

THESIS ABSTRACT

Master of Business Administration
Management Option

Adventist University of Africa

School of Postgraduate Studies

Title: THE EFFECT OF THE PRINCIPALS' LEADERSHIP STYLE ON THE
PERFORMANCE OF SELECTED SCHOOLS OF SOUTH-CENTER
CONFERENCE OF SEVENTH-DAY ADVENTISTS, CAMEROUN

Researcher: Mediatrice Benimana

Primary Adviser: Marie-Anne Razafiarivony, PhD

Date completed: December 2022

The purpose of this research was to assess the effect of leadership styles adopted by primary and secondary school principals on the performance of these schools at the South-Center Conference of the Seventh-Day Adventist Church, Cameroun. Four leadership styles were analyzed: democratic, autocratic, laissez-faire, and transformational. The study adopted a quantitative causal design to analyze the extent to which principals' leadership styles affect school performance and how school climate plays a role in mediating the relationship between the independent and dependent variables. The total population was 202 individuals, comprising 85 primary school teachers and 117 secondary school teachers working at 14 different schools in the conference. The sample for the investigation comprised six schools, three of

which had a primary and secondary section, three had only a primary section, and 153 teachers were selected to participate in the study. The study found that among the four principals' leadership styles, the autocratic style affected the schools' performance, with R^2 of 5.2%, $F(1, 150) = 9.28$, $p\text{-value} = 0.003$). Further, the findings show that transformational style also had an effect on the school's performance with $R^2 = 3.1\%$, $F(1, 150) = 5.93$, $p\text{-value} = 0.02$. It was also found that school climate mediates the relationship between autocratic styles and school performance.

It is recommended that principals be conscious of the effectiveness of their roles and leadership styles. It was also recommended that regular training be done for the principals so that they can discover their leading style, with its weaknesses and strengths, and learn to practice other styles in order to be more effective in their duties. In addition, principals should encourage a positive school climate to enhance their performance.

Keywords: Leadership styles, school performance, autocratic, democratic, laissez-faire, transformational, Cameroun.

Adventist University of Africa

School of Postgraduate Studies

EFFECT OF THE PRINCIPALS' LEADERSHIP STYLE ON THE
PERFORMANCE OF SELECTED SCHOOLS OF SOUTH-CENTER
CONFERENCE OF SEVENTH-DAY ADVENTISTS, CAMEROUN

A thesis

presented in partial fulfillment
of the requirements for the degree
Master of Business Administration

by

Mediatrice Benimana

March 2023

EFFECT OF THE PRINCIPALS' LEADERSHIP STYLE ON THE
PERFORMANCE OF SELECTED SCHOOLS OF SOUTH-CENTER
CONFERENCE OF SEVENTH-DAY ADVENTISTS, CAMEROUN

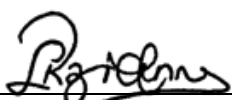
A thesis

presented in partial fulfillment
of the requirements for the degree
Master of Business Administration

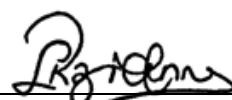
by

Mediatrice Benimana

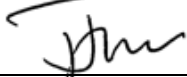
APPROVED BY:



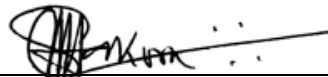
Primary Adviser
Marie-Anne Razafiarivony, PhD



Programme Coordinator, MBA
Marie-Anne Razafiarivony, PhD



Secondary Adviser
Josephine Ganu, PhD



Head of Department, Social Sciences
Musa Nyakora, PhD



External Examiner
James Muya, PhD

Dean, School Postgraduate Studies
Lossan Bonde, PhD

Date: March 2023

To God be the Glory.

TABLE OF CONTENTS

LIST OF TABLES	viii
LIST OF FIGURES	x
ACKNOWLEDGMENTS	xi
CHAPTER	
1. INTRODUCTION	1
Background of the Study	1
Statement of the Problem	5
Research Questions	7
Hypotheses	8
Theoretical Framework	8
Conceptual Framework	12
Significance of the Study	13
Scope and Limitations of the Study	13
Operational Definition of Terms	14
2. LITERATURE REVIEW	16
Definitions of Leadership	16
Characteristics of Effective Leadership	17
Leadership Versus Management	19
Main Theories of Leadership	21
Trait Theories	21
Behavioral Theories	22
Contingency Theories	23
Leadership Theories and Styles Related to Performance	25
Lewin's Leadership Theory and Styles	25
Autocratic Leadership Style	25
Democratic Leadership Style	26
Laissez-Faire Leadership Style	27
Transformational Leadership Theory and Style	29
Emerging Concepts about Leadership Styles	32
Leadership Competencies and School Performance	33
Determinants of School Performance	33
The School Principals and Their Responsibilities	35
Principals as Leaders-Managers	36
The Concept of Student Enrollment	37
The Concept of School Income	38

Organizational Climate Theory.....	39
The Concept of School Climate.....	41
Key School Climate Dimensions	43
Parental Involvement in Positive School Climate	46
Empirical Studies on the Effect of Leadership Styles on Performance	47
Empirical Studies on the Effect of Leadership Styles on Climate.....	49
 3. RESEARCH METHODOLOGY.....	 51
Research Design.....	51
Population and Sampling Procedure	51
The Instrument for Data Collection	53
Instrument Validity and Reliability	54
Validity	54
Reliability.....	54
Data Collection Procedure	55
Method of Data Analysis	55
Ethical Considerations	56
 4. RESULTS & DISCUSSION.....	 57
Study Area Setting	57
Response Rate	58
Descriptive Statistics for the Demographic Variables	59
Gender.....	59
Academic Qualification	60
Research Question One	60
Research Question Two	64
Research Question Three	65
Findings from the Simple Regression Analysis.....	68
Hypothesis 1a.....	69
Hypothesis 1b.....	70
Hypothesis 1c.....	70
Findings from the Multivariate Model.....	72
Research Question Four.....	73
Research Question Five	74
Hypothesis 2.....	76
 5. SUMMARY, CONCLUSIONS & RECOMMENDATIONS	 78
Summary	78
Findings.....	79
Conclusion	80
Recommendations.....	83
Suggestions for Further Studies	85
 REFERENCES	 86
 APPENDICES	 98
A. CORRESPONDENCE.....	99

B. QUESTIONNAIRES	101
C. STATISTICAL ANALYSIS.....	111
CURRICULUM VITAE	117

LIST OF TABLES

1. Student Enrollment and School Fees & Salary Paid	6
2. Dimensions and Elements of Positive School Climate.....	46
3. Population for the Study	52
4. Sample for the Study	53
5. Interpretation of the Scores of the Questionnaire	54
6. Cronbach Alpha Indices	55
7. Number of Primary & Secondary Schools in South-Center Regions.....	58
8. Response rate	58
9. Gender.....	59
10. Years of teaching	59
11. Educational Attainment	60
12. Descriptive Statistics for the Democratic Style	61
13. Descriptive Statistics for Autocratic Style.....	62
14. Descriptive Statistics for Laissez-Faire Style	62
15. Descriptive Statistics for Transformational Style.....	63
16. Descriptive Statistics for School Performance	64
17. Correlation Analysis between the Independent and Dependent Variables.....	65
18. Variance Inflation Factors (VIF) index for the Independent Variables.....	66
19. Predictive Effect of Autocratic Style on Performance	69
20. Predictive Effect of Democratic Style on Performance.....	70
21. Predictive Effect of Laissez-faire Style on Performance.....	70
22. Predictive Effect of Transformational Style on Performance.....	71

23. The Multivariate model	72
24. Descriptive Statistics regarding the Organizational Climate.....	73
25. Relationship between the Autocratic Style and Climate	75
26. Effect of the Mediating Variable on the Independent Variable.....	75
27. Analysis of the Mediating Effect of Climate	76

LIST OF FIGURES

1. Conceptual Framework of the Study	12
2. The Big Five Personality Traits for Effective Leadership.	22
3. Lewin's Leadership Styles Framework	29
4. The Four I's of Transformational Leadership Model	31
5. Regression Residuals Distribution	67
6. Homocedasticity Distribution	68

ACKNOWLEDGMENTS

“I can do all things through Christ who strengthens me (Phil 4:13)”. “So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand (Isa 41:10).”

I express thanks to the Almighty God. Because of His love, mercy, and power, I was able to complete my studies.

I also wish to express my honest thanks to my primary supervisor Dr. Marie-Anne Razafiarivony, for her kind support, genuine encouragement, edifying comments, patience, and professionalism. I am also very grateful for all opportunities to work under the secondary supervisor, Dr. Josephine Ganu, for her encouraging contribution, inspiration, guidance, and, more importantly, for her specialized supervision. I indeed value all that I learned from you, dear supervisors. I can’t forget to thank all AUA professors for the knowledge I received from them.

Moreover, I thank my husband for his care and patience throughout my studies. Thanks also to my dear children and their families for all the encouragement and advice that gave me the strength to continue. Lastly, I would like to extend my appreciation to the President of the South-Center Conference for his confidence in allowing me to conduct research in the schools under the organization entrusted to him.

I did not imagine completing my master's thesis would have been such a pleasant journey.

CHAPTER 1

INTRODUCTION

Background of the Study

Schools today operate in dynamic and competitive environment. Thus, to gain a competitive advantage, leadership must play its role to achieve an optimal performance. Then, the effective principals need the skills to use leadership styles to ensure school effectiveness and improvement. According to Daft (2015), "leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes" (p. 5). A good relationship between the leader and the followers creates good teamwork and facilitates progress. Bush & Bell (2002) stated that leadership is a force that can initiate action among group members and guide them in a given circumstance.

Leadership creates positive change by establishing direction, aligning people and motivating them to accomplish the organizational mission and goals (Roberts & Rowley, 2008). Dimmock (2012) attests that leadership is vital and necessary for successful organizations in general and schools in particular because it fosters capacity building for best performance by creating synergy among the various stakeholders. Glanz (2006) stated that leadership needs to be strategic to allow the principal to move a school from its current situation to a better future state. Strategic leaders always see the big picture. They look to the future and consider various factors or forces that may influence the school. They encourage others to build the school's academic and social climate to realize the strategic goals. Ontario Principals'

Council (2009), confirms that an effective principal is accountable for all that occurs in the school.

