

CHAPTER ONE: INTRODUCTION

1.0 Background

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman & Unterhalter, 2005). Improved efficiency is needed and can be achieved through raising the learner teacher ratio, increasing teachers' time on task, reducing repetition and improving accountability (Nsubuga, 2003). Through inefficiency, much learning time is lost in many Sub-Saharan African education systems. Twenty five percent or more of school days may be lost each year in poorly managed schools (Lewin, 2006). Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002).

Leadership pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000). Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively.

Leadership involves working with and through people so as to accomplish organizational goals. It is common to assume that the effectiveness of a school revolves around the quality of the head teacher. Consequently, the idea of the 'super head' that could swoop into an underperforming school, solve all of its problems and swoop out again was prevalent. It is now generally accepted that such a model, so dependent on short-term, top-down management, was nonsense. However, the head teacher does have a crucial role to play. The key role for a head teacher is that of empowerment, creating a culture in which the vast intellect, ability and talent of the

staff is not only valued, but fully utilized. If head teachers do not make it clear that all staff (teaching and support staff) have the authority to make decisions, to be innovative and creative, then they will assume that they do not. If that happens, the vast wealth of knowledge and experience that exists in all schools will remain untapped (Ibukan, 1997).

Several factors have been attributed to the perceived ineffectiveness of the high schools among which are factors pertaining to teachers, parents factor, economic, societal and school managers' leadership behaviour. This study was limited to the head teachers' leadership styles as a potent factor for school climate. It has been observed that many high school head teachers do not involve their subordinates in their daily routine administrative duties and as a result do a lot of things themselves.

Personal experience has shown that many head teachers of high schools do not provide good leadership in the school system. Some do not motivate their teachers very well, do not even relate very well with the teachers let alone students. It appears some members of staff do not feel comfortable with the ways their school managers behave in schools. This seems to be the reasons why most teachers put up negative attitude towards their job and consequently leads to ineffectiveness of the schools. The behaviour of leaders has been identified as one of the major factors influencing the productivity of subordinates in any organization in which the school system is not an exemption (Bryman, 1993). Day (2000) remarked that without leadership, an organization can best be described as a scene of confusion and chaos. According to this author, when leadership in an organization is effective, there is progress, but when the leadership is defective, the organization declines and decays. Weber (1971) and Scheerens and Creemers (1989) submitted that strong leadership embodied in the head teacher was instrumental in setting the tone of the school.

There is a difference in ways leaders approach their employees. Positive leaders use rewards, such as education and independence, to motivate employees. Negative employers emphasize penalties. While the negative approach has a place in a leader's repertoire of tools, it must be used carefully due to its high cost on the human spirit. Negative leaders act domineering and superior with people. They believe the only way to get things done is through penalties, such as loss of job, days off without pay,

and reprimanding employees in front of others. They believe their authority is increased by frightening everyone into higher levels of productivity. Yet what always happens when this approach is used wrongly is that morale falls, which of course leads to lower productivity (Fullan, 2001).

Freiberg and Stein (1999) observed that schools are similar with a moderate difference in the organisational structures. According to some scholars, schools have a category group of students with a teacher, scheduled times for teaching and all other activities, with specific times for starting and closing the school day, and management structures which are mainly hierarchical. The highest official position in the school is that of head teacher. Thus, the responsibility of running the school is that of the head teacher. In spite of the similarities in the organisational and administrative structures of schools, studies have shown that schools are different, from one another in the way they function as well as the effects they have on the lives of children. For example, Head (1999) observed that schools which performed above average with regard to pupils' behaviour have the tendency to perform above average in academic achievement. In other words, it appears that there is a correlation between students' conduct and their academic attainment. Hence, Head (1999) was of the opinion that, in terms of academic achievement or behaviour, some schools are better than others, even when they all have similar intakes.

According to Dunkley (2000), the differences in students' behaviour and academic outcomes are entirely influenced by the head teacher. The activities of the school are determined by what the head teacher does. He/she influences everyone else's behaviour. Head teachers' values are contagious; the leaders' good senses of ethics instil respect and trust in the system. The leader communicates a powerful message about what is important, how people are to be treated and how the school should operate daily. Buttressing the above claim, Ramsey (1999) contends that, in an organisation like the school, students and staff tend to live up to the image of the head teacher. Therefore, no school has high performance without an effective and efficient leader. The head teacher is a model of behaviour and work attitude to be copied by all. This implies that the head teacher is therefore expected to accept responsibility for whatever pupils and staff does and led, both by word and action.

Through that the head teacher creates a school climate that facilitates effective teaching and learning.

Considering the importance of the head teacher's tasks, leadership style is one of the major factors determining the school climate in school. Parsons (1985) contended that the creation of any school climate started with the head teacher, and it was reflected in the relationships among teachers, between teachers and students, among the student body, commitment of teachers to the achievement of school goals and objectives, as well as ethos of the school. In other words, the head teacher was in the position to initiate and maintain the kind of atmosphere he/she wanted through his/her behaviour. Taylor (2002) affirmed this claim by saying that the head teacher deliberately modelled a positive climate in school. She explained further that the existence of quality relationships between the head teacher and teachers, among the teachers, and between the teachers and students and among students reflected a positive school climate.

Robbins and Marland (1994) were of the view that the head teacher is important in determining the quality of a school and the achievement of its pupils. Although it is difficult to provide a concise definition for school climate, most researchers agree that it is a multidimensional construct that includes physical, social, and academic dimensions. Hoy and Sabo (1998) highlighted various types of school climates; a school may have an open, an autonomous a controlled a familiar, a paternalistic or a closed climate. In light of the above, it could be assumed that the head teacher's leadership style principally determines the kind of climate that prevailed in the school. Ordinarily, the main task of the head teacher was to help create a healthy working environment in which pupils were happy and prepared to learn and teachers identified with the school's mission and goals. It can be inferred from the foregoing that head teachers leadership behaviour has a very positive relationship with school climate. It was against this backdrop that the present study focused on the relationship between head teachers' leadership style and its effect on school climate in Zambia.

1.1 Statement of the problem

The Ministry of Education in Zambia is frequently conducting workshops and offering courses for head teachers on leadership, in order to help improve their leadership skills. In spite of all these initiatives, it has been observed that most schools' organisation climate and teachers' commitment is still wanting. Such a situation is undesirable bearing in mind that school climate plays an important role in enhancing staff performance, promotion of higher morale and improvement of student achievement. Without a climate that creates a harmonious and well functioning school, it is difficult to attain a high degree of academic performance. Although, a lot of research has been conducted in the field of leadership, few studies on leadership and school climate in high schools have been conducted in Zambia in particular Northern Province. Hence, this study was designed to investigate the head teachers' leadership styles and their effects on school climate.

1.2 Purpose of the study

The purpose of this study is to investigate the effects of head teachers' leadership styles on school climate.

1.3 Objectives

The objectives of this study were to:

- 1) Identify leadership styles of head teachers in high schools.
- 2) Determine the organisation climate of high schools.
- 3) What is the relationship between leadership styles and the school climate?

1.4 Research questions

This study was guided by the following research questions:

- 1) What leadership styles are employed by high school head teachers?
- 2) What type of organisational school climates exists in high schools?
- 3) How does a leadership style adopted by high school head teachers' influence the school climate?

1.5 Significance of the study

It is hoped that the findings of this study might be useful to policy makers and head teachers and may contribute to the improvement of schools in Zambia. The Zambian

policy makers may be assisted by the study to assess the contents of the courses needed for prospective head teachers, to ensure that they are equipped with relevant skills required to run schools so as to achieve a prosperous middle- income nation.

1.6 Delimitations

This research fell under the sub- discipline of educational management, with particular emphasis on the school head teachers. The research was confined to selected high schools in Northern Province.

1.7 Limitations of the study

The study was limited to high schools from five districts only. Furthermore, since the study was conducted in five districts only, the results cannot be generalised to other parts of the country especially urban areas. Hence, the generalization of the scope of the study will be limited, as it depended on the five rural districts within Northern Province. Apart from that, the collection of data started when schools opened in September but was disrupted by the training of teachers as electoral officers and the voting exercise hence it was difficult to find respondents in the first two weeks of September.

1.8 Operational definitions of terms used in the study

Term	Definition
Achievement oriented leadership	leader who challenges subordinates to perform work at the highest level possible
Autonomous climate	Leadership acts emerge primarily from the group and rather infrequently from the headteacher
Basic school	A school running from grades 1 to 9
Coaching leadership style	clearly defines roles and tasks, but seeks the input and suggestions from the followers, decisions are made by the leader communication style is a more two way
Closed school climate	It is characterised by a high degree of apathy on the part of both headteacher and teachers.
Controlled climate	The group's behaviour is prompted by a single minded attention to organisational goals with little or no emphasis on the satisfaction of members' social needs.
Delegating leadership style	it is willing to turn over responsibility for decision making and problem solving to the followers
Directive leadership	Tells the subordinate what to do and how to do it, it is characterised by leaders taking decisions for others and expecting subordinates to follow.
Facilitating leadership style	is the sharing of goal setting and decision making with their teams. It allows team members the room to manage their own work.
Familiar climate	Highly personal but uncontrolled.
High supportiveness	This is when the leader shows genuine concern for teachers.
High commitment	Teachers work hard so that pupils succeed.
High school	A school comprising grades 10 to12.
I R I	Learning by radio (interactive radio instruction)
Leadership	Is the ability to influence a group towards the achievement of goals
Locus of control	The sense of controlling ones' own fate
Low directiveness	This is when the head gives the staff freedom to carry out their duties in the best way they know.
Low hindrance	When the head does not allow routine duties to disrupt teachers' instructional responsibilities.
Low disengagement	State of being tolerant, helpful and respectful professionals.
Middle basic school	Comprises pupils from grades 1 to7
Open school climate	An energetic, lively organisation which is moving to defined organisational goals and which also provides satisfaction for group members' needs
Participative leadership	a leader who invites subordinates to share in the decision making
Paternalistic school climate	Leader discourages the emergence of leadership acts from the teachers and attempts to initiate all leadership by him/her
Secondary school	A school comprising grades 8 to12
Supportive leadership	Refers to being friendly and approachable as a leader

School climate	A blend of beliefs, values and attitudes of pupils and staff, head teacher and parents, level of independence, styles of leadership and job satisfaction
Style	Ones' way of doing things

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

This Chapter explores the significant literature documented on the survey of head teachers' leadership styles and their impact on school climate and also dwells on the relationships among leadership styles, organisational school climates and the theoretical framework. The purpose of reviewing literature on leadership styles was to have a better understanding of leadership style as a concept, to examine different leadership styles to see their effectiveness and how each style affects the relationship among the people in the school.

2.1 Theoretical Framework

A survey on headteachers leadership styles and their effects on school climate were based on situational theories in an attempt to explore the different styles of leadership employed by headteachers. Situational theories propose that leaders choose the best cause of action based upon situations. Different leadership styles can be more appropriate for certain types of decision making. In situational leadership theory there is no single "best" style of leadership (Fullan, 2001).

2.2 What is leadership?

Leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members. No matter how one defines leadership, it typically involves an element of vision. A vision provides direction to the influence process. A leader (or group of leaders) can have one or more visions of the future to aid them to move as a group successfully towards this goal. Leadership is the courage to lead and the humility to help others lead. Great leaders are not merely born; many of them develop their leadership styles through study, trial, and error, and the experience of success. Great leaders are concerned about others as they are with themselves, and they are always concerned with change and growth of the organisation and the people around them. Leaders must have followers to be successful, and they must know how to treat the followers to ensure their success. They have values that are consistent with high

moral and ethical standards, and know how to motivate others effectively. Great leaders have the ability to elicit change, and change is a vital element of a great leader, they have to know how to create successful change and motivate others to change, too (Rowe, 2007).

