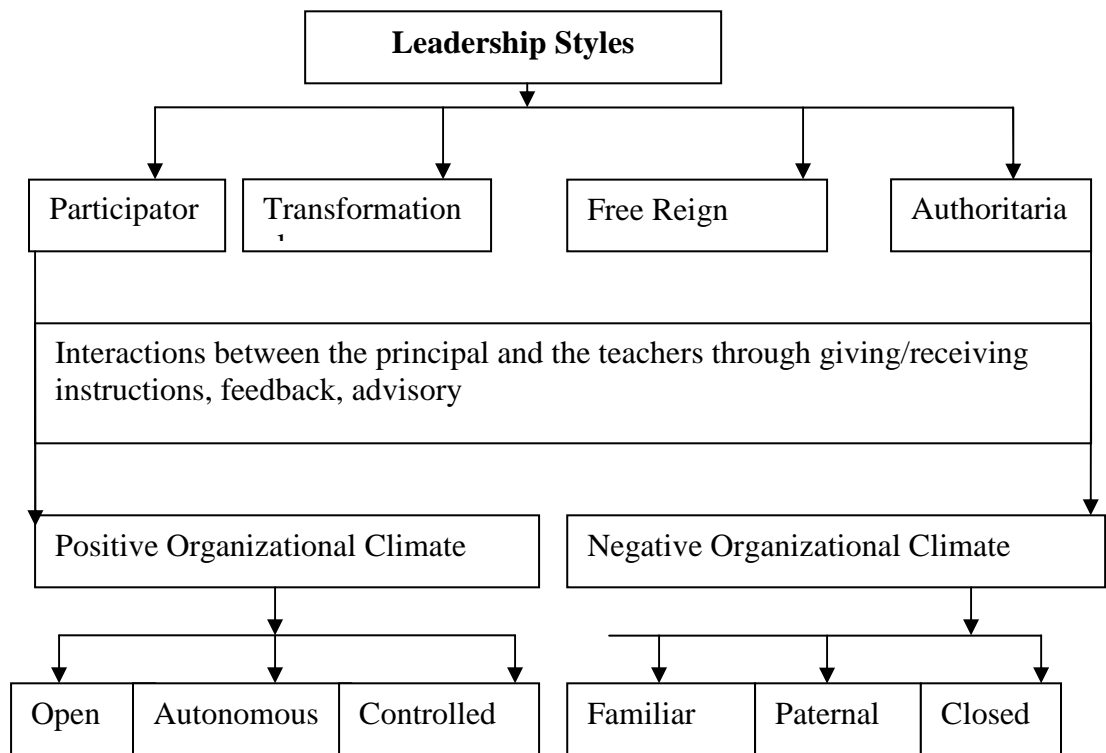
autonomy and work towards organizational goals and that strict control is not necessary if the work environment is satisfying. Such organization has applies participatory or transformational leadership style. Teachers in such a school experience open and autonomous climate for they would have a window to express themselves.

Principals applying theory X generally use autocratic style of leadership where they delegate less , apply strict rules and regulations, rigidly control what happens in the school environment and emphasize on high production in expense of human needs. Principals applying theory Y, would use democratic or transformative leadership both which encourage participation and delegation of duties with formal and informal communication from all directions to enhance regular feedback, (Telford,2003). Principals subscribing to theory Y create an open and autonomous school climate, by encouraging an open door policy.

## 2.11 Conceptual framework

The conceptual framework below shows the relationship between the variables of the study. The independent variable for the study was leadership style while the dependent variables were the dependent variables.

**Figure 1: The relationship between principals’ leadership style and school organisational climate.**



The conceptual framework explores how independent variables which are the leadership styles impact on the dependent variable which is the school climate. The principal interacts with teachers, learners and the community in the discharge of various leadership roles. The principal in applying the appropriate leadership style achieves a positive school climate while use of inappropriate style may result to a

negative climate. All the four different leadership styles have different influence on the school climate. It is this influence that this study sought to establish. Participative and transformative styles are likely to encourage open and autonomous climate which are positive in nature, free-reign style would tend to encourage a familiar climate while an autocratic style is likely to create a controlled, paternalistic or closed school climate which are negative in nature. The six types of climate are in a continuum ranging from open climate which is most positive to closed climate which is least positive (most negative climate).

## **RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter focuses on research methodology which includes research design, target population, sample size and sampling procedures, research instruments, instruments validity, instruments reliability, data collection procedures and data analysis techniques.

### **3.2 Research design**

The study employed a descriptive survey design. The design is concerned with conditions or relationships that prevail where the researcher does not manipulate the variables but determines and reports the way things are (Best & Kahn, 2003). The researcher employed the design as it enabled gathering of data on a large number of respondents on their behaviours, attitudes and opinions. The design allowed principals to give a response on their leadership behaviours and the teachers were in a position to express their attitude, responses and opinion on such leadership behaviours as they occur.

### **3.3 Target population**

Target population is defined as the whole population which a researcher wishes to generalize the results of the research study on (Mugenda & Mugenda, 1999). The target population for the study was 24 principals, and 449 teachers in 24 secondary

schools in Nyahururu District (Nyahururu district Education Office, 2012). The total targeted population was 473 respondents.

### **3.4 Sample size and sampling procedure**

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). Since all the 24 schools are targeted for the study it was necessary to collect responses from all the head teachers since their total number is low and they are the subjects of the study. Stratified sampling technique was used to categorize the respondents into two: principals and teachers. Both simple random and purposive sampling techniques were used to sample the respondents for the study. Purposive sampling technique was therefore used to sample the principals because they were the major population targeted by the study. Simple random sampling technique on the other hand was used to sample teachers as it gave equal chances for the teachers to be sampled for the study. Out of the target population of 473 respondents, 84 respondents was selected for the study constituting 17.75 percent of the targeted respondents. According to Gay (1992), the minimum acceptable sample survey is between 10 percent and 20 percent of a small population of a study. The researcher therefore considered 17.75 percent to be representative enough for the study. Sampling was done as presented in Table 3.1.

**Table 3.1**

**Sample size and sample percentage**

<b>Respondents</b>	<b>Target population</b>	<b>Sample size</b>	<b>Percent</b>
Principals	24	24	100
Teachers	449	60	13.7

**3.5 Research instruments**

Research instruments are used to collect information about a population. The researcher developed questionnaires which were used to collect from the respondents. Questionnaires were used questionnaires because they are easy to administer to a large population. They consisted of close ended questions which were easy for the researcher to analyze and open ended questions which gave respondents a wider range of giving personal responses. The principals' questionnaire consisted of three sections; background, leadership styles and challenges in creating a positive school climate while the teachers' questionnaire consisted of four sections; background, school climate, leadership styles and challenges in creating positive school climate.

