CHAPTER 6
Summary, Conclusions, Implications, Limitations and Future Suggestions

6.1: Summary

The present study explored the cultural construction of leadership effectiveness in Kenyan secondary schools. It investigated the profiles of leadership effectiveness of the principals, the organisational climate of the secondary schools and how these two affected teachers’ job satisfaction. The study investigated the differences and relationships in the three variables between rural and urban, single sex and mixed schools. It explored whether the teachers’ perception of leadership effectiveness, school climate and job satisfaction were affected by their gender, age, educational level and also by their principal’s gender, age, educational level and administrative experience. Finally, the relationships among the three variables were investigated and predictability of job satisfaction of teachers was assessed using the variables stated above. In order to investigate these issues, the following hypotheses were launched:

1. There will be significant main and interaction effects of location and school types on teachers’ perception of leadership effectiveness of their principals.
2. There will be significant main and interaction effects of location and school types on teachers’ perceptions of organisational climate.
3. There will be significant main and interaction effects of location and school types on the job satisfaction of teachers.
4. Teachers’ perception of leadership effectiveness of principals and their schools’ organisational climate will depend on principal’s gender, age, educational level and administrative experience.
5. The impact of demographic variables like gender, age and educational level of teachers on their perceptions of leadership effectiveness, school climate and job satisfaction will be significant.
6. There will be significant relationships among teachers’ perceptions of leadership effectiveness of principals, school climate and job satisfaction.
7. The relationship among the principals’ leadership effectiveness, organisational climate and job satisfaction of teachers will vary according to location, school type and teachers’ gender.
8. Job satisfaction will be predicted by leadership effectiveness, school climate and personal variables.

An ex post facto design was used for the study. To start with, teachers were asked to list the characteristics of effective principals and this list was used to construct a questionnaire on leadership effectiveness. School organisational climate questionnaire (SOCDQ) by Sharma (1973) was used to measure school organisational climate. Job satisfaction index (JDI) by Smith, Kendall and Hulin (1969) was used to elicit perceptions of job satisfaction of teachers. The data were collected from 349 teachers from 37 secondary schools from Nairobi and Muranga districts. The data were analysed using techniques of factor analysis, analysis of variance, Pearson correlation, and stepwise regression.

6.2: Major Findings

On the basis of the analysis, the following findings and conclusions are enumerated.

Factor analysis of leadership effectiveness items yielded six dimensions viz., nurturing orientation, decision making, conventional personality, ethical leadership, empowerment and communication. Nurturing orientation and communication were diametrically opposite to the other four dimensions. Kenyans valued a leader who is a disciplinarian, no nonsense person who led by example and one who is a decision maker. The leader should be an ethical one who also empowers his/her teachers. The Kenyan culture valued a leader who did not talk too much and who was strong in the last four dimensions. Absence of nurturance did not make a leader ineffective in most cases. This led to the conclusion that perception of leadership effectiveness among teachers in the Kenyan culture could be different from the perception of leadership effectiveness in other cultures in the West and in India.

School organisational climate yielded 8 dimensions like the ones identified by Sharma (1973) viz., humanized thrust, esprit, psychological hindrance, disengagement, attention, control, production emphasis and intimacy. However, while these dimensions were close to those of Sharma, they were slightly different. Intimacy was considerably reduced and esprit was very much enriched with more items. Instead of alienation, a new dimension called “attention” emerged in this study. While alienation may be significant in the Indian culture due to its caste system, attention seemed to be more valued by the Kenyan teachers. Indeed, it was found to be one of the main predictors of job satisfaction. Intimacy
items were reduced too compared to those in Sharma’s (1973) intimacy dimension. It seems like teachers in Sharma’s study needed intimacy more than teachers in present study. Kenyan culture did not value intimacy all that much. Esprit was also enlarged which could mean than Kenyan teachers perceived esprit as an important dimension in the Kenyan schools. The regressions indicated that it intimacy interfered with job satisfaction of teachers negatively. In conclusion, culture and organisational structure in Kenyan schools could have made the difference in the perceptions of school organisational climate.