Then, since principals are considered as the key actors responsible for successfully operating and directing all administrative functions of the schools, they must have the skills and tools to monitor the institutions, encourage everyone who contributes to a positive learning environment, initiate change effectively and work successfully with staff, parents and the community.

Therefore choosing the correct style of leadership with the team, can allow principals to focus on improving teaching and learning and school success in overall. Oyugi & Gogo (2019) stated that without an appropriate leadership style, principals could not realize the good performance of the schools. Leadership style is the manner and approach that motivate members to achieve the direction's outcomes (Rodd, 2013). However there are different types of leadership styles that exist in work environments; but the culture and goals of an organization determine which leadership style fits the situation.

Studies say that good leadership styles in education affect both the performance of the schools and help to foster a positive and motivating culture that create climate for staff and a high-quality experience in workplace. Organizational performance is the ability or the way to measure and guide organizations to reach their goals and optimize their results. Performance can be measured by the efficiency of the organizational operations, the improvement of structure and culture, the positive impact made by the organization on the community, the positive relationship, and the successful accomplishment of the mission (Druckman et al. 1997; Conțu, 2020).

In education, the key performance indicators of the schools are analyzed in different ways, such as student achievement or performance, teacher satisfaction, sound finances or revenues, student enrollment rate, best curriculum, infrastructures and facilities, technology, and transportation. School indicators are crucial to help leaders to appreciate how the institution is performing and allow them to understand if the organization is going in the right direction with its strategy.

Concerning the schools' finances, private and based-faith schools rely on tuition revenues or incomes from their students to support their school operations, while the government financially supports public schools. The distinction between public and private schools is the source of support and tuition revenues. Heller & Callender (2016) stated that the government finances public schools, but private schools depend on tuition and fees collected from the students.

Student enrollment is another factor that determines the school's performance. Factors such as demographics, location, and tuition prices affect school enrollment. Schools with poor or nonexistent facilities can reduce the chances of students enrolling in the school. Black et al. (2014) noticed that when schools are not readily accessible, mainly in rural areas, parents tend not to send their children to school because of safety concerns. Parents seek the best schools because an effective learning environment prepares the students for their future and helps them improving their quality of life (Sprick & Sprick, 2019). According to Mitra (2011), education is important for society as it improves the health and livelihoods of communities. Thus education favors long-term economic growth. A good education is a way to provide opportunities for students, their families and communities. It allows learning the skills and values needed for a more peaceful future and better local, national and worldwide governance.

Hence, schools don't serve only their internal stakeholders (parents, teachers, pupils) but help to address positively the issues confronting the communities, offer social competencies prerequisite for good citizenship and the ability to participate fully economically in society (Gereluk, 2006).

In educational organizations, the school climate promotes a positive relationship among stakeholders. A positive climate is critically related to the school success. It affects everyone associated with the school: students, staff, parents and the community. The school climate affects teachers 'commitment and is characterized by respect, personal dignity, honesty, fairness and safety. It also influences motivation, productivity and job satisfaction and affects performance and effectiveness (Davidson, 2003; Yilmaz and Jafarova, 2019).

This study firstly categorized three major leadership styles identified by Kurt Lewin (1939) that can be analyzed by the principals as a leaders to help in decision-making such as autocratic, democratic and laissez-faire style. Autocratic or authoritative leadership is characterized by direct, top-down communication and commands but can be benefit in the situation that require a rapid intervention. Democratic or Participative leadership boosts employees morale because they make contributions to the decision making process and they feel being part of the organization because their opinions are considered (Hector & Kisa, 2016).

Secondly the Principal's transformational leadership has a role to foster a collective vision and motivate members of the institution to achieve extraordinary performance. It is the key to a school development as it can help the leader to solve the problems of the school pertinently and obtain various degrees of improvement on different stage (Yang, 2013). This transformation can be possible if the school leader inspires and invites teachers to perform well by enhancing educational opportunities.

In Cameroon, formal education is provided in three sectors: public, private, and faith-Based Schools. The latter category includes Seventh-day Adventist (SDA) schools. These denominational schools play a significant role in educating children in the country through their programs that promote an education that goes beyond imparting basic academic knowledge but aims to restore human beings to the image of God. This kind of education fosters the human development of the whole person spiritually, intellectually, physically and socially. It also holds a strategic position in society and seeks to expand the capacity of all teachers to achieve the redemptive purposes that increase values and promote the lifestyle needed to prepare the youth to fulfill their role in society (Knight, 2015).

The SDA Cameroun Union Mission (CMUM) currently has thirty-two (32) primary schools and fifteen (15) secondary schools operating in eight regions of the country: Far North, North, Adamawa, West, Littoral, East, South, and Centre. The last two areas constitute the South-Center Conference, with fourteen (14) primary and (3) secondary schools. This study focuses on the effect of the principals' styles on the performance of the schools they lead in the selected institutions of the South-Center Conference.

Statement of the Problem

In Cameroon, Seventh-day Adventist Church schools owned by the South-Centre Conference seem to have difficulties to maintain a good performance. The evidence of a lack of performance observed in these schools particularly those which located in villages and semi-urban areas is inadequate infrastructures, lack of pedagogical materials particularly insufficient student enrollment and income from tuition to cover the operating expenses.

These two last elements lead to financial stress of the Conference schools. In addition some parent don't pay the totally school fees for their children enrolled. As the result the administration is always facing to the insufficient and unstable finances to pay monthly its employees' salaries as revealed the quadrennial report of the Conference (2016-2020).

The following table (Table 1) include the annual information related to student enrollment for 14 primary & 3 secondary schools, tuition fees paid or income received and employees' salaries paid(the two last elements are evaluated in %).

Table 1. Student Enrollment and School Fees & Salary Paid

Academic year	14 Primary schools	3 Secondary schools	<i>Schools fees paid annually</i>	<i>Salary paid annually</i>
2016-2017	243	1803	75,80%	66,66%
2017-2018	285	1748	90,50%	53,33%
2018-2019	292	2142	83,65%	69%
2019-2020	286	2182	87,60%	75%

Source: Report of the Education Department (2016-2020):8thQuadrennial Assembly of Conference's Center/South

Many factors have been pinpointed as the causes of this situation. One factor that has not been analyzed enough is the effect of leadership styles on the school's performance through their influence on the school's climate.

Nsubuga (2008) notices that many schools lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but also a result of poor leadership

This present study examined the extent to which the principals' leadership styles affect the performance of the schools in terms of student enrollment and income from tuition fees and how school climate can influence performance as mediating variable

Research Questions

1. Which leadership styles are prevalently demonstrated by the school principals in the selected Adventist schools of the South-Center Conference of the Seventh-day Adventist Church in Cameroun:
 - a. Autocratic
 - b. Democratic
 - c. Laissez-faire
 - d. Transformational
2. What is the level of performance of the selected Adventist schools of the South-Center Conference of the Seventh-day Adventist Church in Cameroun as measured by the student enrolment level and the income level?
3. Is there any predictive effect of the Principals' leadership styles on the performance of the schools of the South-Center Conference of the Seventh-Day Adventist Church in Cameroun?
4. What is the school climate level of the selected Adventist schools of the South-Center Conference of the Seventh-day Adventist Church in Cameroun?
5. Does school climate significantly mediate the relationship between the leadership styles of the principals and the school performance in the selected Adventist schools of the South-Center Conference of the Seventh-day Adventist Church in Cameroun?

Hypotheses

The following null hypotheses were tested:

- a. There is no predictive effect of the following leadership styles of the principals on the performance of the selected schools of South Center Conference of the Seventh-day Adventist Church in Cameroun:
 - a. Autocratic style
 - b. Democratic style
 - c. Laissez-faire style
 - d. Transformational style
- b. School climate does not significantly mediate the relationship between leadership styles and school performance of the Adventist schools of the South-Center Conference of the Seventh-day Adventist Church in Cameroun.

Theoretical Framework

The study uses three theories of leadership: trait theories, behavior theories, and contingency theories. Each of these theories brings a different perspective on leadership and helps understand how the leaders perform.

The trait theories focus on the leaders and their attributes, such as their physical and personality characteristics, competencies, and values. The early empirical studies on the trait theories stated that leaders have inborn qualities or traits that set them apart from their followers and that cannot be acquired later in life (Drenth et al., 1998). The trait theory assumes that the traits produced are revealed through behavior patterns that cut across any situation (Fleenor, 2006). The two major categories of traits are personality traits and physical ones, although more emphasis is put on personality traits than physical ones.

The personality traits related to leadership are open-mindedness, conscientiousness, extraversion, agreeableness and neuroticism, confidence, intelligence, determination, and integrity (Daft, 2015; Northouse, 2012). In addition, Mineo (2014) stated that these traits of the leader help to build trust in the followers, who are more willing to follow where the leader leads. A trustworthy leader cultivates a relationship with the followers and creates a positive workplace climate characterized by organizational credibility, respect, and fairness (Savolainen & Häkkinen, 2011).

Behavioral theories focus on the leaders' actions instead of their traits. These theories attempted to distinguish good and effective leaders from ineffective leaders (Shafique & Beh, 2017). The model is divided into two broad categories of behaviors: concern for production and concern for people. The concern for production is getting the subordinates to work towards accomplishing the set goals (Daft & Marcic, 2011). Usually, the leader uses an effective communication system to communicate how tasks should be done and evaluate accomplishments. The concern for people focuses on building relationships with the followers to gain their trust. In this aspect, consideration is essential. A considerate leader is sensitive to subordinates and respectful of their ideas and feelings. It also goes beyond the sensitivity towards an act of the will to establish mutual trust and employees' well-being.

The contingency leadership theories include several models. For this study, three are considered because of their relevance to the topic under consideration. They are Fiedler's contingency theory, Situational leadership theory, and the Path-Goal theory.