**3.6 Instruments validity**

Best and Kahn (2003) define validity as the quality of a data-gathering instrument so as to enable it to measure what it is supposed to measure. As such, the researcher sought expert judgment from the university supervisors in order to help improve

content validity of the instrument. Items that may either be unclear or open to misinterpretation were rephrased accordingly with the assistance of the supervisors. In addition, utmost care was taken to ensure that the items address objectives of the study.

### **3.7 Instruments reliability**

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. The researcher used the test- retest technique through piloting the instruments to test the reliability of the questionnaires (Mugenda and Mugenda, 2003). In order to improve the reliability of the instrument, the researcher, with the help of the supervisor, critically assessed the consistency of the responses on the piloted instruments. Piloting was done in the neighboring Nyandarua North district where 2 principals, 6 teachers of two pilot schools were selected. The pilot questionnaires were administered twice to the same group within a time span of two weeks.

### **3.8 Data collection procedures**

The researcher obtained an introduction letter from The University of Nairobi, a research permit from the National Council of Science and Technology (NCST) and subsequently visits the District Commissioner and District Education Officer, Nyahururu District for notification. An appointment was booked with the principals

to ensure the availability of respondents. Questionnaires was delivered personally by the researcher and then collected as agreed within reasonable period.

### **3.9 Data analysis techniques**

Data collected from the field was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 17.0 for windows. This helped to process and analyze the same in order to answer the research questions. This was done through descriptive statistics by use of tables, percentages, graphs and charts. To determine the frequency of each response, the number of respondents expressing the same opinion was converted to percentages then generalized into categories, themes and patterns.

Likert scale was used to test on the degree of agreement by the respondents on particular variables of the study (Mugenda & Mugenda, 2003). The scale is commonly used in survey research because it is able to measure respondent's attitudes by asking the extent to which they agree or disagree with a particular question or statement. The demographic data was analyzed using intervals. Content analysis was used to analyze the open ended questions.



## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the findings of the study by focusing on the response rate, general information of the respondents and finally the influence of various leadership styles on organizational climate in schools. The purpose of this study was to establish the relationship between principals' leadership style and school organizational climate. The chapter seeks to answer the following questions: how do principals' participatory leadership style influence organizational climate in secondary schools in Nyahururu district?, what is the influence of principals' authoritarian leadership style on organizational climate in secondary schools in Nyahururu district?, what is the influence of principals' free-reign leadership style on organizational climate in secondary schools in Nyahururu district?, what is the influence of principals' transformational leadership style on organisational climate in secondary schools in Nyahururu district? and finally which challenges do principals encounter in creating a positive organizational climate in secondary schools in Nyahururu district?

#### **4.2 Response rate**

Out of the targeted 84 respondents (24 principals and 60 teachers), 68 responded (20 principals and 48 teachers), giving a response rate of 81 percent. The number returned was deemed adequate for the purpose of analysis (Ogula, 1998).

### 4.3 General information of the respondents

This section contains general information of the respondents. It includes gender, age, academic qualification and length of stay in current school. This information was to assist the researcher in ensuring equity while sampling respondents in terms of gender and also inform whether the respondents were experienced and also academically qualified to respond to the questionnaires.

#### 4.3.1. Distribution of respondents by gender

To find out the gender of the respondents, they were asked to indicate their gender. The findings are presented in the Table 4.1.

**Table 4.1**  
**Distribution of respondents by gender**

Gender	Teachers		Principals	
	Frequency	Percentage	Frequency	Percentage
Male	21	44	13	65
Female	27	56	7	35
<b>Total</b>	<b>48</b>	<b>100</b>	<b>20</b>	<b>100</b>

Table 4.1 shows that out that there were more female teachers than male teachers in secondary schools. However, female respondents were underrepresented in leadership positions in the schools studied. From the findings it can be deduced that most of the principals were male. The researcher initially intended to realize equity

in responses in regard to gender but this could not be so as most of the respondents in leadership positions were male.

#### 4.3.2 Distribution of the respondents by age

To determine the age brackets of the respondents, principals and teachers were first asked to indicate their age bracket. The findings of the study are as presented in Table 4.2.

**Table 4.2**  
**Distribution of the respondents by age**

	Teachers		Principals	
	Frequency	Percent	Frequency	Percentage
31-35 years	9	19	0	0
36-40 years	3	6	0	0
41-45 Years	18	38	8	40
46-50 Years	10	21	9	45
Over 50 years	8	16	3	15
<b>Total</b>	<b>48</b>	<b>100</b>	<b>20</b>	<b>100</b>

Table 4.2 revealed that all the principals (100 percent) and 75 percent of teachers were above 40 years. This is an indication of knowledge and exposure in the educational field thus they could be perceived to have information of the effect of principal's leadership styles on school climate. In relating age and leadership

success, Warr (2001) suggest that leader age and leadership success may be or may not be related per se, which would be similar to the relationship between age and the type of leadership employed by the principals.

#### 4.3.3. Distribution of the respondents by academic qualifications

To establish the academic qualifications of the respondents, teachers and principals were asked to indicate their level of education. The findings are as presented in the Table 4.3.

**Table 4.3**

**Distribution by academic qualifications**

Academic : qualification	Teachers		Principals	
	frequency	Percentage	frequency	Percentage
Diploma	6	12	3	15
BA/BSC with PGDE	3	6	3	15
Bed	27	56	10	50
Masters	12	25	4	20
<b>Total</b>	<b>48</b>	<b>100</b>	<b>20</b>	<b>100</b>

Table 4.3 shows that most teachers and principals in the district were professionally qualified whereby over 50 per cent of all respondents held a minimum of Bachelor of Education degree. The results may imply that most of the respondents in the area were professionally qualified for their positions and academically qualified to respond adequately to the questionnaires.

#### 4.3.4 Distribution of the respondents by years of service

On the distribution of the respondents by duration of services, the principals and teachers were asked to indicate the period for which they had served in their respective stations. The findings are as presented in the table 4.4

**Table 4.4**  
**Distribution of the respondents by years of service**

Duration of Service	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
2-5 years	6	30	9	19
6-10 Years	11	55	18	38
11 -15 years	3	15	21	44
<b>Total</b>	<b>20</b>	<b>100</b>	<b>48</b>	<b>100</b>

Table 4.4 revealed that most of the principals and teachers in Nyahururu district had a lengthy stay in the current school of over 5 years. This may imply that they had a wide knowledge of issues under study in the context of their current working environment and could therefore respond adequately to the questionnaires.

