

**INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON  
SCHOOL CLIMATE IN SECONDARY SCHOOLS IN GANZE  
DISTRICT, KENYA**

**Mwangi M. Njeri**

**A Research Project Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Education in Educational Administration**

**University of Nairobi**

**2015**

## **DECLARATION**

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

---

Mwangi Mary Njeri

E55/75382/2012

This research project has been presented for examination with our approval as university supervisors.

---

Dr. Grace Nyagah

Senior Lecturer and Chairperson

Department of Educational Administration and Planning

University of Nairobi

---

Dr. Ursulla Okoth

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

## **DEDICATION**

This work is dedicated to my daughter, Monicah Wambui, also in memory of my father George Mwangi and dedicated to my mother Monicah Kabui Mwangi.

## **ACKNOWLEDGEMENT**

I thank the Almighty God for giving me the physical and mental strength in the prescribed period of time. I sincerely extend my profound gratitude to my supervisors Dr. Grace Nyagah and Dr. Ursulla A. Okoth for their patience, understanding, unending guidance and high level of professional consultations. I also thank Ganze District Educational Officer for allowing me to collect data in the District. My appreciation also goes to the principals, teachers and students from sampled schools in Ganze District for responding to the items in the research instruments at very short notices. Special recognition goes to my daughter Monicah, my mother Monicah Kabui for their support and assistance during this period without which I could not have completed this course. To all my colleagues and friends, thanks for your encouragement and support throughout this course.

## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
<b>DECLARATION .....</b>	<b>ii</b>
<b>DEDICATION .....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>ix</b>
<b>LIST OF FIGURES .....</b>	<b>x</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS .....</b>	<b>xi</b>
<b>ABSTRACT .....</b>	<b>xii</b>

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the study .....	1
1.2 Statement of the problem .....	7
1.3 The purpose of the study .....	9
1.4 Objectives of the study .....	9
1.5 Research questions .....	9
1.6 The significance of the study .....	10
1.7 Limitations of the study .....	10
1.8 Delimitation of the study .....	11
1.9 Assumption of the study .....	11
1.10 Definitions of significant terms .....	12
1.11 Organization of the study .....	13

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction .....	15
2.2 The concept of school climate .....	15
2.3 Concept of leadership in schools .....	28
2.4 Autocratic leadership style and school climate .....	31
2.5 Democratic leadership style and school climate .....	33
2.6 Laissez – faire leadership style and school climate .....	34
2.7 Participative leadership style and school climate .....	35
2.8 Summary of the literature review .....	39
2.9 Theoretical framework .....	40
2.10 Conceptual framework .....	41

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction .....	42
3.2 Research design .....	42
3.3 The target population .....	42
3.4 Sample size and sampling procedures .....	43
3.5 Research instruments .....	44
3.6 Validity of the instruments.....	45
3.7 Reliability of the instruments .....	45
3.8 Data collection procedure .....	46
3.9 Data analysis techniques .....	46

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION 48

4.1 Introduction .....	48
4.2 Questionnaire return rate .....	48
4.3 Demographic characteristics of the respondents .....	49
4.3.1 Participant's age .....	49
4.3.2 Age of principals .....	50
4.3.3 Age of teachers .....	51
4.3.4 Age of students .....	52
4.4 Respondents' academic qualifications .....	53
4.4.1 Principals' academic qualification .....	53
4.4.2 Teachers academic qualification .....	54
4.5. Job experience of participants .....	54
4.5.1 Principals' job experience .....	55
4.5.2 Teachers job experience .....	56
4.6 Effects of autocratic leadership style on the school climate.....	57
4.6.1 Principals responses on autocratic leadership style .....	57
4.6.2 Teachers responses on autocratic leadership .....	59
4.7 Effects of democratic leadership style on the school climate. ....	62
4.7.1 Democratic leadership style. ....	63
4.8 Influence of Laissez-Faire leadership style on the school climate. ....	66
4.8.1 Principal responses on Laissez-faire leadership style.....	66
4.8.2 Teachers responses on laissez-faire leadership style .....	70

## **CHAPTER FIVE**

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

5.1 Introduction .....	72
5.2 Summary of the study .....	72
5.3 Findings of the study .....	73
5.3.1 Autocratic leadership style .....	73
5.3.2 Participative leadership .....	74
5.3.3 Democratic leadership style .....	74
5.3.4 Laissez- faire leadership style .....	75
5.4 Conclusions .....	76
5.5 Recommendations of the study. ....	76
5.6 Suggestions for further studies .....	78
<b>REFERENCES .....</b>	<b>79</b>

### **APPENDICES**

Appendix I: Letter Of Introduction .....	86
Appendix II: Questionnaire For Principals .....	87
Appendix III: Teachers' Questionnaire .....	90
Appendix IV: Letter Of Authorization .....	94
Appendix V: Research Permit .....	95



## LIST OF TABLES

<b>Tables</b>	<b>Page</b>
Table 1.1: K.C.S.E Results 2010 - 2014 .....	6
Table 3.1: Distribution of schools, staffing and prefecture in Ganze district .....	43
Table 3.2: Sample of schools, teachers and prefects to represent the zones .....	44
Table 4.1: Questionnaire return rate .....	49
Table 4.2: Distribution of principals by academic qualification .....	53
Table 4.3: Distribution of teachers according to professional qualification .....	54
Table 4.4: Principals job experience .....	55
Table 4.5: Principal responses on autocratic leadership style .....	58
Table 4.6: Teachers responses on autocratic leadership style .....	60
Table 4.7: Principals' responses on democratic leadership style .....	63
Table 4.8: Teachers' responses on democratic leadership style .....	66
Table 4.9: Principals' responses on Laissez-faire leadership style .....	67
Table 4.10: Principals' responses on Laissez-faire leadership style .....	70

## LIST OF FIGURES

Figures	Page
Figure 2.1: The relationship between the principal's leadership styles and the school climate. ....	41
Figure 4.1: Age of the principals .....	50
Figure 4.2: Age of teachers .....	51
Figure 4.3: Age of students .....	52
Figure 4.4: Teachers job experience .....	56

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>CDCP</b>	Center of Disease Control and Prevention
<b>DC</b>	District Commissioner
<b>DEO</b>	District Education Officer
<b>ECS</b>	Educational Commission of the State
<b>KCSE</b>	Kenya Certificate of Secondary Education.
<b>KESI</b>	Kenya Education Staff Institute
<b>NCLB</b>	No Child Left Behind
<b>NACOSTI</b>	National Commission for Science, Technology and Innovations
<b>SPSS</b>	Statistical Package for Social Sciences

## **ABSTRACT**

The purpose of the study was to investigate influence of principals leadership styles on school climate in secondary school in Ganze district. The objectives of the study were: to determine the influence of democratic leadership style on school climate, determine the influence of laissez-faire leadership on school climate & participatory leadership style.

The literature review relevant to this study laid the background for the study. Using a cross sectional survey design and systematic random sampling, the researcher sample 15 schools in Ganze district. From each school a principal and six regular teachers were interviewed using a structured questionnaire during the early part of June 2015. A pilot study was carried out prior to data collection. On the influence of principals democratic leadership style on the school climate the principals responses indicated that they always allowed members to participate in decision making, assigned school members particular tasks in school after consultations, a few principals indicated that they never allowed students to elect school prefects. Some principals indicated that they had a good working relationship with the school members. In their responses most teachers indicated that democratic school environment, morale was always high, and they always enjoyed working in such an atmosphere. Majority of the teachers always spent time after school with students who have individual problems. It was important that none of the teachers indicated that they were never friendly to students who had in a democratic school environment. On the effect of principals laissez-faire leadership style on the school climate the study found that some principals never expected teachers to set their own targets and accomplish them on their own. Principals never allowed teachers to establish quality control standards in school without supervision. The researcher concluded that autocratic leadership style was the most popular style of leadership employed by principals in Ganze district. The study also concluded that the types of leadership style employed by the principals on school management had an influence in establishing a positive or negative school climate.

The study recommends that among others the teachers' service commission in its management of teachers should train principals in school leadership. The principals should also undertake in-service courses in order to improve school climate through leadership.

## **CHAPTER ONE**

### **INTRODUCTION**

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

The success of any organization can be attributed in parts 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 secondary school, the principal is the leader who coordinates, keeps balance and ensures the harmonious development of the whole institution by moulding traditions for organizational goal achievement. The relationship between leadership style of principals and school climate in India for instance is that the principal's leadership behavior may help to establish a school climate with conditions that contain high level of staff interrelationship and student trust (Shailly, 2012).

School climate refers to the feel, atmosphere, tone, ideology or milieu of a school that affect everything that happens within a school setting. It has great influence on the success of the teachers as well as students' achievement (Dunklee, 2000). Effective leadership in organization has been widely noted as a factor that makes a difference between achievers and non achievers in institutional objectives (Luthans, 2002). In many ways , the principal is the most important and the most influential individual in the school. It is the principals' leadership style, communication skills and decision making that sets the tone of the school, the climate for teaching/learning process and the morale of teachers (Dean, 1995).

The leadership styles associated with educational administration are: autocratic leadership, democratic leadership, laissez faire leadership and participatory leadership styles. (Mbiti, 2007). Thus leadership incorporates the accomplishment of a task, which is an organizational requirement and the satisfaction of employees which is the human resource requirement (Okumbe, 1998). Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realized in schools. Effective leadership increases an organization's ability to meet all challenges including; the need to obtain a competitive advantage, the need to foster ethical behavior and the need to manage a diverse workforce fairly and equitably (Moorhead & Griffin, 2004). Therefore it is imperative that principals develop leadership styles that enhance a school climate, which in turn, helps in meeting the mandates of a nation. As a result, these leadership styles might ultimately lead to increased student achievement, increased staff job satisfaction and overall improvement of the schools' climate (Hoy & Miskel, 2001). Leithwood (1990) found that principals' leadership exercise the strongest independent influence on planning, structure and organization, as well as on school climate. Shailly (2012) found that school climate and principals' leadership styles are two things that principals can influence. Consequently, school principals find themselves in the spotlight as they are held accountable for student achievement as well as school climate.

Hoy and Miskel (2001) describe a school climate as a relatively enduring quality of the whole school which is experienced by school members, reveal their shared perceptions of beliefs and influence their attitudes and behavior in

school. This implies that positive school climate is related to the effectiveness of the whole school. The character and quality of school life which reflects values, goals, organizational structure, interpersonal relationships and teaching and learning practice can either promote or hinder a student's education and future success. The creation of any school climate starts with principal and is reflected in his relationship with school members and ethos of the school. The creation of any school climate is dependent on the leadership styles employed by the principal while managing the school. Taylor (2007), argues that, principals deliberately establish the school climate through application of selected leadership styles. Consequently, schools with effective leadership styles set high but achievable school goals and academic standards such schools believe in the capacity of their students to achieve and encourage them to respect and pursue academic success.

The leadership style and the principal brings constant interaction with the staff. Since education administrators are interested in being able to enhance group performance, this interaction at times is used to shape the organizational climate which in turn may determine group performance. (Aarons, Sommerfield and Willing, 2011). The authors describe organizational climate in a study carried out in California as two variable that can affect staff perceptions of their work environment where the organizational climate can be positive (empowering) or negative (demeaning) 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 principals' leadership role is decisive in linking human and organizational needs by initiating and maintaining individuals' perceptions on interrelationships and work. McRel, Waters and Marzano (2005) in their study done 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 behavior 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 excusions 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 and social and learning environment of the school. The perceptions are about school discipline and facilitation that enable it to achive 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 content 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 through leadership makes individuals either satisfied or dissatisfied with their work.

There is a strong relationship between the schools climate and educational outcomes including school attendance, higher grades and classroom test score (Mc Craken, 2001). In turn students who do well academically are less likely to engage in risky behavior such as alcohol and substance abuse compared to students with low academic grades (Centre for Disease Control and Prevention) (CDCP), 2008). Un-Nisa (2003), states that directive, supportive, participative and goal oriented leadership styles result in job satisfaction among teachers, and a conducive teaching and learning environment where students feel safe and cared for. School climate does not exist by chance,

rather the principals' leadership styles and value shape it (O'Hanlon & Clifton, 2004). Principals can either promote a positive or a negative school climate through the type of leadership styles they employ in the process of administration of schools. Any form of school aggression can contribute to negative school climate which affects the students emotionally, contributing to students' low academic achievements and increase dropout rates.

Dunklee (2000) argues that differences in students behavior and academic outcomes are influenced inter alia by principal's leadership styles. Autocratic leadership styles employed by some secondary school principals have been blamed for the rising cases of violence and indiscipline among students, an indicator of negative school climate. Barone (1997), revealed that in schools where principals employ autocratic and compulsive style of leadership a considerable percentage of students were victims of bullying, aggression and victimization which reflect the existence of a negative school climate.

The KCSE results released in 2014 indicated that most schools in Ganze, Coast Province had registered decline in the schools mean scores an indicator of negative school climate there.

**Table 1.1: K.C.S.E Results 2010 - 2014**

Year	2010	2011	2012	2013	2014
K.C.S.E	3.479	4.089	4.140	4.370	5.383
Meanscore					

**Source: Ganze District Education Office, 2014**

According to table 1.1 education report of 2014 indicates that parents and other stakeholders are not only concerned with their children's performance in national examinations but also lament that schools are infested with drugs and alcohol. Eshiwani (1993), asserts that, the quality of education is seen in terms of the number of students passing national examinations. While the public has often expressed dissatisfaction with students' performance in national examinations, the whole issue of student performance in Ganze County should be investigated from a broad framework of leadership and existing school climate. (Ganze District Annual Report, 2014). Other act of indiscipline reported among students were wanton destruction of school property protesting against high handedness of the school leadership (Ganze District Annual Report, 2014) . A total of 19 schools out of 25 had protested in Ganze district in the last four years. This suggest that a negative school climate exist in secondary schools in Ganze district. Though physical facilities, student background and teachers' qualifications are known to affect students' performance in national examination, little seems to have been done on the influence of principals' leadership style in creation of school climate which is a major factor in school performance hence this study tend to investigate the influence of principals' leadership styles on school climate.