Fiedler's Contingency theory was developed and stressed the importance of the leader's style and the situation or context in which that leader operates (Mittal,

2015). The theory aims to demonstrate how the situation influences effective leadership and attempts to predict which leadership style matches the situation best. By using the two categories developed in the behavioral theories, namely the concern for production (leadership style that is task-oriented) and the concern for people (leadership style oriented towards relationships),

Fiedler related them to three different situations to find what contingencies make one or another style effective (Jesuino, 2005). The situation is defined as the degree to which the leader can exert control over the followers or subordinates. Three situations are proposed: (a) Leader-Member Relations which explains the degree the followers trust and have confidence, and respect their leaders; (b) Task Structure which explains the level of structure and standardized procedures that exist to manage the tasks on hand; (c) Position Power is the degree of formal authority that is invested on the leader (Lussier & Achua, 2016). By combining the two dimensions of style and situations, Fiedler was able to identify eight different combinations. The theory demonstrated that leaders with a task-oriented style are more effective in situations with a very high or very low level of control/influence. On the other hand, leaders with a relationship-oriented style tend to be more effective when the situation allows moderate control/influence.

The situational theory focuses on the followers' characteristics whereby the leader's behavior is determined by the maturity of the followers in following orders and executing the tasks assigned to them (Hersey and Blanchard, 1977). The theory identified four basic leadership styles that can be used according to the situation: directing, coaching, supporting, and delegating.

The most effective leader can discern when to direct and when to empower. Thus the theory highlights the need for leaders to be flexible when they exert their leadership over their subordinates (Sims et al. 2009).

The Path-Goal model focuses on specifying a leader's style or behavior that best fits the employees and work environment to achieve a goal. Daft (2015) identified four leadership behaviors or types to lead the team: directive, supportive, participative, and achievement-oriented leadership styles.

The theory is on the expectancy theory of motivation, which proposes that employees work to reach a target set by the employees and are rewarded when the goal is achieved. The role of the leader is to clearly define the goals, clarify the path and provide support where needed so that the employees can perform as expected (Northouse, 2016). The path-goal theory implies that no specific style should be adopted for all situations. Each situation is unique, and the leader must adjust accordingly to reach the goal (Bans-Akutei, 2021). Each theory is relevant to the study as it helps explain a component of the topic under consideration.

The trait theory highlights the specific and distinguishing traits that are desirable in a leader. It provides valuable insights into the role of personality traits in the leadership process and a benchmark of whether an individual possesses traits suited for leadership (Northouse, 2016).

The behavioral theory includes more than just the inborn traits of the leaders and their behaviors; this is an important perspective because it implies that leaders can choose their actions and learn new ways of doing things (Malos, 2012). On the other hand, the contingency theories relate to the study because they consider the other elements that can influence the leadership style exerted by the organization since the study includes the mediating role of organizational climate.

Conceptual Framework

The Figure 1 shows the conceptual framework and indicates the relationship between the three types of variables of the study.

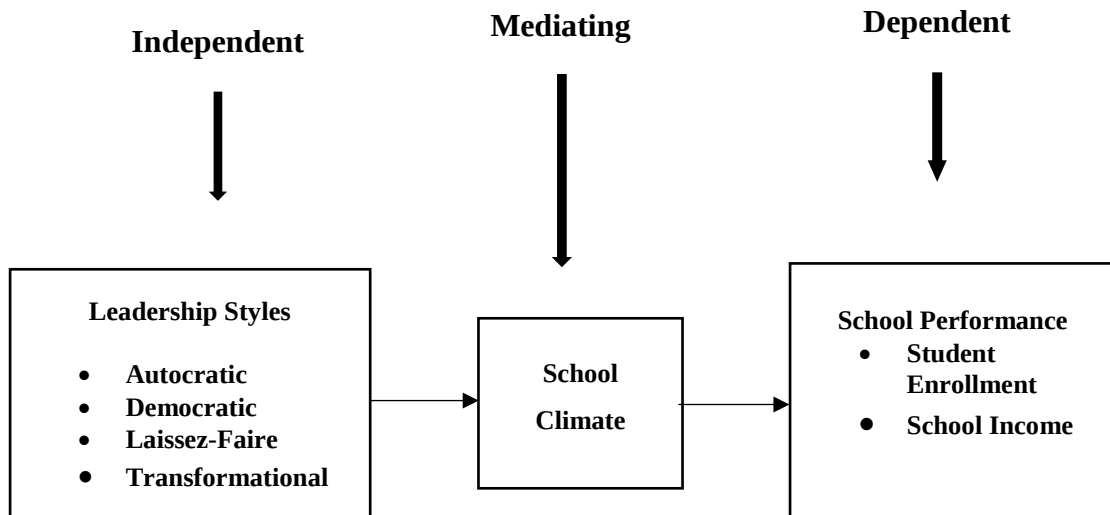


Figure 1. Conceptual Framework of the Study

The styles of leadership used by the principals are the independent variables. Four styles were studied, namely: Autocratic, Democratic, Laissez-Faire, and Transformational leadership styles. School performance is the dependent variable that includes student enrollment and school income. The mediating variable in the framework is the school climate. It is hypothesized that leadership plays an important role in school performance and that there is a causal relationship between the school principal's leadership styles and school performance. Each style, with its uniqueness, determines how the school performs. However, the mediating variable implies that the principals' leadership style may not directly contribute to the school's performance but may affect the organizational climate, and in turn, the organizational climate eventually affects the school's performance.

Significance of the Study

The study targets those involved in the education sector that intends to enhance the quality of teaching and ensure the schools' success.

The study will help the Conference Administrators better understand the situation to enhance the school environment and help the school principals increase their knowledge on becoming more effective in carrying out their responsibilities.

The study will enlighten the school principals on how their influence can affect the success of the institution they are leading.

The study will also help the institution employees who interact with their principals understand the latter's style and see how best to cooperate with them for the optimal performance of the institution.

This study will also be helpful to me by increasing my knowledge and skills in school management. Finally, the information from this study will contribute to the research body when other investigators use it in the educational field.

Scope and Limitations of the Study

The study focused on the Seventh-day Adventist Church schools located in two regions of the country of Cameroun: Central and South regions. The study targeted the fourteen (14) schools of the Sout-Center Conference.

Most of these schools provide primary education, and only three (3) schools combine primary and secondary education. All the schools are located in the central region except Kribi, which is located in the southern area and combines primary and secondary education. The respondents who participated in the study were the teachers of the schools. Many factors affect school performance, but this study focused only on the principals' leadership styles.

Thus the leadership style is the independent variable, school performance is the dependent variable, and a regression analysis was performed to analyze the data. The mediating variable is the school climate, and mediating analysis was done to measure the extent of the mediating effect.

The topic is sensitive, and there was a concern about the reluctance of the teachers to answer the survey. However, before the data collection, every participant was ensured that he or she would not be singled out and that the data would be used only for academic purposes.

Operational Definition of Terms

Autocratic leadership style: The style characterized by one individual exerting control over all decisions and little input from group members.

Collège: the name given to private educational institutions in the French system

Democratic leadership style: Known as participative leadership or shared leadership, is one of the leadership styles that allows members of the group to participate in a decision-making process

Laissez-faire leadership style: Laissez-faire leadership is an approach that allows followers to set rules and make decisions.

Leadership Style: Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. In the educational field, leadership style varies according to the school's organization, mission, vision, and goals set by the policy maker.

Leadership: In the context of schools, leadership is about how the principals accomplish the following functions: set objectives and standards, look for funding and other resources, plan and coordinate the operations, assess the teaching curriculum,

influence an effective teaching and learning experience, and ensure an orderly and supportive environment.

Lycée: The name given to a public secondary school in the French system

Principal: The principal is the head or director responsible for running a school.

School climate: Refers to the quality and character of school life based on patterns of students, parents, and school personnel's norms, beliefs, interpersonal relationships, teaching and learning practices, goals, values, and organizational and structural features of the school and executed strategy.

School enrolment: School enrolment refers to the fact that a child's name is entered or remains on the rolls or register of a school as a pupil. The term is also used to mean the total number of pupils on the school rolls at a given time or sometimes the average number of pupils enrolled during a given period, such as a school year.

School income: The total annual revenues, including all revenue funding available for the year and any additional income generated by the school.

School performance: Encompasses the full range of activities that would characterize a school as being successful. In this study, it is measured by the trend of student enrollment, the growth in the school income or revenue, and student achievement

Transformational leadership style: Transformational leadership is a leadership style in which leaders encourage, inspire, and motivate employees to innovate and create change that will help to grow and shape the company's future success.

CHAPTER 2

LITERATURE REVIEW

This chapter is a review of the related literature as well as studies that concern leadership styles and the performance of educational institutions. For the literature review, the information search was done online using several search engines: Google, Proquest, EBSCOhost, and Emerald. I looked for management and leadership textbooks from the Proquest e-book database, which allowed me to get a broad list of the components of the topic. Once I got enough information from the books, I searched peer-reviewed journals from other databases: Google Scholar, EBSCOhost, and Emerald using the words “leadership styles,” “autocratic style,” “democratic style,” “laissez-faire style,” “transformational style,” “organizational climate,” “school performance,” “school principals.” I downloaded only those articles that provided full access.

Definitions of Leadership

The general definition of leadership is the ability of an individual called the leader to influence, guide, and conduct followers or other members of an organization to reach a common purpose. Chemers (2014) stated that leadership is influencing others to accomplish a common goal. Leadership is a set of behaviors used by a leader within a group and involves cooperation between the leader and the followers (Clark & Clark 1996). Northouse (2012) defined leadership as a competency developed to accomplish a task effectively. This one involves a leader with the quality of

competency, the required skills, knowledge, qualification, and the capacity to influence the behaviors of others.

Kouzes & Posner (2007) defined leadership as an identifiable set of skills and practices used for leading a strategy that inspires motivation and enhances the staff's potential for growth and development. Success in leading depends upon the capacity to build human relationships that enable people to work expertly. For Salder (2003), leadership is a notion by which the critical role of a leader is to recognize the need for cultural change and bring about the necessary changes in the organization. Leaders are expected to create change and share ideas while encouraging others motivated by the desired purpose to work toward the best or desirable outcomes. According to Lee (2015), leadership is the persuasion process by which an individual or team incites a group to pursue shared objectives. Leading through persuasion requires the presentation of evidence, the establishment of credibility, and the creation of ways that identify common ground with followers. Avery (2004) attested that leadership involves the traits, attitudes, and behaviors of the leader, which influence the followers. An effective leader possesses the key characteristics: self-confidence, strong communication and management skills, and creative and innovative thinking that help him lead the team successively (Avery, 2004).