Nearly half of the teachers in the sample were satisfied with their job while teachers in 13 schools were medially satisfied. Teachers from 5 schools were found to be dissatisfied. Teachers in boys’ schools were more satisfied than those in girls or mixed schools perhaps because they perceived their principals to be more effective in leadership and that their schools had a more open climate. Teachers in urban schools were found to be more satisfied with teaching than their rural counterparts perhaps because they could improve their academic level and got more house allowance due to the higher cost of housing in urban than in rural areas. This led to the conclusion that the change in conditions of teachers such as salary increase and accelerated promotions may have caused the higher satisfaction.

On leadership effectiveness, location was found to make a significant difference only on communication of a principal. Principals in rural schools were more communicative than their counterparts in the urban schools. This could also be because the rural people are more cohesive and trust each other as they came from the same community with a common language and culture. Moreover, the rural school teachers could be more dependent on the principal for information compared to their urban counterparts. The teachers in urban schools usually come from different communities with different languages and socialisation.

Principals in mixed schools were significantly more open than those in girls’ and boys’ schools. Principals in boys’ schools were the least open. Principals in girls’ schools were more nurturing than in either boys’ or mixed schools perhaps because girls needed it more than boy. Principals in boys’ schools were not only least nurturing but they exercised the highest conventional personality, followed by those of mixed schools. This could be because they had to be strict disciplinarians and no nonsense people as they had to control boys who were probably more independent, adventurous and proud. Girl’s schools principals had the least conventional personality perhaps because their students were more
submissive and humble. Despite these differences, principals were rated almost equally in overall leadership effectiveness although boys' school principals had a slightly higher rating followed by mixed and girls' schools principals. The assumption that single sex schools were more effective than mixed schools as well as that urban schools principals were more effective in their overall leadership effectiveness than rural schools principals were not upheld by the findings.

Significant interaction effects were found between location and school types for all leadership effectiveness dimensions and overall leadership effectiveness except in communication. Principals in rural girls' and urban mixed schools nurtured their subordinates significantly more than their counterparts in urban girls and rural mixed schools respectively. There was no difference between nurturing in rural boys' and urban boys' schools. Urban mixed schools face many challenges including extreme poverty and anti-social behaviours while rural girls' schools encounter problems of poverty as well as under-developed infrastructure coupled with some of the cultural practices being still rife compared to other schools. The principals nurtured them more to alleviate their sufferings and encourage them to do their best even in the adverse conditions. However, nurturance was found not valued by Kenyan teachers generally as many feel that principals abuse it by nurturing mainly those who are close to them and not combining nurturance with task performance. In fact, those principals who nurtured their subordinates were perceived to be ineffective in the sample.

While rural and urban boys' school principals were rated equally high in decision making, principals of urban girls' and rural mixed schools were found to be significantly higher than their rural and urban counterparts. The same pattern was found for conventional personality and ethical leadership. However, principals of urban boys' and girls' schools were rated significantly higher than their rural counterparts on empowerment and the urban and rural mixed schools principals also differed significantly on the same dimension. This implies that urban girls' schools principals were perceived to be more effective than rural girls' schools principals in decision making, conventional personality, ethical leadership and empowerment. Principals in rural mixed schools were also more effective than their urban counterparts in decision making, conventional personality, ethical leadership and empowerment. There was no significant difference between principals of urban and rural
boys' schools in decision making, and conventional personality although urban boys' school principals were significantly higher than rural boys' schools principals in ethical leadership and empowerment.

On overall leadership effectiveness, rural mixed schools principals were significantly superior to urban mixed schools principals. Urban girls' and boys' principals also had significantly higher scores than their rural counterparts although the difference between urban and rural boys' schools principals was not significant. The most effective school principals were those of rural mixed followed by urban girls' and boys' principals. Urban mixed were lowest in effectiveness followed by rural girls' and rural boys respectively. This led to the conclusion that the location and type of schools interacted to impact on leadership effectiveness of the principals. Another conclusion could be that the principals, who nurtured their school personnel, were generally ineffective leaders in the Kenyan schools unless they combined nurture with the other dimensions of leadership.

There was no significant difference in school organizational climate by location. Differences were found in overall school climate scores across school type. Boys' schools had the most open climate. There was no significant difference between girls' and mixed schools' climates. This corresponded to the earlier findings on profiles that boys' schools had the most open climate while mixed schools had the most closed climate followed by girls' schools.