## **1.2 Statement of the problem**

Education take place most effectively in an atmosphere of regard, respect and warmth within a school organization structure. The maintainence 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, students begin to show better attitudes towards schools while the teachers become more hardworking. The impact of some newly deployed principals in Ganze 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) observed that in such schools stake holders become grossly dissatisfied with the leadership and may initiate the transfer of the principal. Report in Ganze District office 2013 observes that where recommended leadership changes had been implemented in four secondary schools in the district, better teaching and learning environment was experienced. Although it is the government of Kenya's policy to ensure the delivery of quality education, particularly in Ganze district, the performance has remained poor, despite the various interventions by policy makers and implementers.

Many interventions have been put in place by the Government of Kenya (GoK), to ensure quality education through posting of more trained teachers, banning of corporal punishment and enhancing democracy in school by allowing students to elect their prefects. Free Day Secondary Education (F.D.S.E) was introduced by the Government of Kenya in 2008 to promote quality and high transition rates in secondary schools. The question that arises is whether principals' leadership styles influence establishment of school climate in Ganze district. This study was to investigate and establish the influence of principal's leadership style on school climate in Ganze district. Unless a positive school environment is created to enhance quality academic

performance in national examinations, the massive financial investment the government has put in schools in Ganze will go to waste.

### **1.3 The purpose of the study**

The purpose of this study was to investigate the influence of principals' leadership styles on schools' climate in public secondary schools in Ganze district.

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

The following were the objectives of the study:

- i. To determine the influence of principals' autocratic leadership style on school climate in secondary school in Ganze district.
- ii. To determine the influence of principals' democratic leadership styles on school climate in secondary school in Ganze district.
- iii. To establish the influence of principals' laissez faire leadership style on school climate in secondary schools in Ganze district.
- iv. To establish the influence of principals' participatory leadership style on school climate in secondary schools in Ganze district.

### **1.5 Research questions**

The following were the research questions of the study:

- i. What is the influence of principals' autocratic leadership style on school climate in secondary schools in Ganze district?
- ii. To what extent does principals' democratic leadership style influenceschool climate in secondary school in Ganze district?

- iii. To what extent does principals' laissez- faire leadership style influence school climate in secondary schools in Ganze district?
- iv. What is the influence of principals' participatory leadership style on school climate in secondary schools in Ganze district?

### **1.6 The 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 consequently how to create a positive 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 teachers turn-over. The study findings may further contribute to the pool of knowledge on teachers commitment which is vital for scholars and finally it may come up with proposals that could be useful to policy makers in education. The findings may influence principals to adopt leadership style that could promote positive school climate hence improve an academic performance in schools.

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

According to Best and Khan (2008) limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The method of data collection was limited to questionnaires. This helped the researcher to save on time and data collection expenses. Some respondents may give socially acceptable

answers to avoid offending the researcher or exposing the weakness of the school principal leadership. The researcher was not able to control the attitude of the respondents as they respond to the questionnaires. In order to mitigate the above challenge the researcher advised the respondents not to write their names on the questionnaires to ensure confidentiality.

### **1.8 Delimitation of the study**

Orodho (2004) defines delimitation of the study as the boundary limitation. The study dealt with public secondary schools in Ganze District only leaving out private schools because principals' leadership styles in public schools are more standardized compared to private schools. It was therefore implied that the research of the study was only generalized to other settings with caution. The research covered only the principals, teachers and students although other stakeholders like the committee members, parents are also involved in establishing school climate in secondary school.

### **1.9 Assumption of the study**

The following were the assumptions of the study:

- i. The study focused on the premises that the respondents were willing to participate
- ii. The information that was given by the respondents were correct and accurate for this study.
- iii. The relevant documents were available and accessible to researchers for primary data collection.

### **1.10 Definitions of significant terms**

The following are definitions of significant terms in this study:

**Autocratic leadership style** refers to a leadership style characterized by decision making solely by the manager, subordinates are excluded from the process.

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

**Controlled climate** refers to where the headteacher over emphasizes hardwork 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.

**Democratic leadership style** refers to a type of leadership style in which members of the group takes a more participative role in the decision - making process.

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

**Laissez – faire** refers to a type of leadership style in which leaders are hands – off and allows group members to make the decisions.

**Leadership style** refers to a manner and approach of providing direction implementing plans and motivating people.



**Negative school climate** refers to uncondusive teaching and learning environment.

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

**Positive school climate** refers to condusive teaching and learning environment.

**Principal leadership** refers to the pattern or ways of doing things by the principal in persuit of his or her duties in the school setting.

**School climate** refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interaction in the school.

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

The study presented five chapters. Chapter one included: introduction that covered background to the study; statement of the problem, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions and definitions of significant terms. Chapter two presented the review of related literature on the influence of leadership styles on the school climate, meaning of school climate, leadership, autocratic leadership style and school climate, democratic leadership style and school climate, laissez-faire leadership style and school climate, participatory leadership style and school climate, summary of the literature review, theoretical framework, and conceptual frame work. The third chapter highlighted the research design, target population, sample size and sampling

procedures, research instruments, validity of the instruments and reliability of the instruments data collection procedures and data analysis techniques. Chapter four covered data analysis, interpretation and presentation of the findings, while chapter five consisted of summary of study, conclusions, recommendations and suggestion for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covers review of related literature on various leadership styles and their influence on school climate. It mainly dwelt on; the concept of school climate and principals' leadership styles, the importance of school climate and influence of various leadership styles in establishing school climate. The purpose of reviewing literature in this section was unraveled the pinpoint the link between leadership style and school climate.

#### **2.2 The concept of school climate**

The climate of the school is one of the vital factors that determine students' perception of life and therefore how they respond to daily challenges. Fopiano and Norris (2001) and Pasi, (2001) argue that a supportive and responsive school climate foster a sense of belonging, promotes resiliency and reduce possible negative circumstances of the home environment. These scholars add that social and emotional needs are congruent with learning needs. Therefore these needs should be addressed so as to facilitate learning.

Negative circumstances at home for example, violence, overcrowding, poverty, uninformed and uninvolved parents influence students perception as well as their responses to learning objectives in school environment. Students who experience negative circumstances at home can be helped to actualize their potential by providing school climate that nature, supports and challenges them. In essence, enhancing school climate will assist pupils who are

challenged socially and emotionally. In relation to the stated fact, there is need to engage the students, teachers school governing bodies (SBG'S) other members of formal leadership team and other persons who contribute towards effective school leadership has become a priority in Education policy agenda internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as school climate and environment. School climate generally reflects the extent to which the school leadership is poised towards management and governance of the school. This is indicated by the way the school leadership interacts with leaders and teachers in terms of school policing programmes & procedures (Pont, Nosches, & Moorman, 2008) for example, an open atmosphere in which school policies are designed and discussed with a gender active participation by the teachers and students, whereas a tense environment will bring about fear and indifference in school matters (Pont, Nusche & Moorman, (2008). The authors argue that students and teachers efforts to strive for excellence and indicative of the ingenuity of the school leadership in the management and governance of the school.

An enabling school environment thus encourages exploration, inquisitiveness and assertiveness (Minner, 1995). He asserts that the proactive manner in which school leadership handles issues which relate to absenteeism learners pregnancy, violence, drug abuse and idleness is essential in ensuring school success. Furthermore, Minner, (1995) notes that the problems that are brought about by students headed families, sickly students and teachers outlook of a bleak future as a result of worsening social economic situations demand that

the school leadership should always be searching for solutions to crisis which contribute to be devil school. One way of attending to this is to provide a caring school environment in which self expression debate and reflection are a norm rather than an exception (EGS, 2007). This is possible through the head teachers' adoption of communication strategies that enhance dialogue between the school leadership and students (Leithwood, (1990). This looks at how the school leadership through its management and governance structuring proactively deals head on with the multiplicity of problems which manifest themselves in schools. Conclusions underline participants school leadership as ideal in ensuring positive school climate (Sagar, (1992). Thus as pont el al, (2008), noted, instead there were virtually no documented instances of troubled schools being turned around without interrelation by a powerful school leadership. Although many other factors may play a role in such turnaround, effective school leadership is the catalyst.

Principals' leadership style or positive school climate promote individuals who are bonded together nature will and who are together bound to a set of shared ideas, and ideals. Principals must strengthen their efforts toward improving connections, coherence, capacity, commitment and collaboration among their members. Steffy (1998), points out the importance of the role of the principal: - in the final analysis, researchers say, any serious look at school climate and culture should lead policy makers to a simple and challenging – conclusion, almost everything depends on leadership. Principal understands how to work with the existing culture and knows how to help it evolve into healthier one. The abstract of a study done by clabough (2005) regarding the

effects of male and female leadership style on school climate indicated that males and females perceptions of principal leadership style and school climate are very similar, differing only in the amount of individual support each group perceived as coming from his/her principals. Results indicated that first year staff perceptions of both principal leadership style and school climate differ from those of more experience staff. Findings revealed a significant correlation in regard to the relationship between principal leadership style and school climate. Findings regarding the number of violence-related occurrences indicated no statistically significant correlation to either.

Various researchers have defined school climate in different ways, however there is consensus on what constitutes a school climate. Freiberg and Stein (1999) states that a school climate is the heart and soul of a school, the feature of a school that motivates pupils and teaches them to love the school and desire to be there each school day. The school climate has everything to do with the atmosphere, tone or feeling prevails in a particular school. It is brought about by the interaction between the principal and the teachers among teachers and pupils and between principals and pupils. In order to assess the relationship between leadership styles and school climate which is the focus of this study, it is logical to examine various types of school climate. According to Schott (2012) there are six types of school climate. These are open school climate, autonomous school climate, controlled school climate, familiar school climate, closed school climate and paternal school climate. Paternal school climate describes an energetic lively school moving to defined school goals and providing satisfaction for group members needs. The

principals shows compassion in satisfying the social needs of the individual teachers and students while also balancing the goal achievement of the school. School community enjoys friendly relation with each other. According to Fopiono and Norris, (2001) the distinguishing features of autonomous school climate is the freedom that the principal gives to the teachers to provide their own structures for interactions and find ways in which the teachers and the students can satisfy their needs.

This climate lean more towards social needs satisfaction than the task achievements. In controlled school climate, little attention is given to satisfaction of the individual members social needs and emphasis is laid on achievements of the school goals. Hard work is the major characteristic of controlled climate. It is over emphasized to the extent that little or no time is given to social life. Fopiano and Norris (2001), argue that, familiar school climate is the conspicuously friendly manner in which the principal, teachers and students interact. The teachers and the students social needs satisfaction are extremely high while little is done to control or direct the group activities towards achievements of school goals. Familiar climate depicts a laissez- faire atmosphere. The principal is concerned about maintaining friendly atmosphere at the expence of task accomplishment. The familiarity between the principal and teachers is so much that the school work suffers (Silver 1983).

Closed school climate is characterised by high degree of apathy on the part both the principal and the teachers. The principal is a roof and impersonal and controlling the activities of the teachers. The group achievement is minimal,

the teachers morale is low, and the school goals are rarely achieved. Hoy and Sobo (1988), argue that paternal climate depicts an atmosphere where the principal is very hardworking, but has no effect on the staff, to them hardwork is not a popular term. There is a degree of closeness between the principals and teachers, but the principals expectation from the teachers is rather impractical.

According to Barker, (2007) students are more likely to thrive when they are in school environment to which they feel they belong and are more comfortable, a school environment in which they feel appreciated by teachers. My adolescents join gangs to satisfy this needs for connectedness and a sence of identity related to this feeling of belonging the importance of helping each student to feel welcome, thereby reducing the feeling of alienation and disconnectedness. Paisey (2007) observes that schools have become important in the lives of students especially those who face negative circumstances at home. Thus, the school should be safe and positive place which is conducive to learning, fosters positive relationships and helps students to prepare for future challenges. He adds that the school climate significantly influences the way students feel about education. A school's climate can have a positive effect on students or it can have a barrier to learning. That is, it can either hinder or facilitate the realization of students' potentials.

According to Freiberg and Stein (1999), there are types of school climate. These are open school climate, autonomous school climate controlled school climate, familiar school climate, closed school climate and paternal school climate.



Open school climate describes an energetic lively school moving to defined school goals and providing satisfaction for group members needs. The principal shows compassion in satisfying the school needs of the individual teachers and students while also balancing the goal achievement of the school. School community enjoys friendly relation with each other.

The distinguishing feature of autonomous school climate is the freedom that the principal gives to the teachers to provide their own structures for interactions and find ways in which the teachers and the students can satisfy their social needs. This climate leans more towards social needs satisfaction than the task achievement. In controlled school climate little attention is given to satisfaction of the individual members social needs and emphasis is laid on achievement of the school goals. Hard work is the major characteristic of controlled climate. Even though the principal does not model commitment. Hard work is over emphasized to the extent that little or no time is given to social life. Nonetheless, teachers are committed to their work and spend considerable time to interact with one another, pupils are also hardworking but are given little time for participation in extra-curricular activities. The head teacher often employs a direct approach, keeps his/her distance from teachers, pupils and parents are not encouraged to visit school with their children's problems as the time on such matters could be used on something worthwhile (Silver 1983:184 – 18; Halpin 1966: 177).