Leadership is a process that is ultimately concerned with fostering change. In contrast to the notion of management, which suggests preservation or maintenance, leadership implies a process where there is movement from wherever we are now to some future place or condition that is different. Leadership also implies intentionality, in the sense that the implied change is not random change for change's sake but is rather directed toward some future end or condition which is desired or valued accordingly. Leadership is a purposive process which is inherently value-based (Akinwumiju and Olaniyan, 1996). A Leader is basically viewed as a change agent, that is, one who fosters change. Leadership is, by definition, a collective or group process. In the broadest sense, the purpose of leadership is to create a supportive environment where people can grow, thrive, and live in peace with one another; to promote harmony with nature and thereby provide sustainability for future generations and to create communities of reciprocal care and shared responsibility where every person matters and each person's welfare and dignity is respected and supported (Bauleni, 2005).

Mwanza (2004) defined leadership as a concern with mission, inspiration and direction. Mwanza (2002: 36) quoting, Spillane et al (2001) observes that leadership involve the identification, acquisition, allocation, coordination, and use of the social, material and cultural resources necessary to establish the conditions for the possibility of teaching and learning. The findings from the research by Mwanza (2004) of management styles used by effective head teachers were that the majority of the teachers in effective schools, specifically 80% of them, felt that their head teachers exercised the democratic style of management while 17% of the teachers felt that their head teachers were autocratic and three percent felt that their head teachers were laissez-faire. However, data from the interviews revealed that teachers were of the view that their head teachers used the democratic, autocratic and laissez-faire management styles depending on the situation. The head teachers also felt that

they used the democratic, autocratic and laissez-faire management styles depending on the situation.

Additionally, Mwanzas' findings from qualitative data from interviews revealed that some head teachers were autocratic and did all things by themselves. Their deputy heads were side lined. Other teachers said their head teachers' used the autocratic style as they did not communicate effectively with the teachers and also used the laissez faire style as they spent a lot of time seated in their offices without knowing what was happening in schools. For insistance, one day, inspectors' visited the school from 08.00hrs to 11.00 hours and the head teacher from one of the schools was not aware of the inspectors visit. He was just in his office. However, from the field observations, the researcher observed that most of the head teachers spent most of the time either out of the school premises or seated in the offices. Besides, they did not even walk to the staffroom to check on the teachers at least the time the researcher was visiting. The research revealed that 95.8% of the teachers preferred the democratic style of management and only 2.1% of the teachers preferred the autocratic and laissez-faire.

Furthermore, Koontz et al. (1984:507) define leadership as the "art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals." Armstrong (2004) defined leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. This could be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision. Sashkin and Sashkin (2003) as visionary argues that, what matters with the concept of leadership is not being limited to those at the top of the organization such as the chief executive officer or head teacher, but depended on particular characteristics of the leader. It involved much more than the leader's personality in which leadership is seen as more of changing followers to achieve goals.

2.3 Leadership theories

As leadership has had a great impact on the culture, history, and civilization of humankind, theoretical explanations for it have been proffered throughout history (Nkata, 2006). Although the term leadership is mostly associated with industry and business, it is of great importance to education as well. This section provides a historical background to theories of leadership as rooted in business and industry. Within the past century influential theories for leadership had been developed. The Trait Approach that endured up to the late 1940s claimed that leadership ability was inborn (Cheng, 2002). In the late 1940s to late 1960s Behavioral Approach advocated that effectiveness in leadership had to do with how the leader behaved. In the late 1960s to the early 1980s the Contingency Approach became popular suggesting that effective leadership was dependent upon the situation (Bryman, 1993). Recent approaches to leadership focus on vision and charisma, the term used by sociologist Max Weber to describe leaders who could lead but who did not hold a “sanctioned office” (English, 1992). Later, Burns (cited in Deluga, 1995) introduced the concepts of transactional and transformational leadership.

2.3.1 Trait Theory

Trait theorists are primarily interested in the measurement of traits, which can be defined as habitual patterns of behavior, thought and emotion. Traits are relatively stable over time, differ across individuals and influence behavior (Omar, 2005). Trait Theory assumes that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identifies particular personality or behavioral characteristics shared by leaders such as consistency, imaginative, confidence, forcefulness, reasoning, self-reliance, sensitivity, vigilance and outgoing (Cattell, 1946). It is a major approach to the study of human personality; which is made up of the characteristic patterns of thoughts, feelings and behaviors that make a person unique. This personality arises from within the individual and remains fairly consistent throughout life (Bauleni, 2005).

2.3.2 Situational Theories

Situational theories propose that leaders choose the best cause of action based upon situational variables. Different types of leadership styles can be more appropriate for

certain types of decision making. The fundamental underpinning of the situational leadership theory is that there is no single "best" style of leadership. Effective leadership is task-relevant and that the most successful leaders are those that adapt their leadership style to the maturity that is the capacity to set high but attainable goals, willingness and ability to take responsibility for the task, and relevant education or experience of an individual or a group for the task of the individual or group they are attempting to lead or influence. Effective leadership varies, not only with the person or group that is being led, but it also depends on the task, job or function that needs to be accomplished (Fullan, 2001).

2.3.3 Behavioral Theories

Behavioral theories are based upon the belief that great leaders are made, not born. This leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory people can learn to become leaders through teaching and observation (Robbins, 1998).

2.3.4 Participative Theories

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. Leaders who employ these theories encourage participation and contributions from group members and help group members feel more relevant and committed to the decision making process. In participative theories the leader retains the right to allow the input of others (English, 1992).

2.3.5 Transformational Theories

These focus upon the connections found between leaders and followers. Transformational leaders' motivate and inspires people by helping group members see the importance and higher good of the task. These leaders are focuses on the group members, but also want each person to fulfill his/her potential. Leaders with this style often have high ethical and moral standards (Bryman, 1993).

2.4 Importance of leadership

There is consensus among scholars that the importance of effective leadership could not be overemphasised. Sashkin and Sashkin (2003:8) argues that "leadership matters

help reduce ambiguity and uncertainty in organisations or society”. Leaders take constructive acts to achieve long-term goals 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. Scholars argue that leadership matters help effective leaders make a difference in peoples’ lives.

Schermerhorn et al. (2000) argue that leadership is the heart of any organisation because it determines the success or failure of the organisation. Thus the study of leadership in organisations is closely tied to the analysis of organisations’ efficiency and effectiveness. In an organisation such as a school, the importance of leadership is reflected in every aspect of the school: instructional practices, academic achievement, students’ discipline and school climate. For instance, the Social Policy Research Association’s findings as reported by Soukamneuth (2004) on how leaders created circumstances for positive inter-group relations and a caring and safe environment indicated that strong leadership was of great importance. The head teachers in the schools studied were able to prevent disruptive behaviour by promoting positive inter group relations using different approaches to create a safe and caring environment. In essence, the head teacher as a leader needed leadership skills to reduce racial tensions among students; thus avoided negative social behaviour and attitude.

It takes leadership for a school to be transformed and to be successful. This was evident in research findings as reported by Barker (2001), which portrayed the head teacher as an individual capable of creating the climate needed to arouse the potential motivation of staff and pupils. The study indicated that an effective head teacher could turn around a school that lacked direction and purpose to a happy, goal-oriented and productive school. Thus, it may be argued that an effective leadership is critical in increasing productivity and in transforming an unfavourable circumstance in a school.

2.5 Leadership types

In any organisation, including the school system, the way in which the manager reacts to a specific situation has its own impact on the work environment. Leadership styles can affect the organisation positively or negatively. In other words, the style

which the leader manifests in an organisation is of paramount importance in achieving organisational aims and objectives. In view of this, it is important for educational managers, to acquaint themselves with the various leadership styles in order to accomplish their tasks better (Mbamba, 1992). The role of leadership is largely determined by the culture of the organization. It has been argued that organization's beliefs, values and assumptions are of critical importance to the overall style of leadership that it adopts (Bunmi, 2007).

Leadership style is the behaviour pattern used by a leader to resolve organizational issues. There are several different leadership styles that can be identified in various leaders. Every style has its own set of good and bad characteristics. The leadership styles that were considered in this study are autocratic, democratic, laissez-faire, directive, supportive, participative, facilitating, coaching, and delegating. This was supported by Lau Tzu (as reported in Sashkin, 2003:7) that, "good leadership commits to doing less and being more". In order to help people to perform well, the leader should be skilled in the art of leadership. Leadership styles have been classified on the basis of how leaders use their authority and these include;

2.5.1 Autocratic leadership style

The autocratic leader is one who commanded and expected compliance by using his ability to give rewards and punishment. From the study's findings, the autocratic leadership style of the school's head teachers had a negative effect on school performance in secondary schools in Uganda. It was therefore important that school head teachers avoided the use of the autocratic leadership styles in the management of schools (Adewole and Olamiyi, 1992).

2.5.2 Democratic leadership style

The democratic leader consulted with subordinates on proposed actions and encouraged participation. Isaiah, (1999) established that school performance in secondary schools in Uganda was positively related to the democratic leadership style employed by school head teachers and that the democratic leadership was the most used style in schools. The study also documented the gains and contributions accrued from the use of the democratic leadership style by head teachers. The

democratic leadership style encouraged everybody to participate in the affairs of the school as a whole. The staff felt they were part of the school, and hence they were part of the leadership of the school. This study also established that there was a strong relationship between democratic leadership style of head teachers and teacher leadership style.

2.5.3 Laissez- faire leadership style

Laissez faire leader uses a higher degree of freedom in doing things. However, any style would depend on the situation. Many of the studies on leadership behaviour had developed the idea of basing analysis on two dimensions, known as concern for the people, and concern for task accomplishment (Bass and Avolio, 1977). Blake and Mouton (1985) indicated that leaders who understood leadership theory and improved their ability to lead were able to reduce employee frustrations and negative attitudes in the work environment. Therefore, instructional leaders, could foster an understanding of the school vision, facilitate implementation, and establish the school climate. This study established that there was a very low correlation between the laissez-faire leadership style in secondary schools and school performance in secondary schools in Uganda. It was therefore recommended that school managers, avoid the laissez-faire leadership style which permitted total delegation of responsibility to teachers and students.

2.5.4 Directive leadership style

Directive leadership involved a leader who gave subordinates task instructions including what was expected of them, how the task was to be done, time for task completion and that the leader set clear standards of performance, made rules and regulations clear to subordinates (Fullan, 2001).

2.5.5 Supportive leadership style

Supportive leadership style refers to being friendly and approachable as a leader and included attending to well being and human needs of subordinates using supportive behaviour to make work environment pleasant and treated subordinates as equals and gave them respect for their status (Fullan, 2001).

2.5.6 Participative leadership style

Participative leadership style involves a leader who invites subordinates to share in the decision making. A participative leader consults with subordinates, sort their ideas and opinions and integrates their input into group organisational decisions. This style, is usually one of the most effective and leads to higher productivity, due to better contributions from the group members and increases group morale (Conn and Riece, 1994).

2.5.7 Coaching leadership style

This leadership style is the least used since leaders say that they do not have the time to help people grow. This is a powerful tool, and has a positive impact on climate. Coaching improves results, even though the focus is on self development, because it has a way of pushing up the drivers of climate. Coaching helps commitment because people feel and care about their freedom to experiment and get feedback. This style is not effective when people want to be coached, and want to improve performance (Urban, 1999).

2.5.8 Facilitating leadership style

Facilitating leadership style involves staff in making the decisions which affects their work, it makes staff feel free to ask questions and discuss important concerns, helps staff to locate and support their own developmental activities and listen to staff problems and concerns without criticising or judging (English, 1992).

2.5.9 Delegating leadership style

Delegating leadership style delegates broad responsibilities to staff and expects them to handle the details, and expects staff to find and correct their own errors (Fullan, 2001). Kitavi and Van der Westhuizen (2002) exposed the leadership training problem in a study of school head teachers in Kenya. The head teacher is the most important and influential individual in any school. It is his or her leadership that set the tone of the school, the climate for learning, the level of teacher professionalism and morale, and the degree of concern for what students may or may not become. Despite the crucial role of the head teacher, the process in which they are trained, inducted, and in-serviced are ill- suited to the development of effective and efficient

school leaders. The situation is not different in Ghana. Education reform in Ghana had ignored the importance of leadership development for head teachers. This study underscored the need for pre-service and in-service training for beginning and experienced head teachers. Today, the work of the head teacher is complex. It requires them to be knowledgeable about the curriculum, student growth and development, assessment, and best teaching practices. Moreover, head teachers should be adept communicators with an understanding of leadership behaviour.