The interaction effect of location and school type over school organisational climate was found statistically significant for humanized thrust, production emphasis and control dimensions. Teachers in urban girls' and rural mixed schools experienced much more humane climate than their counterparts in rural girls' and urban mixed schools respectively. The principal was easier to understand and explained reasons for his/her constructive criticism of teachers, evaluated teachers according to rules and told them of new ideas he/she had come across. She/he looks out for personal welfare of teachers and helped them to solve their personal problems. Boys' schools did not show a significant difference although urban boys' schools were slightly higher than rural boys' schools. Urban girls' schools had the highest scores followed by urban boys' schools and rural mixed schools in humanized thrust.
Rural boys, urban girls and rural mixed schools experienced the highest emphasis in production. Urban boys', rural girls' and urban mixed schools had lower production emphasis. This pattern was different than in the other cases. The boys' schools seemed to have exchanged their positions. Perhaps the rural boys wanted to come out of their lower performance. Rural and urban mixed schools registered the highest difference in control followed by urban and rural boys' schools. The girls' schools had almost the same rating on the control climate. This implies that teachers in urban boys' schools experienced the highest control followed by rural mixed schools, rural boys' and urban girls. The urban mixed were the least controlled which could be as a result of the laissez faire leadership in these schools.

Although the interaction effect between location and school type was not significant for overall school climate, the highest difference in overall school climate was experienced between rural and urban mixed school followed by urban and rural girls' schools. The urban and rural boys' schools had about the same scores which were also the highest score. This implied that the urban boys' schools had the best climate followed by urban girls, rural boys and rural mixed schools respectively. The urban mixed and the rural girls had less favourable climate. Urban boy's schools had the most open climate followed by rural boys; rural mixed and urban girls. The urban boy's schools also had maximum control and a relatively low production emphasis. The schools with less open climate i.e., rural girls and urban mixed had ineffective leadership. The rural mixed schools, which had superior leadership, had a relatively more open climate and a high control and production emphasis. It was expected that those schools that had superior leadership would also have a very open climate. This was not the case. The present study rather reveals that the schools with medium leadership effectiveness had the most open climate. The schools having least effective leaders had closed climate. Control seemed to have been valued most while production emphasis was not.

As far as job satisfaction was concerned, the main effect of location was found significant for present pay. Urban teachers were significantly more satisfied with the present pay than their rural counterparts. This was attributed to the significantly higher house allowance that was factored into the salary package of urban schools teachers. No significant difference was found in overall job satisfaction. There was no significant difference across
school types on job satisfaction and its dimensions. Interaction between location and school type made no significant impact. Teachers were found to be equally satisfied in their job irrespective of location and the type of their schools.

The principal’s gender, age, educational level and administrative experience had no significant effect on his/her leadership effectiveness. Principals’ gender only affected the control factor of school organizational climate. Male principals controlled their personnel more than the female principals. This is explained culturally that men exercise control than women which they have learnt from their socialisation. The principal’s age affected how they exercised humanized thrust and control. The youngest principals had high humanised thrust but it dipped within the first five years to a minimum before rising steadily again until old age. The control dimension had almost the same pattern but it decreased in the last five years of age. The youngest principals may have started their work with vim and steam and also exercising maximum control. They may have received negative feedback from the staff and therefore, gradually learnt to strike a balance. The oldest principals may have slackened control either due to slowing down processes in their body or that they had gained wisdom in handling situations. Administrative experience had negative relationships in the psychological hindrance and intimacy dimensions of school climate. The principals with the lowest and middle level experience created the least amount of psychological hindrance while those in the second level and the last level of experience created maximum psychological hindrance. Perhaps at the youngest age, they valued humanized thrust but as they became senior, they tended to be interfering in scheduling work and insisting on burdensome paperwork as well as exerting pressure that work is done according to their will. As the principal’s humanized thrust improved again, especially as they became senior, the teachers may have perceived less hindrance. The intimacy was high in schools led by the least experienced principals just like the humanized thrust was high in the schools headed by a young principal. The principals may have realized that excessive intimacy could decrease performance and may have discouraged it to a certain extent. The most experienced principals discouraged intimacy most. Perhaps the young and less experienced principals took the first years to learn the school culture while still exercising humanized thrust and not insisting that things are done their way. They may have found some areas that they wanted to change, hence freezing the culture so that they might introduce their own values. Until
these values are learnt and accepted, the teachers and the school community may have felt hindered and controlled and their intimacy interfered with. The principal may also have experienced some slowing down due to the slow learning of the new culture by his school community.