Familiar school climate is the conspicuously friendly manner in which the principal and teachers interact. The teachers and the students social needs satisfaction are extremely high while little is done to control or direct the group activities towards achievement of school goals. Familiar climate depicts a laissez –faire atmosphere. The principal 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 principal runs the school. They do not share some views with the principal and their colleagues. As a result those who are not committed form a clique because they are of the same attitude, they become friends. Most students do not take their studies seriously and some of them give flimsy excuses to be out of class or absent from school. Most parents are not involved in their children’s education, they are not keen to find out what their children do or do not do in school. They do not think it is important to attend parent, teachers meetings. The familiarity between the principal and teachers is so much that the school work suffers (Silver 1983:186; Halpin 1966: 178 – 179).

Closed school climate is characterized by high degree of apathy on the part both the principal and the teachers. The principal is aloof and impersonal and controlling the activities of the teachers. The group achievement is minimal, the teacher’s morale is low group achievement is minimal and the school goals are rarely achieved. This type of school climate is repressive. Hoy and Sabo (1998:129) assert that closed climate represents the antithesis of the open climate. The main characteristic of this type of climate identified by Halpin

(1966:180-181) is lack of commitment and or unproductive (high disengagement).

There is no commitment especially on the part of the principal and teachers. There is no emphasis on task accomplishment rather the principal stresses routine, trivial and unnecessary paper work to which teachers minimally respond. The principal is rigid and controlling (high directiveness) he/she is inconsiderate, unsupportive and unresponsive (low supportiveness). Consistently, most teachers are frustrated and ineffective. Hoy and Sabo (1998:129) adds that in closed school climate there is lack of respect for the principal not only that the teachers lack respect for the principal. Not only that the teachers lack respect for the office but are also suspicious of each other, the school authority and even the pupils, teachers are intolerant and divided thus, there is social tension in the school. Hoy and Tarters (1997:54) findings established the above characteristics of a closed/unhealthy organizational climate as enumerated by Halpin. In this kind of atmosphere, it would be illogical to either expect the pupils to achieve high academic standard or have positive attitude towards the school and each other simply because there is no example to be emulated.

School climate types range on a continuum from open to closed climate. In view of the characteristics of each of the above organizational climates of schools as described by Halpin (1966: 174-181), the first and the last types (open and closed), are the two extremes. Thus they are opposites, each dimension in an open climate is positive, contributing to a goal-driven learning

environment, while dimension in a closed climate is negative, contributing to a confused, unproductive atmosphere for instance, in an open climate the principal is flexible and gives his/her teachers freedom to function without close scrutiny, which encourages them to put into use their creative talents and put in their best whereas in a closed climate the principal is rigid, controlling and closely scrutinizes his/her teachers. In this situation, a considerable number of teachers are resentful and uncommitted; they show no interest in their job and simply put in minimum effort in performing task given, just for the purpose of earning a living. Similar contrast is seen in autonomous and paternal climate; the general impression in an autonomous climate is that it is a person oriented as opposed to the task oriented that characterizes a paternal climate. Controlled and familiar climate are similar to paternal climate.

Paternal climate depicts an atmosphere where the principal is very hard working but has no effect on the staff, to them hardwork is not a popular term. There is a degree of closeness between the principal and the teachers, but the principal expectation from teachers is rather impractical. All the same, he/she is considerable and energetic, but his / her leadership approach is benevolently autocratic. As a result, most teachers, students and parents prefer to maintain distance from the principal. Often students cannot express their difficulties or problems with boldness and parents visit the school only when it is absolutely necessary (costly & Todd 1987:562), like (PTA) is meeting. No school falls rigidly on any type of the school climate there is bound to be overlapping between different types of school climates. Sashkin and Sashkin (2003:8) maintain that leadership matters uncertainly in organizations or society.

Leaders take constructive acts to achieve long-term goal and provide clear positive reasons for their actions, goals and accomplishments.

In essence, leaders add clarity and direction to life and make life more meaningful. These scholars say that leadership matters because effective leaders make a difference in people's lives, they empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change. Schermerhorn et al. (2000: 287) maintain that leadership is the heart of any organization because it determines the success or failure of the organization. Thus the study of leadership in organizations is closely tied to the analysis of organization such as school, the importance of leadership is reflected in every aspect of the school; instructional practices academic achievement, students' discipline, school climate etc. for instance, the social policy research association findings (Soukammeth, 2004: 15-17) on how leaders create circumstances for positive inter-group relations and caring and safe environment indicate that strong leadership is of great importance.

The principal in the schools studied were able to prevent disruptive behavior by promoting positive intergroup relations using different approaches to create a safe and caring environment. In essence, the principal as a leader needs leadership skills to reduce racial tensions among students that lead to negative social behavior and attitudes. The findings of Quinn's (2002: 460 – 461) study on the relationship between principal's leadership behavior and instructional practices supports the notion that leadership is crucial in creating a school that values and continually strives to achieve exceptional education for pupils.

Similarly waters, Marzona and Mc Nulty is (2004:50) research findings indicate that principals effective leadership can significantly boost pupils achievement. The employees perceive the manager as an inconsiderate leader who is only concerned about completion of tasks. Employees see him/her as a leader who does not consider employee cooperation as a crucial issue in the organization. Even though there is little upward communication within the organization, suggestions from employees are disregarded by the manager because of lack of trust. Downward communication is characterized with suspicion. Thus, employees distort the messages, instructions and circulars. This is because employees believe that the communication is serving only the interest of the managers (Hersey, Zigarmy & Zigarmy 1987: 12-16). Team work does not exist; teachers are used to achieve goals. They have no say in how they should perform their work and they are expected to work hard to achieve the goals set by the managers. Even though teachers overtly accept their responsibilities because of fear, they resist covertly. As a result, employees disregard the process in a subtle way by giving excuses when they have to carry out their duties.

Teachers are dissatisfied with their work and this leads to informal grouping for the purpose of opposing the goals of the school (Hersey & Blanchard 1993: 105). Mn Lean et al (2006) warns against this type of leadership behavior as managers of successful organizations emphasize consultation, teamwork and participation. 2.4.12 system II authoritative – benevolent even though the manager is authoritative, he/she make a bulk of decisions within a prescribed framework. Rewards or punishment are used to motivate the

workers. Employee management interaction is characterized with fear, caution and pretence. Thus, employees' motivations is very low and they are dissatisfied with their job (Hersey & Blanchard 1993).

Workers attribute success to the manager. The manager 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 towards 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 & Johnson 1996).

The employee work together as a team. This is because the manager creates a situation where everybody participates fully in the activities of the organization. Everybody strives to make the organization a better place to work in. communication flows to and from the hierarchy and also among colleagues. This is because the subordinates are well involved in decision making. The managers behavior include coaching team members, negotiating their demands and collaborating with others. The manager still assumes the responsibility of whatever decision that is taken. Informal grouping exists which works to the achievement of the organization goals (Hersey, Blanchard & Johnson 1996). Conclusively, Likerts management model is mainly based on management activities form the framework for defining the four managerial systems from which four management styles are derived. In other words,

Likerts proposition is that a manager is categorized as authoritative – coercive, authoritative-benevolent, consultative or participative based on how he/she makes decisions, communicates, organizes and carries out other management tasks, and the amount of involvement he/she allows from group members in the decision-making process.

Of all the above management styles, the participative style is probably the one that can affect an organization's climate positively. Findings from Goleman et al (2002) indicate that the authoritative – coercive management 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 all else has failed especially 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 and team spirit.

### **2.3 Concept of leadership in schools**

Schermhorn, Hunt and Osborn (2008) define leadership as “a case of interpersonal influence that gets individual, or groups of people to do what the leader wants to be done”. By implication, the leader's focus is on what he wants from people therefore, followers' input is not encouraged with regard to what it is to be done. However, Maxwell (1999) is of different opinion; he argues that the leader's attention is on what he/she can put into people rather than what he can get out of them, so as to build the kind of relationship that promotes and increases productivity in the organization.



As the focus shifts from bureaucracy (in which a leader tends to direct others and make decision for others to implement) to non – bureaucracy, the perception of leadership tends to emphasize motivation, inclusion and empowerment of followers. For example Jacques and clement (1991) define leadership as a process in which an individual sets direction for other people and carries them along in that direction with competence and full commitment. Therefore, leadership is a responsibility characterized by commitment and competence; and it takes place in a role relationship within a social structure. In essence, a leader functions by interacting with other people within a social structure. There are other views which differ from the more traditional perspective. Sergiovanni (2004), perceives leadership as a personal thing, comprising one's heart, head and hand. Hence, the heart of leadership deals with one's beliefs, value and vision.

According to Daresh (2002), leadership is the ability to inspire confidence and support among followers who are expected to achieve organizational goals. This has to do with change inspiration and motivation. It can be inferred that the leader's task is to build followers confidence in their job so as to be effective in their job. In addition, it is the leaders responsibility to communicate the picture of what the organization should be, convince followers and channel all activities toward accomplishing it. Sashkin and Sashkin's (2003) and Hoy and Miskel (2001) define leadership as the art of transforming people and organization with the aim of improving the organization.

These leaders define the task and explain why the job is being done; they oversee follower activities and ensure that followers have what they need in terms of skills and resources to do the job. These kinds of leaders develop a relationship between themselves and their followers; they align motivation and inspire the followers to foster productivity. This approach's emphasis is on transformation that bring positive change in the organization, groups interpersonal relationships and the environment. Both the old and the new concepts of leadership agree that leadership does not take place in isolation. Rather it takes place in the process of two or more people interacting and the leader seeksto influence the behavior of the other people.

However, to a large extent, the old concept of leadership is based on exercising power over followers to maintain status quo, while the new perspective is based on continuous improvement and power sharing with the followers. The old concept of leadership is based on downward exercise of power and authority while the new seeks to develop respect, and concern for the followers and see them as a powerful source of knowledge creativity and energy for improving the organization. In conclusion, the issue of change and empowerment is the main focus of the new perspective on leadership. The leader is expected to continually generate new ideas for increasing effectiveness and productivity within the organization. He is required to provide needed strategies for executing the ideas/vision and motive the employers to accomplish the vision by using their own initiatives to improve their inter – group relations in and outside school.

In education the issue of capable school leadership is what it looks like, why it matters and how to develop and sustain it is a source of widening interest and concern (Educational Commission of the States (ECS), 2007). Contemporary literature delineates that countries strive to perform education systems and improve student's results. In this instance school leadership is poised to be high on an education policy as a reformatory program (Pont, Nusche, & Moorman, 2008). But in many countries, the men and women who run schools are over burdened, underpaid and near retirement.

According to Wilmore (2001), and Willms (2004), despite the above mentioned circumstances, head teachers are still expected to function as educational visionaries in structural and curriculum teachers assessment experts, disciplinarian, communities builders, public relations experts, budget analysts, facility managers, special programs administrators and experts of legal, contractual and policy mandates and initiatives. They are then again expected to broker the often conflicting interest of parents, teachers, students, district office officials, union and state and federal agencies and they need to be sensitive to the widening range of student's needs. The demand of the job has changed so that traditional methods of preparing administrators simply don't spare aspiring head principals for their current responsibilities (Miles, 1993).

#### **2.4 Autocratic leadership style and school climate**

Autocratic leadership also known as authoritarian leadership is a leadership style characterized by individual control over all decisions and little input

from group members. Autocratic leadership typically make choices based on their own ideas Judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group. This kind of leadership style portrays the leader as an authoritative leader. He/she demands compliance with orders without explaining the reason behind them. He uses threats and punishment to instill fears in the employees, set goals for the school and his decisions is accepted without questioning. The leader does not have confidence in his subordinates. As a result they are monitored at all times and focuses on followers mistakes rather than what they did well. Employee - leadership interaction is limited and it is characterized with fear and mistrust ( Hersey & Blanchard, 1993) and he rarely praises, rather he criticizes a lot, leading to followers' loss of confidence in him and become less committed to their work. Likewise Dufour and Eaker (1998) confirm that top down coercive method of winning a school leads to lack of commitment on the part of the teachers and students an indicator of a negative school climate.

Ochieng (2001), study on influence of leadership styles on academic performance in secondary schools in Mombasa found out that poor academic performance in K.C.S.E was exhibited by schools whose principals were rated as autocratic leaders (task oriented behavior). 76% of the teachers rated their principals leadership style as autocratic. It is therefore clear from the above studies that autocratic leadership style may have its advantages in other areas of management, however, it has a negative influence on the positive school climate as teachers have no say in how they should perform their work and they are expected to work hard to achieve the goals set by the school

leadership. Even though school members overtly accept their responsibilities because of fear, they resist covertly.

As a result, they disregard the process in a subtle way by giving excuses, they are dissatisfied with their work and this leads to informal grouping for the purpose of opposing the goals of the school (Hersey & Blanchard, 1993). McLean et al, (2006) warns against this type of leadership behavior as leader of successful schools emphasize consultation, teamwork and participation leadership that influence establishment of a positive school climate. Autocratic leadership can be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people. Some situations in school management require strong leadership in order to get things accomplished quickly and efficiently.

## **2.5 Democratic leadership style and school climate**

In this type of leadership, the leader has complete confidence and trust in the employees. Workers are highly motivated by their involvement in the setting of goals, improving methods and appraising progress towards goals of the organization. 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 & Johnson, 1996).

Democratic leadership tends to have a positive impact on school members' morale and school climate as they are inextricably related (Lunenburg & Ornstein, 2004). The staff and students are consulted and sometimes invited to participate in decision making, policy and procedures. The principal who uses

this style of leadership is making a statement to staff and students of trust and respect facilitates the mission of the school and increases morale by making the staff and the students feel respected and valued.