#### 4.4 Leadership and organizational climate of schools in Nyahururu district

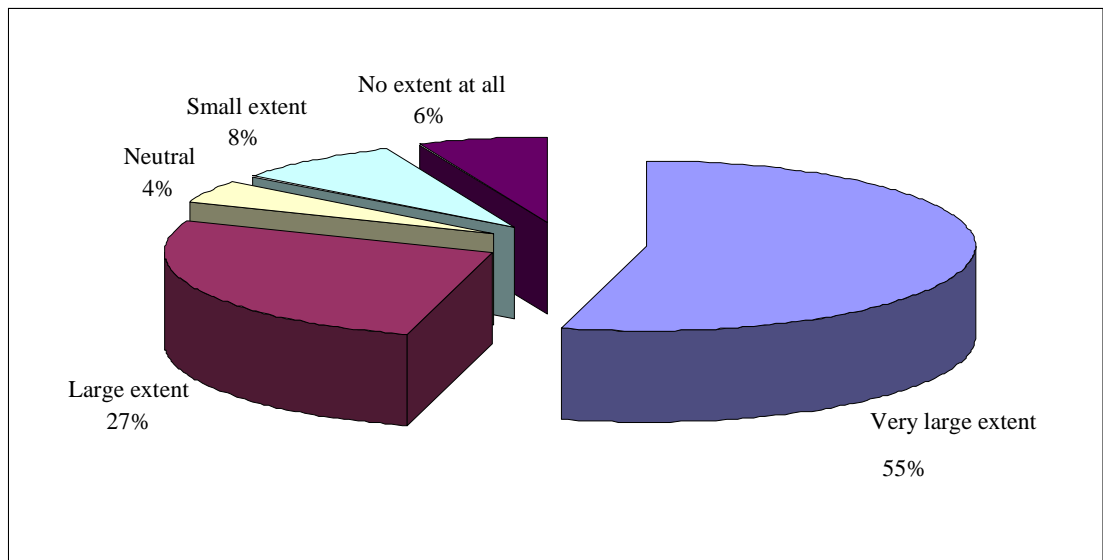
This section presents information on different organizational climates prevailing in secondary schools in Nyahururu district as influenced by leadership styles.

#### 4.4.1 Effect of leadership style on organization climate

To establish whether leadership style affect the organization climate, teacher respondents were asked to indicate the extent to which they thought leadership style affects organization climate. The findings are as presented in Figure 4.1.

**Figure 4.1**

#### Effect of leadership style on organization climate



The findings on figure 4.1 revealed that leadership style affected organization climate to a very large extent as indicated by 55 per cent of the respondents. The study also found that 27 per cent of the respondents indicated that leadership style affected organization climate to a large extent. Mc Rel, Waters and Marzano (2005) argue that organization climate in a school is based upon an atmosphere distinguished by the social and professional interactions of the individuals and teams in a school. This interaction is said to result from the prevailing leadership style. Poorly interacting individuals and teams in a workplace are said to be

characterized by a negative climate of blame, defensiveness and lack of ability to deal with conflict. The findings of the study therefore revealed that the most respondents felt that leadership style influenced school climate.

To determine the type of organization climate, teacher respondents were asked to indicate the extent to which different aspects of organizational climate existed in their schools. The following subsection presents the findings of the study.

#### **4.4.1 Existence of open climate in secondary schools in Nyahururu district**

On the existence of open climate, respondents were asked to indicate the extent to which different statements on open climate prevailed in their schools. The findings are presented in table 4.5.

**Table 4.5:****Existence of open climate in secondary schools in Nyahururu district**

Statement	Very large extent		Large extent		Neutral extent		Small extent		No extent at all		Totals	
	f	%	F	%	f	%	F	%	f	%	f	%
Principal is highly supportive	23	48	17	35	2	4	5	10	1	2	48	100
Principal is less directive	21	44	19	40	1	2	4	9	3	7	48	100
Principal emphasizes friendly relations in the school	17	36	22	46	3	7	4	9	2	5	48	100

Table 4.5 shows that most of the respondents indicated that the principal was highly supportive, emphasized friendly relations in the school and was less directive. The findings of the study reveals therefore that open climate prevailed in secondary schools in Nyahururu district which is an indication of the adoption of participatory leadership style. According to Hersey, Blanchard and Dewey (2008), participative leadership style promotes good employee-management relationship where the workers see themselves as part of the organization by exhibiting a high degree of responsibility and commitment. Grey (2001) further argues that participative leadership style allows for maximization of individual contributions and hence result in the development of a healthy and supportive organization climate. Goleman, Boyatzis and McKee (2002) observes that participatory leadership has a positive impact on climate.



#### 4.4.2 Existence of autonomous climate in secondary schools in Nyahururu district

Regarding the existence of autonomous climate in the school, the respondents were asked to indicate the extent to which different statements on autonomous climate prevailed in their schools. The findings are as presented in Figure 4.2.

**Figure 4.2:**

#### Existence of autonomous climate in secondary schools in Nyahururu district

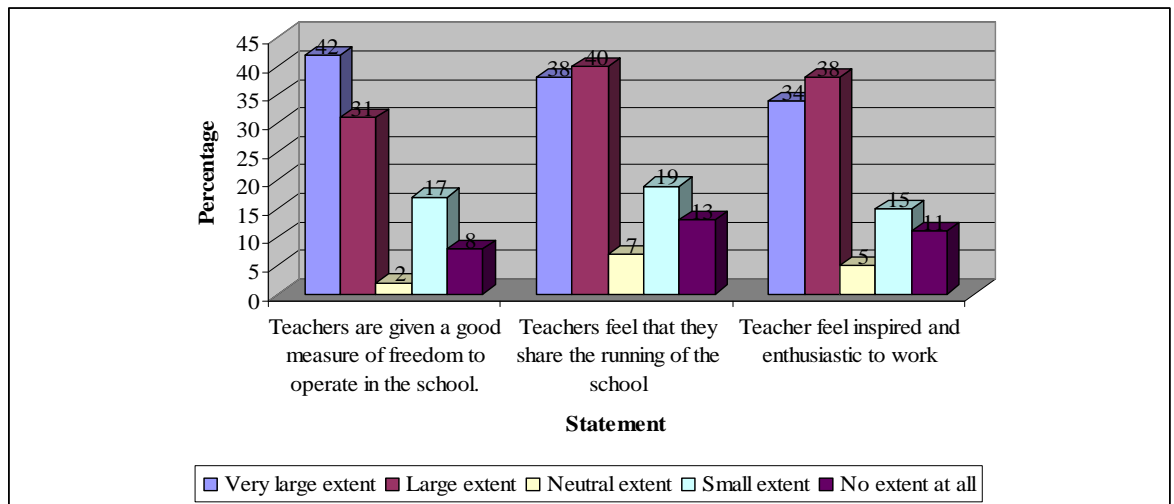


Figure 4.2 shows that most of the teachers experienced a good measure of freedom to operate in school, felt that they participated in the running of the school and were inspired and enthusiastic to work to a large extent. The findings of the study reveal that autonomous climate therefore prevailed in schools in Nyahururu district. This portrays the existence of transformational leadership style. Eshbach and Henderson (2010) argue in their study done in the United States of America that schools with open climates had principals who practiced transformational leadership.