Finally, Leithwood & Seashore (2012) describe leadership as an approach to leading with two core functions: showing direction and exercising influence.

Characteristics of Effective Leadership

Effective leadership is one key element in the success of a group or an organization. The leaders' effectiveness is shown in how they manage people (followers) and performance. According to Sperry (2002), leadership effectiveness is measured on two dimensions: productivity and health. On the one hand, productivity

is a measure of organizational outcome achieved through the skillful management of employees to maximize profits and competitiveness.

On the other hand, health measures the organizational outcomes involve the physical and psychological well-being of employees and organization, such as the staff health status, level of their psychological functioning, job satisfaction, organizational initiatives, and commitment. For Lynch (2012), effective leadership involves integrity, trust, respect, delegation, vision, and influence on followers. The author added that effective school leadership provides leadership strategies that give school leaders a solid basis in theory and practice with confidence and effective communication. However, focusing on building confidence, enhancing capacity, and making connections help leaders create a roadmap to develop their leadership potential. Eragula (2015) stated that without confidence, there is no effective leadership since confidence is the fundamental basis that allows leadership to grow. When leaders exhibit confidence, they feel positive about their ability to lead people and deal with daily challenges. In contrast, leaders who lack confidence try to mask their inability, avoid risks, push the responsibilities over to their followers, and adopt an aggressive attitude.

A confident person has enough ability to understand his limitations and strengths and knows how to make up for them with determination. Successful leaders acknowledge their employees' potential and can motivate them through interpersonal skills (Pauley & Pauley, 2009). Good communication is essential in achieving productivity and maintaining strong working relationships, while motivation stimulates, inspires, and induces the employees to perform to their best capacity. In contrast, poor or inappropriate communication often contributes to discrimination,

oppression, and miscommunication. As a result, a lack of communication leads to disappointment, distress and conflict.

Northouse (2012) proposes six key traits that effective leaders exhibit: intelligence, confidence, charisma, determination, sociability, and integrity.

Trust between leaders and followers is manifested in the frequency and quality of interaction and communication among others. Mineo (2014) stated that trust is necessary for a cordial relationship between the leader and the employees and ensures the organization's success. Employees who trust their leaders create trustworthiness through their daily behaviors and actions, work effectively and have a high level of commitment. A trustworthy leader will always invest in relationships with others, and his trustworthiness is essential to create a great workplace founded on organizational credibility, respect, and fairness (Savolainen & Häkkinen, 2011).

According to Gigliotti (2019), leadership competencies are needed for an organization. When the leaders enact the right competencies, the employees can understand and engage in behaviors that support the company's goals, priorities, and values. For that, leaders must have strong communication skills, patience, and the ability to take the initiative for development.

Leadership Versus Management

One consideration that needs to be made is that leaders are not managers. While leaders are required in organizations to share the vision and drive innovation, the execution of the strategy is in the hands of managers. Both are important in the organization, and their roles differ. It is, therefore, useful to determine the role played by both to appreciate the leader better. Kotterman (2004) describes the manager's role as planning and budgeting, whereas the leader is supposed to provide direction. While the managers aim to maintain consistency and predictability, the leader must look

beyond the present and foresee the organization's future. Thus the leader must be an agent of change and, in the process, can create a state of chaos for the future benefit of the organization.

The focus of the management responsibilities is task-oriented. The manager is expected to execute the directives given and needs three skills to achieve this: technical, human, and conceptual skills (Ricketts, 2009). Mintzberg grouped the roles of the managers as interpersonal, informational, and decisional. Each role is needed for the organization and deals with the mundane and the daily business. Hence, the managers must carry out their responsibilities to help the organization now but are not necessarily responsible for providing direction or the sustenance of the organization in the long run.

The leader is more concerned about presenting to the workforce a clear idea of where the organization is going, aligning the employees to the values and goals of the organization, and motivating and inspiring them (Kotter, 2001). According to Bârgău (2015), the leader provides “the essential tool for commitment from employees. Without a leader, employees lose hope, and their commitment to the company is drastically reduced. It’s not that they don’t want to do better. It’s that they have no one to inspire them or encourage them to do so” (p. 187).

However, for the organization to successfully reach its goals, it is not enough for the leaders to be present; they must also have the style to ensure success. In fulfilling their roles, the leaders show different types that influence the way they interact with the employees. The following section deals with the different styles of the leaders.

Main Theories of Leadership

There are many different ways of thinking about leadership. The major concepts and theories of leading to performance include traits theories, behaviors theories, contingency theories which explain that every action taken by a leader is contingent (dependent) upon the internal and external situation.

Trait Theories

The theory was criticized during the 1950s and 1960s by Gordon Allport who identified the specific personality traits that distinguish leaders from non-leaders. The traits theories assume that some individuals inherit certain qualities or traits that make them better suited for the leadership role. Drenth et al. (1998) argued that leaders are born with the necessary internal personal traits that make them good leaders, and those qualities differentiate them from their followers. According to (Daft, 2015) the theory uses two basic classifications of trait theories of leadership: (1) Personality traits which include five main traits such as: openness, conscientiousness, extraversion, agreeableness and neuroticism and (2) Physical traits like strength, resistance, speed, flexibility, weight, size, etc.

The Figure 2 describes the big five traits that are related to leadership effectiveness such as: Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism.

Trait	Description
O penness	Being curious, original, intellectual, creative, and open to new ideas.
C onscientiousness	Being organized, systematic, punctual, achievement-oriented, and dependable.
E xtraversion	Being outgoing, talkative, sociable, and enjoying social situations.
A greeableness	Being affable, tolerant, sensitive, trusting, kind, and warm.
N euroticism	Being anxious, irritable, temperamental, and moody.

Figure 2. The Big Five Personality Traits for Effective Leadership.

Source: Goldberg, L. R. (1990). An alternative “description of personality”: The big-five factor structure. *Journal of Personality & Social Psychology*, 59, 1216–1229.

Behavioral Theories

While the trait theory focuses on the leaders’ traits, the behavioral theories emphasize the leaders’ actions but both influence leadership effectiveness. Avolio, B. J. et al (2009) say that leadership theories that focus on the traits and behaviors can allow people to adopt styles to increase their leadership capabilities. The behavioral theory implies that the leaders’ behaviors determine their leadership styles (Shafique & Beh, 2017). These models fall into two broad categories of behaviors: concern for production (also called initiating structure or task-oriented) and respect for people (also called consideration or employee-oriented). Daft & Marcic (2011) stated that leaders are task-oriented when they focus primarily on their subordinates’ performance and work activities.

The theory states that leaders behave differently in both types of behaviors based on their styles like autocratic, democratic and laissez-faire styles.

Contingency Theories

Contingency leadership theories consider the situational factors that affect the leaders' behavior and style. The three major theories that comprise the contingency theories are Fiedler's contingency theory, the Situational leadership theory, and the Path-Goal theory.

Contingency theorists assumed that the leader was the focus of leader-subordinate relationship; situational theorists opined that the subordinates played a pivotal role in defining the relationship. Though, the situational leadership stays to emphasis mostly upon the leader, it creates the significance of the focus into group dynamic. "These studies of the relationships between groups and their leaders have led to some of our modern theories of group dynamics and leadership". The theory of situational leadership proposes that style of leadership should be accorded with the maturity of the subordinates (Bass, 1997). "The situational leadership model, first introduced in 1969, theorized that there was no unsurpassed way to lead and those leaders, to be effective, must be able to adapt to the situation and transform their leadership style between task-oriented and relationship-oriented

Fiedler's contingency theory. The theory was developed by Fred Edward Fiedler (1967) to emphasize the importance of the leader's personality and the situation in which that leader operates. The theory demonstrates how the situation influences good leadership and tries to predict which style is best in which circumstance or situation. Mittal (2015) stated that leader effectiveness depends on situational factors and the leadership style. For the situational factors, Lussier & Achua (2016) stated that three factors determine the favorableness of various

situations which allow leaders to take a position. First, leader-member relations focus on the relationship between the leader and the subordinates. Second, the task structure is about the degree of formalization and the structure in place to accomplish the tasks. (c) Position Power is the level of authority the leader possesses to make decisions to hire, to fire, to discipline, to promote, and to reward. The leader with position power has more influence than the leader with less authority.

The situational theory: This model was developed by Blanchard and Hersey (1970) and focused on the characteristics of followers to determine the appropriate leadership behavior. The theory promotes flexibility by the leaders who should be able to match their style to the competence and commitment of those they are leading (Northouse, 2016). On the other hand, the leaders' styles are grouped into two broad categories: the directive style that is used to help the followers to reach their goals by giving instructions, establishing goals, and evaluating their performance and supportive styles that involves two-way communication by creating social and emotional support, focusing on helping the members to feel good about themselves, their co-workers, and the workplace. These two dimensions are further divided into four categories: a) Directing (S1): the leader spends more time directing and less time on supporting behaviors; b) Coaching (S2): The leader focuses on achieving both high directing behaviors and high supporting behaviors. c) Supporting (S3): the leaders use supporting behaviors to bring out the followers' competencies to meet the goals set. d) Delegating (S4): the leaders are less involved in the decision-making. They delegate the planning, control, and goal clarification to the followers

The path-goal theory. This theory was developed by House (1971) at Ohio State University. The theory is based on specifying a leader's style or behavior that best fits the employees and work environment to achieve a goal. Daft (2015) clarifies

that leader behavior in this model identifies four kinds of leadership behaviors or styles to lead the team. The four different behaviors allow leaders to facilitate, coach and reward to achieve adequate performance such as: The directive behavior refers to the situation where the leader lets employees know what is expected from them and tells them how to perform their tasks. The supportive behavior is effective when the leader pays attention to what the employees need to function well in their job roles. The participative style means that the leaders consult with employees and consider their suggestions before making a decision.

