

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

by

ESSAN KAUSMAULLY

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DEDICATED TO

MY LATE MOTHER,

MY FATHER,

MY WIFE,

MY SON UZAIR

AND

MY DAUGHTER HUZAYMA

Student number:

3278-544-5

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

(MR E KAUSMAULLY)

.....

DATE

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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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