According to a study done by Scherer Horn (2008), on influence of leadership on the school climate in Jamaica, the democratic leaders encourages collaboration and teamwork and communicates effectively—particularly as an excellent listener thus creating a positive climate. The groups with democratic style of leadership were the most satisfied and functional in the most orderly and positive manner. Njuguna (1998), on a study of leadership in schools in Nairobi found out that an average academic performance in KCSE was exhibited by schools whose principals were rated as democratic leaders there is a consistency in the two studies carried out in Nairobi and Jamaica implying that democratic leadership style creates a positive climate hence better performance in national examinations.

## **2.6 Laissez – faire leadership style and school climate**

In this leadership style the leader gives almost all authority and control to the subordinates. The leader leads the organization indirectly, he does not make decision rather he abides by popular decisions. There is no setting of goals and objectives by the leader. Therefore this style of leadership may be effective with well motivated and experienced employees. O’Hanlon and Clifton (2004), found Laissez – faire leadership to have positive effects on a number of school learning climates. This was an investigation of the relation between laissez faire leadership behaviors of school principals in Australia public

secondary school and seven dimensions of school learning environment. Laissez – Faire leadership of behavior demonstrate a positive impact on schools learning environment, in some cases more influential than alternative type of leadership behavior.

Paisey (2002), in a study on school leadership and its influence on performance showed correlation between the Laissez – faire leadership style and the school performance in secondary schools in Tanzania. The study established that principals who use the laissez faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. This is in agreement with Mc lean and moore (2006), study of laissez faire leadership which shows that it is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitudes.

## **2.7 Participative leadership style and school climate**

Participative leadership involves consulting with subordinates and the evaluation of their opinions and suggestions before the manager makes decision (Mullins, 2005). Participative leadership is associated with consensus, consultations, delegations and involvement (Bass, 1985). 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 participative leaders 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 front line 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. Participate 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 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 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 leaders 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) support 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 schools climate. This style would encourage “open” or “autonomous” climate where teachers feel motivated towards their school (Oyetunji, 2006). 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 (2000) adds that through participatory, 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. The leadership style encourages good interpersonal relationship in the organization which encourages positive school 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.

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) observe 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. Paisley (2002) asserts 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 by their colleagues, they usually give support. In other words consultation, teamwork and participation are the key common characteristics of positive climate and consequently successful schools.

Goleman (200) found that participative leadership style had the most positive effect on organizational climate. The leadership 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.

## **2.8 Summary of the literature review**

The literature review reveals that different principals' leadership styles play different roles in an organization. The interpretation of various leadership models suggest that no single leadership style is adequate to establishing a positive school climate. Rather the combination of styles is effective if appropriately used as the situation demands. The school as a system of social interaction compels the principal, teachers and students to interrelate at administrative levels in areas of planning, decision - making problem solving and control. How best the school principal leads the school to success, the climate will be seen to be positive. The school principals therefore require to apply leadership style that will motivate rather than undermine the school climate. Most principals have not been able to combine the leadership styles thus resulting in problems of discontent and under achievement of the school members due to unfavorable school climate. In view of the above, it is logical

to assess the relationship between leadership styles and school climate in Ganze district which will be the focus of this study.

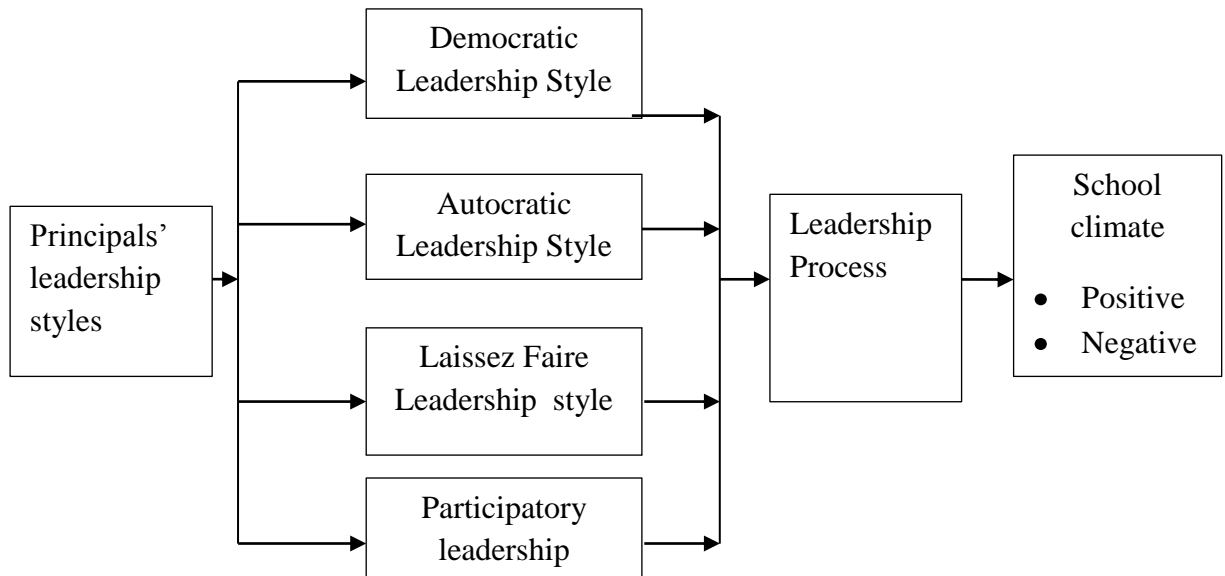
## **2.9 Theoretical framework**

The study based on transformational leadership theory. Bass (1985) the proponent of the transformational leadership theory, describes the leaders' involvement in changing the attitudes of the workers in order to increase their commitment in the organization. This school of thought pays more attention to relationship at work that is intimately connected with the actual behavior and attitude of the leaders. (Bass 1985) asserts that the leader who shows empathy towards the workers exercises less supervision and encourages employee participation. The workers in turn perceive him from an inspirational angle with loyalty and enthusiasm. The leader's personal quality persuades and influence his sub-ordinates into working towards the set goals of the organization. They use skills, knowledge, principles, integrity and trust in transforming all those around them into willing followers.

This theory applies to this study in that the leader seeks a compromise between stressing achievement of school goals and objectives and individual needs (Blanchard & Hersay, 1998). This style of leadership influence the students and the teachers to perceive the school as a safe and secure place where they feel valued and wanted and are committed to the achievement of the institutional goals.

## 2.10 Conceptual framework

A conceptual frame work is a diagrammatic representation on how different variables interrelate. The figure 2.1 summarizes the relationship between the independent and dependent variables.



**Figure 2.1: The relationship between the principal's leadership styles and the school climate**

The principals' leadership styles which are the independent variables will to a large extent influence the behavior of teachers and students, their morale, interpersonal relationships, achievement of individual and school goals and objectives will reflect positive school climate which is the dependent variables. The principals who adopt a leadership style which creates fear and suspicion among the teachers and students on the use of coercion and commands influences creation of negative school climate. The students and teachers will perceive the school as unsafe and unwanted and they are likely to feel unwanted and non – committed to the achievement of school goals and objectives.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers research methodology; research design, target population, sample size and sampling procedure, research instruments, validity and reliability of the instruments, data collection procedures and data analysis.

#### **3.2 Research design**

The research study employed a descriptive survey design. According to Mugenda and Mugenda (2003), descriptive survey designs help the researcher to determine and report the way things are. Descriptive survey design is useful in describing the characteristics of a large population. The method is non-experimental for it deals with relationships among non-manipulated variables. The researcher employed this design as it enable gathering of data on a large number of respondent on their behavior, attitude and opinion.

#### **3.3 The target population**

The target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wish to generalize the results of the research study (Mugenda & Mugenda, 2003). The target population of this research study was drawn from the 17 public secondary school principals, 202 secondary school teachers and 432 prefects in Ganze District as shown in the table 3.1 (DEO, Ganze District, 2014).

**Table 3.1: Distribution of schools, staffing and prefecture in Ganze district**

<b>Zone</b>	<b>No of Schools</b>	<b>Girls boarding</b>	<b>Boys Boarding</b>	<b>Mixed Day</b>	<b>No of Principals</b>	<b>No of Teachers</b>	<b>No of Prefects</b>
Central	5	-	1	4	5	71	152
Vitengeni	7	1	1	5	7	78	170
Bamba	5	1	1	3	5	53	78
<b>Total</b>	<b>17</b>	<b>2</b>	<b>3</b>	<b>12</b>	<b>17</b>	<b>202</b>	<b>400</b>

**Source:** Ganze District Education Office, 2014

### **3.4 Sample size and sampling procedures**

Mgenda and Mugenda (2003), define a sample size as a subject of the population which is representative. In selecting the number of schools to be involved in the study, the guidelines given by Orodho and Kombo (2000), that the sample should be proportionate to the target population will be considered. The researcher used stratified random sampling to select 15 secondary schools for this study which would represent 88.23% of the target population. Borg and Gall (1989), states that a 10 percent sample can represent a population, however, the bigger the sample the more representative the sample becomes.

In selecting teachers, proportionate random sampling was used to sample 100 teachers representing 49.5 percent and 100 prefects representing 25 percent for this study. Each zone contributed teachers and prefects proportional to the size of their population. This was based on the principal that the larger the population of schools in the zone, the more the teachers and prefects will be

included in the sample the better the results. Therefore, central zone – 35 teachers and 42 prefects while Vitengeni zone was represented by 38 teachers and 18 prefects respectively as shown in table 3.2.

**Table 3.2: Sample of schools, teachers and prefects to represent the zones**

Zone	School	Sample	Teachers	Sample	Prefects	Sample
	Population		Population		Population	
Central	5	4	71	33	153	60
Bamba	7	7	78	34	170	66
Vitengeni	5	4	53	23	78	24
Total	17	15	202	90	400	150

### 3.5 Research instruments

The research study employed questionnaires to collect data. The questionnaire were preferred in the study because they presented an even stimulus potential to large number of people simultaneously and provide the investigation with an easy accumulation of data. Gay (2003), states that questionnaires give people freedom to express their views or opinions and also to make suggestions. The principals questionnaire were used to collect data from principals on leadership styles they employ in school management. Teachers questionnaire were used to collect data from teachers on the type of school climate that exist in schools. Students questionnaire gathered data from the



students on the type of school climate and how the principals create positive school climate. The questionnaires consisted of short structured questions.

### **3.6 Validity of the instruments**

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results. (Mugenda & Mugenda, 2003). The pilot study helped to improve face validity and content validity of the instruments. Content validity on the other hand employed by the researcher to check whether the items on the questionnaires answers the research objectives. The supervisors who are experts in the area of study validated the instruments through expert judgement (Miller ,1993). Items that may either be unclear or open to misinterpretation were rephrased accordingly with the assistance of the supervisor. In addition, utmost care were taken to ensure that the items address objectives of the study.

### **3.7 Reliability of the instruments**

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 techniques through piloting the instrument to test the reliability of the questionnaires (Mugenda and Mugenda, 2003). In order in improve the reliability of the instrument, the researcher with the help of the supervisors critically assessed the consistency of the responses on the piloted instruments. Piloting was done where 2 principals, 6 teachers of 2 pilot schools were selected. The pilot questionnaires were administered twice to the same group within a time span of two weeks. A correlation coefficient of the two sets

were calculated using a Pearson correlation coefficient formula. Reliability coefficient of 0.7 was accepted as recommended by Mugenda and Mugenda (2003).

### **3.8 Data collection procedure**

The researcher obtained an introduction letter from University of Nairobi campus, and a research permit from the National Commission for Science Technology and Innovation (NACOSTI). Researcher informed the District Commissioner (DC) of the study carried out in the district. The researcher booked an appointment with the principals when to visit and administer the questionnaires, the principals, teachers and prefects were given instructions and assured of confidentiality as they were given enough time to fill out the questionnaires. The researcher collected the instruments immediately they are filled out.

### **3.9 Data analysis techniques**

The researcher checked on the filled out questionnaires for completeness as part of the preparation for analysis. The researcher analysed the data both qualitative and quantitative techniques. Quantitative analysis was done where the raw scores were entered into the statistical package for social sciences (SPSS) version 17.0, statistical software to express attitude. Qualitative data was arranged into thematic areas for easy coding and interpretation. Likert scale was used to test on the degree of agreement by the respondent on particular variables of the study (Mugenda and 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 INTERPRETATION**

#### **4.1 Introduction**

This chapter presents data analysis, presentation and interpretation of the findings of the study. The objective of this study was to investigate and establish the influence of principals leadership styles in establishing school climate in public secondary schools in Ganze district. Data analysis was performed using SPSS version 19. Quantitative data were analyzed using descriptive frequencies and percentages. Presentation was done using tables, charts and graphs for easy yet affective communication. The analysis was based on the predefined objectives and aimed at considering the following questions: What is the influence of principals' autocratic leadership style on school climate in secondary schools in Ganze district? To what extent does principals' democratic leadership style? To what extent does principals laissez-faire leadership style influence school climate in secondary school in Ganze district? What is the influence of principals' participatory leadership style on school climate in secondary school in Ganze district.

#### **4.2 Questionnaire return rate**

A total of 25 questionnaires for the principals and 23 questionnaires for the teachers were administered to the respondents. All the questionnaires were returned for analysis which form 100 percent return rate. According to Mugenda & Mugenda (2003), a response of 70 percent and above is very

good. The questionnaire return rate was high because the researcher collected the questionnaire immediately they were filled.

**Table 4.1: Questionnaire return rate**

Population	Number of questionnaire distributed	Number of questionnaire returned	Response rate
Principals	15	15	100%
Teachers	100	100	100%
Prefects	100	100	100%
Total	215	215	

According to table 4.1 the questionnaire return rate was 100%. All the respondents cooperated by filling out all the questionnaires. The researcher also collected the questionnaires immediately they were filled out.