The achievement-oriented behavior refers to the leader who sets goals and shows confidence to encourage the subordinates to have a high level of performance (Olowoselu et al., 2019).

Leadership Theories and Styles Related to Performance

Effective leadership can positively impact school performance. Four main leadership styles are pointed out to be analyzed from their theories to their styles as the approaches that can influence performance such as Lewin's leadership and transformational leadership styles.

Lewin's Leadership Theory and Styles

Lewin's leadership theory was developed in 1939 when a group of researchers led by psychologist Kurt Lewin, set out to identify three major leadership styles that help the leaders for decision-making such as Autocratic leadership or authoritarian, Democratic leadership or participative, Laissez-Faire leadership or Delegation).

Autocratic Leadership Style

This style of leadership is strongly focused on both command by the leader and control of the followers. Autocratic leadership involves absolute authoritarian

control over a group and makes the decisions alone without necessarily involving employees in the decision-making process. Daft (2015) defined an "autocratic leader as a person who tends to centralize authority and derive power from position, control of rewards and coercion" p.44. In the autocratic leadership style, the leader has absolute power in a group or organization, enforces the rules, and dominates the decision-making. Further, Schein (2004) stated that immediate bosses who use one-way communication could discourage their subordinates. The use of harsh power bases affect the effectiveness of the organization (Nir & Hameri, 2014).

However, other studies claim that the autocratic leadership may have its advantages in some situations (Bhargavi & Yasseen, 2016; De Hoogh et al., 2015). For example, when the organization is in a situation where a business faces constant change or a crisis, time is of essence, and it is necessary to have a leader who can take charge and take responsibility for moving forward. The autocratic behavior can be required in situations when there is a need to react promptly to an urgent situation or crisis in the organization and make quick decisions. Harris and Chapman (2002) found in their study in a school setting that the leaders adopted an autocratic style when those schools experienced difficulties, especially in the early stages. However, the principals adopted a different style to ensure continuous growth for the school. Thus, the autocratic style may be helpful in a crisis but may not be effective for sustained growth.

Democratic Leadership Style

This type of leadership is also called participative. Democratic leaders encourage group members to solve problems and to participate in the decision-making process. Group members feel engaged in the process and are more motivated and creative that lead to greater productivity. These leaders tend to make followers feel

like they are an important part of the team which helps foster commitment to the goals of the group.

Gyasi (2015) stated that the participative leadership contributes to achieving school effectiveness through collaborative effort, which considers sharing the roles and responsibilities of school principals, teachers, and parents that help in decision-making. Indeed, democratic leadership is participative management that involves not only the leaders but also their employees in every decision-making process. Leaders encourage open conversation and participation, help their employees set goals, evaluate their performance and motivate them to grow professionally.

They also enable their employees to think creatively, feel more engaged, adapt to new solutions, and change existing processes. In the context of school, a democratic school principal can use an inclusive approach to drive educational reform. The reform depends on three interrelated factors: the commitment and abilities of the educators, the commitment of parents and students, and the existence of the proper rules and policies (MacBeath & Moos, 2004). The democratic principal can formulate and motivate the employees and encourage the positive values that enhance the empowerment and trust of the group members (Johansson, 2004).

Laissez-Faire Leadership Style

Laissez-faire leadership is also known as the “delegating style,” in which leaders allow the group members complete freedom for decision-making without participating themselves. It is also considered a non-strategic leadership (Hinkin and Schriesheim, 2008) where subordinates are not provided guidance, hence the term zero-leadership. The leadership behaviors associated with this style include avoidance, ignorance, neglect, and indifference (Skogstad et al., 2007). It is in contrast to the other leadership styles because the others imply the leader's presence,

whereas the leader is absent in the laissez-faire style. According to Bass & Riggio (2006), the inconvenience of the laissez-faire approach is that the leadership is not used, and the leader's responsibilities are ignored as all authority is conferred to subordinates. The leader does not get involved in critical situations. As a result, the necessary decisions are not made and actions are delayed.

The study by Tosunoglu & Ekmekci (2016) revealed that laissez-faire leadership refers to a hands-off approach of the leaders or a style of leading without making efforts to influence individuals in the workplace. Under this approach, productivity is generally low, and work is sloppy as the team is demotivated. On the other hand, Yang (2015) argued that laissez-faire is not necessarily harmful and can be strategically used in specific settings. This style can challenge the subordinates by creating personal responsibility for their work while motivating them to work autonomously. Ryan and Tipu (2013) found that this style can encourage an innovative climate in some situations in the organization. In their study, Eisenbeiß and Boerner (2013) found that too much involvement in leadership can negatively affect the organization and decrease followers' creativity.

Humphrey et al. (2007) mentioned that autonomy could motivate employees to better performance. As these employees improve and succeed in their work, their confidence levels increase, and they are empowered at work. A laissez-faire style can encourage employees to perform better as they are left to work independently. Further, they can also develop an entrepreneurial mindset in the workplace and promote innovation (Theodosiou and Katsikea, 2007).

The laissez-faire style can also be viewed as favorable compared to the autocratic style. While the autocratic style can be perceived as a violation of autonomy, the laissez-faire style frees the employees from controlled motivation

(Gagné and Deci, 2005). Indeed, the leader's non-involvement may give subordinates some level of control and increase their capacity to handle challenges. Yang (2015) suggested that this type of style should be viewed in a more positive light and “in a more balanced way; to steer away from the conventional view with its implicit judgment and from subsequent associations with negative outcomes.” (p. 1248).

Nevertheless, according to Figure 3 in the context of this study, using laissez-faire leadership in the educational institutions can lead to poor performance if the team members are not trained and do not have the expertise or the motivation to perform effectively (Amanchukwu et al., 2015).

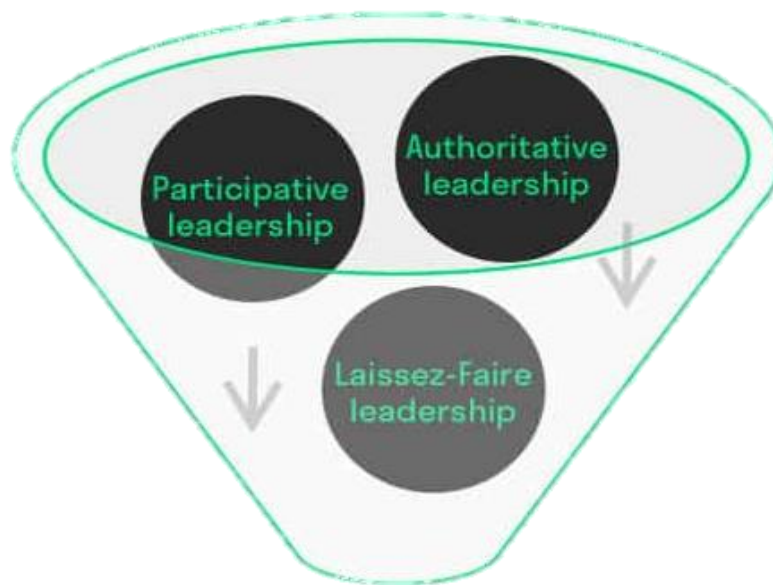


Figure 3. Lewin's Leadership Styles Framework

Transformational Leadership Theory and Style

Transformational theory is developed by McGregor Burns (1978) who defined this leadership as an approach that causes change in individuals and social systems. Transformational leader constantly creates valuable and positive change in the followers and aims to draw his team to superior needs and conversion of individual

interests into collective interests. Transformational leadership influences significant changes in followers' attitudes, beliefs, and values to achieve performances beyond expectations.

The main characteristic of transformational leadership is to increase the dedication and motivation of employees to work toward organizational performance. Thus, transformational leaders build effective relationships with employees to encourage achievement and focus on organizational change. Bass & Avolio (1994) stated that transformational leaders act in order to reach superiors' results by using: (1) The idealized influence in which the leader is a role model for the followers who trust and respect him and seek to emulate his behaviors, (2) The inspirational motivation is when a leader motivates and inspires those around him to perform beyond expectations. (3) The intellectual stimulation in which the leader encourages creativity among followers and creates new opportunities to learn. (4) The individualized consideration by which the leader cares for each follower's needs for achievement; in return, followers show their willingness to perform effectively at work.

The transformational leadership creates change in the lives of people and organizations as it redesigns their perceptions and values and changes their expectations and aspirations. Such leaders are change agents who act as role models, put the organization's good above self-interest, trust their subordinates, inspire them and help them grow (Minja & Barine 2012). Thus, when the followers in this approach feel trust, admiration, loyalty, and respect for their leader, they perform better at work. For Nash (2012), transformational leadership is a process that inspires both the leader and follower, where each learns from the other and improves their moral development. Thus, the transformational leader is able to influence the followers to create significant change (Burns, 1978). School principals that use the

transformational leadership style endeavor to establish a positive environment that encourages good teacher-student relationships and increases teacher morale (Huang, 2001).