#### 4.4.3 Existence of controlled climate in secondary schools in Nyahururu district

On the existence of controlled climate, the respondents were asked to indicate the extent to which different statements on controlled climate prevailed in their schools. The findings are as presented in Table 4.6

**Table 4.6:**

**Existence of controlled climate in secondary schools in Nyahururu district**

Statement	Very large extent		Large extent		Neutral extent		Small extent		No extent at all		Totals	
	F	%	f	%	f	%	f	%	f	%	f	%
Principal over emphasizes hard work among teachers	19	40	16	34	7	15	4	9	2	5	48	100
Teachers enjoy limited time on social life.	17	36	13	27	3	7	3	7	3	7	48	100
Principal keeps distance from teachers and learners	18	38	17	36	6	13	4	9	3	7	48	100

Table 4.6 shows that 40 percent of the respondents indicated that in the existence of controlled climate, the principal overemphasized hard work among the teachers to a very large extent. The study also found out that 36 percent of the respondents indicated that the teachers enjoyed limited time on social life to a very large extent

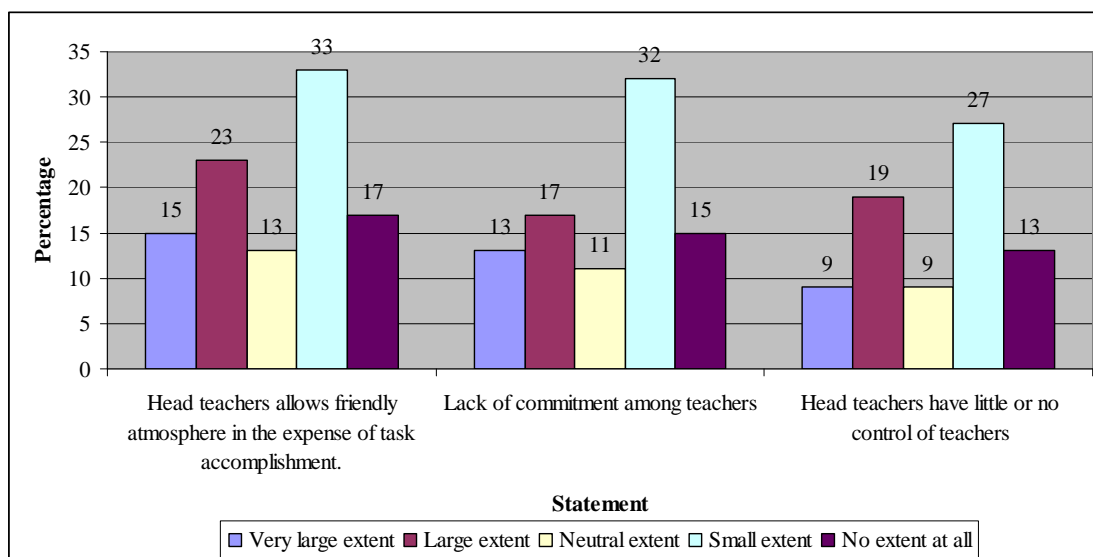
and 38 percent of the respondents indicated that their head teacher kept distance from teachers and learners to a very large extent. The findings of the study reveal that controlled climate prevailed in secondary schools in Nyahururu district to some extent. This is an indication of the existence of authoritative leadership style. Goleman (2000) asserts that authoritarian leadership style creates a negative organization climate as flexibility is hampered. The leader's extreme top-down decision making style inhibits any new ideas by subordinates. The head teacher keeps distance from teachers who feel disengaged from their work. Such leadership may create a "controlled" or "paternal" climate in a school since it emphasizes hard work without giving adequate time to social life.

#### **4.4.4 Existence of familiar climate in secondary schools in Nyahururu district**

Regarding the existence of familiar climate, the respondents were asked to indicate the extent to which different statements on familiar climate prevailed in their schools. The findings are as presented in Figure 4.3.

**Figure 4.3:**

**Existence of familiar climate in secondary schools in Nyahururu district**



The findings on Figure 4.3 shows most principals did not allow friendly atmosphere in the expense of task accomplishment and , only few teachers lacked commitment and few principals manifested lack or little control of teachers. The findings of the study reveal that familiar climate did not prevail in secondary schools in Nyahururu district to a large extent. This is an indication that the existence of free reign leadership style in Nyahururu district was not as pronounced as was participatory and transformational leadership and therefore fewer teachers experienced a familiar climate. Njoroge (2003) argues that free reign in a school context is where leadership emerges from the group as the principal has low directiveness allowing for a” laissez-faire” or “familiar” climate in the expense of task accomplishment. In such a climate though teachers are accessible by both pupils and parents, teaching and learning is not taken seriously (Oyentunji, 2006).

#### 4.4.5 Existence of paternal climate in secondary schools in Nyahururu district

On the existence of paternal climate, the respondents were asked to indicate the extent to which different statements on paternal climate prevailed in their schools.

The findings are as presented in table 4.7.

**Table 4.7**

**Existence of paternal climate in secondary schools in Nyahururu district**

Statement	Very large extent		Large extent		Neutral extent		Small extent		No extent at all		Totals	
	f	%	f	%	f	%	f	%	f	%	F	%
Principal is detached from teachers	5	10	6	13	4	8	10	21	23	48	48	100
Principal has impractical expectations of the teachers.	4	9	5	11	3	7	12	25	21	44	48	100
The principal is highly directive	3	7	4	9	4	9	11	23	19	40	48	100

Table 4.7 shows that most respondents felt that their principals did not manifest detachment from the teachers ,did not hold impractical expectations and were not highly directive. The findings of the study reveal that paternal climate prevailed in secondary schools in Nyahururu district to only a small extent.

#### 4.4.6 Existence of closed climate in secondary schools in Nyahururu district

Finally, on the existence of closed climate, the respondents were asked to indicate the extent to which different statements on closed climate prevailed in their schools. The findings are as presented in Figure 4.4.