### **4.3 Demographic characteristics of the respondents**

The study was conducted among 15 secondary school principals and 100 teachers and 100 prefects drawn from 15 secondary schools in Ganze district. This section presents the analysis of the demographic data collected from the respondents.

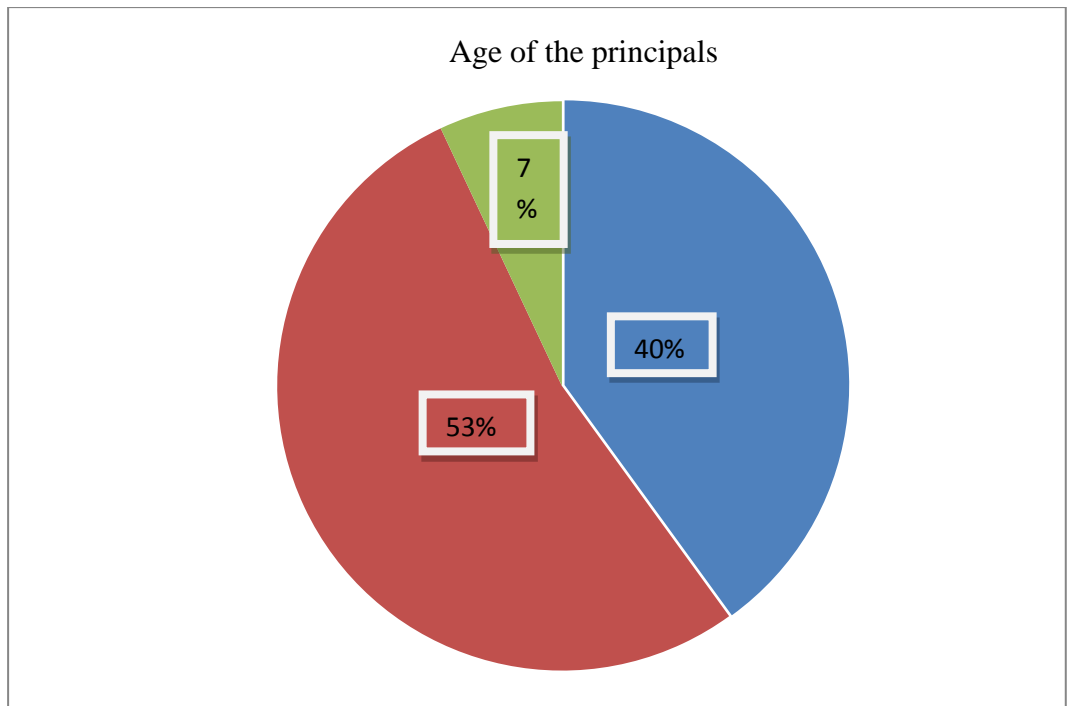
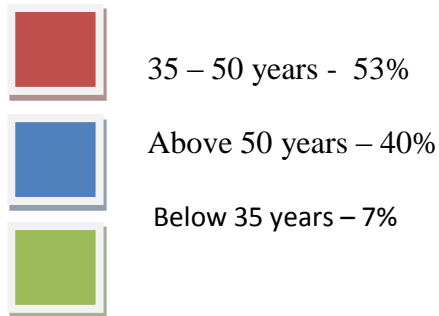
#### **4.3.1 Participant's age**

The following section presents findings related to the participants age. Age is important as it would reflect the cohort of principals, teachers and students in school on school climate investigation. The study sought to find out the age of principals, teachers and students. This was important as it would help in

establishing whether there is any relationship between principals leadership styles and school climate.

### 4.3.2 Age of principals

Principals were asked their age and the results are presented in figure 4.1

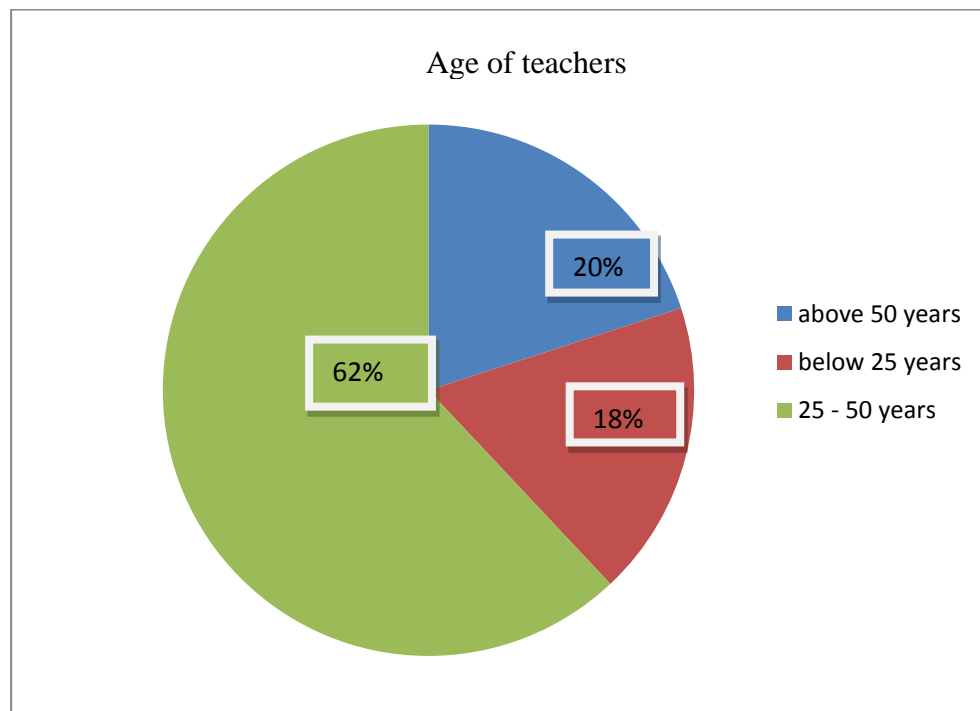


**Figure 4.1: Age of the principals**

As indicated in figure 4.1 majority of principals were between 35 – 50 years old. The findings indicated that most principals have adequate job experience necessary to create a positive climate in the school.

#### 4.3.3 Age of teachers

The teachers were also asked to indicate their age and the results presented in figure 4.2



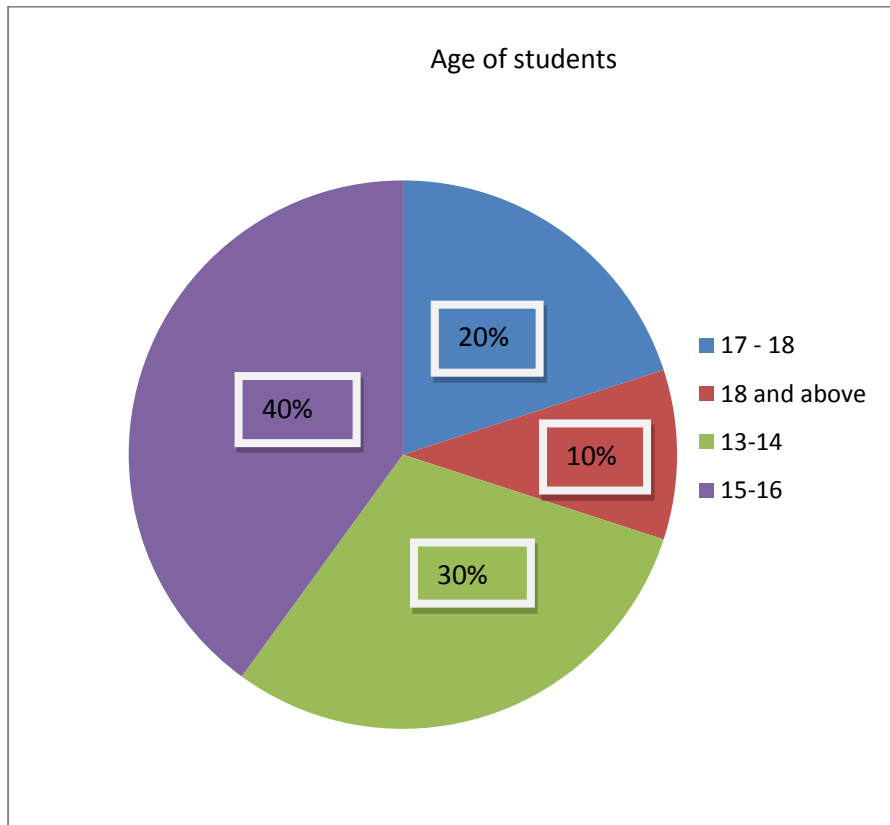
**Figure 4.2: Age of teachers**

Findings in figure 4.2 indicate that most of the teachers 62 percent were between 25 – 50 years which means that they had enough experience to create a positive school climate if appropriate leadership is given.

The teachers were of varied ages as illustrated in the figure 4.2.

#### 4.3.4 Age of students

The students were also asked to indicate their age, the results were as shown in figure 4.3.



**Figure 4.3: Age of students**

As indicated in figure 4.3 most students were between age 15 – 16 years, therefore were in a position to explain the type of school climate in their school under their current head teacher.



#### 4.4 Respondents' academic qualifications

This section presents findings on the respondents highest academic qualifications. A principal or a teachers academic qualification can determine the influence of principals leadership styles in establishing school climate (Barker, 2001).

##### 4.4.1 Principals' academic qualification

The table 4.2 represents the results of principals academic qualifications.

**Table 4.2: Distribution of principals by academic qualification**

<b>Academic qualification</b>	<b>F</b>	<b>%</b>
Master degree in Education	3	20%
Bachelor of Education degree	8	53%
Diploma in Education	4	27%
<b>Total</b>	<b>15</b>	<b>100%</b>

Findings in table 4.2 indicate majority of the principals had bachelor of Education degree, 53% followed by diploma 27% and masters 20%. From the findings, it can be observed that most principals had basic knowledge of leadership from Teachers Training College. However, as Sushila (2004), asserts given the principals roles as leaders of the school they are the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative, they require higher qualifications for effective leadership. The quality of leadership

offered by the principal creates the difference between a positive school climate and a negative school climate.

#### **4.4.2 Teachers academic qualification**

Teachers were asked about their highest education level and this is shown in table 4.3.

**Table 4.3: Distribution of teachers according to professional qualification**

<b>Academic qualification</b>	<b>F</b>	<b>%</b>
Master degree in Education	2	5%
Bachelor of Education degree	52	55%
Diploma in Education	26	25%
Approved Teacher Status I	20	15%
<b>Total</b>	<b>100</b>	<b>100%</b>

As shown in the table 4.3, majority of teachers 55% were graduates. All the teachers had attained post-secondary education as is required by the Ministry of Education. This could be the fact that many teachers have enrolled in colleges and universities. Higher academic qualifications among teachers give them the ability to effectively judge the principals leadership style and the type of school climate that exists in a school.

#### **4.5. Job experience of participants**

This section presents findings on the experiences of the participant in terms of years served in their respective positions. This was important as it would assist

the researcher to identify whether principals and teachers were experienced enough to provide quality information on the influence of principals leadership style in establishing school climate.

#### 4.5.1 Principals' job experience

The principals were asked to indicate their job experience in their respective schools and the results were shown in Table 4.4

**Table 4.4: Principals job experience**

<b>Principals job experience</b>	<b>Frequency</b>	<b>%</b>
1 - 5 years	6	40%
6 - 10 years	6	40%
Above 10 years	3	20%
<b>Total</b>	<b>15</b>	<b>100%</b>

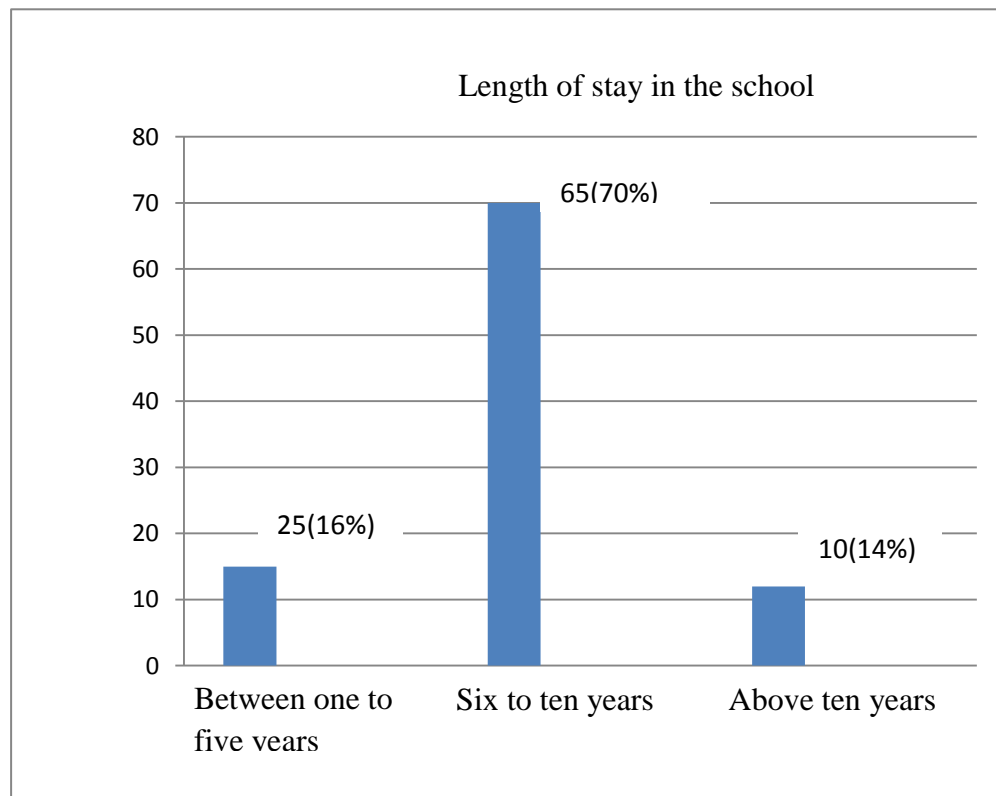
Table 4.4 shows that majority of principals had stayed in their respective school for between 6 – 10 years and 1 – 5 years respectively. This indicates that most principals had adequate time to influence school climate, which affects the teaching and learning environment. It takes leadership for a school to be transformed and establish a conducive school climate for teaching and learning. This is evident as reported in the research findings by Barker (2001), which portrays the principal as an individual capable of creating the climate needed to arouse the potential motivation of staff and pupils. The study indicates that an effective principal can turn around a schools that lacks direction and purpose to a happy, goal oriented and productive school. Thus, it

may be argued that stability in school leadership is not enough in increasing productivity and in transforming an unpromising circumstance in a school.