Hersey and Blanchard (1993) observed that a leader developed his/her style over a period of time from experience, education and training. These authors claimed that leadership style was more of how the subordinates perceived their leader's behaviour than how the leader thought he behaved because how his/her subordinates treated him/her was based on how they perceived his/her behaviour in various situations. This implied that the teachers' assessment of the head teachers' leadership styles was most likely to be the head teachers' styles of leading the school.

In view of what has been stated above, there is need for effective leadership and positive school climate if the schools are to provide quality education. Head teachers differ in the styles they use to carry out various responsibilities. Mazzarella and Smith (1989) observe that some leaders employ an autocratic leadership style; some use a democratic style, while others use the laissez-faire leadership style. Ramsey (1999) believes that leadership styles are as many as personality types that exist. According to him, some styles are open, some are closed, and some are flexible while others are rigid. Some leaders use styles that are manipulative; others use more participatory styles. Some styles are driven by product where as others are driven by process.

2.6 School climate

Researchers have used various definitions of climate Hoy and Miskel (2005: 185) defined school climate as "the set of internal characteristics that distinguish one school from another and influence the behaviours of each school's members." Kottkamp (1984) suggested that climate consisted of shared values, interpretations of social activities, and commonly held definitions of purpose. Hoy, Tarter, and Kottkamp (1991: 10) stated that "school climate is the relatively enduring quality of

the school environment that is experienced by participants, affects their behaviour and is based on their collective perception of behaviour in schools." Organizational climate may be defined as the shared perceptions of organizational policies, practices, and procedures (Reichers and Schneider, 1990).

School climate is defined by Hoy and Miskel (2001:189) as "a blend of beliefs, values and attitudes of pupils and staff members, head teachers and parents, level of independence, styles of leadership and job satisfaction. From the above definitions, school climate may be perceived as a term used to portray the atmosphere of the school which is mainly influenced by the head teacher and dictates how pupils and teachers perceived their school and affects their values and attitudes toward school and job respectively. Researchers of school climate, for example Hoy and Sabo (1998:92), observe that "a positive school climate is related to the effectiveness of the whole school". This is to say that there is a connection between positive school climate and school effectiveness. In addition to that, Litwin's (1968:28) study revealed that "it is possible to create noticeable climates within a short period of time by varying leadership styles". The implication of this is that leadership styles dictate organisational climate. However, most authors on school climate are of the opinion that the perceptions of students and the school community are important components of creating a good climate where teachers could teach and pupils could learn and parents could be involved in the education of their children (Haynes et al. 1993).

Furthermore, school environments vary greatly. Whereas some schools feel friendly, inviting, and supportive, others feel exclusionary, unwelcoming, and even unsafe (Loukas, 2007). The attitudes and feelings that were elicited by schools' environment were referred to as school climate. Although it was difficult to provide a concise definition for school climate, most researchers agreed that it is a multidimensional construct that included physical, social, and academic dimensions. The physical dimension includes: appearance of the school building and its classrooms, school size and ratio of students to teachers in the classroom, order and organization of classrooms in the school, availability of resources, safety and comfort. The social dimension includes: quality of interpersonal relationships between and among students, teachers, and staff, equitable and fair treatment of students by teachers and staff, degree of competition and social comparison between pupils, and degree to

which pupils, teachers, and staff contributed to decision-making at the school. The academic dimension included: quality of instruction, teacher expectations for pupils achievement, and monitoring student progress and promptly reporting results to students and parents (Haynes et al.1993).

Organizational climate could be determined by the perceptions individuals have of their workplaces, as reflected by personal values and psychological desire (Zigarmi and Edburn, 1980). From the above definitions, it could be inferred that school climate have everything to do with the atmosphere, tone or feeling that prevails in a particular school. It is brought about by the interaction between the head teacher and teachers, among teachers and pupils, and between the head teacher and pupils. The school as a system of social interaction compels the head teacher, teachers and pupils to interrelate at administrative level in area of planning, decision-making, problem solving and control.

Notably, a positive school climate can enhance staff performance, promote higher morale, and improve student achievement. School climate can be one of the most important ingredients of a successful instructional program. Hoyle, et al. (1995:15) argue that without a climate that creates a “harmonious and well functioning school, a high degree of academic achievement is difficult, if not downright impossible to obtain.” Bulach (1995) found a significant relationship between student achievement and school climate; in addition, they concluded that school climate was a significant factor in successful school reform. Urban (1999: 69) argue that, “unless students experience a positive and supportive climate, some may never achieve the most minimum standards or realize their full potential”. Therefore, long-term improvement in academic achievement is related to schools with strong academic emphasis within the context of healthy and open climates.

Researchers have related leadership behaviours to school climate observing that, the climate of a school could be shaped by the actions and behaviours of the head teacher. Bulach (1998) found that teacher' views of head teacher' interactions were related to school climate. Head teachers' behaviours are related to school climate, through effective communication, teacher advocacy, participatory decision-making, and equitable evaluation procedures.

Head teachers need to understand effective leadership behaviours and teachers' perceptions of their behaviours. They need to know and understand how to provide the foundation for creating an atmosphere conducive to change. Leaders should be able to correctly envision the needs of their teachers, empower them to share the vision, and enable them to create effective school climate. Organizational climate and culture represent collective social constructions, over which leaders have substantial control and influence. Parry (2002) concluded that leaders who inspire and help create adaptive climates and cultures possess the qualities of transformational leaders. Such findings, however, have not been substantiated in a school organization. Based on the literature, we could expect to find that organizational climate and culture are influenced by or are a direct correlate of effective leadership.

However, leaders' are very unique in school organizations. This was confirmed by Amoloye (2004). He called them school managers. The job of managing involved among other things, the provision of leadership for men and women, coordinating both human and material resources to ensure the achievement of organizational goals. In the school system, the leader as an administrator influenced his teachers to achieve the goals and objectives of the school. Therefore, the fundamental goal of the school is to enhance the teaching and learning process. Hence the school administrators should endeavour to influence the behaviour of the teachers' in order to achieve the goals of the school.

It has been observed by education stakeholders in Nigeria that education system at all levels is riddled with series of problems, which include poor academic performance of students, cheating in examination, and poor attitude of teachers to teaching. Unfortunately these management problems go on unabated in schools. The school leaders are blamed for non-performance of their duties and their failure to exhibit appropriate leadership behaviours to solve these perennial problems besieging education system. A review of literature showed that the relationship between head teachers' leadership and student learning outcomes is mediated by school conditions including purposes and goals, school structure, and school climate (Harlingen and Hech, 1998).

2.7 Importance of school climate

The climate of the school is one of the vital factors that determine pupils' perception of life and therefore how they respond to daily challenges. Fopiano and Norris (2001:49) argued that "a supportive and responsive school climate fosters a sense of belonging, promotes resiliency and reduces 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 pupils' perception; as well as their responses to learning objectives in school environment. Pupils who experience negative circumstances at home can be helped to actualize their potential by providing school climate that nurtures, supports and challenges them. In essence, enhancing school climate can assist pupils who are challenged socially and emotionally.

According to Brooks (1999:65) "pupils are more likely to thrive when they are in school environment to which they feel they belong and are comfortable, a school environment in which they feel appreciated by teachers". Many adolescents join gangs to satisfy this need for connectedness and a sense of identity. Related to this feeling of belonging is the importance of helping each student to feel welcome, thereby reducing the feelings of alienation and disconnectedness.

2.8 Types of school climate

Whereas some schools feel friendly, inviting, and supportive, others feel exclusionary, unwelcoming, and even unsafe. School climates vary greatly ranging from open to closed climates.

2.8.1 Open climate

An open climate is used to describe the openness and authenticity of interaction that exists among the head teacher, teachers, pupils and parents. Hoy and Sabo (1998:125) argued that "an open climate reflected the head teacher and teachers' cooperative, supportive and receptive attitudes to each other's ideas and their commitment to work". The head teacher, according to these researchers, showed

genuine concern for teachers; they motivated and encouraged staff members (high supportiveness). He/she gave the staff freedom to carry out their duties in the best way they know (low directiveness). He/she did not allow routine duties to disrupt teachers' instructional responsibilities (low hindrance). Also, in a school characterized with open climate, teachers are portrayed as tolerant, helpful and respectful professionals (low disengagement). They are caring and willing to assist students when need be. Teachers work hard so that pupils succeed (high commitment). They care, respect and help one another as colleagues and even at personal level (high collegial relations). As a team they work for the success of pupils. Both the head teacher and teachers are accessible and approachable they maintain close relationships with pupils and parents. The findings revealed that high supportive head teacher behaviour, low directive head teacher behaviour, high engaged teacher behaviour, and very low frustrated teacher behaviour were attributes of an open/healthy organisational climate (Mc Donald and Jeffrey, 1992).

2.8.2 Autonomous climate

This type of climate portrays an atmosphere where teachers are given a good measure of freedom to operate in the school. The head teacher model enthusiasm and diligence. Both teachers and pupils are happy. There is no external threat or influence. Teachers have great desire to work and pupils are highly motivated to learn. There is close relationship among the head teacher, teachers, pupils and parents (Halpin, 1966).

2.8.3 Controlled climate

Hard work is the major characteristic of controlled climate. Even though the head teacher does not model commitment, hard work is over-emphasised to the extent that little or no time is given to social life. Nonetheless, teachers are committed to their work and spend considerable time on paper work. Thus, in most cases, there is little time to interact with one another. Pupils are also hard working, but are given little time for participation in extracurricular activities. The head teacher often employs a direct approach, keeps his/her distance from teachers, pupils and parents in order to avoid familiarity. Parents are not encouraged to visit school with their children's

problems as the time spent on such matters can be used on something worthwhile (Silver, 1983).

2.8.3 Familiar climate

Familiar climate depicts a laissez-faire atmosphere. The head teacher is concerned about maintaining friendly atmosphere at the expense of task accomplishment (Parry, 2002). Thus, a considerable percentage of teachers are not committed to their primary assignment. Some resent the way the head teacher runs the school: they do not commonly share the same views with the head teacher 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 pupils 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.

2.8.4 Paternal climate

This type of climate depicts an atmosphere where the head teacher is very hardworking, but has no effect on the staff; to them hard work is not a popular term. There is a degree of closeness between the head teacher and teachers, but the head teacher's expectation from teachers is rather impractical. All the same, he/she is considerate and energetic, but the leadership approach is benevolently autocratic. As a result, most teachers, pupils and parents prefer to maintain distance from the head teacher. Often, pupils cannot express their difficulties or problems with boldness and parents visit the school only when it is absolutely necessary like, for example, on days when the Parent Teacher Association (PTA) are meeting (Costley and Todd, 1987).

2.8.5 Closed climate

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) is lack of commitment or productivity (high disengagement). There is no commitment, especially on the part of the head teacher and teachers. There is no emphasis on task accomplishment; rather the head teacher stresses routine, trivial and

unnecessary paper work to which teachers minimally respond. The head teacher is rigid and controlling (high directiveness). He/she is inconsiderate, unsupportive and unresponsive (low supportiveness). Consequently, most teachers are frustrated and ineffective. Hoy and Sabo (1998) add that there is lack of respect for the head teacher. Not only that the teachers lack respect and are suspicious of each other, the school authority and even the pupils. Teachers are intolerant and divided, thus, there is social tension in the school. In this kind of atmosphere, it is illogical to either expect the pupils to achieve high academic standard or have positive attitude toward the school and each other simply because there is no example to be emulated.

2.9 Relationship between leadership styles and school climates

Organizational commitment is deeply influenced by the leadership style of managers (Chen, 1995). Therefore, the leadership style of a manager is able to affect subordinates' organisational commitment which is related to a person's service attitude, passion, and willingness to work. All of these have become key factors in deciding the success of high school organizations (Brotherton & Shaw, 1996). Drucker (1993) indicated that the quality and performance of managers are the key criteria in deciding organizational success. A school without a manager's leadership is not able to transmute input resources into competitive advantage. Therefore, it is clear that the leadership style of a manager has a close relation to the development of organization. The study made by Bass (1990) shows that 45% to 65% of the total factors causing success or failure of organization are decided by leaders.