**Figure 4.4:**

**Existence of closed climate in secondary schools in Nyahururu district**

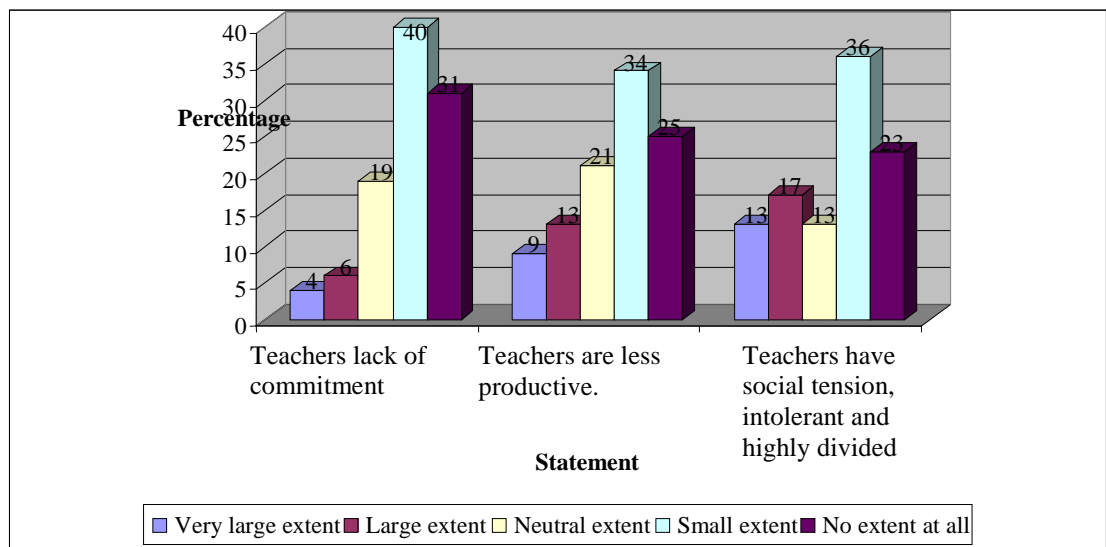


Figure 4.4 shows that only few teachers lacked commitment, felt that they were less productive and experienced intolerance and were highly divided. The findings of the study therefore revealed that closed climate did not prevail to a large extent. Closed climate is the antithesis of the open climate which is manifested by the aforesaid characteristics which are said to result from autocratic leadership (Oyentunji 2006). The results therefore show that autocratic leadership and the resulting closed climate are experienced to a little extent in Nyahururu district.

#### 4.4.7 Leadership styles in secondary schools in Nyahururu district

To establish the leadership styles in secondary schools in Nyahururu District, head teachers were given different practices and asked to indicate the extent to which each was practiced in their schools. The findings are as presented in Table 4.8.

**Table 4.8**

**Leadership styles in secondary schools in Nyahururu district**

Practice	Always true		True		Neutral		Seldom true		Not true at all		Total	
	f	%	f	%	F	%	F	%	F	%	F	%
	The principal seeks ideas and input on plans.	5	25	12	60	1	5	2	10	0	0	20
The principal retains the final decision making	7	35	9	45	2	10	2	10	0	0	20	100
The principal allows the staff to determine how and what to do	2	10	6	30	8	40	4	20	0	0	20	100
The principal allows the staff to develop	5	25	11	55	2	10	2	10	0	0	20	100

Table 4.8 shows that 60 percent of the respondents indicated that it was true that the principal asks for teacher's ideas and input on upcoming plans. It was also revealed that 55 percent of the respondents indicated that it was true that they help

the staff develop themselves. The findings revealed that the most commonly practiced leadership styles in secondary schools in Nyahururu district are participatory and transformational. The findings are in line with the findings of a study by Brouillette (1997) who found that participative leadership has become the “educational religion” of the 21st century due to educational reforms and school restructuring. From the findings of the study, it can be concluded that there were different leadership styles in secondary schools in Nyahururu district.

#### **4.5 Principals’ participatory leadership style and organizational climate**

This section presents information on the influence of participatory leadership style on organization climate. To establish the influence of principal’s participatory leadership style on school organizational climate, teachers were asked to indicate their level of agreement with different statements on the effect of participatory leadership style on organizational climate. The findings are presented in Table 4.9.



**Table 4.9**

**Principals' participatory leadership style and organization climate**

Participatory leadership Style	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
	f	%	F	%	F	%	F	%	F	%	F	%
Teachers have great desire to work and pupils are highly motivated to learn thus creating open school climate	36	75	5	10	4	8	2	4	1	2	48	100
Teachers feel motivated as their suggestions are always considered thus portraying open work environment	37	77	8	17	0	0	1	2	2	4	48	100
Teachers participate in decision making thus creating an open working environment	34	71	8	17	1	2	3	7	2	5	48	100
The school management emphasizes on consultation and team work creating open school climate	33	69	7	15	1	2	5	11	2	5	48	100

The findings on table 4.9 shows that 77 percent of the respondents strongly agreed with the statement that in participatory leadership style, teachers felt motivated as their suggestion are always considered thus portraying open work environment. The findings also revealed that 75 percent of the respondents strongly agreed that in participatory leadership style, teachers have great desire to work and pupils are highly motivated to learn thus creating open school climate. It was further revealed that 71 percent of the teachers strongly agreed that teachers participate in decision making thus creating an open working environment

The findings of the study are in line with the findings of a study by Safa and Dolatabadi (2010) who found that participative leadership has a positive effect on commitment, shared values and employees' role clarity. From the findings of the study, it can be said that participatory leadership style influences the organization climate in that it creates open and free organizational atmosphere .

#### **4.6 Principals' authoritarian leadership style and organizational climate**

This section presents information on the influence of authoritarian leadership style on organization climate. To establish the influence of principal's authoritarian leadership style on the school climate, teachers were asked to indicate their level of agreement with different statements on the effect of authoritarian leadership style on school climate. The findings are presented in Table 4.4.

**Table 4.10**

**Principals’ authoritarian leadership style and organizational climate**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total						
Principals assign duties without consultation and issue directives which creates a negative climate	32	65	11	23	2	5	2	7	1	2	48	100
Principal keeps distance from teachers who feel disengaged resulting into a controlled work environment	24	50	18	38	1	2	2	5	3	7	48	100
Principal monitors the teachers focusing on their mistakes than their achievements leading to controlled working climate	22	46	17	36	4	9	2	5	3	7	48	100
Principal makes most of the decisions on his own leading to a controlled working climate	18	38	13	27	8	17	5	13	3	7	48	100

Table 4.4 shows that 65 percent of the respondents strongly agreed with the statement that in authoritarian leadership style, head teachers assign duties without

consultation and issue directives expecting the staff to follow promptly which creates a negative climate. It was also found that 50 percent of the respondents strongly agreed with the statement that principal keeps distance from teachers who feel disengaged from their work resulting into a controlled work environment. The study further revealed that 46 percent of the teachers strongly agreed that the principal monitors the teachers focusing on their mistakes rather than their achievements leading to controlled working climate and 38 percent strongly agreed that the head teacher make most of the decisions on his own leading to a controlled working climate. Kasinga (2010) contends that authoritarian leaders formulate policy alone, assign duties without consultation and issue directives expecting people to follow promptly which creates a negative climate. From the findings of the study, it can be said that authoritarian leadership style results into a controlled climate in schools.