Teachers’ gender was found to have no significant effect on their perception of leadership effectiveness of their principals and their job satisfaction. Gender had however significant effect on psychological hindrance dimension of school organisational climate. Male teachers experienced more hindrance than female teachers in their schools. This could be because male teachers expected to be involved in decision making which may have been denied by the principal. Culturally, men are more questioning than female teachers who find it easier to comply because of their socialisation and experiences.

Age of teachers did not significantly affect teachers’ perception of leadership effectiveness. But it significantly affected the production emphasis of school organisational climate and teachers’ satisfaction with work in the present job. The younger and older teachers perceived the higher production emphasis while the middle level teachers experienced it least. This led to the conclusion that the young teachers experienced high production emphasis because they had to be inducted into the system and were also learning intricacies of the job. High expectations by the principal on superior performance by the new teachers may have made the teachers to experience high production emphasis. It is also possible that their training in colleges may have been inadequate. The oldest teachers experienced high production emphasis perhaps because they had slowed down due to age and could be thinking of their retirement. Emphasis on optimal performance at the sunset of their career may have made them feel the pressure.

Age was also found to have a significant effect on the teachers’ perception of their satisfaction with their work in the present job. The youngest and the oldest teachers were the most satisfied with their work while the middle age groups were the least satisfied. However, one middle age group (36-40 yrs) was more satisfied than the other middle age groups. The effect of age on job satisfaction formed an almost ‘W’ shape rather than the ‘U’ shape as found by other researchers of job satisfaction (Herzeberg et al., 1959). This led to the conclusion that young teachers are perhaps not treated well in their schools in terms of induction and sharing the work load. Indeed, as Goodlad and McMannon (2005) point out
that, new teachers are welcomed with heavy loads in teaching and perhaps are not properly inducted. This may have reduced their job satisfaction. The teachers may also have felt that their expectations of the job were not met. Hence their job satisfaction reduced to a minimum before adjustment in order to fit in the job conditions.

Educational level of teachers had no significant effect on job satisfaction of teachers though it significantly affected leadership effectiveness and school organisational climate. Educational level of teachers affected their perception of their principal’s decision making skill and their overall leadership effectiveness. The teachers with the highest (MED/MA) and the least (S1) education perceived their principals least effective in decision making and overall leadership effectiveness. On the other hand, those teachers with middle level education perceived highest leadership effectiveness. Although BA teachers were in the middle level education, they also perceived their principals as least effective. This led to the conclusion that even lack of training as a teacher may have affected the perception of teachers negatively. Another conclusion could be that some of the principals failed to harness the resources (higher education and skills) they had in their staff. They were more comfortable with teachers with middle level of education and training as they did not feel threatened by these teachers.

There was a significant difference in teachers’ perception of psychological hindrance and control dimension of school organisational climate by educational level. Teachers with the highest and the lowest educational level experienced the highest psychological hindrance while the middle educational level teachers experienced it least. This led to the conclusion that principals involved the teachers at the same educational level with them (BED) in decision making and scheduling activities most while they sidelined the most educated teachers. It is possible that they felt threatened by the most educated. They may have ignored the least educated teachers.

The teachers perceived control dimension exactly in the opposite direction. The lowest and highest educated teachers experienced least control while the middle level education teachers experienced control most. This reveals that teachers with the highest and lowest education were left alone by the principal and were hardly supervised. These teachers experienced the most psychological hindrance. The principals chose to work closely with the teachers at their level of education, the middle level, and ignored teachers with the higher
and lower academic qualifications. The group experiencing control was contacted daily by the principal, given instructions for operating teaching aids and given enough time to prepare administrative reports.

Leadership effectiveness correlated with school organizational climate in all schools and also for male and female teachers. Relationships were strongest in boys and for male teachers but weakest for girls and female teachers. Relationships in the entire sample, rural, urban, and mixed schools were almost equivalent. Some dimensions of school climate did not relate with leadership effectiveness especially production emphasis and intimacy. This could imply that effective leaders did not emphasise production and did not encourage intimacy in their schools. Climate was more open in boys’ schools but most closed in girls’ schools.