2.10 Summary

This chapter presented the literature review employed in the study. The major sections included the definition of leadership, by different authors, the importance of leadership, the strengths and weaknesses of different leadership styles, leadership theories, definitions of school climate and examples of different school climates and the importance of school climate. Lastly it has also outlined the relationship between leadership styles and school climate.

CHAPTER THREE: METHODOLOGY

3.0 Overview

This chapter presents the research methodology employed in the study. It comprises the research design, target population, sample size and sampling procedure, data collection instruments and procedure and data analysis.

3.1 Research design

This study adopted a mixed survey method to collect data on the teachers' opinions, with regard to their head teachers' leadership styles and how they affected the school climate.

3.2 Target population

The target population was all the high schools in Northern Province of Zambia. Since it was not possible to cover all the schools across the province, a sample of selected high schools from selected districts was used.

3.3 Sample size and sampling procedure

The sample size of the study consisted of 65 school managers and 121 teachers, giving a total of 186 respondents. School managers included 7 head teachers, 4 deputy head teachers, and 54 heads of departments. To ensure adequate representation, and to reduce bias, stratified random sampling was used to select 121 teachers, while purposive sampling was used to select head teachers, deputy head teachers and heads of departments. A list of teachers from the province was used to randomly select the teachers; this was to provide each population element an equal probability of being included in the sample.

3.4 Research instruments and Data collection procedure

This study was done through questionnaires which were administered to 121 teachers to collect data. Two sets of questionnaires were used to collect data namely the Leader Effectiveness and Adaptability Description (LEAD) Questionnaire and the

Organizational Climate Descriptive Questionnaire (OCDQ), in order to measure the aspects of leadership style range and style adaptability. The organizational climate descriptive questionnaire (OCDQ) was used to measure school climate which emphasized on teacher and leaders' behavior as perceived by the teachers. The questionnaire consisted of closed and open ended questions derived from the research questions and the purpose of the study. Together with observations during school visits, face to face interviews were also conducted with head teachers and teachers.

3.5 Validity and Reliability of instruments

Validity means ascertaining the accuracy of the instruments by establishing whether the instruments focused on the information they were intended to collect. In order to ascertain face validity, the instruments were constructed and handed to the supervisor for constructive criticisms. Thereafter, they were revised according to the supervisors' comments. Reliability refers to the consistency of the instruments in tapping information from more than one respondent. Through a pilot study conducted on 20 respondents in four schools in Mpika district, the researcher established the reliability of the instruments. This was carried out on participants that were outside the study.

3.6 Data analysis

To assess the differences concerning the leadership styles used by the high school teachers, the statistical package for social sciences (SPSS) was used to analyse quantitative data. Computer generated tables of frequencies and cross tabulations were used in describing the distribution of variables and presented in the form of tables. Qualitative data collected from interviews and open-ended questions were analyzed by categorising it into themes. Reliable conclusions were made after a critical interpretation of data.

3.7 Ethical considerations

Ethical concerns were observed in this study. Permission to conduct this study was sought from the relevant authority at the University of Zambia, the Provincial Education office, including the District Education Board Secretary and the school

head teachers. Consent was also sought from the respondents and the aim of the study was explained to the subjects. Subjects were allowed to participate voluntarily. Names of the respondents and of schools were not disclosed. All data collected during this study was kept confidential and used to meet the objectives of this study only.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents the findings of the study. The aim of the study was to determine whether leadership styles had any effect on school climate in selected high schools of Northern Province of Zambia. The study was guided by the following research questions:

1. What are the different leadership styles employed by high school head teachers?
2. What are the different types of climates in schools?
3. To what extent do the leadership styles influence the school climate?

Presentation of the findings is done under the headings: demographic characteristics of respondents, head teachers' leadership styles and school climate.

4.1 Distribution of respondents by schools

Twelve schools participated in the study; four urban schools, four peri-urban and four rural schools. A total of 244 questionnaires were distributed, that is 160 to teachers and 84 to school managers (head teachers, deputy head teachers and heads of departments). The total number of high school teachers who returned the usable questionnaires was 121, whilst 65 usable questionnaires were returned by 7 head teachers, 4 deputy headteachers and 54 heads of departments; giving a response rate of 76.2%. The distribution of the responses by schools was 5.8% from schools A, C, and L, 10.7% from schools B and D, 11.6% was from school E, whilst 14.0% was from school F, for schools G and I the distribution was 6.6%, while schools H and K had 9.1%, and school J had 4.1% (table 1).

Table 1: Distribution of respondents by schools

Schools	Frequency	Percent
A	7	5.8
B	13	10.7
C	7	5.8
D	13	10.7
E	14	11.6
F	17	14.0
G	8	6.6
H	11	9.1
I	8	6.6
J	5	4.1
K	11	9.1
L	7	5.8
Total	121	100.0

The teachers' sample was 66.1% male respondents and 39.9% female respondents. Furthermore, the research revealed that 20.7% of the teachers were aged 20-29 years, 52.9% of the respondents aged 30- 39 years, whereas 26.4% were 40 years and above. Out of a total of 121 teachers, 74.4% were diploma holders, 24% were university graduates, whilst 1.7% had primary school teachers' certificate. The findings have revealed that 32.2% of the teachers had a work experience of between 1- 5years; 29.8% had a work experience of between 6- 10years; 19.8% had been in the teaching profession for 15 years; 9.1% had a teaching experience of between 16 to 20 years; and 9.1% had taught for more than 21years.

Sixty five school managers were involved in the study, five male head teachers and four male deputy head teachers. The study showed that 17 school managers aged 30 - 39 had been in leadership for 1-15years, whilst 36 of them aged 40 - 49 had been in leadership for 1 - 21 years or more. On the one hand, 11 respondents aged 50-59 had been in leadership for 1 – 21 years or more. One school manager aged 20-29 had been in leadership for less than five years. Moreover, a total of 26 school managers had been in leadership for less than five years, while 23 school managers had been in leadership for less than 10 years, whilst, 9 of them had been in leadership for less than 15 years and only 4 respondents had been in leadership for less than 20 years. The study showed that out of 65 respondents 41.5% were university degree holders, 33.8% had secondary teacher's diploma and 24.6% had advanced diploma.

4.2 Teachers' perceptions about head teachers' leadership styles in situational cases

Teachers were asked to state the leadership styles the headteachers would employ given the different problem solving situations. Table2 below shows their responses.

Table 2: Teachers perceptions about the leadership styles of the headteachers

Variable	Directive	Delegate	participative	Laissez-faire	Authoritative	Coaching	Supportive	total
Decline of staff performance	31(25.6%)	27(22.0%)	55(45.5%)	8(6.6%)	-	-	-	121(100.0%)
Staff is struggling to solve a problem	16(13.2%)	-	46(38.0%)	25(20.7%)	-	-	34(28.1%)	121(100.0%)
The head is considering a change; the staff respect the need for a change	34(28.1%)	-	48(39.7%)	8(6.6%)	-	31(25.6%)	-	121(100.0%)
Staff is failing to meet the objectives	36(29.8%)	-	31(25.6%)	6(5.0%)	-	48(39.7%)	-	121(100.0%)
The leader wants wants to maintain the status quo	-	-	58(47.9%)	5(4.1%)	39(32.2%)	19(15.7%)	-	121(100.0%)
The leader is considering changing to a structure that will be new to the staff	23(19.0)	38(31.4%)	-	5(4.1%)	39(32.2%)	19(15.7%)	-	121(100.0%)
Increased staff performance	18(14%)	-	57(47.1%)	21(17.0%)	-	25(45.5%)	-	121(100.0%)
There are internal difficulties among staff	37(30.6%)	-	22(18.2%)	12(9.9%)	-	-	50(41.3%)	121(100.0%)

The table 2 shows that the participative leadership was prominent in problem solving situations, when implementing change, and when leaders wanted to maintain the status quo. On the other hand directive leadership style was moderately used in problem solving situations, but was rarely used were staff performance was good. Supportive, laissez- faire and delegation leadership styles were rarely used in problem solving situations. However, directive and laissez-faire leadership styles were prominently used in daily operations of most schools. Thus, different leadership styles were used according to situations.

Furthermore, when teachers were probed further in an interview the findings of the study on delegation leadership style was in line with the findings of the study from the eight situational questions, as most respondents were of the opinion that, most school managers did not delegate work to their subordinates. One respondent pointed out that:

Our head teacher does not delegate; school organisation is a one man show. Whenever delegation is done there is a lot of interference from

the head teacher, making it difficult for the responsibilities given to be carried out. The delegation is not evenly distributed. A few teachers are over delegated, for example, the planning officer is also stores officer and at times the purchasing officer. The school manager only delegates where finances are not involved. He always says he can delegate other things but not where money is concerned.

The study revealed that most head teachers delegated duties only to those they favoured. This is also in agreement with the findings from the head teachers' interview. One school manager had this to say on delegation:

There is need to find out those who are capable of doing the work. There should also be trust between the manager and the person entrusted with the responsibility. Supervision should go with monitoring instruments.

4.2.1 Leadership styles employed by head teachers as perceived by teachers

Table 3 below shows their responses. most of the respondents, reported that laissez-faire, 46(38.0%) and directive, 42(34.7%) leadership styles were the most frequently employed styles in daily operations, while participative and supportive leadership styles were the least used in the daily operations of the schools.

Table 3: Perceived leadership styles of head teachers by teachers

Leadership styles	Frequency	Percent
laissez-faire	46	38.0
Directive	42	34.7
Participative	19	15.7
Supportive	14	11.6
Total	121	100.0

Furthermore, when the teachers were probed further using the teachers' interview guide, the research findings revealed that some respondents were of the opinion that most of the high school head teachers' employed directive and laissez- faire leadership styles. One respondent revealed that:

The head teacher controls everything in the school, including funds, and enrolment: He does not mind about bringing teachers together. He neither listens nor values the teachers' suggestions. He is selfish and does not bend. He runs all the committees in the school. As a result committees do not function as expected.

4.2.2 Levels of leadership style

Section B of the teacher's questionnaire comprised of statements corresponding to three leadership styles. The school managers were rated on a 4 point scale, i.e. 1= rarely, 2= sometimes, 3= often, 4= very frequently occurred. Scores for levels of leadership styles were classified into levels as 5-12 (low), 13-19 (moderate), and 20-25 (high). The classification helped to observe styles in which the teachers rated their head teachers as high, moderate, and lowest. Therefore, the highest point that the head teachers could get from the supportive style is 25. As indicated from table 4, 50(41.0%) of the respondents rated their head teachers, on the supportive leadership style, as low, while 65(53.0%) rated their head teachers on the supportive leadership style as moderate. Only 6 respondents rated high their head teachers on the supportive leadership style (table 4).

On the other hand, the scoring for participative leadership styles ranged from 2-4 (low), 5-7 (moderate), and 8-10 (high). On average most of the school managers used the participative leadership style in situational cases 26 (25.0%) of the respondents rated low their head teachers on the participative leadership style, while 77 (75.0%) rated them moderate (table 4). The directive leadership style scoring ranged from 9 - 21 (low), 22 - 33 (moderate) and 34 - 45 (high), 64 (53.0%) of the teachers rated low their head teachers on the directive leadership style while 56 (46.0%) rated them moderate. Only one teacher rated high his/her head teacher on the directive leadership style. Generally, these findings indicate that on average the teachers rated their head teachers moderate on supportive and participative leadership styles and low on the directive leadership style (table 4).