#### **4.7 Principals' free reign leadership style and organizational climate**

This section presents information on free reign leadership style on organization climate. In order to establish the influence of principal's free reign leadership style on school organizational climate, the researcher asked the teachers to indicate their feeling on the statements on the free reign participatory leadership style. The findings are presented in Table 4.11.

##### **Table 4.11**

##### **Principals' free reign leadership style and organization climate**

Free reign leadership style	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
	f	%	f	%	F	%	f	%	f	%	F	%
	Teachers lack commitment and some may resent the way the head teacher runs the school thus resulting into familiar work climate	12	25	23	48	6	13	4	8	3	6	48
Teachers are highly disengaged from their tasks, have social tension, are intolerant and divided affecting the school climate	15	31	19	40	3	6	7	15	4	8	48	100
The head teachers have low directiveness leading to familiar work climate	17	36	22	46	2	5	4	9	3	7	48	100
The head teacher is concerned about maintaining friendly atmosphere at the expense of task accomplishment	13	27	18	38	6	13	8	17	3	7	48	100

Table 4.11 shows that most of the respondents' lacked commitment and some resented the way the head teacher runs the school thus resulting into familiar work climate when they worked under free reign leadership style. The study also found that under such a style majority of the teachers felt the principal makes few attempts to achieve the organizational goals and has low directiveness leading to

familiar work climate. This implies that in such a school the principal is more inclined to maintaining friendly atmosphere at the expense of task accomplishment. Wallace and Hole (2005) refer to this leadership style as “non-leadership” and “hands-off approach” where leaders are seen to abdicate responsibility, ignore follower’s feedback and fail to meet followers’ needs. From the findings of the study, it can be said that free reign leadership style affects organization climate in that it results into familiar climate affecting task accomplishment which has a bearing on school performance.

#### **4.8 Principals’ transformational leadership style and organizational climate**

This section presents information on the influence of transformational leadership style on organization climate. To determine the influence of principal’s transformational leadership style on school organization climate, the researcher sought to find out the teachers’ level of agreement with different statements on transformational leadership style. The findings are as presented in Table 4.12.

**Table 4.12**

#### **Principals’ transformational leadership style and organizational climate**

Transformational leadership style	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
	f	%	f	%	f	%	F	%	F	%	F	%
Teachers feel empowered to exploit their capacity and to reach beyond their self-interest for the success of the school resulting to open climate	28	58	17	35	2	4	1	2	1	2	48	100
Teachers have high levels of positive interrelationships and morale for their work resulting into autonomous climate	33	69	11	23	1	2	2	4	1	2	48	100
Teachers feel motivated to achieve organizational goals leading to autonomous school climate	29	61	14	30	0	0	3	7	2	5	48	100
Head teachers promotes inclusion of diversity thus enhancing open school climate	30	63	13	27	1	2	3	7	1	2	48	100

The findings on Table 4.12 shows that 69 percent of the respondents strongly agreed that, in the presence of transformational leadership, teachers have high

levels of positive interrelationships and morale for their work resulting into autonomous climate. The study also found that under such leadership, majority of the respondents feel empowered to exploit their capacity and to reach beyond their self-interest for the success of the school resulting to open climate. It was further revealed that most of the respondents agreed that principals promote inclusion of diversity thus enhancing open school climate and strongly agreed that teachers feel motivated to achieve organizational goals leading to autonomous school climate. Anderson (2008) argues that transformative leadership cultivates inclusion of diversity that transforms schools. The findings of the study therefore reveal that transformational leadership styles results into open environment which has a bearing on the school performance of schools.

#### **4.9 Challenges facing principals in creating a positive organizational climate**

This section presents information on the challenges facing principals in creation of positive organization climate. To determine the challenges that the principals faced in creating a positive organization climate in their schools, the principals were asked to outline the challenges they faced. The major challenges outlined by the principals are as presented in Table 4.13.

**Table 4.13 Challenges facing principals in creating a positive organizational climate**

<b>Challenges</b>	<b>Frequency</b>	<b>Percentage</b>
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Inadequate resources	16	80
Poor infrastructure	15	75
Lack of parental support	13	65
In-discipline among students	9	45

Table 4.13 shows that inadequacy of resources in the school was the major challenges facing principals in creating a positive organizational climate. Other challenges included: poor infrastructure as indicated by 75 percent, lack of parental support as indicated by 65 percent and in-discipline among students as indicated by 45 percent of the principals. Other challenges include: non-payment of legal levies by the parents, political interference and bureaucratic educational system, negative attitudes of the students towards education and non-commitment among teachers. Mbwiria (2006) mentioned that poor school facilities(basic teaching materials and absence of sufficient equipment for laboratories) and inadequate infrastructure also seem to add to the woes of the unmotivated teachers which impacts negatively on school climate.

#### **4.10 Correlation between leadership styles and school climate**

Correlation analysis was done to test on the relationship between the variables of the study. The purpose of performing a correlational analysis is to discover whether

there is a relationship between variables, or to find the direction of the relationship – whether it is positive, negative or zero. Table 4.14 shows the findings of the correlation analysis.

**Table 4.14:**  
**Correlation between leadership styles and school climate**

Correlations		Organization climate	Participatory leadership style	Authoritarian leadership style	Free reign leadership style	Transformational leadership style
Organization climate	Correlation	1	.243	.516**	.504**	.320*
	Sig. (2-tailed)		.006	.001	.022	.027
	N	48	48	48	48	48
Participatory leadership style	Correlation	.243	1	.760**	.893**	.272
	Sig. (2-tailed)	.006		.000	.000	.061
	N	48	48	48	48	48
Authoritarian leadership style	Correlation	.516**	.760**	1	.748**	.144
	Sig. (2-tailed)	.001	.000		.000	.331
	N	48	48	48	48	48
Free reign leadership style	Correlation	.504**	.893**	.748**	1	.296*
	Sig. (2-tailed)	.022	.000	.000		.041
	N	48	48	48	48	48
Transformational leadership style	Correlation	.320*	.272	.144	.296*	1
	Sig. (2-tailed)	.027	.061	.331	.041	
	N	48	48	48	48	48

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
\* . Correlation is significant at the 0.05 level (2-tailed).

The results of the correlation analysis on Table 4.14 shows that organization climate is positively related with participatory leadership style with a Pearson's Correlation Coefficient of  $r = 0.243$  and that at a level of significance of 0.006, it is

statistically significant at p value less than 0.05 at 95 percent level of confidence. The results also show that there is a positive correlation between organization climate and authoritarian leadership style with a Pearson's Correlation Coefficient of  $r = 0.516$  and a level of significance of 0.001 (statistically significance). The results further reveal that that organization climate has a positive relation with free reign leadership style with a Pearson's Correlation Coefficient of 0.504 and 0.022 level of coefficient. The results finally show that organization climate has a positive relation with transformational leadership style with a Pearson's Correlation Coefficient of 0.320 and 0.027 level of coefficient. The significance values tell us that the probability of the correlation being a fluke is very low; hence the study can have confidence that the relationship between the variables is genuine.