Overall leadership effectiveness related with overall job satisfaction in all samples except in rural schools. The strongest relationships were in urban and mixed schools and also for female teachers. Least satisfaction was in girls’ and boys’ schools and also for male teachers. Job satisfaction also related with school organisational climate in all schools except in mixed schools and in the case of female teachers. The strongest relationships were in boys’ schools and for male teachers as well as in urban schools. The weakest relationship was in rural schools. Teachers were satisfied mainly with work in the present job and principal’s supervisory behaviour. Urban schools, the entire sample and female teachers were also satisfied with opportunities for promotion. Female teachers were the only ones for whom principals leadership effectiveness related with present pay. Only mixed schools were not satisfied with the present job but were satisfied with opportunities for promotion.

In summary, job satisfaction was influenced by leadership effectiveness directly and indirectly through school organisational climate for all teachers except for rural, mixed and female teachers. For rural schools, job satisfaction was mainly by school organizational climate although it was weak. For mixed schools and female teachers, job satisfaction was as a result of leadership effectiveness. For boy schools and male teachers, job satisfaction was impacted more by school organizational climate than by leadership effectiveness.

In the overall sample, job satisfaction was best explained by attention, empowerment, production emphasis and nurturing orientation meaning that both leadership effectiveness and school organisational climate explain job satisfaction of teachers which strengthens the
conclusion that job satisfaction was affected by leadership effectiveness both directly and indirectly through school organisational climate. Personal variables of principals, (administrative experience and age) also affected job satisfaction so much more that when they were included in the regression, a much high percentage of job satisfaction was explained. The main predictors of job satisfaction in the entire sample when personal variables were included were principals’ administrative experience, ethical leadership, esprit, humanized thrust and principal’s age. These variables were principal related except for esprit, so it can be concluded that if the teachers are to be satisfied with their work, the principal alone can affect the satisfaction by his actions and his personality. However, esprit and principal’s age impacted negatively on job satisfaction. Higher esprit and principal’s age would reduce job satisfaction.

In urban schools, a higher percentage of job satisfaction was predicted than in rural schools. The main predictors of urban teacher’s job satisfaction (empowerment, communication and disengagement) were principal oriented while in rural schools, they were mainly teacher oriented (esprit, communication and disengagement). This led to the conclusion that perhaps principals in urban schools had much more to offer teachers in terms of leadership effectiveness and organisational climate than rural school principals. Also, teachers in rural schools were generally responsible for their own satisfaction while those in urban schools depended on principals actions. Job satisfaction in urban schools could generally be more explained by factors in this study while satisfaction in rural schools could have been more explained by other factors not in this study. Finally, job satisfaction in rural schools was less than in urban schools.

In girls’ schools, job satisfaction was explained by both organisational climate and leadership effectiveness (esprit, attention, intimacy, ethical, and empowerment). When personal variables were added, principals’ administrative experience explained the highest percentage of job satisfaction, and a higher percentage of job satisfaction was predicted. In boys’ schools, job satisfaction was best predicted by humanized thrust and production emphasis which were basically principal based variables. Even when personal variables were included in the regression, it was the principal’s related variables, except esprit, that explained teacher satisfaction most. These factors were humanized thrust, esprit, production emphasis and control. This led to the conclusion that principal’ actions, their personality and
the climate they created affected job satisfaction considerably in boys’ schools than in girls’ schools. In mixed schools, it was the leadership factors rather than the climate factors that best predicted job satisfaction of teachers (decision making, nurturing orientation and psychological hindrance). Personal factors had erroneous effect which could not be recorded as all the models were insignificant. Teachers in mixed schools had the least satisfaction compared to the other two types of schools. The regressions confirmed the correlations findings.

Job satisfaction for female teachers was best predicted by empowerment, nurturing orientation, and production emphasis all of which were enhancers. These factors were more leadership than climate variables. When personal variables were included in the regression equation, principal’s administrative experience and communication and empowerment components of leadership effectiveness were the main predictors of female teacher’s job satisfaction. It may be concluded that leadership dimensions were more salient in explaining job satisfaction for female teachers which confirms the correlations. It may also be noted that the female teachers appreciated nurturance by the principal.