#### 4.5.2 Teachers job experience

The following is the distribution of the teachers by their teaching experience. The teachers teaching experience would enable the teachers to evaluate the leadership styles of their principals with competence. This was important as it would assist the researcher to identify whether principals and teacher were experienced enough to provide quality information on leadership style and its influence on school climate. Their responses were illustrated in figure 4.4

The teachers were also asked to indicate their job experience and their results were as shown in figure 4.4.



**Figure 4.4: Teachers job experience**

According to figure 4.4, majority of teachers had stayed in their respective schools for between 6 to 10 years, 25(16%) had stayed in their respective schools for between 1 – 5 years and 10 (14%) had stayed in their schools for more than 10 years. From the above findings, we can observe that most teachers are old in their profession hence able to create a positive school climate if adequate leadership style was provided.

#### **4.6 Effects of autocratic leadership style on the school climate**

This section presents findings related to the second objective which sought to establish the effect of autocratic leadership style on the school climate district.

##### **4.6.1 Principals responses on autocratic leadership style**

The principals were presented with a series of items to measure the extent to which they engage in the autocratic leadership style in their administration.

The results are shown in Table 4.5.

**Table 4.5: Principal responses on autocratic leadership style**

Items	Always		Occasionally		Rarely		Never	
	f	%	f	%	f	%	f	%
The principal rules the school with an iron fist	7	59%	4	27%	2	7%	2	7%
Supervision of teachers and students is vigorous	10	67%	0	0%	3	26%	2	7%
Members who do not meet the set objectives are threatened with punishment	7	54%	4	27%	2	13%	2	7%
The principals does not have confidence in his teachers	3	13%	7	67%	2	7%	3	13%
The principal-teacher-student relationship is characterized by fear	3	20%	7	47%	2	13%	3	20%

---

**N = 3**

Findings in table 4.5 indicate that majority of the principals always issued orders expecting compliance by school members. Most of the principals indicated that members who do not meet the school set objectives are always punished. Most of the principals indicated that they occasionally had

confidence in their teachers. An equal number of the respondents indicated that principals – teachers – students relationship is occasionally characterized by fear where authoritative style of leadership is practiced to poor school climate. The findings of the study are in line with the findings of a study done by Sybouts and Wended (1994) who 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 manners in which a principal creates a school climate through leadership makes individual either satisfied or dissatisfied with their work.

#### **4.6.2 Teachers responses on autocratic leadership**

Teachers were presented with a number of items to measure the effect of autocratic leadership style on teachers on a five point likert scale (always, occasionally, not sure, rarely, never). This was important as it would provide information on the influence of principals leadership styles on school climate. The findings are indicated in Table 4.6.

**Table 4.6: Teachers responses on autocratic leadership style**

Items	Always		True		Neutral		Seldom		Not true	
	f	%	f	%	f	%	f	%	f	%
Most teachers have withdrawal and left all work to the principals	18	58%	34	19%	20	16%	22	7%	0	0%
Teachers are dissatisfied with the school climate	29	69%	22	10%	19	6%	4	8%	26	7%
Teachers in fear of victimization	25	35%	13	27%	32	16%	24	19%	6	5%
Teachers are demoralized leading to non-commitment to their work	48	60%	33	20%	3	15%	16	5%	0	0%
Teachers do not bother to present any problem affecting them to the principal	47	52%	29	40%	11	17%	12	20%	1	5%

---

**N = 20**

The responses in table 4.6 indicate that the majority of teachers 58% have withdrawn and have left all work to the principals. The principal is the final decision maker and he/she rarely allows other members in decision making process. He demands compliance with orders without explaining the reasons behind them. He uses threats and punishments to instill fear in the employees. He sets goals for the school and his decision is accepted without questioning. The principal does not have in his or her subordinate, and therefore he monitor



out all time and focuses on followers mistakes, rather than what they do well; as a result of this the teacher tends to withdraw and leaving all the work to the principals hence crating a negative school climate.

The findings also indicates that majority of teachers, 69% are dissatisfied with the school climate and this lead to informal grouping for the purpose of opposing the goals of the school. Although the manager is authoritative he/she makes a bulk of decision within a prescribed framework, hence from these findings autocratic leadership style does not foster a positive school climate. In this style rewards or punishment are used to motivate teachers , they are also threaten and intimidated hence creating a negative climate.

The findings teachers 35% live in fear of victimization. The principals rarely praises them, rather he criticizes alot, leading the followers to loss of confidence in him and less commited is their work. The principals uses threat and punishment to instil fear in the employee. The principals-interaction is limited and it is charaterized with fear and mistrust; this demoralize the teachers hence creating a negative school climate.

From the findings in table 4.6, teachers 50% also indicate that they are demoralised leading to non commitment to their work. Rewards or punishment are used to motivate the workers. Employee management interaction is characterized with fear, caution and pretence thus employee motivation is very low and they are dissatisfied with their job. The findings indicate that the least number of teachers, 5% do not bother to present the problems affecting them to the pricipals.

The findings also indicate that teachers 52% do not bother to present any problems affecting them to the principal; This is because majority of the principals always issue orders expecting compliance by school members. The teachers are always characterized by fear and the principals have no confidence in their teachers. Due to this variable the teachers are unable to deliver the content to students, hence uncomplete syllabus and finally leads to poor performance. This results to a negative school climate.

The findings of this study is supported by the findings 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.

#### **4.7 Effects of democratic leadership style on the school climate**

This section presents findings related to the third objective of the study which sought to establish the effect of democratic leadership style on the school

climate in Ganze district. According to Lunenburg & Ornstein (1996), democratic leadership tends to have a positive impact on school members, morale and school climate, as they are inextricably related.

#### 4.7.1 Democratic leadership style

The principals were presented with a series of items measure the extent to which they engage in the democratic leadership styles in their administration which in turn affects the school climate. The results are shown in table 4.7.

**Table 4.7: Principals’ responses on democratic leadership style**

Items	Always true		True		Neutral		Seldom		Not true	
	f	%	f	%	f	%	f	%	f	%
I let members participate in decision making process of the school	8	55%	3	20%	2	15%	2	10%	0	0%
I assign school members particular task in schools after consultation	7	50%	4	30%	2	10%	1	5%	1	5%
I allow student to elect school prefects	4	31%	3	20%	4	28%	2	15%	2	6%
I reward school members for their exemplary work	5	37%	4	25%	2	10%	2	13	2	15%
I have a good working relationship with school members	7	48%	4	30%	2	12%	2	10%	2	15%

N = 3

The findings in table 4.7 indicate that most of the principals always allowed members to participate in the decision making process. This make every individual to feel a pattern percel of the organization, respected and valued. The teachers contribute their opinion and views and this make them responsible and feel safe and wanted. This motivates them since they are free to communicate and to give their views, hence create a positive school climate.

The findings also indicate that the majority principals 60% assign school members particular tasks in school after consultation. The staff and students are consulted and sometimes invited to participate in decision making, policy and procedures. The principal who uses this style of leadership is making a statement to staff and students of trust and respect facilitates the mission of the school and also increases morale by making the staff and the students feed respected and valued hence promoting a positive school climate.

The findings also indicated that 31% of the principals allow students to elect school prefects through democracy. By doing so encourage the students to feel respected and valued. It also encourage the students to take their studies seriously hence increase their productivity in school. The findings also taught the prefects to be responsible in future by electing responsible leaders. By allowing so the principals create an open climate in schools.

The findings also indicated that most principals 37% reward school members for their exemplary work. This motivates the teachers to work harder. There is also good employee – management relationship and the workers see

themselves as part of the organization by exhibiting a high degree of responsibility and commitment. This increases the teachers morale hence creates a positive school climate.

The findings also indicated that principals 48% have a good working relationship with the school members. This encourages an energetic lively school moving to defined school goals and providing satisfaction for group members needs. The principal shows compassion in satisfying the social needs of the individual teachers and students while also balancing the goal achievement of the school. School community enjoys friendly relation with each other hence promoting a conducive environment in schools.

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

#### **4.7.2 Teachers responses on democratic leadership style**

Teachers were asked to indicate the effects of principals democratic leadership style in school showing how it affects the school climate. Responses are shown in Table 4.8.

**Table 4.8: Teachers' responses on democratic leadership style**

Items	Always true		True		Neutral		Seldom		Not true	
	f	%	f	%	f	%	f	%	f	%
Teachers morale is high	48	59%	23	20%	23	16%	6	5%	0	0%
Teachers really enjoy working in this atmosphere	47	50%	12	10%	32	20%	8	15%	1	5%
Teachers spend time after school with students who have individual problems	45	40%	13	20%	21	14%	13	20%	8	6%
Teachers are proud of their school	48	59%	23	18%	16	10%	13	13%	0	0%
Teachers are friendly to students	23	20%	2	15%	24	30%	13	15%	38	15%

N = 20

#### **4.8 Influence of Laissez-Faire leadership style on the school climate**

This section presents findings related to the fourth objectives of the study which sought to establish the influence of Laissez-Faire leadership style on the school climate in Ganze district.

##### **4.8.1 Principal responses on Laissez-faire leadership style**

The principals were presented with a series of items to measure the extent to which they engage in the laissez-faire leadership in their administration as shown in Table 4.9.

**Table 4.9: Principals’ responses on Laissez-faire leadership style**

Items	Always		True		Neutral		Seldom		Not true	
	f	%	f	%	f	%	f	%	f	%
I expect teachers to set their own target and accomplish them on their own	6	45%	2	23%	0	0%	2	15%	3	17%
I allow teachers to establish quality control standards in schools without coercion	6	40%	4	32%	3	18%	2	10%	0	0%
I expect teachers to perform their duties without supervision	10	70%	3	20%	1	5%	1	5%	0	0%
I allow school members to collect their own mistakes	5	48%	3	15%	3	15%	2	10%	2	12%
I permit teachers to be absent from school if they have no lesson	7	58%	3	19%	3	13%	2	10%	0	0%

N = 3

According to the findings in table 4.9 most of the principals never expected teachers to set their own target and accomplish them on their own. The findings established that principals who use the laissez-faire leadership style tend to fail and follow up on those they have delegated tasks to and consequently performance declines. The style is also associated with the highest rates of truancy and delinquency with the slowest modification in

performance leading to unproductive attitude. This enhance a negative school climate.

The findings also indicated that principals never allowed teachers to establish quality control standard in schools without coereion. This depicts the existence of a negative school climate where the teachers and the students are not committed to the achievement of school goals and objectives. In this type of leadership the principals lack the knowledge on what leadership entails to direct the employees to establish quality control standard in schools when managing the institution.

The findings also indicated that principals expected teachers to perform their duties without supervision. This depicts the existence of a negative school climate where the teachers and the students are not committed to the achievement of school goals and objectives. According to the study done by sarros and santura (2000) indicate that laissez – faire leadership style reflects a lazy and sometimes non-committed attitude among executives. It damages the organisation goals will and frustrates hardworking executives who “do not walk or talk”.

The findings also indicated that most principals 48% never allowed teachers to correct their own mistakes. The study established that principals who use the laissez-faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. This results to a negative school climate. This is in agreement with Mc lean and Moore (2006), study of laissez faire leadership which shows that it is associated with the



highest rates of truancy and delinquency and hence leading to poor and low results in schools.

The findings also indicated that most principals 58% rarely permit teachers to be absent from schools if they have no lesson. This shows that principals need to see the teacher always in schools even though they have no duties. This has a negative effect on school climate. The teachers need freedom and permission to be out of duties in case they have no lessons. This freedom may motivate them to work harder when they come back to class. When teachers are always tied in schools, they may fail to perform their tasks as delegated. This shows that teachers have to balance the schools task and their personal duties to ensure effective performance in schools.

According to the study done by Sarros and Santora (2000) indicate that *laissez – leadership* reflects a lazy and sometimes non-committed attitude among executives. It damage the organizational good will and frustrates hardworking executives who “do not walk or talk.” Njoroge (2003) argues that *laissez – faire leadership* style teachers are accessible by both pupils and parents, teaching and learning is not taken seriously. (Oyenturiji, 2006). Mac Donald’s (1967) found that *Laissez – faire leadership* is associated with the highest rates of truancy and delinquency with the slowest modification in performance. According to Oyentunji (2006), *laissez-faire leadership* bring about a familiar climate which negatively affects the performance of the school thus a considerable percentgage of teachers are not committed to their primary

assignment. Some who are committed recent the way the principal runs the schools; they do not share some views with the principal.

#### 4.8.2 Teachers responses on laissez-faire leadership style

Teachers were asked to indicate the effects of laissez-faire leadership style on the school climate in Ganze district, their responses were as shown in Table 4.10.