Table 4: Levels of leadership styles for school managers in the surveyed schools

	Low	Moderate	High	Total	Average	Median	Mode
Supportive	50 (41.32%)	65 (53.72%)	6 (4.96%)	121 (100%)	1.64	2	2
Participative	26 (25.24%)	77 (74.76%)	0	103 (100%)	1.75	2	2
Directive	64 (52.89%)	56 (46.28%)	1 (0.83%)	121 (100%)	1.48	1	1

4.2.3 Training needs for school managers

Furthermore, the findings of the study revealed that 60(49.6%) of the respondents were of the view that their head teachers' leadership abilities were good, whilst 61(50.4%) of the respondents felt that their head teachers' leadership abilities were poor. In addition, 94.2% of the respondents were of the opinion that head teachers needed to go for training, whilst 5.8% of the respondents felt that it was not necessary. However, when the respondents were probed further on the areas that the school managers needed to be trained in, 63(52.1%) of the respondents felt that head teachers needed to be trained in all areas. Although, two areas came out as the most prominent, that is human relations and staff motivation,18(5.0%) of the teachers were of the view that leaders should be trained in planning monitoring and evaluation of work, 4 (3.3%) indicated delegation, 3(2.6%) reported communication skills, while the other 3 (2.6%) of the respondents indicated time management (Table 5). This is in line with the findings from the school managers concerning their training, they reported that 41 (63.1%) of the school managers had not done any management training course and only 24 (36.6%) of the school managers respondents had done the training in leadership skills.

Table 5: Training skills for school manager

Responses	Frequency	Percent
In all areas of leadership skills	63	52.1
Human relations	18	14.9
Staff motivation	18	14.9
Planning monitoring and evaluation	6	5.0
Delegation	4	3.3
Time management	3	2.5
Communication skills	3	2.5
Total	115	95.0
Missing System	6	5.0
Total	121	100.0

Furthermore, the study revealed that, leadership training was very important. The respondents were of the view, that skills acquired during training would help them meet their goals. One school manager pointed out that:

Head teachers who have not undergone training on leadership lack the human relations skills. When teachers go to ask for permission, such head teachers tell the teachers to leave their offices without an explanation. Apart from that they also fail to delegate. This is evident from the number of calls they have to attend to during the head teachers review meetings giving instructions to their deputy heads that remain in the school.

4.2.4 Teachers perceptions of their heads of departments' monitoring mechanism

Section E of the teachers questionnaire consisted of questions on the heads of departments monitoring mechanism. Four respondents reported that departmental meetings were never held, 59 (48.7%) respondents reported that departmental meetings were seldom held; while 58 (47.9%) respondents reported occasionally holding of departmental meetings. Furthermore, the findings of the study revealed that 17 (14%) respondents were of the opinion that lesson plans were never checked by heads of departments, 82 (67.8%) reported that they were occasionally checked and 22 (18.2%) indicated that the lesson plans were often checked (table 6).

Table 6: Heads of departments monitoring mechanism

Departmental meetings	frequency	Percentage
Occasionally	58	47.9
Seldom	59	48.7
Never	4	3.4
Total	121	100.0

Lesson plan checking	frequency	Percent
Occasionally	82	67.8
Often	22	18.2
Seldom	16	13.2
Total	121	100.0

On the one hand, the findings from the teachers' interview revealed that departmental meetings were hardly held due to the school managers' failure to implement resolutions such as the purchase of teaching and learning materials in the departments. Head teachers bought items according to their wishes contrary to departmental budgets. As a result, departmental meetings were often shunned by teachers as they felt that their suggestions were not respected. In one of the schools that took part in the study, were studied, one of the respondents asserted that:

Departmental meetings are freely conducted except there is no implementation of the resolutions when it involves money.

4.3 Teachers' perceptions on school climates

The research findings revealed that 7 variables indicated that the most prominent climate in some of the schools was closed. Whilst, respondents from 4 variables argued that the climate was open. However, 1 variable showed that the climate was controlled. Therefore, the most prominent school climate is closed climate (table 7).

Table 7: Teachers perceptions of their school climates

Variables	1	2	3	4	Types of climate	Mode
The mannerisms of teachers at this school are annoying	54 (44.6%)	53 (43.8%)	11 (9.1%)	3 (2.5%)	Open	1
Hard work is over emphasized	25 (20.7%)	43 (35.5%)	39 (32.2%)	14 (11.6%)	Controlled	2
Teachers spend time after school with pupils who have individual problems	56 (46.3%)	43 (35.5%)	15 (12.4%)	7 (5.8%)	Closed	1
Teachers are proud of their school	33 (27.3%)	47 (38.8%)	16 (13.2%)	25 (20.7%)	Open	2
Routine duties interfere with the job of teaching	23 (19.0%)	52 (43.0%)	39 (32.2%)	7 (5.8%)	Closed	2
The financial committee is very effective in this school	69 (57.0%)	31 (25.6%)	11 (9.1%)	10 (8.3%)	Closed	1
Administrative paper work is burdensome at this school	50 (41.3%)	41 (33.9%)	26 (21.5%)	4 (3.3%)	Open	1
Pupils solve their problems through logical reasoning	46 (38.0%)	50 (41.3%)	23 (19.0%)	2 (1.7%)	Closed	2
The moral of teachers is high	53 (43.8%)	38 (31.4%)	23 (19.0%)	7 (5.8%)	Closed	1
Assigned nonteaching duties are excessive	40 (33.1%)	48 (39.7%)	25 (20.7%)	8 (6.6%)	Open	2
Most pupils do not take their studies seriously	10 (8.3%)	26 (21.5%)	40 (33.1%)	45 (37.2%)	Closed	4
School has enough materials for pupils	76 (62.8%)	29 (24.0%)	12 (9.9%)	4 (3.3%)	Closed	1

Key: 1=rarely, 2=sometimes, 3=often, and 4=very frequently

4.3.1 Indicators of closed climate

In line with what has been stated earlier research findings from the teachers' interview revealed the indicators of the closed school climate that existed in most schools included poor water supply and sanitation and lack of proper infrastructure.

One respondent pointed out that:

Most of the schools have poor water supply and sanitation. In some cases male and female teachers share one toilet. The ablution blocks are inadequate and lack running water thus posing a great challenge to the female teachers and girls. Lack of furniture makes pupils scramble for chairs while others stand throughout the day. The schools also lack teaching and learning materials.

Other indicators of closed climates that were revealed through the teachers interview were miss appropriation of school funds, failure to account for funds, such as social welfare, user funds, and donations which led to stagnation of projects in some schools, failure to pay the academic production unit allowances in time, and failure for some schools to participate in subject workshops, conferences and sporting activities.

One respondent asserted that:

The interpersonal relationship is not good as there is too much domination by administrators; thus teachers are not free to express their views. This contributes to single handed made decisions, for instance head teacher increases school fees for pupils without the concert of the parent teachers' association which have not conducted any meeting for the past six years. Due to the poor climate that exists in this school the

academic board meetings are not held and the school manager decides on behalf of the teachers as no consultations are made. This leads to teachers' withdrawal of their services. Besides that the school managers have some favorites who in most cases are sent for workshops at the expense of the entitled teacher. Similarly the awarding of presents is not done in good faith as deserving teachers are left out in preference of the head teachers favorites and this has created divisions in the school and in disciplinary actions from subordinates for example prolonging of permissions, leaving classes unattended to and late coming to school.

Furthermore, the study revealed that, the closed climate in most of the schools contributed to high drop out of pupils from school. Most girls were getting pregnant. Apart from that pupils got poor results in most of the subjects and not only that, pupils that came in grade ten, could only remain in school in some cases for one term and their after they opted to be transferred to other schools. The study revealed that the school climate in most of the surveyed schools was not enabling to both learners and teachers. In some cases the location of the schools was in the midst of other schools, open to the public and next to bars.

The research also revealed that pupils discipline was a big challenge in most of the schools. This is in line with the findings from the head teachers. One head teacher on discipline asserted that:

Pupils come to school late, while absenteeism is also rampant, above all some pupils are also in a habit of coming to school drunk due to pupils over age, whilst others have economic problems as the majority of the pupils are orphans and are renting houses in the surrounding shanty compounds and fending for themselves.

Moreover, the findings from the school managers showed that both teachers and pupil's performance had not been very good. One head teacher was of the opinion that:

The government policies of attaining the millennium goals, has led to enrolling whoever has the full certificate, thus schools are flooded with pupils who have poor results, and are un able to perform to the expected standards and good performance is compromised. Public policies of recruiting teachers to conduct census and elections contribute to pupil's poor performance when pupils are left without learning for some time. At times teachers remain in their departmental rooms writing assignments instead of teaching. Some teachers are lazy and choose to stay away from work. Whilst for some teachers absenteeism is as a result of social and economic problems due to over borrowing thus they use government time to fund raise

through tuition and other business ventures at the expense of the pupils who are left unattended to. However, most of the young teachers' find it difficult to plan their work and thus fail to write their records of work, giving excuses that they did not learn in colleges how to write the schemes and records of work.

Furthermore, another teacher on interpersonal relationships asserted that:

There is a gap between administration and teachers; as a result tension is created due to lack of trust between management and teachers. Hence the working culture is poor causing the learner to suffer as most of the teachers are demotivated through the head teachers poor school management system which lacks dialogue between the head teacher and staff, in the same way pupils have no link to administration.

In addition, one teacher was of the opinion that:

His deputy head teacher is weak in his administrative duties, fails to supervise the teachers, who often come late to school and thus encourage pupils to report late for school, consequently cleaning of the classrooms is done during lessons

Above all, the findings from the school managers reported that, meetings to show support for school policy were rarely held and neither were regular meetings to discuss school progress held. Whenever, meetings were held they were dominated by head teachers'. As a result, head teachers' did not appoint staff into task group to act on policies affecting them, while the role of committees was not rotated equally among staff. Decisions made in the head teachers' absence were not taken seriously and staff achievement was never recognized with encouragement and support. In addition most schools did not implement the sprint activities.

4.3.2 Indicators of open school climate

Contrary to the experience of most of the schools as revealed by the headteachers interview, a headteacher reiterated that:

Almost everyone has appreciated the discipline in the school, including the community. There is good discipline among pupils, an orderly environment with adequate and well maintained infrastructure with a good wall fence. Teachers are motivated through provision of free water supply, free tea

with snacks and prompt payment of teachers' allowances. Hence both teachers' and pupils are proud of their school.

4.4 Headteachers' and heads of departments perceptions of their leadership styles

The Path-Goal theory was employed to measure the leadership styles used by the headteachers and heads of departments. The questionnaire provided information for respondents on four different leadership styles, namely: directive, facilitating, delegating, and coaching. The respondents rated themselves on a scale of 1- 4 (1 = to almost no extent 2 = to a slight extent 3 = to moderate extent 4 = to a great extent).

The scoring interpretation employed for head teacher's leadership styles ranged from: **Directive style**, common score is 23 to 29 and above scores were considered high, whilst 18 to 28 scores were considered as moderate and 17 and below were considered low.

Coaching style, common score is 21, scores above 27 were considered high, and 16 to 26 scores were considered moderate while 15 and below scores were considered low.

Facilitating style, a common score is 28, scores above 34 were considered high, 24 to 33 were considered moderate and scores below 23 were considered low.

Delegating style, a common score is 19, scores above 25 were considered high, 15 to 24 were considered moderate and scores below 14 were considered low (Indvik, 1985).

Table 8 shows the headteachers and heads of departments' perception of their leadership style as can be seen from the table, heads of departments scored low in all the leadership styles except in directive leadership style where 23 scored moderately. All the school managers in the three categories scored low in delegating and facilitating leadership styles. All the deputy head teachers scored low in coaching leadership style, two of the deputy head teachers scored low in directive and the other two scored moderately. Furthermore, six head teachers scored moderately in coaching, whilst 48 heads of departments scored low in coaching leadership styles.

Table 8: Levels of leadership styles

Leadership styles	Positions	Low	Moderate	High	Total
Coaching	HOD	48	6	0	54
	DHT	4	0	0	4
	HT	1	6	0	7
Directive	HOD	31	23	0	54
	DHT	2	2	0	4
	HT	3	4	0	7
Facilitating	HOD	54	0	0	54
	DHT	4	0	0	4
	HT	7	0	0	7
Delegating	HOD	54	0	0	54
	DHT	4	0	0	4
	HT	7	0	0	7

Key: HOD=Head of department, DHT=Deputy Headteacher, HT=Headteacher

4.5 The relationships between leadership styles and school climate

When respondents were asked whether there was a relationship between leadership styles and school climate, 98 respondents were of the opinion that school climate in high schools of Northern Province was related to leadership styles.