In the case of male teachers, job satisfaction was best explained by humanized thrust and attention, both of which are school climate variables. When personal variables were included, ethical leadership and production emphasis best explained their job satisfaction. In this case, production emphasis had a negative correlation. It may be concluded that job satisfaction for male teachers, just like for teachers in boys’ schools, was more affected by school climate dimensions than leadership effectiveness dimensions. The male and female teachers could be equally satisfied with the job as a similar percentage of job satisfaction was explained. The difference between them was that while female teacher’s job satisfaction was mainly explained by leadership effectiveness variables, the male teachers’ job satisfaction was explained more by school organisational climate variables.

Leadership effectiveness was best predicted by humanized thrust, psychological hindrance, control and esprit in the entire sample. While humanized thrust and control enhanced effectiveness, esprit and psychological hindrance had debilitating effects. When personal variables were included, humanized thrust, principal’s administrative experience and esprit predicted leadership effectiveness. A significantly much higher percentage was explained. Only humanized thrust enhanced leadership effectiveness while all the others
reduced it. This led to the conclusion that humanized thrust and control climates enhanced leadership effectiveness hence they should be encouraged. Although esprit reduced leadership effectiveness, it should be enhanced because it would mean that the principal does not need to do much to move the teachers as they are already motivated to move on their own. It is in schools where faculty is demoralized that effective leadership is most required. Psychological hindrance should be reduced as much as possible so that teachers stop disengaging. It is noted that among the personal variables, only principal's experience affects leadership effectiveness and none of the teacher personal variables.

School organisational climate was best predicted by conventional personality and nurturing orientation in the entire sample. Although ethical leadership was also a predictor, it added very little to the percentage explained. When personal variables were included, in the regression, principal's educational level became the main predictor followed by principals' administrative experience and decision making. This means that the principal is the major mover of the kind of climate that persists in secondary schools through his/her leadership styles.

Job satisfaction was, therefore, explained by both leadership effectiveness and school climate dimensions in varying proportions. Low percentages were explained by the two main variables in agreement with Koustelios (2001) findings. However, when personal variables were included in the regressions, the variance of job satisfaction explained improved profoundly. Indeed Koustelios had suggested that perhaps other organisational variables could be included. The results were gratifying.

6.3: Implications

6.31: Implications for Psychological Theories

This study has found that different contexts require different kinds of leadership styles. Kenyan teachers were found to have valued nurturing orientation, decision making, conventional personality, ethical leadership, empowerment and communication as dimensions of effective leadership. These were often used by the teachers for describing an effective leader. However, it was also found that nurturing orientation and communication were not valued highly in more effective schools. Nurturing orientation was valued by mixed, whole sample schools and female teachers only. Teachers distanced themselves from principals who used them in most cases except in these categories. The most effective leader
therefore was one who liberally used the other four dimensions of leadership namely; conventional personality, decision making, ethical leadership and empowerment. Both nurturing orientation and communication would have been highly valued in India and Western world respectively. These results show that culture and organisational setting is important in deciding what makes a leader effective.

Most psychological constructs are models developed in one culture and should not be blindly applied to study relevant phenomena in another culture. Each society has an implicit theory of leadership shared by its members. This implies that a culturally uninformed academic approach to leadership may fail to study leadership effectiveness in a given culture.

Although Kenya is a collectivistic society, it would be too simplistic to conclude that an average Kenyan will prefer a nurturing leader in formal organisations. On the contrary, the present study has shown that teachers prefer a leader to be a disciplinarian, hardworking no nonsense person, who leads by example and is a good role model. Such a leader should also be ethical, a good decision maker and one who empowers his staff and student personnel without too much nurturance and communication. It would therefore be wrong to assume that the NT theory would useful in studying leadership effectiveness in Kenya.

The other implication could be that these dimensions cannot be collapsed into two in the same way it has been done in the Western studies (people oriented and production oriented) or in India (NT and Participative). A lot of information could be lost in the process. Nurturing orientation could represent consideration and conventional personality to represent task orientation. Decision making together with empowerment may represent participative leadership. Ethical leadership and communication cannot be put together. The dimensions then have to remain as they are.

The study revealed that school organisational climate could be slightly different in composition from other parts of the world. Although the climate dimensions were eight, there had been a reorganization of factors compared to Sharma’s (1973) eight factors. In the present study, a new dimension called attention was created, esprit got expanded and intimacy shrunk. These differences were attributed to cultural differences as explained earlier in factor analysis of the school organizational climate scale. What it implies is that before a researcher adopts an instrument constructed elsewhere, they should test it for its relevance and validity.
The study also revealed that effective principals were those who were high in humanised thrust, control, gave attention to the personnel and disallowed intimacy in the schools as well as one who reduced psychological hindrance for the teachers. Control is perceived negatively in other cultures but the Kenyan culture had a preference for this climate as long as humanized thrust was present. Perhaps it would be better to work out openness or closed ness of a climate by using psychological hindrance than by using disengagement since psychological hindrance was the cause of disengagement for the Kenyan organizations.