**Table 4.10: Principals’ responses on Laissez-faire leadership style**

Items	Always true		True		Neutral		Seldom		Not true	
	f	%	f	%	f	%	f	%	f	%
Digression from broad school policy	20	50%	5	20%	60	5%	5	10%	10	15%
There is disorder in school as no one is incharge	32	58%	10	20%	0	0%	18	10%	40	12%
There is low academic achievement	26	40%	13	30%	0	0%	23	10%	38	20%
Discipline of teachers and students is very low	25	68%	27	20%	22	4%	0	0%	26	8%
No supervision of the teachers leading to incompletion of syllabuses	49	51%	3	22%	8	5%	23	10%	17	12%

**N = 20**

Most of the teachers 51% indicated that lack of supervision of teachers always led to none completion of syllabuses. Majority of the teachers indicated that always digression from broad school policy is high. The principal is concerned

about maintaining friendly atmosphere at the expense of task accomplishment. Thus a considerable percentage of teachers are not committed to their work. Some who are committed resent the way the principal runs the school. They do not share some views with the principal and their colleagues. As a result those who are not committed from the clique because they are not of the same attitudes, they become friends.

Teachers also gave responses that there is low academic achievement. Most teachers rarely complete the syllabus, hence low productivity in their performance. Teachers also indicated that principals who use this leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines.

This is in agreement with MacDonald's (2007), study of laissez – faire leadership which show that it is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitudes.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter presents a summary of the study, the conclusions and recommendations made by the researcher. This was done in respect to the objectives and the ultimate aim was the answer to research questions.

#### **5.2 Summary of the study**

The purpose of this study was to investigate the influence of principals leadership style in establishing school climate in public secondary schools in Ganze district. The study hoped to achieve this aim by identifying the existing leadership styles employed by secondary school principals in Ganze district. The study also sought to determine the effect of principals autocratic leadership style, democratic leadership styles, laissez-faire leadership style on the school climate as well as establishing ways and improving school climate in Ganze district. Data were collected using questionnaires from 15 principals, 100 teachers and 100 prefects drawn from 15 public secondary schools in Ganze districts.

The review of literature relevant to this study laid the background for the study. It focused on school climate and leadership, autonomous school climate, controlled school climate, familiar school climate and closed school climate, democratic leadership style on the school climate and laissez-faire leadership style on school climate. The researcher based the research on fiedlers contingency theory, that is, the path – goal leadership model.

Summary of the literature review, theoretical framework and conceptual framework of the study.

The study employed an exploratory approach using descriptive survey design was adopted to investigate into the problem under study. The target population was 17 public secondary schools, 17 principals, 202 teachers and 400 prefects stratified sampling and random sampling were employed to select 15 secondary schools, 15 principals. 25 questionnaires were prepared for the principal, 30 for teachers and 20 for prefects. Data was analysed using descriptive statistics assisted by a statistical package for social sciences (SPSS) software and was represented in form of tables, figures and charts while descriptive data was thematically analyzed.

### **5.3 Findings of the study**

#### **5.3.1 Autocratic leadership style**

Findings of the study on influence of principals autocratic leadership style in establishing school climate in secondary schools, revealed that autocratic leadership style was the most popular style employed by principals. Majority of the principals always issued orders expecting compliance by school members. Majority of the principals indicated that supervision of teachers and students is rigorous. Majority of principals indicated that members who do not meet the school set objectives are always punished. Most of the principals indicated that they occasionally had confidence in their teachers. An equal number of the respondents indicated that principals – teachers – students' relationship is occasionally characterized by fear. Most teachers were always

withdrawn and left all work to school principals, most teachers always feared victimization, most teachers were always demoralized hence not committed to their work, most teachers always don't bother to present any problems affecting them to the principal. From the findings we can infer that principals autocratic leadership does not foster positive attitude for teachers to work.

### **5.3.2 Participative leadership**

Participative leadership involves consulting with subordinates and the evaluation of their opinions and suggestions before the manager makes decisions. This style of leadership encourages articulation of views , creates intimacy and morale towards work and consequently promotes positive school climate in this type of leadership style 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.

### **5.3.3 Democratic leadership style**

Findings on the effect of principals' democratic leadership style on the school climate, revealed that most of the principals always allowed members to participate in the decision making most principals 60% indicated that they always assigned school members particular tasks in the school after consultations, most 46% of the principals indicated that they never allowed students to elect school prefects.

While a few of the principals never rewarded school members for their exemplary work. Most of the principals indicated that they rarely have a good working relationship with the school members. Most teachers indicated that in such climate morale was always high, 50% of the respondents indicated that they always enjoyed working in this atmosphere, 40% of the teachers always spend time after school with students who have individual problems, 60% of the teachers are always proud of their school, 20% of the teachers are occasionally proud of their school, 70% of the teachers are always friendly to students. It is important that none of the teachers indicated that he never was friendly to students in a democratic leadership.

#### **5.3.4 Laissez- faire leadership style**

Findings on the effect of principals laissez-faire leadership style on the school climate revealed that most of the principals never expected teachers to set their own targets and accomplish them on their own and never allowed teachers to establish quality control standards in school without supervision, and 40% of the principals never expect teachers to perform their duties without supervision. Most 47% of the principals never allow school members to correct their own mistakes and 40% of the respondents never permit teachers to be absent from school if they have no lesson. Most 52% of the teachers indicated that lack of supervision of teachers always led to none completion of syllabuses, 60% of the teachers indicated that always digression from broad school policy is high, 70% of the teachers indicated that there is always low academic achievement in the schools, 50% of the respondents indicated that discipline of teachers and students is always very low.

#### **5.4 Conclusions**

The study concludes that autocratic leadership style was the most popular style employed by principals in Ganze district. The study also concludes that autocratic leadership style influence establishment of negative school climate where teachers and students always feel unwanted and unsafe, teachers also feel demoralized hence not committed to their work.

The study concludes that democratic leadership style is better than autocratic because it can be employed to achieve a positive school climate for all parties in the school. This is because when teachers are involved in decision making and goal setting, they are likely to own the set objectives and goals and work towards the achievement. The study concludes that consultative leadership encourages articulation of views , creates intimacy and morale towards work and consequently a positive climate. The laissez-faire leadership style was least practiced by most principals. This style of leadership creates a negative school climate.

#### **5.5 Recommendations of the study.**

The following are the recommendation of the study:

- i. Principals should involve teachers and students in decision making in all matters regarding school administration in order to foster positive school climate. They should undertake in service courses to improve their leadership skills. This will enable them to adopt the best leadership style that foster a positive school climate.



- ii. Teachers should undertake education programmes offering leadership in order to acquire skills that would promote positive school climate.
- iii. Teachers Training Colleges and Kenya Institute of Curriculum Development should assess the contents of the courses necessary for prospective principals, acquire relevant skills to promote positive school climate.
- iv. Kenyan Education Management Institute should design management courses that would enhance proper leadership skills that would promote positive school climate.
- v. Board of Management should provide grant to schools to support community capacity- building by supporting existing school climate activities. It should also help in school improvement, effectiveness and site- based management in enhancing a positive school climate.
- vi. Students should develop a code of behaviour, they also develop a strong sense of personal responsibility and take responsibility for their school work. They convey a sense of unity and purpose from both school and home.

### **5.6 Suggestions for further studies**

The current study focused on the influence of public leadership styles on school climate in public secondary schools in Ganze district. The researcher recommends further research on leadership styles adopted by principals in various parts of the country so as to compare the findings of this study.

## REFERENCES

- Aarons, G.A., Sommerfield, D.H. & Willing, C.E. (2011). *The roles of leadership and organizational climate, research presentation*, San Diego, unuted states
- Barker, B. (2001). Do Leaders matters? *Educational review*, 53 (1): 65 – 76.
- Barone, F.J. (1997). *Bullying in school*. Phi Delta Kappan, 79:80-82.
- Bass B.M. (1985). *Leadership and performance beyond expectations*. NewYork. Free press.
- Bolden, R, Gosling, J. & Marturano, A, (2003). A review of leadership theory and competency framework. Report for chase consulting and management standards center. Exeter: University of Exeter.
- Borg, W.R. & Gall, M.D. (1989). *Education research: An introduction. 4th Ed.*New York: Harpercollins.
- Burns, J.M. (1978). *Leadership*. New York. Harper collins. California: Carwin Press Inc.
- Combs, Amiser, A., & Whitaker, K. (1999). *On Becoming a school leader: A person – centered challenge*. Alexandria, VA: Association for supervision and curriculum development.
- Costley, D.L & Todd, R. (1987). *Human Relations in organizations. 3rd Edition*. St. Paul: West Publishing.
- Dareh, J.C. (2002). *What it means to be Principal: Your Guide To Leadership*.Cape Town: Harry Wong publishing.
- Dean, J. (1995). *Leadership; Theory and Practices*. California: Sage Thousand Oaks
- Dubrin, A.J. (1998). *Leadership: Research, Findings, practice and skills 2<sup>nd</sup> edition*. Boston: Houghton Mifflin Company.
- Dunklee, D.R. (2000).*If you want to Lead, Not Just Manage* : A primer for Edmonds, R. (1979). Effective schools for urban poor. *Educational leadership*, 37 Education and Human Resource Development, Kenya(1999). School Management Guide. Nairobi: Jomo Kenyatta Foundation (Education Insight June ed. 2011).

- Dufour, R & Eaker, R. (1999). *Professional Learning Communities at work: Best*
- Eshiwani, G.S. (1993). *Education in Kenya Since Independence*. Nairobi: Government Printer.
- Evans, R. (1996). *The human side of school change: Reform, Resistance, and The Real – Life Problems of Innovation*. San Francisco: Jossey – Bass.
- Fiedler, F.E. (1967). *A Theory of leadership Effectiveness*. New York: McGraw – Hill.
- Fopiono, J.E & Norris, M.H. (2001). *School climate and social emotional development in young child, in caring classroom/intelligent schools: the social emotional Education & young children*, edited by J Cohen. New York: Teachers college press 47-58.
- Gay, L.R. & Airasian, P. (2003). *Educational Research: Competencies for Analysis and Application, 7th Edition*. New Jersey: Merrill Prentice Hall.
- Gay, L.R. (1976). *Education Research, Competence for Analysis and Application*, 2nd Ed Columbus Charles Meril Publishing House Boston. Houghton Mifflin Company.
- Goleman, D. (2000). *Leadership that gets results*. Harvard Business Review.
- Goleman, D., Boyatzis, R. & Mckee, A. (2002). *The New leaders*. London: Little Brown.
- Halpin, A.W. (1966). *Theory and Research in Administration*. New York: Macmillan. *Handbook for Excellence*, edited by Stuart C., Smith & Philip Piele. USA.
- Hargreaves, A. & Fink, D. 2003. *Sustaining leadership*. Phi Delta Kapan, 84 (9): 693 – 700.
- Haydon, G. (2007). *Values for education leadership* London: Sage publication.
- Hersey, P., Blanchard, K.H. & Johnson, D.E. (1996). *Management of organizational behavior: utilizing Human Resources, 7th Ed*. New Jersey: Prentice – Hall.

- Hersey, P. & Blanchard, K.H. (1993). *Management of Organisational Behavior: utilizing Human Resources, 6th Edition*. New Jersey: Prentice Hall.
- Hersey, P & Blanchard K. (1998). *Management of Organizational Behavior*. (4th ed) in Luthans.
- Hoy, W.K. and Miskel, C.G. (1978). *Education Administration (3<sup>rd</sup> edition)*. New York :Random Home.
- Hoy W.K. & Miskel, C.G. (2001). *Educational Administration: Theory, Research and practice*. 6<sup>th</sup> edition. New York: Mc Graw – Hill.
- Hoy, W. K. & Sabo, D.J. (1998). *Quality middle school: open and Healthy*. California: Corwin Press Inc.
- Jaques, S. & Clement, S. (1991). *Executive Leadership: A Practical Guide to Managing Complexity*. Massachusetts: Basil Blackwell Inc.
- Jensen, K.B. 2002. The qualitative Research Process, in *A Handbook of Media and Communication Research: qualitative and quantitative methodologies*, edited by K.B. Jensen. London: Routledge.
- Kerlinger, F.N. (1973). *Foundations of Behavioral Research Report*. New Delhi.
- Kombo, D.K and Tromp, D. (2006). *Proposal and thesis writing on introduction*. Nairobi: Pauline publications Africa.
- Kothari, R. (2008), *Research methodology: method and techniques*, New Delhi, page publisher.
- Leithwood, K. & Jantzi, D. (1990). *Transformational Leadership: How Principal can Help Reform School Cultures. School Effectiveness and School Improvement*. 1(4): 249-280
- Lunenburg, F.C. and Ornstein, A.C. (2004). *Educational Administration: Concepts and practices, 4th Edition*. Belmont, CA:Wadsworth/Thomson learning.
- Lussier & Achua, (2001). *Management, 9th Edition*. New York: Mc Graw – Hill Inc.
- Luthans, F. (2002). *Organizational Behaviour (9th ED)* Singapore; McGrawHill Company.

