

**A SURVEY OF HEADTEACHER'S LEADERSHIP STYLES AND THEIR
EFFECTS ON SCHOOL CLIMATE IN SELECTED HIGH SCHOOLS IN
NORTHERN PROVINCE OF ZAMBIA**

BY

KELBY MWAPE

A dissertation submitted to the University of Zambia In partial fulfilment of the requirements for the award of the Master of Education in Educational Administration

THE UNIVERSITY OF ZAMBIA

LUSAKA

2012

© 2012 by Mwape Kelby

All rights reserved. Reproduction, transmission or copy of this document is an unauthorized. Any an unpermitted act in relation to this document may be liable for prosecution.

DECLARATION

I, Kelby Mwape, do solemnly declare that this dissertation represents my own work, which has not been submitted before for any degree at this or any other university.

Signed: -----

Date: -----

CERTIFICATE OF APPROVAL

This dissertation of Kelby Mwape is approved in partial fulfilment of the requirements for the award of the Degree of Master of Education in Educational Administration at the University of Zambia.

Examiners' Signatures

Date

SIGNED -----

SIGNED -----

SIGNED -----

ABSTRACT

The main objective of this study was to investigate head teachers' leadership styles and their effects on school climate in selected high schools of Northern Province of Zambia. The specific objectives of the study were; to identify the predominant leadership styles of head teachers, to determine the prevailing organizational school climates and to establish the relationship between leadership styles and the school climate. The study adopted a mixed survey method. The target population included all the high school teachers and managers. Out of this population, a stratified random sampling was used to select 121 teachers, from 12 high schools while the 65 school managers were purposively selected from the same schools.

Data collection was done using qualitative and quantitative research techniques. Both teachers and school managers were interviewed and they also responded to a questionnaire. An observation sheet was also used to record school infrastructure and facilities that were available. Qualitative data collected was categorized into emerging themes whilst quantitative data was analysed using SPSS and it was presented in form of percentages and frequencies.

The findings revealed that, most head teachers employed either laissez-faire or directive leadership styles in daily operations while the majority of the head teachers used the participatory leadership style in problem solving situations. In addition, some head teachers were rated moderate on supportive and participatory leadership styles and low in directive. On the other hand, the head teachers perceived their own leadership styles as moderate to low in coaching, low in delegating and facilitating.

Furthermore, the findings indicated that the organizational climates varied in schools ranging from open to closed climates and were closely related to the head teachers' leadership styles. The most prominent school climate was closed followed by an open one in a few schools. To a large extent, head teachers' leadership styles determined school climates. Head teachers expectations, values, beliefs, relationships with teachers and the examples they set shaped the schools climates. Open school climates were associated with participatory, coaching, supportive and delegated leadership styles whilst closed school climates were associated with directive and laissez-faire leadership styles.

The study concluded that there were various leadership challenges and demands on the school managers in the process of executing their work. Therefore, the study, recommended that there was need for a comprehensive policy on the training of school managers. Therefore, leadership courses should be introduced in all colleges of education; the office of the Provincial Education office should monitor and supervise the school managers, school managers should not remain in one school for more than five years because development of the school may be affected especially where the headteacher has a laissez-faire type of leadership.

DEDICATION

Dedicated to my supportive dear children Nakooze Chizyuka, Mwantakama and Beene Chizyuka. Their eagerness of wanting to know if ever I would stop studying kept me moving on.

To my brothers and sisters for looking up to me in leading the way in my academic achievements.

To my grandson Choolwe for his unwavering love.

ACKNOWLEDGEMENTS

The successful completion of this Dissertation would not have been possible without the support, guidance and assistance of many people, amongst others, the following need special mention: sincere thanks go to my Supervisor, Dr. A. Akakandelwa, for his unwavering, intellectual, prompt, constructive and explicit comments in the submissions he made, without which this study would not have been completed. Special thanks to Dr. A. Kakanda, Dr. P. C. Manchinshi, Dr. S. Kasonde Ng'andu and Mr. Henry J. Msango of the University of Zambia for their professional guidance, Dr. M. Simuchimba for his moral support and understanding. I am also highly indebted to my entire family Nakoze, Mwantakama, Beene Chizyuka and my ever charming grandson Choolwe, for their moral and financial support. A special group of people whom I would like to acknowledge for their consistent encouragement and inspiration include among others: Messers C. Chomba and J. Chitundu of Ministry of education Kasama, Ms Florence Lubeya my course mate, for always uplifting me; and the school managers and teachers for their accepting to participate in the study.