Thus, transformational leadership can change the mindset of staff and students, bring about professionalism by helping followers to face challenges, find solutions themselves, enable the followers to maximize performance, and harmonize the interests of subordinates and shared values (Lynch, 2012). Further, transformational leadership inspires workers to engage and share a vision and organizational goals, encourage them intellectually and creatively, challenge them to solve problems innovatively, and transforms their concerns into the corporate mission (Bass & Riggio, 2006). Figure 4 is the model of transformational theory show how leaders typically perform four distinct behaviors

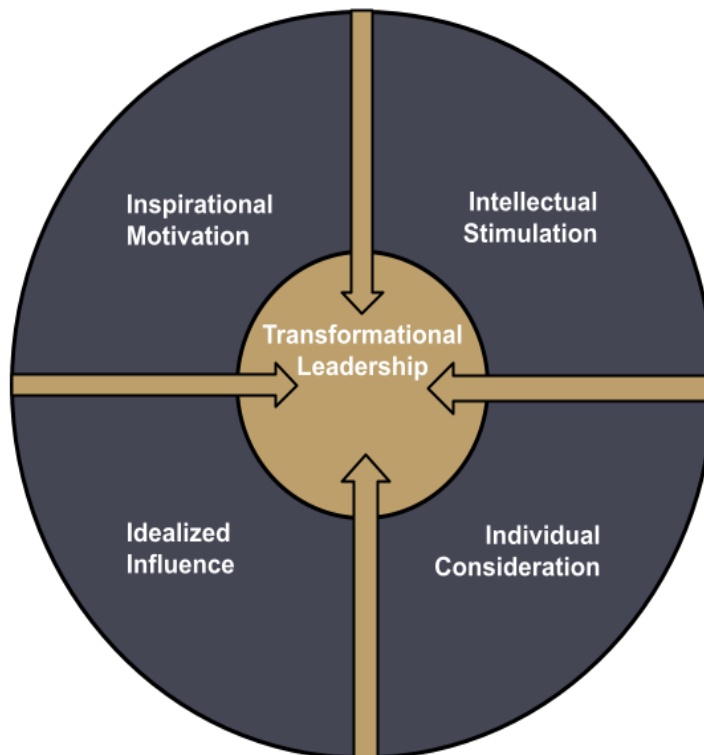


Figure 4. The Four I's of Transformational Leadership Model
Source: Renjith, Renu, & George, 2015

Emerging Concepts about Leadership Styles

Recent studies show that leadership style cannot operate alone, but the style of the leader depends on other environmental factors (Hargis et al., (2011); Yukl (2012). According to Kippenberger (2002), an effective leadership style takes into consideration both the character of the leader and the followers as well as the situational context. Effective leaders, therefore, adopt one or more styles depending on where they are situated. Yulk (2012) argued that it is important to consider how much a leader's style is used and how well it is used. In other words, the quality and timing of the style exercised are important. If these elements are ignored, the leadership style can be overused or underused (Yulk, 2012). For example, the leader can be overly democratic and devote too much time to meetings to gain everyone's opinion at the expense of efficient use of time for a critical decision to be made. In order for a particular leadership style to be considered effective, it is necessary to understand the total outcomes resulting from that style.

Some outcomes do not come to full success because there is a lack of consistent follow-up by the leader. For example, a leader who has a good vision and can share it with the employees must consistently motivate them to turn that vision into reality. Otherwise, the vision would be just a nice dream. Hence, it is not enough to consider the immediate behavior, but the pattern of behaviors following the initial step is also essential. Thus, according to Kaiser & Overfield (2010) say that it may be necessary for some situations for the leader to adopt other styles because of necessity. The emerging trends of globalization and technological advancements are forcing organizations to adapt in order to be sustainable. The dynamic environment demands that organizations become conscious of the leadership styles and the effectiveness of such leading styles (Shafique and Beh, 2017).

Leaders must be comfortable shifting their style as the situation demands (Shafique & Beh, 2017). The success and overall effectiveness of the leaders are therefore determined by their mastery of these contrasting styles

Leadership Competencies and School Performance

Leadership competencies are a specific combination of knowledge, abilities, skills and behaviors of the leaders that contribute to superior performance. Thus, good performance of a school depends on good governance and better leadership style of the principals. Then, an educational management through good leadership is one of the most required aspects to develop because school leaders are responsible for managing school resources effectively and efficiently; they need to improve their professional capabilities.

Determinants of School Performance

School performance can be evaluated in different ways, such as physical, managerial, pedagogical, student enrollment, and school income.

The physical infrastructure: School infrastructure includes physical buildings, furniture, classrooms, and essential services well arranged with running water and sanitary facilities. Ahmad (2021) stated that school infrastructure and facilities influence student teaching and learning activities. Jamil et al. (2018) mentioned that educational facilities and infrastructure are essential for schools because adequate facilities help teachers and students in optimal teaching and learning activities. It has been observed that school physical facilities are important tools to facilitate and stimulate learning programs because students tend to have an interest in learning. The infrastructure also influences teachers' performance, as they need space to interact professionally and socially in an ideal working environment.

The pedagogical aspect: In a school setting, the qualification of the teachers affects the parents' perception of the quality of education their children receive. Munna & Kalam (2021) stated that school performance improves when teachers adopt the suitable pedagogical approaches and create favorable conditions for learning.

For that, leaders must consider the students' needs and establish an adequate program for monitoring and evaluation while developing teachers' professionalism for effective teaching methods. The program can help improve the quality of teaching and student engagement. It must also be able to measure the academic performance through internal evaluation and the good outcomes of the national examination.

The student enrollment aspect: Enrollment growth is measured by the number of students enrolled in a school year. Several factors influence the enrollment of students in a school. The local community's demographic characteristics, the school's location, and the tuition price are the most common factors threatening student enrollment. Other factors that also influence enrollment include increased competition; economic challenges; poor marketing, lagging innovation, lack of parents' satisfaction, and leadership challenges (Harsh 2018).

A lack of finance or focus around further education appears to be the driving force for many students quitting the tertiary sector or seeking available jobs in the Gauteng province. Further observations of the pedagogical literature regarding gender enrolment indicates that the female enrolment rate is progressively increasing from the 2010 academic year.

In this section, lack of finance was seen as the key reason for many tertiary students dropping out – which correlates with the quantitative analysis section of this study.

The school income aspect: Contrary to the public schools, which the government supports for all charges, private and faith-based schools run their activities with their incomes. Consequently, those educational institutions charge school fees to their students to ensure the payment of teachers, administrative school costs, and capital investment. The study of Ndungi (2012) about the academic performance of secondary schools in Kenya showed that payment of fees has a key role in student achievement, while a lack of school fees translates to detrimental effects on the performance of the student.

Private schools that cannot get enough revenue struggle to cover costs such as teachers' salaries and principals, basic materials, and school infrastructure. This study was focusing on two elements of school performance such as student enrollment and school income.

The School Principals and Their Responsibilities

In education, the principal's primary responsibility as a leader is to aid in effective teaching. The principals must strive to improve relationships, coherence, and the employees' commitment by motivating each worker to do his or her part.

Craig (2013) stated that effective leaders create a school culture that ensures the understanding of the vision and helps to establish and maintain clear goals while providing a clear direction to achieve the objectives. Thus, the principal serves by unifying the forces that create a collaborative approach focused on improving student achievement (Craig, 2013).

The principals also act as managers in that they plan, organize, communicate and coordinate daily the operations, unexpected events, and all activities that occur throughout a school year. They must also establish and manage all school programs, such as calendars, schedules, meetings, ceremonies, inventories, budgets, and services

(Brock & Grady (2004). Mendels (2012) describes the five key practices of effective principals presented by the Wallace Foundation (2012) as the following : (1) Shaping and sharing a clear school vision. (2) Creating a good school climate through the atmosphere at the workplace in the daily activities. (3) Cultivating leadership in others by encouraging collaboration and spending time in classrooms to evaluate instruction. (4) Improving instruction by focusing on the quality of instruction and promoting high expectations. (5) Managing people well by developing strategies to hire quality teachers and retain high performers to foster school improvement.

Principals as Leaders-Managers

Managers often see leadership and management as two different roles, but yet the two are complementary. The most effective managers know how combining leadership and management skills to be a more effective administrator.

As managers, principals are responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters. As leader, principals have two major roles: capacity building and instructional leadership.

According to Kiral(2020), the excellent leadership theory in education help to make the great leaders who emphasize the importance of focusing on the continuous improvement of the school performance.

Bush (2007) argued that managing is maintaining efficiently and effectively the organizational operations while managing well often require manager who exhibits leadership skills in the overall functions. Others researchers suggest that every principal must understand the role of leader with some skills of managerial responsibility for the school.

Thus, Principals must ensure all operations and resources which are organized and managed within the school for a safe, effective and efficient environment (Arhipova, O. et al. 2018). School principals must build successful institutions in effective collaboration with others, enhance the skills of teachers, and build trust with parents of students while developing strategies for enrollment management to improve school income.

In this study, the principal as leader and manager must provide an effective school enrollment and income as the key elements of school performance.

The Concept of Student Enrollment

School enrollment is the process of arranging to attend an institution and specific classes. Enrollment is the most important component of a school's financial health. Therefore, attracting the new students is a challenge and adopting the strategy for retention is crucial and remain the best ways to school improvement (Dennis, M. J. (1998). There are multiple factors that contribute to enrollment growth and can being attractive to take decision of attending a school such as quality of school experience and vision, teacher's quality, parent satisfaction, reputation, location and price, competition and marketing, etc.

Devi S. & Devi A. (2014) explain that by training staff, getting the necessary resources and improving student learning, school can be more attractive. This can be a good strategy to attract staff, students and parents, who can appreciate such schools with a sustainable impact to the student attendance rate. This strategy is the way to create a connectivity between financial capability and student enrollment.

Unfortunately, there are some students who are not able to access to enrollment especially for those are located in rural as they are facing to the constraints like the

lower parental educational attainment, low family income, poverty due to the loss of economic bases, etc.(Guerrero, 2021).

Clark (2000) views that a Christian school depends heavily on tuition fees. For that there is a strong need to emphasize on enrolment management to attract new students and develop the strategies for their retention. In some areas like rural and semi-urban environment, high level or moderate tuition may discourage student enrollment particularly among students from low parental education and low-income backgrounds (Kroth, 2015).

The study of Friedman (2015) concluded that for an effective leadership of school, the enrollment took enrollment management from a policy and practice to a profession. It's crucial for school leaders as managers to develop the tools and techniques for leading effective enrollment management teams. Therefore, the factors in both the external and the internal environment of an institution, the enrollment management became a critical strategy for driving institutional change.

The Concept of School Income

School fees in Cameroon education continue to be a real obstacle to many poor parents to ensure schooling of their children especially those who are located in villages distant from the towns. Yet, fees charged to families are the major source of private schools' income. Meaning that tuition fees collected are means for revenue to provide funding for operating expenses of the schools in an efficient and effective manner like administrative expenses, teachers 'salaries and others(Dezhina & Nafikova, 2019). According to Leretholi (2001) the successful operation of schools is highly influenced by the level of financing received to establish clearly their expenditures and realize the plans for development of the institution.