- Maicibi, N. A. (2005). *Pertinent Issues in Employees Management*. M.P.K.Graphics (U) Ltd, Kampala.
- Maslowski, R. (2001) *School culture and school performance: An Explorative study into the Organizational culture of secondary schools and their Effects*. Enschede, The Netherlands: Twente University Press.
- Mazzaretta, J.A. & Smith, S.C. (1989). *Leadership styles in school leadership*.
- Mc Doudall, M. And Beattie, R.S. (1998) *The missing Link? Understanding the relationship between the individual and organizational learning*. *International Journal of Training and Development*, Vol. Xii No. 1 Houghton Mifflin Boston.
- Mc lean L., Fairman, M. And Moore, B. (2006) *A system approach to charting a path to quality and achievement*. Report no. 1 to the The Council of Chief School Officer's (Successful practices Series).
- Mc Red, M. Marzano, J.&waters, T. (2005). *Schools leadership that works; from research to results*. Colorado: Mid continent research for education and learning. Retrieved 15th October 2012 from [www.mcrel.org](http://www.mcrel.org).
- Maxwell, J.C. (1999). *The 21 indispensable qualities of a leader: Becoming the person others will want to Follow*. Tennessee: Thomas Nelson Publishers.
- Mbiti, D.M. (2007); *Foundations of School Administration*. (Rev. Ed.) Nairobi. OxfordUniversity Press.
- Mc Craken, B. (2001). *It's not Gym Anymore: Teaching Secondary Students How to be active for life*. Windsor: Human Kinetics.
- Miles, M. (1971). *Planned Change and Organizational Health: Figure and Ground*. *Administering Human Resources*. Francis M. Trusty, ed. Berkley, CA: Mc Cutchan publishing Co.
- Miller, S.K. (1993) *School Climate Reston*. VA: National Association of Secondary School Principals.
- Miller, R.J., & Rowan, B. (2006). Effects of organic management on students achievement. *American Educational Research Journal*, 43(2), 219-253.
- Minner, J.B. (1995) *Administration and Management Theory*. Brookfield, VT: Ashgate.

- Ministry of Education Science and technology (2004). Sessional paper No. 1 & 2005.
- Ministry of Education, Science and Technology Website. Information on KES was retrieved on 26th January 2007 from [http://www.education.go.ke/KES, \\_ Basics.htm](http://www.education.go.ke/KES,_Basics.htm).
- Moorhead, G. & Griffin, R.W. (2001). *Organizational Behavior: Managing People and Organizations*. 6<sup>th</sup> Edition. New York: Houghton mifflin company.
- Moswela, B. (2004). Discipline in Botswana Secondary Schools. *Journal of Sociology and Education in Africa*. Vol.xi No. 2
- Mugenda, O.M. & Mugenda, G.A. (1999). *Research methods quantitative and qualitative approaches*, Nairobi: Acts Press.
- Mugenda, O. & Mugenda, A. (2003). *Research methods qualitative approaches*. Nairobi: Acts press.
- Mullins, L.J. (2005) *Management and organizational behavior. 7th ed*, World Wide erb at: [www.pearsoned.co.uk](http://www.pearsoned.co.uk).
- Nasri, M., Ebrahim, & K. Harati, H. (2011). The relationship between organizational Climate and leadership styles of the managers of physical education offices in Isfaham province, (unpublished masters project) Tehran: Islamic Azad University.
- Njoroge, M. (2003). The difference between selected chx of principals and teachers perception of the organizational climate of public secondary schools in Nairobi kenya (Unpublished Masters project) University of Nairobi kenya.
- Njuguna, F. W.(1998) A Study of Principals' Leadership Styles and Students KCSE Examination Performance in Nairobi Province. Unpublished M.Education Thesis. University of Nairobi.
- O'Hanlon, J.& Clifton, D. (2004). *Effective principals: positive principles at work*. Maryland: Scare crow Education.
- Okumbe, J.A. (1998). *Educational Management Theory and Practice*. Nairobi.Orodho (2004), Techniques of Writing Research proposal and reports. Nairobi; Masola Publishers.
- Orodho (2004), *Techniques of writing research proposals and reports*. Nairobi: Masola Publishers.

- Oyentunji, C.O. (2006). The relationship between leadership style and school climate in Botsana secondary schools (published Doctorate Thesis), University of South Africa.
- Paisey, A. (2002). *Organization and Management in Schools. 2nd edition.* Newyork: Longman Publishing.
- Patton M. (1990). *Qualitative and evaluative Research methods.* Sage publications, California.
- Parsons, T. (1967). *Some Ingredients of a General Theory of Formal Organisation, in Administration Theory in Education.* Edited by A.W.Halpin. New York: Macmillan: 40.
- Practices for Enhancing Student Achievement.* Indiana: National services.
- Quinn, D.M. (2002). The Impact of Principal Leadership Behavior on Instructional practice and student Engagement. *Journal of Educational Administration*, vol. 5 No. 40.
- Ramsey, R.D. (1999). *Lead, follow or Get Out of The Way: How To Be A More Effective Leader In Today's Schools.* California: Carwin Press.
- Ribbins, P. (2001). *Leadership Effects and the Effectiveness and Improvement of Schools, in Leadership for quality Schooling: International Perspectives,* edited by Kam – Cheung Wong & Evers C.W. London:Routledge Falmer.
- Sagar, R.D. (1992). Three principals Who Make a Difference. *Journal of Educational Leadership.* Vol. 5 Issue. 49.
- Sarros J.C., & Santara J.C., (2001). *The transformational – transactional leadership model in practice.* New Jersey: Pearson Education.
- Sashkin, M. & Sashkin, M. (2003). *Leadership That Matters.* San Francisco:Berrett – Koehler Publishers Inc.
- Schermerhorn, J.R., Hunt, J.G. & Osborn, R.N (2008), *Organisational Behavior.* 7th Edition. New york: John Wiley & sons Inc.
- Schott, C. (2008). *The Influence of Organizational Climate- Strategy fit of Strategic behavior,* (Publishes Master Thesis). Netherlands: University of Twenty.



- Sergiovanni, T.J. (2004). *Rethinking Leadership*. Illinois Skylight Training and Publishing Inc.
- Shailly, F. (2012). A Study of the Relationship between leadership styles of Principals' and the Organizational Climate of Government and Private Schools in India, New Delhi; University of Delhi.. Retrieved 10 January 2013 from [www.skillpages.com](http://www.skillpages.com).
- Silver, P. (1998). *Educational Administration: Theoretical Perspective on Practice and Research*. Cambridge: Herper and Row.
- Soukamneuth, S. (2004). *A climate for learning*. *Principal Leadership*, 4(5): 14 – 19.
- Snell, M.E. & Janney, R. (2000). *Teachers' guides to inclusive practices: social Relationships and peer support*. Maryland: Brookes publishing co.
- Steffy, B.E. (1989). *Career stages of classroom teachers*. Pennsylvania: Technomic publishing Company Inc.
- Tabuse, T. (2003). *Invest More on Teachers Research*. Mmegi, 12 June: 17.
- Taylor, hody, A., O. & Pashiardis, P. (2007). *School Principal Preparation in Europe*: International Journal of Educational Management.
- Waters, J.T., Marzona, R.J. & MacNulty, B. (2004). *Leadership that sparks Learning*. *Educational Leadership*. 61(7): 48-51.
- Wekesa Gld (1993). *The Impacts of Head – teachers' Instructional leadership on students Academic achievement in Kenya*. Unpublished PhD. Dissertation teachers college, Columbia, Columbia University.
- Willms, J.D; & Ma, X. (2004) *School Disciplinary Climate: Characteristics and Effects on Eighth Grade Achievement*. Alberta Journal of Educational Research. York: Holt.
- Wilmore, E. & Thomas, C. (2001). *The New Centuary: Is It Too Late for transformational Leadership*. *Educational Horizons*. Retrieved 30 May 2013 from [www.aca.platform.com](http://www.aca.platform.com).

## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi  
Department of Educational Administration & Planning  
P.O Box 30197  
Nairobi  
The Head Teacher  
..... Primary School  
Dear Sir/Madam,

#### RE: REQUEST TO COLLECT DATA

I am a post-graduate student currently working on my research project on the **influence of leadership styles on school climate in secondary schools in Ganze District**. Your school has been selected through sampling to participate in the study. I hereby request you kindly to fill the enclosed questionnaire as honestly as possible. The information that you will provide will only be used for academic purposes, meanwhile your identity will be treated confidentially.

Thank you in advance

Yours faithfully

Mary Njeri Mwangi

## APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

The study tend to investigate and establish the influence of leadership styles on school climate in secondary schools in Ganze District. Please answer all the items. Information sort in this section is merely to aid in the tabulation, presentation of data and making valid conclusions. Kindly do not write your name or the name of the school. Thank you.

### Section A: Background Information

1.What is your age (in years)?

Below 25 years [ ]      25 – 50 years [ ]      above 50years [ ].

2. Indicate your highest education level.

Master degree [ ] Bachelors' degree [ ]      Diploma [ ]

3. For how long have you served in the current school?

1 – 5 [ ]      6 – 10 years [ ]      Above 10 years [ ]

4. How many teachers are there in your school by gender?

Male.[ ]      Female [ ]      Total [ ]

**5. What type of leadership do secondary school principals apply in school?**

Please tick the number that represent your feelings about statement given by using the following scoring systems: always true – 5, true - 4, neutral – 3, Seldom true – 2, not true at all – 1,

**Democratic Leadership.**

S/no Item	1	2	3	4	5
6. I let school members know what is expected of them					
7 I assign school members particular tasks in school					
8 I allow student to elect school prefects					
9 I give encouragement support and appreciate school members for their exemplary work					
10 Principals have a good work relationship with the school members					

### Autocratic Leadership

S/no	Item	1	2	3	4	5
11	The principal rules the school with an iron fist					
12	Supervision of teachers and students is rigorous					
13	Members who do not meet the school objectives are threatened with punishment					
14	The principals does not have confidence in his teachers					
15	The principal – teachers – students relationship characterized by fear.					

### Laissez – Faire Leadership

S/no	Item	1	2	3	4	5
16	I expect teachers to create their own targets and accomplish them on their own					
17	I allow my teachers to establish quality control standards in school on their own					
18	I delegate duties to school members and expect them to accomplish them without supervision					
19	I expect school members to find and correct their own errors					
20	I allow my teachers not to come to school if they have no lesson					

### **APPENDIX III: TEACHERS' QUESTIONNAIRE**

The study intends to investigate and establish the influence of leadership styles on school climate in secondary school in Ganze District. Please answer all the items. The information sought in this section is merely to aid in the tabulation, presentation of data, and making valid conclusions. Kindly do not write your name or the name of the school. Thank you.

#### **Section A: Background information.** (Tick appropriately)

1. What is your age (in years)
  - a. Below 25 years [ ]      25 – 50 [ ]      above 50 years [ ]
  
2. Indicate your education level
  - a. Diploma [ ]      Bachelor's degree [ ]      Mastersdegree [ ]  
[ ]
  
3. How long have you been teaching?
  - a. 1 – 10 years [ ]      11 – 20 years [ ]      21 – 30 years [ ]
  - b. 31 – 40 years [ ]

#### **Section B : Leadership style and school climate**

4. What type of leadership styles do secondary school principals apply in schools?

5. Please tick the number that represent your feeling about statement given by using the following scoring systems: always true – 5, true - 4, neutral – 3, Seldom true – 2, not true at all – 1,

**Autocratic Leadership**

s/no	item	1	2	3	4	5
6.	Most teachers have withdrawn and have left all the work to the principals					
7	Teachers are dissatisfied with the school climate					
8	Teachers live in fear of victimization					
9	Teachers are demoralized leading to non-commitment to the work					
10	Teachers don't bother to present any problem affecting them to the principal					

### **Democratic Leadership**

s/no	item	1	2	3	4	5
11	Teachers' morale is high.					
12	Teachers really enjoy working in this atmosphere.					
13	The teachers spend time after school with Students, who have individual problems					
14	Teachers are proud of their schools					
15	Teachers are friendly to students					

### **Laissez – Faire Leadership**

s/no	item	1	2	3	4	5
16	There is no supervision of the teachers Leading to incompleteness of syllabuses					
17	Digression from broad school policy is high					
18	There is disorder in school as no one is in charge					
19	There is low academic achievement in schools					
20	Discipline of teachers and students is very low					



In what ways can the school climate in Ganze District be improved?

s/no item	1	2	3	4	5
21 Through enhanced job satisfaction among Teachers					
22 Through enhanced team work among Teachers					
23 Through recognition of teachers					
24 By providing adequate working tools and space					
25 Motivation of teachers for improved Performance					

## APPENDIX IV: LETTER OF AUTHORIZATION



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

30<sup>th</sup> June, 2015

**NACOSTI/P/15/6819/5871**

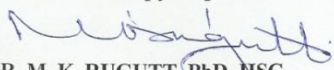
Mary Njeri Mwangi  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of principals’ leadership styles in establishing school climate in secondary school in Ganze District, Kilifi County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kilifi County** for a period ending **31<sup>st</sup> August, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Kilifi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kilifi County.


The County Director of Education  
Kilifi County.




## APPENDIX V: RESEARCH PERMIT

**CONDITIONS**

1. **You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
2. **Government Officers will not be interviewed without prior appointment.**
3. **No questionnaire will be used unless it has been approved.**
4. **Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
5. **You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
6. **The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



**REPUBLIC OF KENYA**



**National Commission for Science, Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 5513**

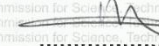
**CONDITIONS: see back page**

**THIS IS TO CERTIFY THAT:**


**MISS. MARY NJERI MWANGI**  
**of UNIVERSITY OF NAIROBI, 26-0**  
**limuru, has been permitted to conduct**  
**research in Kilifi County**

**on the topic: INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES IN ESTABLISHING SCHOOL CLIMATE IN SECONDARY SCHOOL IN GANZE DISTRICT, KILIFI COUNTY, KENYA**

**for the period ending:**  
**31st August, 2015**



**Applicant's Signature**



**Director General**  
**National Commission for Science, Technology & Innovation**

**Permit No : NACOSTI/P/15/6819/5871**

**Date Of Issue : 30th June, 2015**

**Fee Received : Ksh 1,000**