TABLE OF CONTENTS

DECLARATION	ii
CERTIFICATE OF APPROVAL.....	iii
ABSTRACT	ivi
DEDICATION.....	vii
ACKNOWLEDGEMENTS	viii
LIST OF TABLES	xi
ACRONYMS.....	xii
CHAPTER ONE: INTRODUCTION.....	1
1.0Background.....	1
1.1 Statement of the problem.....	5
1.2 Purpose of the study	5
1.3 Objectives	5
1.4 Research questions	5
1.5 Significance of the study	5
1.6 Delimitations.....	6
1.7 Limitations of the study.....	6
1.8 Operational definitions	7
CHAPTER TWO: LITERATURE REVIEW.....	9
2.0 Overview.....	9
2.1 Theoretical framework.....	9
2.2 What is leadership?	9
2.3 Leadership theories.....	12
2.3.1 Trait Theory	12
2.3.2 Situational Theories.....	12
2.3.3 Behavioral Theories	13
2.3.4 Participative Theories.....	13
2.3.5 Transformational Theories.....	13
2.4 Importance of leadership	13

2.5 Leadership types.....	14
2.5.1 Autocratic leadership style.....	15
2.5.2 Democratic leadership style.....	15
2.5.3 Laissez- faire leadership style.....	16
2.5.4 Directive leadership style	16
2.5.5 Supportive leadership style.....	16
2.5.6 Participative leadership style	17
2.5.7 Coaching leadership style	17
2.5.8 Facilitating leadership styles.....	17
2.5.9 Delegating leadership style.....	17
2.6 School climate.....	18
2.7 Importance of school climate.....	22
2.8 Types of school climate.....	22
2.8.1 Open climate	22
2.8.2 Autonomous climate.....	23
2.8.3 Controlled climate	23
2.8.4 Familiar climate	24
2.8.5 Paternal climate... ..	24
2.8.6 Closed climate.....	24
2.9 Relationship between leadership styles and school climates.....	25
2.1 0 Summary.....	25
CHAPTER THREE: METHODOLOGY.....	26
3.0 Overview.....	26
3.1 Research design.....	26
3.2 Target population	26
3.3 Sample size and sampling procedure	26
3.4 Research instruments and Data collection procedure	26
3.5 Validity and reliability of instruments.....	27

3.6 Data analysis	27
3.7 Ethical considerations.....	27
CHAPTER FOUR: PRESENTATION OF FINDINGS	29
4.0 Introduction.....	29
4.1 Distribution of respondents by schools	29
4.2 Teachers’ perceptions about their head teachers’ leadership styles	31
4.2.1 Leadership styles employed by head teachers as perceived by teachers	32
4.2.2 Levels of leadership style	33
4.2.3 Training needs for school managers.....	34
4.2.4 Teachers perceptions of their heads of departments’ monitoring mechanism..	35
4.3 Teachers’ perceptions on school climates	36
4.3.1 Indicators of closed climate	37
4.3.2 Indicators of open school climate.....	39
4.4 Headteachers’ and heads of departments perceptions of their leadership styles	40
4.5 The relationships between leadership styles and school climate	41
4.6 Summary.....	43
CHAPTER FIVE: DISCUSSION OF THE RESEARCH FINDING.....	46
5.0 Overview.....	46
5.1 Teachers perceptions about their head teachers’ leadership styles	46
5.2 Head teachers’ perceptions of their own leadership styles.....	49
5.3 Training needs for head teachers	50
5.4 School climate.....	51
5.5 Relationship between leadership styles and the school climate.....	52
CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS.....	54
6.0 Overview.....	54
6.1 Conclusions.....	54
6.2 Recommendations.....	55
6.3 Further research to be conducted	56
References	57

APPENDIX A:Teacher’s questionnaire.....	75
APPENDIX B: Questionnaire for school managers.....	76
APPENDIX C: Teachers’ interview guide.....	81
APPENDIX D: Head teachers’ interview guide.....	82
APPENDIX E: School observation check list on equipment and facilities	83

LIST OF TABLES

Table 1: Distribution of respondents by schools	30
Table 2: Teachers perceptions about the leadership styles of their school managers	31
Table 3: Perceived leadership styles of headteachers by teachers.....	32
Table 4: Levels of leadership styles for school managers in the surveyed schools.....	34
Table 5: Training skills for school managers	35
Table 6: Heads of departments monitoring mechanism.....	36
Table 7: Teachers perceptions of their school climates	37
Table 8: Levels of leadership styles.....	41

ACRONYMS

AWPB	Annual work plan budget
DHT	Deputy Headteacher
HOD	Head of department
HT	Headteacher
LEAD	Leader Effectiveness and Adaptability Description
MOE	Ministry of education
OCDQ	Organizational Climate Descriptive Questionnaire
PTA	Parent Teachers Association
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific Culture Cooperation
CPD	Continuous Professional Development