There is a need to know how efficiently and stably manage the finances of the institution to enhance school's competitiveness and provide high-quality education and increase financial sustainability. However, even if the schools with low revenues are facing many challenges to be competitive, they are important in social environment. Talan B. I. et al. (2015) argued that small, low-cost private schools may be better able to meet the demand by low-income households for good-quality primary education.

Therefore, principals must encourage the parents not only to support their children for academic performance, influence them on the positive attitudes and behaviors but also to honor their engagement concerning the payment of school fees.

Studies show that parental involvement to their children education is very crucial. It's for that, Bohara, S. et al. (2022) recommended that parents should always encourage their children and provide financial and moral support for their emotionally stable and have confidence in their learning to achieve excellence. Anders, J. et al. (2020) confirm that the successful operation of private schools is highly influenced by the level of the finances received by the institutions. Indeed, the tuition fees collected from the parents are used for diverse operations of the institution.

In sum, school leaders must prioritize their strategies based on relevance enrollment management and financial management to increase school autonomy and a greater focus on schooling to reach the successful school results.

Organizational Climate Theory

Studies on organizational climate started in the 1960s and it was found that the social context for work affects the way individuals view their work, the relationships they have at work, and even their productivity at work (Barbera, 2014).

Organizational climate are the rules, regulations, activities and experiences that

employees share in the workplace (Schneider et al., 2013). According to Murphy & Cooper (2000), the organizational climate is about employees' perceptions of how the workplace operates. The employees consider both the work situation (the organization's characteristics) as well as the nature of relationships that exist in the organization. The organizational climate is can be directly or indirectly felt and influences employees' motivation and increases job satisfaction and productivity (Adebayo et al., 2021).

When it is positive, it enhances the employees' commitment and motivation, enhances leadership behavior, increases the organizational effectiveness, and decreases problems with staff (Rožman & Štrukelj, 2021).

The early studies proposed several facets to measure organizational climate. For example, Litwin and Stringer (1968) suggested six different aspects of organizational climate: structure, individual responsibility, rewards, risk and risk taking, warmth and support, and tolerance/conflict. A little later, Schneider and Bartlette (1970) proposed six other dimensions which bore some similarities to Litwin and Stringer's aspects: managerial support, managerial structure, concern for new employees, intra-agency conflict, conflict independent and general satisfaction.

These studies focused on the individual employee's wellbeing and satisfaction, and associated the organizational climate with the employees' experiences at work. The organizational context was largely ignored, even if the term 'organizational climate' was used. As time went on, the focus shifted and climate was conceptualized as a "unit level phenomenon that captures the experiences of people at work with regard to the focus of the policies, practices and procedures they have and the focus of the behaviors they observe being rewarded, supported and expected" (Barbera, 2014,

p. 5). Thus, both the employees and the organization in which they work were taken into account.

Organizational climate is operationalized using various dimensions, depending on the organizational context. For example, using the context of hotel management, Davidson (2003) conceptualized the climate in three groups: a climate for service, a climate for innovation and a climate for human resources and employee welfare (Davidson, 2003). The climate for service is about the attitude of employees when they deliver their product-service to the customer.

It calls for training and empowering employees to deliver the best service with pride and joy. It also imply ensuring that there is an effective and collaborative team work within the workplace. The climate for innovation is focused on continuously looking for new ways of delivering the product-service. In that case, there is a need to constantly evaluate job design, systems effectiveness and service delivery. Employees need to be trained to work in such a manner and must be given the authority to take decisions when faced with situations on the ground. The climate for human resources and employee welfare is an emphasis on the employees, because they are the ones who are delivering the product-service. Thus, managers need to be aware of how they make the employees feel about the workplace.

They must do what is needed to ensure that the employees are able to do a good performance. If these three components are effectively implemented: service, innovation and human resource welfare, then “it follows that the organizational climate will also be good.” (Davidson, p. 208).

The Concept of School Climate

School climate refers to the quality and character of school life. It is based on patterns of administrators, students, parents and school personnel’s experience of

school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

Watson (2021) noticed that “school climate refers to the beliefs, perceptions, attitudes, values and behaviors that shape relationships within a school”. This relationship define how the principal, staff members and students feel about the school and about each other (Allen, N. et al., 2015). This implies that principals who want to positively impact school climate should focus on providing teachers with the necessary support and resources.

Indeed principals can enhance the quality of the school climate by including teachers in decision-making processes to solve different problems or remove obstacles that that can interfere with concentration on instruction and learning.

The National School Climate Council (2007) explains that school climate is based on the patterns of experiences the employees perceive in the school life. These experiences reflect the organization’s structure, its values, objectives, interpersonal relationships, and teaching and learning practices. A positive school climate is characterized by trust, respect, mutual obligation, and concern for others’ welfare.

The Organization for Economic Co-Operation and Development (OECD, 2005) stated that school climate covers different dimensions of the school’s culture, like the disciplinary atmosphere, the relationship between students and teachers, the students' behaviors and their motivation, and the teachers’ commitment. McGiboney (2016) stated that school climate affects student performance by inspiring students to do well academically. For this to happen, the school principal and the teachers must exhibit good behaviors that encourage students to participate actively in class and engage in learning. According to Welsh (2000), a positive school climate focuses on task completion, academic goals, and positive relationship among students, teachers,

administrators, and parents. It fosters a safe environment, promotes good discipline, and maintains trust and respect. A negative school climate leads to disorganization where teachers are demotivated, ignore student misconduct, and where there is a poor relationship between the teacher and the administration team (Welsh, 2000).

Freiberg et al. (1999) stated that school climate helps accomplish better outcomes such as student achievement, teacher commitment, and faculty trust. It includes norms, values, and expectations that foster the social, emotional, intellectual, and physical involvement of the stakeholders and contributes to a shared school vision.

Clearly, school climate is multi-dimensional and influences many individuals, including students, parents, school personnel, and the community. Additionally, school climate can significantly impact educational environments, as Freiberg (1998) notes, “school climate can be a positive influence on the health of the learning environment or a significant barrier to learning” (p.22).

Key School Climate Dimensions

A positive school climate is the product of a school’s attention to fostering safety; promoting a supportive academic through teaching and learning, disciplinary and physical environment as well as caring relationships throughout the school community by encouraging, maintaining respectful and trusting among people.

According to Thapa, A., et al.(2012), the National School Climate Center (2007) identified five dimensions and elements of positive school climate such as: (1) safety that refers to the rules and norms, physical security, social–emotional security; (2) teaching and learning (e.g. support for learning, promoting good quality of teaching); (3) interpersonal relationships (e.g. respect for diversity, creating well-being among people, social support from peers); (4) institutional environment (e.g.

school connectedness, engagement, physical surroundings); and (5) staff relationships (leadership, professional relationships). Physical safety is related to higher academic performance while reducing the fewer risky behaviors like acts of violence and lower achievement rates. Díaz-Vicario (2017) views that school safety plays a crucial role in student's development and academic success. Meaning that feeling safe in school powerfully promotes student learning and healthy development.

Therefore, it is important to create a pleasant working environment by establishing the rules and norms that allow to enforce disciplinary, creating the ways of conflict resolution between students and implementing mediation programs that promote positive relationships among all educational community members.

Therefore, since school climate is largely based on the quality of relationships at school, it is crucial to create a strong interdependence on connections among people. It is also important to recognize that healthy relationships are built on trust.

Kutsyuruba, B., et al.(2015) noticed that principals of the schools are largely responsible for developing the positive feelings , creating ,restoring and sustaining the trust within their institutions. Trust is an enduring mutual relationship, a valuable in social interactions and needed to be reinforced in challenging situations. Thus, building trust, at school is a key to interpersonal relationships which are very important as they include the interpersonal skills that help students in enhancing their teamwork quality. This allow people in the environment to have a positive attitude, having gratitude for others, mutual effort in solving the problem with other team members and helps them to learn how to work as a team.

Zandvliet, D. et al.(2014) argued that positive interpersonal relationships have been proposed as a way against stress and risk, emotional support in daily life, a basis for social and emotional development. Such relationships positively impacts students'

motivation and engagement as well as their academic achievement. Positive interpersonal relationships and optimal learning opportunities can increase school achievement levels and reduce maladaptive behaviors. Thus, by providing a positive and supportive work environment as well as a positive climate among people, the faculty, staff and student performance are improving (Tubbs & Garner, 2008).

Martin (2014) noticed that three major relationship sources are influential in students' academic lives: parents, teachers and peers. This connection remains is a key factor to a positive health and provide a powerful context for school students' well-being

Studies confirmed that School climate is an environmental factor that influences teacher's work .The work environment dimension is related to teacher's satisfaction and organizational commitment. Teachers can excel in school work environment that allows them to utilize their professional expertise and initiatives (Syahril & Hadiyanto, 2018). Others studies noticed that the positive climate sustains and improves work environment and can directly affects the behaviors of individuals in the school (principals, teachers, staffs and students). This leads to the healthy school climate that remains a factor to enhance teachers' commitment and development of their beliefs, influence students learning and promote interpersonal relationship and academic achievement (Yusof, 2012). According to Tschannen-Moran, et al. (2006) the healthy schools are characterized by positive students, teachers and administrative interactions. Teachers like their coworkers are proud of their schools, satisfied with their jobs and committed to their students. The following table contains five areas of positive school climate, which are then specified into dimensions.

Furthermore, researchers (e.g. Kelley et al., 2006; Waters et al., 2004) suggest that student achievement is highly influenced by the presence or absence of a strong educational leader, the climate of the school and attitudes of the teaching staff largely shaped by teacher–principal reciprocal relationships as shown in Table 2 below.

Table 2. Dimensions and Elements of Positive School Climate

Dimensions	Essential Elements
Safety	Rules and norms Physical safety Social-emotional security
Teaching & Learning	Support for learning Promoting good quality of teaching
Interpersonal Relationships	Respect for diversity Creating well-being among stakeholders Social support among students
Environment	School connectedness and engagement Creating workplace safety
Staff Only	Leadership Professional relationship

Source: National School Climate Center (2007)

Parental Involvement in Positive School Climate

Parent involvement as one among the elements of interpersonal relationships dimension has an important place in the education process of children. It is defined as the attitudes, values and behaviors of parents supporting their children's learning and education outcomes. All activities reported by parents in school, cause the improved behaviors and attitudes of the students while giving them the greater well- being. According to Thapa, A., et al. 2012), the National Center for Learning and Citizenship (2007) considers parental involvement as an essential element of a school's climate. This explains that in a positive school climate, students, staff members and parents work together to create a positive, safe, supportive and nurturing school environment that contributes to improve social-emotional and academic outcomes among students.