6.3.2: Implications for Policy

The study found that urban mixed schools were very poor in all the variables explored. It looked like the leadership style was laissez faire and the climate was quite closed. Although the urban mixed schools teachers were satisfied with their job, satisfaction may not have been due to school conditions or good performance but due to the feeling that they were equitably treated with those who worked harder in other schools. They may have felt better off. The policy makers could look into the plight of teachers and students in these schools and try to improve their conditions by providing the best counselors attached to these schools. These counselors should be able to reach out not only to the students and teachers but also to the community in order to have a link between home and the schools. The TSC could also post the most experienced and conscientious principals in these schools so that they use their experience in assisting them to be better. The policy of posting new principals to these schools and therefore, using them as training grounds for school administrators seems not to be helping the schools.

The other alternative could be to abolish mixed schools in the city and have them in the rural areas where they seem to have been thriving. Another way may be to hitch promotion of teachers and principals on exemplary performance and contribution to the schools rather than to have open promotions. The way promotions have been handled recently, may have improved teachers’ job satisfaction but it does not encourage teachers to go out of their way to assist students.

Perhaps the students could be given bursaries to alleviate their problems. The students in these schools could be gainfully employed by the Government and the private sector during the holidays. This would keep them busy, assist them to pay fees, prepare them more
practically for the world of work and generally make them more responsible. An alternative intervention would be to start self-help groups in the slum communities which could be funded by the government so that the parents would have reasonable means of raising income for their families. The constituency funds could be used this way.

It was found that young teachers were satisfied with their job at the beginning of their career but the satisfaction waned almost immediately within the first five years only to pick up so much later when a lot of damage has been done and teachers have changed their expectations. The policy makers could insist that the new teachers are given a light load when they start teaching so that they are trained on the job by the school and assisted to settle down by the principals and senior teachers. As Goodlad and McMannon (2005) points out, young teachers are over burdened and have the highest teaching loads. Although they have a lot of energy and interest, they could experience burn out quickly and be lost forever. The principals and the experienced teachers should be put in charge of the development of these teachers. Perhaps the other organs of the ministry of education such as KESI, KIE could be given the charge of continued teacher development. The MOEST quality assurance branch could coordinate the activities of these two groups. This will make the teachers feel wanted and will capture and maintain their morale and job satisfaction for superior performance. Another thing could be the follow up of the teachers. These teachers could be retrained after every five years so that the country can have a high morale teaching force that forms a learning community. The teachers could be encouraged to seek training after every five years.

The study found that rural mixed schools had the best leadership and reasonable school climate. These schools do not perform very well because they lack the necessary resources in form of books, libraries, laboratories, necessary classrooms and proper amenities. Although the cost sharing policy in education is in force, the Ministry of Education could provide the facilities to these schools in order to assist them to be competitive. The constituencies could be encouraged to spend the funds provided by the Government on the schools. The Quality assurance branch of the Ministry of Education could do a case study of these schools with an aim of learning how the principals assist the teachers so that they are
enthusiastic in carrying out their responsibilities. Other schools, especially the rural girls' and the urban mixed schools could learn from them.

6.3.3: Implications for Intervention

The managers of education could ensure that mixed schools in the city are inspected much more with an aim of providing guidance and ‘walking’ with the teachers. This would mean training the inspectors to be the mentors of teaching staff. The government should insist on self development of teachers by allowing them to attend college after every five years. Those who do not do so should be laid off. This will ensure that the teaching force is dynamic and competitive. The inspectorate (quality control department) should be staffed by people of high caliber noting that they have to be at a higher level in order to be able to give proper guidance and advice.

It is unfortunate that the teachers who were pro-active and helped the schools ‘move’ were not happy with their job. This must be because they are not rewarded properly for their enthusiasm and activities. The TSC should encourage their principals to be sensitive to the needs of these teachers and look into ways of rewarding them in the schools. The TSC should also be able to promote these teachers and leave them to serve in the same schools. This is because perhaps the principals might not recommend them for promotion as they want them to continue helping the schools.