One teacher had this to say:

Head teachers' behavior has both positive and negative impact. When leadership is good, pupils tend to behave well because the head teacher enforces rules. Pupils are punctual if the head is also punctual for work, head teachers late coming for work contributes to poor performance by pupils and in return creates a poor climate.

Respondents were also of the view that head teachers' presence mattered a lot as it helped to deter misconduct by pupils, thus a good leader contributed to pupil's behavioral change in school. On the one hand most respondents were of the view that the head teachers' leadership styles affected pupils' academic performance; for example if a the head teacher failed to discipline pupils, pupils could resort to abuse of substances such as beer, cigarettes and drugs which contributed to high dropout rates among pupils due to un wanted pregnancies, absenteeism, drug abuse and riotous behavior. Therefore, respondents were of the opinion that the head teacher is roles model his/her behavior was copied by pupils whether good or bad. Hence the

head teacher contributed to the establishment of the school climates. In one of the schools that were studied, one respondent pointed out that;

It is the role of the head teacher to mobilize the resources and put them to proper use. It is the responsibility of the head teachers to set the direction of the school. When this is in place, then the school will perform. Failure to acquire required school materials, for both teachers and pupils and lack of awards for outstanding pupil's performance, demotivates both teachers and pupils and contributes to a poor school climate.

The study revealed that good leadership was associated with caring of environment in the school. One respondent said that:

Pupils work hard and enjoy learning in an enabling environment which is supposed to be created by the head. As a result of the encouragement from the head teacher coupled with his good conflict resolution strategies head teacher prevent pupils from resorting to violence which could affect their studies. Pupils feel secure to have a listening and caring head teacher, thus good management contributes to high pupil performance. Therefore, a head teacher initiates and manipulates the kind of atmosphere he or she wants through his/her leadership style. A supportive and responsive school climate fosters a sense of belonging.

When head teachers were also probed, through the interview, all the head teachers were of the view that head teachers' leadership style had a relationship with the school climate in the sense that, if the school managers leadership style was not inclusive teachers left the head teacher to work alone thus objectives were not achieved. Teachers are also capable of bringing down school performance. Therefore, the head teachers' leadership style can change teachers' attitudes towards work. At times the lazy teachers are forced to quietly move away from the school where laziness is not tolerated.

Another head teacher reiterated that:

Head teachers leadership styles have a relationship with school climate. In the sense that the head teachers' vision gives direction thus influences the school climate, if the head does not support the teachers, teachers can disown the school manager due to failure of giving proper leadership. The head teachers' school vision has the responsibility to produce an academic sound institution with disciplined teachers and pupils, through the teacher's commitment to

planning, preparation, and observation of ethical rules at a place of work. Thus the head teachers' school vision influences teachers' participation in school goals.

Similarly, another head teacher supported the view that there was a relationship between head teachers leadership style and the school climate in the sense that the school manager acted as a role model. For example in one of the schools the head teacher always watered the school loans whenever he was not busy in the office. As a result this made tasks to be done by teachers and pupils without question. Further the study also revealed that it took this particular school just a year to buy a school minibus where as another school took five years to buy a similar bus despite having more pupils in the school.

On the contrary, one respondent observed that when a head teacher is too emotional, and has no regards for teachers, this has a negative effect on the school climate and as a result teachers get frustrated, and have low morale. He gave an example of a head teacher who had a habit of shouting at teachers who came late by saying that “late coming will make you urinate on your pay slip”.

Furthermore, the respondents reported that creating fear among pupils and teachers by the head teacher demotivated teachers which in turn disturbed the teaching learning process. It was reported that if teachers were not motivated they underperformed and did not supervise pupils closely. Thus the head teachers' attitude contributed to teacher's poor performance and existence of a closed climate where development did not take place. However, both teachers and pupils are motivated by the head teachers' developmental programmes.

4.6 Summary

The chapter provided an analysis of the data obtained from the head teachers on perception of their leadership styles and teacher's perception of their head teacher's leadership styles and their effects on school climate. Twelve high schools participated in the study; the sample consisted of 80 (66.1%) male respondents and 13(39.9%) female respondents. The study found that the dominant styles of leadership used by the majority of the head teachers were participative leadership style. Directive leadership style was prominently used in four, situations that is

where the staff had stopped responding to the leaders' friendly conversation and performance was declining, when the leaders' were considering change, when teachers' needed to be reminded of their tasks, whenever there were internal difficulties amongst staff. However, directive leadership style was weak where staff was struggling to solve a problem and where interpersonal relationships were good. Delegation leadership style was dominant where the leaders were considering changing to a structure that will be new to the staff. These findings were in line with the findings from the teachers and head teachers interviews where it was revealed that some head teachers did not delegate, school organization was a one man show and when ever delegation was done there was a lot of interference from the head teacher making it difficult to carry out the responsibilities. This view was supported by one head teacher who asserted that there was need to find out those teachers who were capable of doing the work and were trust worthy.

Furthermore, when the head teachers were asked to rate themselves, the study revealed that all school managers scored low in delegating and facilitating leadership styles. In the same way, all deputy head teachers scored low in coaching. In directive leadership style, 23 heads of departments scored moderately. In addition when teachers were asked to rate their head teachers in supportive, participative and directive leadership styles it was revealed that the head teachers were moderate in both participative and supportive leadership styles and low in directive leadership style. However, when teachers were probed further, the study revealed that in daily operations of the schools, laissez-faire and directive leadership styles were reported to have been used more frequently.

The study established that the participative and supportive styles of leadership were associated with open school climates whilst directive and laissez-faire leadership styles were associated with closed climates. The findings also indicated a negative attitude of teachers' condoned by some head teachers and heads of departments when it came to holding of departmental meetings which were not held in most of the schools and checking of the teacher's lesson plans which were reported to have been done occasionally and had an influence on the organizational climate of the schools.

Furthermore, the study reported that 60 (49.6%) of the leaders had good leadership abilities, while 61(50.4%) indicated that their manager's leadership abilities were poor. In line with the teacher respondents report, the study showed that head teachers required training in all managerial skills, but two areas came out prominently namely human relations and staff motivation. Similarly, the teacher respondents report on school managers training revealed that 41(63.1%) of the managers had not undergone any management training, while 24(36.6%) had done the training.

CHAPTER FIVE: DISCUSSION OF THE RESEARCH FINDING

5.0 Overview

This chapter focuses on a discussion of the findings in relation to the research objectives and associated research questions. The chapter is divided into three sections: leadership styles employed by head teachers, the different types of climate in the selected schools, and the extent to which leadership styles influence the school climate.

5.1 Teachers perceptions about their head teachers' leadership styles

The findings from the study showed that most head teachers employed various leadership styles while performing their duties, although participative leadership style was prominent. This implies that leaders employed participative leadership style in situations where the staff stopped responding to the leader's friendly conversation and obvious concern for their welfare. Similarly, directive leadership style is also employed whenever there is a crisis such as when the performance of the staff has gone down. In the same way coaching leadership style is also employed as a result of the crisis. In the same vain directive leadership style is weak in situations where staff performance and interpersonal relationships are good and in situation where the leader is considering changing to a structure that will be new to the staff, to which members of staff have made suggestions about the needed change therefore the staff is involved in decision making. In addition, participative and supportive leadership styles are also employed whenever staff is struggling to solve a problem as in. Delegation leadership style is more prominent in situation where staff has been productive.

Furthermore directive leadership style is also employed as a result of the internal conflicts; however, the staff is given the support. Similarly, directive leadership style is dominant as the leader wishes to correct the situation were the performance of the staff had been dropping and members are un concerned with meeting objectives. In view of this coaching is also prominent in situations where staff is failing to meet the objectives. Therefore, whereas participative is the most prominent leadership style it has also been noted that different situations called for different styles of leadership

for example directive leadership style is common in situations where the leader wants to maintain the status quo in an efficiently run school. The challenge is how to apply all the styles in normal operations of the schools.

The majority of the head teachers scored moderate on both participative and supportive leadership styles and low on directive. The implication is that head teachers were not able to take on responsibility for the tasks being done despite the experience as they lacked the confidence to take on the responsibilities. Head teachers hardly considered the needs of the followers and did not show concern for their welfare so as to create a friendly working environment and increase the subordinate's self-esteem by making the work more interesting. Hence in most cases head teachers did not often complement teachers for their good work and reasons for their criticisms were not often explained. The head teachers lack of high supportive behavior is also noticed in their failure to fund the departments or implement the resolutions as planned by the department such actions frustrated the teachers who did not see the essence of holding departmental meetings. Above all the student body had no influence on school policy. However, students in schools need to be involved in the school's administration and in the implementation of decisions because these affected them directly.

In addition, resources were not provided to staff to pursue their own developmental objectives and most head teachers did not provide staff with clear responsibilities, as a result subordinates were not given enough room and space to utilize their abilities and skills. Thus leaders discouraged the emergence of leadership acts from the teachers and attempted to initiate all leadership themselves.

Moreover, when teachers were probed further on the leadership styles employed by their leaders, the study revealed that laissez-faire and directive leadership styles were the most frequently used during the normal operations of the schools. This was evidenced by the heads of department's failure to conduct departmental meetings and failure to check the teachers' lesson plans. Furthermore, head teachers spent most of the time in the office. Thus they had little time to monitor what was going on in the school. Furthermore, the head teachers did not work hard as expected by their subordinates as a result of their laissez-faire style most of the head teachers did not

mind about acquiring study materials for their schools. In most cases the head teachers who used the laissez faire leadership style failed to follow up on those they had delegated tasks to and consequently affected the school climate. They left everything to the mercy of their subordinates, some of whom may have lacked the necessary skills and competence to execute the work. Therefore, laissez-faire leadership is not the best leadership style to use in the school's organization because complete delegation without follow-up mechanisms created performance problems which are likely to affect the school climate.

The findings from the school managers reported that periodic meetings to show support for school policy were not held, and neither were regular meetings to discuss school progress. This finding is in agreement with MacDonald's (2007) study of laissez- faire leadership that it was associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which led to unproductive attitudes and disempowerment of subordinates.

The study revealed that 34.7% of the headteachers' used directive leadership style as evidenced by the head teachers dominating meetings, and supervision of teachers closely. When leaders use the directive leadership style their abilities tended to be poor this contributed to poor school climates, because they adopted harsh leadership styles, which were highly resented by their subordinates. The more autocratic leaders were the poorer the climate. The coercive style leader often created a reign of terror, bullying and demeaning his subordinates. Subordinates got intimidated and the morale of the workers was low. This kind of leadership was associated with disputed decisions as directive leaders did not listen to subordinates ideas and suggestions. In terms of finances the financial committees were never effective because the authoritative leaders made decisions on their own and imposed them on subordinates.

Similarly, the research findings from the teacher's interview revealed that the most prominent leadership styles employed by most head teachers were directive and laissez-faire as evidenced by the head teachers failure to consult and involvement of teachers' in decision making. All decisions made in the head teachers absence by teachers were not taken seriously, normally such decisions were squashed thus the teachers decisions were not respected. This was so because head teachers always

wanted to exercise authority to the maximum as they always felt that they had the monopoly of knowledge and were more intelligent than anyone else and their decisions could not be rejected. Hence, each time they were out of their stations they left instructions on what should be done otherwise any queries were to wait until the head teacher came back. It is also worth to note that in a dictatorship type of management transparency and accountability in terms of finances and general administration were not observed thus a lot of suspicion is raised among teachers as most of the suggestions are brought in as announcements and not subjects for discussion, which may lead to the creation of a bad school climate.