The finding of this study is supported by the findings of a study done by Williams (2002) who found that when subordinates were subjected to two leadership styles (autocratic and democratic) and their influence on climate, they differed significantly. Most of the participants, in their preference of leadership and supervision showed a higher preference for the democratic leader over the authoritarian. This was also supported by the findings of a study done by Mauno, Kinnunen, Wanous & Natti (2005) who found a correlation between job involvement and staff satisfaction. Job involvement was a characteristic of the democratic leader. Goleman (2000) found that the participative leadership style had the most positive effect on organizational climate. The leadership styles was

labeled as affiliative, coaching and democratic. In contrast authoritarian style of leadership which was labeled as coercive and autocratic, had a negative effect on organizational climate.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The purpose of the study was to investigate the influence of principals' leadership styles on schools' climate. The study was guided by the following objectives; to establish the influence of principals' participatory leadership style on organizational climate, to determine the influence of principals' authoritarian leadership style on organizational climate, to establish the influence of principals' free reign leadership style on organizational climate, to determine the influence of principals' transformational leadership style on organizational climate and to determine which challenges principals encounter in creating a positive organizational climate in secondary schools in Nyahururu district.

## **5.2 Summary of the study**

The purpose of the study was to investigate the influence of principals' leadership styles on organizational climate in schools. The following objectives guided the study; to establish the influence of principals' participatory, authoritarian, free reign and transformational leadership styles on organizational climate in secondary schools in Nyahururu district. In addition, the study sought to determine which challenges principals encountered in creating a positive organizational climate in secondary schools in Nyahururu district. Review of the literature revealed that climate differs from school to school probably because of the prevailing leadership styles. The researcher used questionnaires in order to establish the influence of such leadership styles on organizational climate in schools. This summary of the findings as per the research objectives are as follows:

### **5.2.1 Organizational climate in school**

The study found that open organizational climate was prevalent in secondary schools in Nyahururu to a very large extent as indicated by 48 percent of the respondents. It was also found that autonomous climate and controlled climate prevailed in the schools to a very large extent as indicated by 42 percent and 40 percent respectively. The findings pointed out to the fact that the major leadership styles employed by head teachers in these schools include: participatory leadership, authoritarian leadership and transformational leadership styles.

### **5.2.2. Influence of participatory leadership style on organization climate**

On the participatory leadership style, the study revealed that 77 percent of the respondents strongly agreed with the statement that in participatory leadership style teachers feel motivated as their suggestion are always considered thus portraying open work environment. The study also found that 75 percent of the respondents strongly agreed that in participatory leadership style, teachers have great desire to work and pupils are highly motivated to learn thus creating open school climate. Participative leadership which is characterized by consultation, teamwork and inclusion therefore has a positive effect on commitment, shared values of employees. Thus, participatory leadership style was found to influence organization climate by creating open and free organizational atmosphere.

### **5.2.3 Influence of authoritarian leadership style on organization climate**

Regarding the influence of authoritarian leadership style, the study found that 65 percent of the respondents strongly agreed with the statement that in authoritarian leadership style, head teachers assign duties without consultation and issue directives expecting the staff to follow promptly which creates a negative climate. It was also found that 50 percent of the respondents strongly agreed with the statement that head teacher keeps distance from teachers who feel disengaged from their work resulting into a controlled work environment. Principals with this leadership style fail to establish an open environment which creates organizational climates that lack strategies for taking proper risks and making proper decisions. Such leaders fail to display trust tend to set negative tendencies for organizational climates as their employees struggle to fit in the organization. The leadership style was therefore found to result into a controlled school climate.

### **5.2.4 Influence of free reign leadership style on organization climate**

On the influence of free reign leadership style on organization climate, the study found that 48 percent of the respondents' teachers lacked commitment and some resented the way the head teacher ran the school thus resulting into familiar work climate. The study also found that 40 percent teachers agreed that head teachers make few attempts to achieve the organizational goals. Thus, free reign leadership style resulted into familiar school climate.

### **5.2.5. Influence of transformational leadership style on organization climate**

Finally, on the influence of transformational leadership style on organization climate, in the study it was found that 69 percent of the respondents strongly agreed that teachers experienced high levels of positive interrelationships and morale for their work in the presence of transformational leadership resulting into autonomous climate. The study also found 58 percent of the respondents felt empowered to exploit their capacity and to reach beyond their self-interest for the success of the school resulting to open climate. This leadership style therefore resulted into open school climate.

### **5.2.6 Challenges principals encounter in creating a positive organizational climate**

The study found out that the challenges that principals faced in creation of positive organizational climate were both internal and external. The major challenge was inadequacy of resources in the schools. The study also found poor infrastructure as indicated by 75 percent, lack of parental support as indicated by 65 percent and indiscipline among students as indicated by 45 percent of the principals were a challenge to the creation of positive school climate. Other challenges included: non-payment of legal levies by the parents, political interference and bureaucratic educational system, negative attitudes of the students towards education and non-commitment among teachers.



### **5.3 Conclusions**

From the findings of the study, it can be concluded that participatory, authoritarian and transformational leadership styles are commonly used by principals in secondary schools in Nyahururu. These leadership styles affect the school climate in different ways. Participatory leadership style influences organization climate by creating open and free organizational atmosphere. Transformational leadership promote open environment which results into an open school climate. Authoritarian leadership style results into a controlled school climate. Finally, free reign leadership style promotes familiar school climate.

### **5.4 Recommendations**

The following were the recommendations of the study:

Head teachers in secondary schools in Nyahururu should adopt the use of participatory leadership style as it creates open school climate which is conducive for the improvement of the performance of students in secondary schools.

Principals should adopt the use of transformational leadership style. This is based on the fact that it leads to open and autonomous climate which has been found to be favourable for the realization of the school goals.

Teachers and students are expected to cooperate with the principals by ensuring that they perform their duties without being followed up. This would reciprocate

the the type of leadership adopted by the head teachers which will influence the prevalence of positive school climate. Students should be disciplined and cooperate with teachers which will result into positive school climate. It will also result into conducive leaning environment which will impact on the students performance.

### **5.5 Suggestions for further Studies**

The study was limited to secondary schools in Nyahururu district. The researcher therefore recommends that another study be done in other counties to determine the effect of leadership style on the school performance which was not the focus of this study. The study also recommends that another study be done on the influence of organizational climate on students' performance.

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## **APPENDIX A**

### **LETTER OF INTRODUCTION**

University of Nairobi,

School of Education,  
Department of Education Administration  
and Planning,  
P.O. Box 30197--000100.  
Nairobi.  
The Principal,  
.....Secondary School.  
P. O. Box.....