It was found that principals’ leadership, school climate, and personal variables of principals were the main determinants of teachers’ overall job satisfaction. It is, therefore, important that the selection and recruitment of principals be taken more seriously and looks at their personal variables as well as their personal drive if the schools have to change and accommodate all the stake holders by nurturing their subordinates openly without favouritism.

The most important personal variable that predicted job satisfaction of teachers was principal’s experience. Regular training of the principals might, therefore, need to be done so that they do not keep recycling inefficiency. The training should be scheduled rather than adhoc to ensure that they have the latest in management of school personnel and curriculum. While the training should continue to be done by the KESI arm of the MOEST, the Universities, the principals and the Quality Control branch of MOEST should also be involved especially in organizing the content for the programmes. Leaving the responsibility
of training entirely on KSSHA is equivalent to abandoning responsibility by the policy makers.

The least and the highest educational level teachers experienced the highest psychological hindrance and the least control while the teachers with the middle level academic qualifications experienced the least psychological hindrance and the most control. There is need to train principals to harness the advanced skills/resources of their teachers rather than blocking them. Every teacher in the school has something to offer and has a right to work in an emotionally healthy environment where their skills and work are appreciated. Perhaps the principals should be the most educated. Recruitment of principals should search for those who also have high education. Since most of the secondary school teachers were enrolling for higher degrees, it is high time that their principals also do the same. That way the schools will have a highly educated teaching force.

A significant difference was found in relationships of the three variables by location. In rural schools, leadership effectiveness had no relationship with school organisational climate and the relationship between job satisfaction and organisational climate was very little. Job satisfaction and leadership effectiveness were found to be low. These conditions could affect performance of teachers and achievement of students. There is need for the rural school principals to assess their leadership effectiveness as teachers in rural schools sought for job satisfaction from places other than from school.

6.3.4: Implications for Future Research

Rural schools were weaker in the school climate than their counterparts in urban schools. However, when the school types were included, it was found that the mixed schools in the city and rural girls’ schools formed the weakest group in the sample in terms of leadership effectiveness and school climate while the rural mixed schools were very strong in leadership effectiveness and medium in school organisational climate. The finding that the interaction between the organisational setting (rural/urban) and school types revealed a lot of differences is an indication that for in-depth studies in schools, these situations need to be included and not just male or female. Taking a group as a whole leaves a lot of areas unexplored.

The present study has developed a questionnaire for assessment for leadership effectiveness for both rural and urban schools in Kenya. It may be a good idea for other
researchers to replicate the study so that a questionnaire that is culturally suitable for Kenya can be fully developed.

6.3.5: Limitations and Directions for Future Research

The present study had a few limitations:

The design of the study was ex post facto. The limitation of the design was that the researcher had no direct control over the independent variables of leadership effectiveness, location and school types, because leadership effectiveness had already occurred and location and school types could not be manipulated to test their effects on school organisational climate and job satisfaction. In this study, relationships between variables were examined and could only be inferred. However, no causal inferences could be made with certainty.

Due to lack of exploratory research done on leadership effectiveness and school organisational climate in Kenya, it was not possible to relate research literature to adequately support or disapprove the findings of this study within the country. This limitation was, however, minimized by including related research done elsewhere.

The study was cross-sectional. It could be replicated after one, two or three years in order to examine if similar patterns would emerge and relate school organisational climate and job satisfaction of teachers. Periodic investigations may help the researchers in identifying other variables that affect job satisfaction of teachers.

A high reliance on quantitative data made it difficult to unveil much of the psychological processes that operate in the minds of teachers and around their social settings. The future study may incorporate both quantitative and qualitative data and emphasise the understanding of socio-psychological processes. The role of social and collective efficacy beliefs of teachers, their values, myths, personality dispositions may be incorporated.

The higher job satisfaction in the schools that had the least effective principal and the most closed climates (urban mixed and rural girls) as well as the lower job satisfaction in the schools that had the most effective principals and relatively open climate (rural mixed) was found to be intriguing. Future researches could investigate this using a case study method in order to find out why this was happening.
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The study used teachers as the only respondents. Future study could include other subjects such as students, parents and some members of the school community in order to get a clearer picture of the studied variables.