THE RELATIONSHIP BETWEEN THE LEADERSHIP STYLE OF PRINCIPALS AND SCHOOL CLIMATE IN PRIVATE SECONDARY SCHOOLS IN MAURITIUS

by

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NOVEMBER 2005
DEDICATED TO

MY LATE MOTHER,

MY FATHER,

MY WIFE,

MY SON UZAIR

AND

MY DAUGHTER HUZAYMA
I declare that

“THE RELATIONSHIP BETWEEN THE LEADERSHIP STYLE OF PRINCIPALS AND SCHOOL CLIMATE IN PRIVATE SECONDARY SCHOOLS IN MAURITIUS.”

is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

..............................................  ..............................................
SIGNATURE                          DATE
(MR E Kausmaully)
ACKNOWLEDGEMENTS

First of all, I would like to thank my creator, the almighty God, for giving me the courage and perseverance to complete this study.

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I am profoundly indebted to my late mother for having instilled a love of education in me and also to my father for having inspired me to work very hard and to be patient.

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SUMMARY

Leadership styles of principals and school climate are two factors that vary greatly in different private secondary schools in Mauritius. They also contribute immensely in the making of a school a peaceful and happy work place for both staff and students.

This study first presented a literature review on leadership styles of principals and school climate. References were made from many sources in order to have a clear overview on these two factors.

A qualitative research based on interviews and observations was conducted on teachers and principals from nine private secondary schools in order to fulfill three aims of the study.

Firstly, the types of leadership styles adopted by principals in private secondary schools in Mauritius were assessed.

Secondly the types of school climate that prevailed in these private secondary schools were evaluated.

Lastly, the relationship between the leadership styles of principals and school climate in the private secondary schools was investigated.

The results revealed that when the democratic style of the ‘power’ concept of leadership was used alone or with other styles but was more prevalent, the principals of these schools scored ‘high’ in both the initiating structure and consideration items of the ‘relational’ concept of leadership and, the climate of these schools was classified in the category of ‘others’ but was more ‘open’ than ‘closed’. However, when the authoritarian style of the ‘power’ concept of leadership was used with other styles but was more prevalent, the principals either scored ‘low’ in both the initiating structure and the
consideration items or ‘low’ in the consideration items only of the ‘relational’ concept of leadership and the climate was more ‘closed’ than ‘open’.

LIST OF ABBREVIATIONS

The following abbreviations are used in this study:

BEd: Bachelor in Education
CPE: Certificate of Primary Education
CSO: Central Statistics Office
IVTB: Industrial and Vocational Training Board
LBDQ: Leader Behaviour Description Questionnaire
MCA: Mauritius College of the Air
MEd: Master in Education
MES: Mauritius Examination Syndicate
MGI: Mahatma Gandhi Institute
MIE: Mauritius Institute of Education
MoESR: Ministry of Education and Scientific Research
OCDQ: Organisational Climate Description Questionnaire
PSSA: Private Secondary School Authority
UNISA: University of South Africa
UoM: University of Mauritius
UoT: University of Technology
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