**RE: REQUEST TO CARRY OUT RESEARCH**

I am a Masters of Education student in Nairobi University. I am carrying out a research an academic in Public Secondary Schools within Nyahururu District. Respondents identity and responses will be treated with utmost confidentiality. Kindly assist me to collect the required data for this study from your school. Your assistance will be highly appreciated.

Joseph Kiige

**APPENDIX B**

**PRINCIPALS' QUESTIONNAIRE**

Kindly provide responses to these questions as precisely as possible. Responses to these questions will be treated as confidential.

**Section A :Background information**

Please tick [] where appropriate or fill in the required information.

1. What is your age? a. 20-25 years [] b. 26- 30 years [] c. 31-35 years []  
d. 36-40 years [] e. 41-45 years [] f. Over 50 years []
2. What is your gender? a. Male [] b. Female []
3. What is your current academic qualification  
a. Diploma [] b. SI [] c. BA/BSC with PGDE []  
d. BED [] e. Masters [] f. Any other [specify] .....
4. What is your length of stay in years in the current school?  
a) Below one year [] b) 2 - 5 years [] c) 6 - 10 years []  
d) 11 - 15 years [] e) 16 and above []

**Section B**

Please tick [√] the number that represents your feeling about the statement given by using the following scoring system: Always True — 5, True — 4, Neutral — 3 Seldom True — 2, Not true at all — 1

	5	4	3	2	1
5. I ask for teachers ideas and input on upcoming plans.					
6. When things go wrong and I need to strategies to run the process I call a meeting to get the advice of the staff.					
7. I ask the staff for their vision of the school and then use their vision where appropriate					
8. I allow the staff to set priorities with my guidance					
9. I like to use my leadership to help subordinates grow					
10. I always retain the final decision making authority in school					
11. I do not consider suggestions made by the staff					
12. I tell my employees what has to be done and how to do it.					
13. When something goes wrong, I tell the staff that a procedure is not working correctly and I establish a new one					
14. I closely monitor the teachers to ensure they are performing correctly.					
	5	4	3	2	1

15. For a major decision to pass in my school, it must have the approval of each individual or the majority					
16. I allow the staff to determine how and what to do					
17. I Delegate tasks in order to implement a new procedure .					
18. Each individual is responsible for defining their job.					
19. I like to share my leadership power with my subordinates					
22.I make others feel good to be around me.					
23.I express with a few simple words what we could/should do					
24.I help the staff develop themselves.					
25 I provide staff with ways of looking at puzzling things					
26.I get the staff to rethink ideas that they had never questioned before.					

**Section C**

27.List four factors that according to you are a hindrance to creating a good teaching and learning environment in your school.

- (a).....
- (b).....
- (c).....
- (d).....

THANK YOU

**APPENDIX C**



## TEACHERS' QUESTIONNAIRE

Kindly provide answers to these questions as honestly and precisely as possible.

Responses to these questions will be treated as confidential.

### Section A Background Information

Please tick [√] where appropriate or fill in the required information on the spaces provided.

1. What is your age ? a. 20-25 years [ ] b. 26- 30 years [ ] c. 31-35 years [ ]  
d. 36-40 years [ ] e. 41-45 years [ ] f. Over 50 years [ ]
2. What is your gender? a. Male [ ] b. Female [ ]
3. What is your current academic qualification?  
a. Diploma [ ] b. SI [ ] c. BA/BSC with PGDE [ ] d. BED [ ]  
e. Masters [ ] f. Any other [specify] .....
4. What is your length of stay in years in the current school?  
a) Below one year [ ] b) 2 - 5 years [ ] c) 6 - 10 years [ ] d) 11 - 15 years [ ]  
e) 16 years and above [ ]

### Section B

5. To what extent do you think leadership style affect organization climate  
5- Very large extent [ ] 4- Large extent [ ] 3- Neutral extent [ ]  
4- Small extent [ ] 5- No extent at all [ ]

The following are some statement on the organization climate existing in organizations. Please indicate the extent to which each of the climates prevails in your school given the following options where ;

**5- Very large extent 4- Large extent**

**3- Neutral extent**

**4- Small extent**

**5- No extent at all**

		5	4	3	2	1
6	Principal is highly supportive					
7	Principal is less directive					
8	Principal Head teacher emphasizes friendly relations in the school					
9	Teachers are given a good measure of freedom to operate in the school.					
10	Teachers feel that they share the running of the school					
11	Teacher feel inspired and enthusiastic to work					
12	Principal over emphasizes hard work among teachers					
13	Teachers enjoy limited time on social life.					
14	Principal keeps distance from teachers and learners					
15	Principal allows friendly atmosphere in the expense of task accomplishment.					
16	Lack of commitment among teachers					
17	Principal has little or no control of teachers					
18	Principal is detached from teachers					
19	Principal has impractical expectations of the teachers.					
20	Principal teacher is highly directive					

		5	4	3	2	1
21	Teachers lack of commitment					
22	Teachers are less productive.					
23	Teachers have social tension, intolerant and highly divided					

### Section C

The following are some of the effects of different leadership styles on organizational climate. Please indicate the level of your agreement with regard to each of the statements using the following scoring system:

**5- Strongly agree**

**4- Agree**

**3- Neither agree nor disagree**

**2- Disagree**

**1- Strongly disagree**

		5	4	3	2	1
24	Teachers have great desire to work and pupils are highly motivated to learn thus creating open school climate					
25	Teachers feel motivated as their suggestion are always considered thus portraying open work environment					
26	Teachers participate in decision making thus creating an open working environment					

		5	4	3	2	1
27	The school management emphasizes on consultation and team work creating open school climate					
28	Head teachers assign duties without consultation and issue directives expecting the staff to follow promptly which creates a negative climate					
29	The head teacher keeps distance from teachers who feel disengaged form their work resulting into a controlled work environment					
30	The head teacher monitors the teachers focusing on their mistakes rather than their achievements leading to controlled working climate					
31	The head teacher make most of the decisions on his own leading to a controlled working climate					
32	Teachers lack commitment and some may resent the way the head teacher runs the school thus resulting into familiar work climate					
33	Head teachers make few attempts to achieve the organizational goals					

		5	4	3	2	1
34	The head teachers have low directiveness leading to familiar work climate					
35	The head teacher is concerned about maintaining friendly atmosphere at the expense of task accomplishment					
36	Teachers feel empowered to exploit their capacity and to reach beyond their self-interest for the success of the school resulting to open climate					
37	Teachers have high levels of positive interrelationships and morale for their work resulting into autonomous climate					
38	Teachers feel motivated to achieve organizational goals leading to autonomous school climate					
39	Head teachers promotes inclusion of diversity thus enhancing open school climate					

**Section D**

40. List four factors that according to you are a hindrance to creating a good teaching and learning environment in your school.

(a).....

(b).....

(c).....

(d).....

THANK YOU