5.2 Headteachers' perceptions of their own leadership styles

The findings revealed that all the headteachers scored low on the coaching leadership style as most of the managers failed to hold periodic meetings to show support for school policy and mission. Staff was not met regularly to discuss their needs. The school managers rarely recognized staff achievement with encouragement and support. However coaching leadership style if well employed has a positive impact on climate, as coaching improved results, even though the focus was on self development, it had a way of pushing up the drivers of climate, coaching if properly used would contribute to teacher commitment as it provides opportunities for leaders to provide support to their subordinates.

The head teachers low scoring on the coaching leadership style, coincides with the findings from the head teachers interview were out of the seven head teachers interviewed only one head teacher acknowledged provision of the sprint activities in the school which are activities that give teachers chance to observe other teachers lessons also provides an opportunity for teachers to meet and share ideas in relation to teaching. However it requires funding from the school for it to be adequately conducted as a result very few head teachers are able to implement the coaching activities.

On the contrary when head teachers were interviewed on the type of leadership they employed, most of them stated that they were democratic except for one school manager who combined the two for emphasis and also used on stubborn teachers. However, the head teachers assessment of themselves also posed a controversy as

teachers perceived their leaders differently as people who always dominated in decision making, and always took the greater part of the school operations.

Moreover, all the school managers scored low in facilitating leadership style as they failed to appoint staff into task groups to act on policies affecting them, their failure to discuss any organizational or policy changes with staff prior to taking place, and failure to rotate the role of committees among the staff. Goldman (1998) states that the values that a leader has in his heart, whether they are stated or not, will be reflected in institutional practice unchecked.

5.3 Training needs for headteachers

The study showed that 61 of the respondents were of the view that head teachers abilities were poor, and suggested that there was need to train the headteachers in all the leadership skills especially in human relations and motivation. A successful human relations approach helped to create organizational harmony, higher employee satisfaction and greater operational efficiency. Therefore, through human relations teachers are motivated by social needs, which include recognition at a work place. The skills training for leaders need to be reinforced and should be extended to heads of departments as well due to the large number of heads of departments reported not to have gone under training. Planning, monitoring and evaluation is an important aspect in leadership as it helps to promote efficiency, achieve effectiveness, and match educational goals with its impact on school climate. A positive climate is difficult to sustain in an atmosphere rife with mistrust.

Furthermore, the findings revealed that head teachers did not complement teachers. However, teachers are motivated by an extrinsic reward, as recognition for good work and this includes praise, pay increases and promotions. It is through motivation that human resource can be utilized by making full use of it. This can be done by building willingness in employees to work. The level of a teacher does not only depend upon his qualifications and abilities, the gap between ability and willingness has to be filled which helps in improving the level of performance of subordinates. Thus resulting into increase in productivity, and improving overall efficiency. However, the goals of a school can be achieved only when there is a co-operative work environment.

Out of the seven head teachers that were interviewed only one school felt that leadership skills training was not necessary because training alone would not make one a good leader, what was needed was implementation. However, the majority of the school managers felt that training was an essential tool to good management. Bearing in mind that not all are born leaders, while others are intellectually gifted, they may not have the wisdom to lead. Leadership training is very important for it enables leaders to realize their flows from subordinate reaction and apply remedy, thus skills enhance the achievement of goals.

5.4 School climate

School climate differed from school to school; closed climate was more frequent, out of the 12 statements that were given on school climate, 7 depicted a closed climate in the sense that, teachers did not spend time after school with pupils who had individual problems. Not only that but also routine duties interfered with teaching. The financial committees were not effective in most of the schools and it was revealed that in most cases committees were not funded. Other indicators of a closed climate were that pupils rarely solved their problems through logical reasoning, most pupils did not take their studies seriously and that schools had inadequate teaching and learning materials for pupils. However, controlled climate was not so common among the selected schools, although open climate was also moderately dominant in the sense that teachers were proud of their school, and the mannerisms of teachers were not annoying in most of the schools sampled. All in all the school climate for most of the schools was closed in the sense that most leaders discouraged the emergence of leadership acts from the teachers and attempted to initiate all the leadership themselves and that the climate of some schools was characterized by a high degree of apathy on the part of both head teachers and teachers.

Both teachers and school managers had similar views about the school climates in most of the schools. Their feeling is that school climate is generally not conducive for teaching and learning and most of the schools had a closed climate with poor water supply and sanitation, lack of teaching and learning resources. Most schools have not been painted for years, and the classrooms have no glass pens. To add on there are a lot of disciplinary cases among pupils and teachers, coupled with poor results in most of the schools and the blame is always put on the teacher. The

existing kind of school climates breeds a lot of frustrations among members of staff and lack of trust for each other. As a result the teacher is demotivated.

5.5 Relationship between leadership styles and the school climate

The focus of this research study was a survey of leadership styles and their effects on school climate. The manner in which head teachers carried out their duties affected the way the teachers discharged their duties, as well as how they related to authority and one another which helped to create the type of climate in schools. The kind of climate found in a school entirely depended upon the leadership style for example if the leader decided to give staff freedom to carry out their duties in the best way they know, an open climate may be created. When the school manager decide not to allow routine duties to disrupt teacher's instructional responsibilities, a controlled climate is likely to occur. Whilst in a situation where the head teacher showed genuine concern for teachers an open climate occurred. However, when the head teacher commanded and expected compliance the climate was closed. Therefore, in this study, the participative, supportive, coaching and delegation leadership styles were associated with open school climates while directive and laissez- faire leadership styles were associated with closed climates.

Notably, progressive ideas carry the teachers with their manager. If the teachers believe in the head teachers' direction, very few will be misfits. If head teachers become selfish and abuse authority, to enrich them, teachers may lose confidence become hostile and demand for change. When school money is put to good use there will be neither riots nor demonstrations. Therefore, environment regulates behavior of the pupils whilst the head teachers' leadership style changes teachers' attitudes towards work, good things are paid for by good things. Therefore good leadership styles are essential for the creation of a conducive environment.

The findings of the study has revealed that many of the school managers had a negative attitude to their work as shown in their failure to appoint staff into task groups to act on policies affecting them, this kind of leadership contributed to the formation of a closed climate were teachers did not participate in decision making on matters that affected them. As a result of the laissez-faire leadership style depicted by most school managers, the role of committees among staff could only be rotated to a

slight extent, this denied chance to other staffs their morale became low and performance was affected, and thus the leadership styles employed were responsible for the kind of climates that existed in the schools.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

The purpose of this study is to investigate the effects of head teachers' leadership styles on school climate. The objectives of this study were to, Identify leadership styles of head teachers in high schools, to determine the organisation climate of high schools, and to establish the relationship between leadership style and the school climate.

This study adopted a mixed survey method to collect data on the teachers' opinions, with regard to their head teachers' leadership styles and how they affected the school climate. The target population was all the high schools in Northern Province of Zambia. The sample size of the study consisted of 65 school managers and 121 teachers, giving a total of 186 respondents. School managers included 7 head teachers, 4 deputy head teachers, and 54 heads of departments. Data were collected through questionnaires, observations during school visits, and face to face interviews with head teachers and teachers. This chapter presents the conclusion and recommendations of the study.

6.1 Conclusions

The findings of the study revealed that school managers used the participative leadership style dominantly with the help of directive and coaching leadership styles in problem solving situations. Although the most employed leadership styles in their normal school operations were laissez-faire and directive leadership styles. The laissez-faire leadership style could be seen through head teachers spending most of their time in the office as well as failure by some school managers to hold departmental meetings and checking of lesson plans. The directive leadership style is evidenced by head teachers dominating of meetings, and close supervision of teachers among others. It is associated with disputed decisions as authoritative leaders did not listen to subordinates ideas and suggestions.

All the leaders scored low in coaching leadership style, and moderately in directive leadership style which is a camouflage of authoritative leadership style. However, most of the leaders scored low in facilitating leadership style. In view of the school

manager's low scoring in most of the leadership styles, and there poor leadership ability, the respondents suggested that there should be a training programme for school managers in leadership skills with emphasis on human relations and motivation.

The results emanating from this study in connection with the different types of climates in schools indicated that there were two major types of climates in the selected high schools in Northern Province of Zambia namely, the open climate and the closed climate. However, the findings revealed that the majority of the schools had a closed climate. It is important that high school head teachers are aware of various climates that existed and other aspects of school climate.

The head teachers' leadership style is one of the major factors responsible for school climate. The findings revealed that the leadership style employed by the head teacher had implications for school climate. In essence, the head teacher' leadership behavior for example, his/her expectations, values, beliefs, relationships with teachers and the examples he/she set for the whole school shaped the climate in the school. In view of this, the need for head teachers to be well informed to use their leadership styles to create and improve school climate could not be over emphasized.

6.2 Recommendations

In the light of the findings of this study the following recommendations were made:

- 1) It is recommended that a Continuous Professionals Development (CPD) for head teachers, with emphasis on leadership styles and administration in general, be established and institutionalized in the education system.
- 2) In a bid to improve the performance of head teachers, a mentoring program is strongly recommended for newly appointed and underperforming serving head teachers.
- 3) The study recommends a review of the curriculum for the training of teachers so that sufficient attention is given to management and leadership skills.
- 4) The office of the Provincial Education office should monitor and supervise headteachers' with the help of district standard officers to prevent lapses amongst headteachers.
- 5) Exchange programmes and attachments among schools by headteachers should be encouraged.
- 6) Headteachers should periodically be transferred to improve efficiency and effectiveness in the running of schools.

6.3 Further research to be conducted

- To find out whether the leadership styles of high school headteachers in Northern Province has an impact on pupils academic performance

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APPENDIX A: TEACHER'S QUESTIONNAIRE

Dear Respondent,

Serial no.....

I am a postgraduate student at the University of Zambia carrying out research for the award of the degree of Master of Education in Education Administration. The title of my research is a survey of head teachers' leadership styles and their effects on school climate in selected high schools in Northern Province. You have been randomly selected to fill in the questionnaire intended to capture data with regard to my research topic. The information provided will be used purely for my academic research, and will be treated anonymously and privately. So I humbly request you to provide the information requested as candidly as possible. Kindly tick or fill in your answer as truthfully and correctly as possible.

Yours faithfully,

Kelby mwape

SECTION A: Bio data

PERSONAL INFORMATION

INSTRUCTIONS: please tick the correct answer or fill in the appropriate space.

1. Name of school a) Mpulungu b) mbala high school c) luceche d) mungwi e) kasama girls f) kasama boys g) laura gils h) ituna high i) chitulika high j) chilonga k) mpika boys l) lwitikila m) chinsali girls

2. Name of district a) Mpulungu b) Mbala c) Kasama d) mpika e) Chinsali d) Mungwi

3. Sex: a) male b) female 4. Age a) [20-29] b) [30-39] c) [40-49] d) [50-59]

5. Number of years in teaching experience

a) 1-5 b) 6-10 c) 11-15 d) 16-20 e) 21-25 f) 26-30 g) 31-35 h) 36-40

6. Highest professional qualification?

a) Primary teachers' Certificate [] b) Secondary Teachers Diploma [] c) Advanced Diploma

d) University degree [] e) Masters [] f) others (specify) -----

7. State the location of your school (tick)

a) Urban [] b) rural [] c) peri urban []

8. Indicate your other responsibilities in school: (Apart from teaching) -----

SECTION B

INSTRUCTIONS: The following are statements about your school. Please indicate the extent to which each statement characterizes your school by putting a tick \surd in the appropriate box.

1. The mannerisms of teachers at this school are annoying.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs []

2. Hard work is over-emphasised to the extent that little or no time is given to social life.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs []

3. Teachers spend time after school with students who have individual problems.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs []

4. Teachers are proud of their school.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs []

5. The head teacher sets an example by working hard himself or herself.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs []

6. The head teacher compliments teachers.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs []

7. Staff meetings are dominated by the head.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs [] 8. Routine duties interfere with the job of teaching.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs []

9. Student body has an influence on school policy.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs []

10. The financial committee is very effective in this school.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs []

11. The head teacher rules with an iron fist.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs []

12. Administrative paperwork is burdensome at this school.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs []

13. Teachers help and support each other.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs []

14. Pupils solve their problem through logical reasoning.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs[]

15. The moral of teachers is high.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs[]

16. Assigned nonteaching duties are excessive.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs[]

17. The head explains his or her reason for criticism to teachers.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs[]

18. Most pupils do not take their studies seriously.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs[]

19. The head looks out for the personal welfare of the staff.

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs[]

20. The head supervises teachers closely

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs[]

21. The head talks more than listens.

[a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs[]

22. The school has enough study materials for pupils.

[a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs[]

23. The head withstands direct and open confrontation

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs[]

24. The head teachers' opinion is every ones else's opinion

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs[]

25. The head has a strong defensiveness

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs[]

26. The head has secretive tendency

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs[]

27. The head spends most of the time in the office

a) rarely occurs [] b) sometimes it occurs [] c) often occurs [] d) very frequently occurs[]

SECTION C

INSTRUCTIONS

Assume your head teacher is involved in each of the following situations. Read each item carefully and think about what you believe your head teacher would do in each circumstance. Then (tick) the letter of the alternative that you think would most describe your head teacher's behaviour in the situation presented. Tick only one choice.

Situation 1. The staff is not responding lately to this leader's friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.

a) Emphasize the use of uniform procedures and the necessity for task accomplishment.

b) Be available for discussion but would not push for involvement.

c) Talk with the staff and then set goals.

d) Intentionally not intervene.

Situation 2. The staff is struggling to solve a problem. The leader has normally left them alone. Staff performance and interpersonal relations have been good.

a) Work with the staff and together engage in problem solving.

b) Let the staff work it out.

c) Act quickly and firmly to correct and redirect.

d) Encourage the staff to work on the problem and be supportive of their efforts.

Situation 3. This head is considering a change. The staffs have a fine record of accomplishment. They respect the need for change.

a) Allow staff involvement in developing the change, but not be too directive.

b) Announce changes and then implement with close supervision.

c) Allow the staff to formulate its own direction.

d) Incorporate staff recommendations, but direct the change.

Situation 4. The performance of the staff has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their task done on time.

a) Allow the staff to formulate its own direction.

b) Incorporate staff recommendations, but see that objectives are met.

c) Redefine roles and responsibilities and supervise carefully.

- d) Allow staff involvement in determining roles and responsibilities, but not too directive.

Situation 5. This leader stepped into an efficiently run organization. The previous administrator tightly controlled the situation. The leader wants to maintain a productive situation, but would like to begin to show concern for the needs of the staff.

- a) Do what could be done to make the staff feel important and involved.
- b) Emphasize the importance of deadlines and tasks.
- c) Intentionally not intervene.
- d) Get the staff involved in decision making, but see that objectives are met.

Situation 6. This leader is considering changing to a structure that will be new to the staff. Members of the staff have made suggestions about needed change. The staffs have been productive and demonstrated flexibility in its operations.

- a) Define the change and supervise carefully.
- b) Participate with the staff in developing the change, but allow members to organize the implementation.
- c) Be willing to make changes as recommended, but maintain control of implementation.
- d) Avoid confrontation, leave things alone.

Situation 7. Staff performance and interpersonal relations are good. This leader feels somewhat insecure about not providing direction to the staff.

- a) Leave the staff alone.
- b) Discuss the situation with the staff and then initiate necessary changes.
- c) Take steps to direct followers towards working in a well defined manner.
- d) Be supportive in discussing the situation with the staff, but not too directive.

Situation 8. Recent information indicates some internal difficulties amongst staff. The staff has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified for the task.

- a) Try out solution with staff and examine the need for new practices.
- b) Allow the staff members to work it out themselves.
- c) Act quickly and firmly to correct and redirect.
- d) Participate in problem discussion while providing support for the staff.

Situation 9. Which of the following leadership styles is mostly employed by your head teacher?

- a) The head gives the staff freedom to carry out their duties in the best way they know.
- b) The head does not allow routine duties to disrupt teacher's instructional responsibilities.
- c) The head shows genuine concern for teachers.
- d) The head commands and expects compliance.

Situation 10. Which of these school climates exists in your school?

- a) It is characterised by a high degree of apathy on the part of both head and teachers.
- b) Leadership acts emerge primarily from the group and rather infrequently from the head
- c) The group's behaviour is prompted by a single minded attention to organisational goals with little or no emphasis on the satisfaction of member's social needs.
- d) Leader discourages the emergence of leadership acts from the teachers and attempts to initiate all leadership himself.
- e) It is an organisation which is moving to defined organisational goals and which also provides satisfaction for group members' needs.

SECTION D: Please tick the correct answer or fill in the appropriate space.

1. Should head teachers undergo training in educational leadership?

- a) yes b) no

2. If the answer is yes in question 1 specify the areas by using a tick.

- a) Communication skills b) Human relations c) Motivation of staff
d) Time management. e) Delegation. f) Planning and monitory work.
g) All areas indicated above h) others (specify) -----

3. How would you rate the leadership ability of your head teacher?

- a) Very good. b) Good. c) Poor. d) Very poor.

4. Does the head consult teachers when solving problems?

- a) never b) hardly ever c) seldom d) occasionally e) Often

5. Is the head teacher a person who listens receptively to subordinates' ideas and suggestions?

- a) never b) hardly ever c) seldom d) occasionally e) Often

6. Does the head set goals for teacher's performance that are challenging?

- a) never b) hardly ever c) seldom d) occasionally e) Often

7. Is the head a person who says things that hurt teachers' personal feelings?

- a) never b) hardly ever c) seldom d) occasionally e) Often

8. Does the head have confidence about teachers' ability to meet objectives?

- a) never b) hardly ever c) seldom d) occasionally e) Often

9. Do you think the heads behaviour has any effect on the pupil's academic performance?

- a) Yes b) no

**10. If the answer is yes in question 10 state two effects? a) -----
b) -----**

SECTION E

1. How often are departmental meetings held in a term?

a) never [] b) hardly ever [] c) seldom [] d) occasionally []

2. How often are lesson plans checked by your head of department (HOD?)

a) never [] b) hardly ever [] c) seldom [] d) occasionally [] e) daily []

3. Does the HOD set performance standards for aspects of your work?

a) never [] b) hardly ever [] c) seldom [] d) occasionally []

4. When are the schemes of work prepared by teachers?

a) at the beginning of the term [] b) during the holidays c) any time [] d) within the school term []

5. Which of the two does the HOD focus most on?

a) problems [] b) opportunities

THANK YOU FOR YOUR COOPERATION AND SINCERE RESPONSE.

Serial no.....

APPENDIX B: QUESTIONNAIRE FOR SCHOOL MANAGERS

Category:head/deputy head/HOD

SCHOOL OF EDUCATION DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES HEAD TEACHERS' /DEPUTY HEAD TEACHERS' AND HEADS OF DEPARTMENTS QUESTIONNAIRE

Dear respondent,

I am a post graduate student at the University of Zambia carrying out research for the award of the degree of Masters of Education in Education Administration. The title of my research is a survey of head teachers' leadership styles and their effects on school climate in selected high schools in Northern Province. You have been randomly selected to fill in the questionnaire intended to capture data with regard to my research topic. The information provided will be used purely for my academic research, and will be treated anonymously and privately. So I humbly request you to provide the information requested as candidly as possible.

Yours faithfully,

Kelby mwape

ANSWER THE QUESTIONS FAIRLY, WITHOUT RUSHING YOUR RESPONSE.

PERSONAL INFORMATION

INSTRUCTIONS: Please tick the correct answer or fill in the appropriate space.

1.Name of District : a) Mpulungu b) Mbala c) Kasama d) Mpika e) Chinsali d) Mungwi

2.Name of school: a) Mpulungu high b) Mbala high c) Lucheche d) kasama girls e) Mungwi f) Ituna high g) Kasama boys h) Laura i) Chitulika j) Chilonga k) Mpika boys l) Lwitikila j) Chinsali girls

3. Sex: a) male b) female 4. Age a) [20-29] b) [30-39] c) [40-49]
d) [50-59]

5. Number of years in leadership

a) 1-5 b) 6-10 c) 11-15 d) 16-20 e) 21-25 f) 26-31 g) 32-36

6. Highest professional qualification?

a) Primary teachers' Certificate b) Advanced Diploma c) University degree

d) Secondary teachers' Diploma e) Masters f) others (specify) -----

7) State the location of your school (tick)

a) Urban b) Rural c) Peri Urban

8. Indicate your other responsibilities in school: (Apart from heading /deputising /HOD -----
-----)

9. I check staff's work on regular basis to assess their progress and learning.

a) to almost no extent b) to a slight extent c) to a moderate extent d) to a great extent

10. I hold periodic meetings to show support for school policy and mission.

a) to almost no extent b) to a slight extent c) to a moderate extent d) to a great extent

11. I appoint staff into task groups to implement policies affecting them.

a) to almost no extent b) to a slight extent c) to a moderate extent d) to a great extent

12. I provide staff with clear responsibilities and allow them to decide how to accomplish them.

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent []

13. I recognise staff's achievements with encouragement and support

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent []

14. I discuss any organisation or policy changes with staff prior to taking action.

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent []

15. I demonstrate each task involved in doing a specific job.

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent []

16. I meet with staff regularly to discuss their needs.

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent []

17. I ask staff to think ahead and develop long- term plans for their work.

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent []

18. I set performance standards for each aspect of my staff's work.

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent []

19. I rotate the role of committee leader's team among the staff.

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent []

20. I hold regular meetings to discuss school progress.

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent []

21. Provide staff with the time and resources to pursue their own developmental objectives. a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent

22. I focus on opportunities and not problems.

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent

23. I ensure that information systems are timely and accurate and that information is fed directly to staff.

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent []

24. I consult with subordinates when facing a problem.

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent []

25. I set goals for subordinates' performance that are quite challenging.

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent []

26. I say things that hurt subordinates' personal feelings.

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent []

27. I explain the level of performance that is expected of subordinates.

a) to almost no extent[] b) to a slight extent[] c) to a moderate extent d) [] to a great extent []

28. Have you under gone any management training?

a) Yes [] b) no []

29. If the answer is yes in question 28 specify the kind of training you did-----
-----What was the passing percentage for 2010 school certificate examinations at
your school?

- a) 10-20% [] b) 30-40% [] c) 50-60% [] d) 70-80% [] e) 90-100% []

THANK YOU FOR YOUR COOPERATION AND SINCERE RESPONSE

APPENDIX C: Teachers interview guide

1. What do you understand by school climate?
2. What type of school climate exists in your school?
3. What are the indicators of the school climate
4. What factors have contributed to such a climate?
5. To what extent do the leadership styles of the school manager influencers influence the school climate?
6. How do you describe your school manager's leadership style?
7. Which school climate is predominant and why?
8. What extent are teachers involved in decision making?
9. Does your head consult when he wants to introduce change?
10. How are staff departmental meeting conducted?
11. How does your head resolve conflict?
12. How does he correct teachers?
13. Does your head teacher provide coaching?
14. Does your headteacher delegate?
15. Are all teachers considered in delegation
16. Does your head distribute responsibilities?
17. To what extent are you part of the school?
18. What are some of the indicators of the sense of belonging

APPENDIX D: Headteachers interview guide

1. How do you describe your leadership style?
2. How do you describe the school climate at your school?
3. How does the headteachers leadership style affect school climate?
4. How are teachers involved in planning of school goals?
5. What is the structure of the school?
6. Do you think it's necessary to train headteachers in leadership skills?
7. How does your leadership style influence school climate?
8. How do you rate your pupils and teachers performance?
9. Are you receptive to criticisms?
10. As the head of the institution, how do you ensure that all the teachers are and remain committed to their responsibilities as professionals?
11. Who is responsible for goal setting in your school?
12. How do introduce change in the school?
13. sWhat do you do if teachers are hostile or evasive when you attempt to be friendly?
14. How do you deal with teachers who are unable to handle a particular task they have been given?
15. What do you do if teachers seem to have lost focus and are complacent?
16. In what ways do you leadership styles affect the school climate?
17. How long have you been a headteacher?

APPENDIX E: School observation check list on equipment and facilities

school	No of pupils	No of teachers	classrooms	furniture	toilets	Lab			