Thus, parent support and participation are considered as important in a positive school climate. In addition, by maintaining close relationships and frequent communication with schools, parents can greatly contribute to their children's school-related outcomes and to the enhancement of more caring and responsive school environment (Epstein 2005).

Parental involvement may promote positive interpersonal relationships at school. For that, Berkowitz, R., et al., (2021) argued that parental involvement is benefit for school because parents develop a greater appreciation for the challenges that educators face in the classroom, teacher morale is improved, communication between home and school helps teachers to know better their students. Briefly, parental involvement in school plays a significant role in children's social, emotional, developmental and academic school functioning.

Although parental involvement has many benefits for student achievement, researchers have identified four areas that act as barriers to that involvement, such as: lack of time to help their children due to the poverty, lack of access to communicate with school, lack of financial resources and lack of awareness (Williams & Sanchez (2011).

Empirical Studies on the Effect of Leadership Styles on Performance

The following section focuses on empirical studies and their findings regarding the four leadership styles: Democratic, Autocratic, Laissez-Faire, and Transformational leadership styles and their impact on school performance.

Several studies confirm that democratic leadership facilitates both leaders' and followers' growth toward human potential by creating an environment in which people are encouraged and supported to accomplish their goals. Democratic school

leaders can easily cope with the challenges that the schools face through the participation of all school members (Kilicoglu, 2018). Leaders encourage the followers to participate in the decision-making, the implementation, or the monitoring processes.

Omar & Kavale (2016) found that the schools that embraced more democratic leadership styles encouraged teamwork and increased performance. They also found that democratic school leaders brought the best by creating a professional team through the development of the skills and talents of the followers. The principals worked with the teachers, invited them into the decisions making process, and showed them respect and dignity while helping them to be more responsible for work. This combination of the two qualities is the essence of empowerment. The behavior helped the principals to develop self-esteem, confidence, commitment, innovation, and autonomy (Blasé & Blasé (2001). Harris and Chapman (2002) also found in their study that the school principals preferred a democratic rather than a transformational style.

For the autocratic style, the results show conflicting results. In the study of Tedla et al. (2021) on leadership styles and school performance in Eritrea, a country found in East Africa, the researchers found a negative relationship between autocratic leadership style and school performance. They noticed that the school's performance suffered when the principal was autocratic. The principals employed coercive force and often motivated the teachers by threatening them. Thus, followers develop resentment, humiliation, and intimidation. On the other hand, in their study regarding the effect of leadership style on schools' performance in Kenya, Oyugi & Gogo (2019) found that both democratic and autocratic styles affected the students' performance positively, but laissez-faire style affected the performance negatively.

Moreover, Salari & Nastiezaie (2020) think that transformational leaders provide inspiration while encouraging followers to work beyond their own individual expectations. A transformational leader concentrates on the product, which connects to the leader's vision. In school such leader places a high value on creating community bonds, encouraging both students and teachers to greater levels of achievement.

In some circumstances of the schools like a lack of commitment or high level of absenteeism, the situational leadership style of the principal can be very influential on the overall teacher's performance as it has a very positive impact on improving teacher professionalism. The leaders would use a participative approach to motivate and resolve team misunderstandings (Ruslan et al., 2020).

Empirical Studies on the Effect of Leadership Styles on Climate

Several researchers concluded that there is a relationship between the principal's leadership styles and the school climate. Garubo et al. (1998) compared the impact of using two leadership styles on school climate such as authoritarian and participative.

They concluded that the principals who practiced the participative style encouraged more two-ways communication between teachers-administrators. Thus, through this approach, teachers and staff become more conscious of their attitudes that influence classroom work by creating openness and spontaneity between teachers and students. In contrast, principals with an autocratic style lead the institution with the spirit of domination that resulted in intimidation that disturbed both the teachers and the students. The same finding was confirmed by Kamurua (2013), who stated that although few studies found that autocratic leadership may have its advantages in some areas of management, this kind of behavior can have a negative influence on the

school climate as teachers have no word to say about their work and all decisions are the nature top-down. Amedome (2018) found that the democratic and transformational leadership styles associated with open communication tended to create a positive school climate, while laissez-faire and autocratic leadership styles are associated with closed and controlled communication that created a negative school climate.

In a study done in Ghana for organizations operating in the manufacturing sector, Puni et al. (2022) found that the climate is a mediating variable between the transformational leadership and organizational performance. In their study Yilmaz and Jafarova (2019), found a positive, strong and significant relationship between the school effectiveness, leadership and school climate.

Few studies have been done regarding the mediating influence of climate between leadership style and organizational performance in the school setting, in particular faith-based private schools. This study intends to fill this gap.

CHAPTER 3

RESEARCH METHODOLOGY

Research Design

This study is a quantitative and cross-sectional study. It adopted a causal design as it analyzed how the leadership styles of the school principals can affect the school's performance. According to Sekaran & Bougie (2016), the causal study aims to test whether or not one variable causes another to change. It means that the results of the investigation must demonstrate the cause-and-effect relationships among variables. In this study, the causal design analyzes how the principal's styles affect school performance.

Population and Sampling Procedure

The target population was made up of teachers of primary and secondary schools of SDA of the South-Center Conference, and they were the ones who filled out the questionnaire to determine the leadership styles used by their principals and the prevailing school climate. In Table 3, the total number of teachers is 202, comprising 85 teachers from primary and 117 from secondary schools.

Table 3. Population for the Study

School #	Primary School	Secondary School	Total of Teachers
1. School A	8		8
2. School B	8		8
3. School C	3		3
4. School D	4		4
5. School E	7		7
6. School F	5		5
7. School G	5		5
8. School H	3		3
9. School I	3		3
10. School J	4		4
11. School K	5		5
12. School L	3	6	9
13. School M	12	46	58
14. School N	15	65	80
Total	85	117	202

Source: Educational Department Report of South/Center Conference

From this population, a convenience sampling method was used for the study, and 6 of the 14 Adventist schools were chosen. The criteria used for the choice is that of representativeness. The schools are located in three different areas: two are from the rural area, two from the semi-urban, and two from urban areas. Thus, the information from the data gathered represents what is happening in all three settings. Three of the schools had a primary and secondary section, and three had only a primary section. All the teachers from the schools chosen were asked to participate in the study.

The number of respondents as shown in Table 4 below was 157, made of 40 teachers from the primary school and 117 respondents from the secondary schools.

Table 4. Sample for the Study

School #	Primary School	Secondary School	Total of teachers
School L	11	46	57
School M	2	6	8
School N	14	65	79
School E	6	-	6
School J	4	-	4
School I	3	-	3
TOTAL	40	117	157

The Instrument for Data Collection

In this study, data collection was done by using a self-designed questionnaire that was adapted from literature (Lussier & Achua (2016; Northouse, 2012; Sandoval-Caraveo et al., 2015). Initially, the questionnaire was designed in English and translated into French since the respondents are French speakers, using the forward-backward-forward translation technique. The questionnaire is made of two parts: Part one describes general information and the respondents' background. Part two is divided into three sections. Section A relates to the leadership styles (Democratic, Autocratic, Laisser-Faire, and Transformational leadership styles). Section B focuses on the school climate, and Section C refers to school performance in terms of student enrollment and school income. Apart from the demographic variables, the rest of the questionnaire had a five-point Likert scale to measure the variables under consideration. The Likert scale starts from 1 = strongly disagree to 5 = strongly agree. The Table 5 below shows the verbal interpretation of the results that was used to analyze the findings in Chapter four.

Table 5. Interpretation of the Scores of the Questionnaire

Scale	Response	Mean Interval	Verbal Interpretation
1	Strongly Disagree	1.00 – 1.49	Very low tendency for style/performance/very negative climate
2	Disagree	1.50 – 2.49	Low tendency for style/performance/negative climate
3	Neither agree nor disagree	2.50 – 3.49	Average tendency for style/performance/average climate
4	Agree	3.50 – 4.49	High tendency for style/performance/positive climate
5	Strongly Agree	4.50 – 5.00	Very high tendency for style/performance/very positive climate

Instrument Validity and Reliability

Validity

To ensure content validity, each variable (or sub-variable) in the questionnaire must have an adequate number of items to explain the concept being measured (Sekaran and Bougie, 2016). In this study, each variable has at least three items representing the dimensions being considered, and each item had a link with the variable under investigation. A panel of three experts in educational administration was asked to verify the content validity of this study. Construct validity ensures that a measure fits the theory around which it is designed. One way to demonstrate construct validity is through the correlation coefficient (Sekaran and Bougie, 2016). This procedure was done, and the results confirm the construct validity of the instrument.

Reliability

The reliability indicates the stability and consistency with which the instrument measures the concept (Sekaran and Bougie, 2016).

For the interitem reliability test, Cronbach Alpha was used. According to Sekaran & Bougie (2016), the closer Cronbach's alpha coefficient is to 1.0, the greater

the internal consistency of the items in the scale. The results are shown in the Table 6 below:

Table 6. Cronbach Alpha Indices

Styles	Cronbach Alpha Index	Number of items
Democratic Style	.79	3
Autocratic Style	.55	3
Laissez-faire	.63	4
Transformational Style	.85	6
School Performance	.75	7
School Climate	.91	22

Furthermore, a pilot study was done to examine the quality of the prepared instruments, to check out the clarity of the items to the respondents, and the adequacy of the instrument for the study. The pilot study has been done using two primary schools (Bilomo and Metet) and one secondary school (College Adventiste de Yaoundé) located in the capital city of Cameroon. The number of respondents was 31 in total.

Data Collection Procedure

For the survey, after receiving permission from the administration of South-Center Conference, I collected the data from the teachers in the primary and secondary schools at their workplaces. They were already informed that I was coming and they were told it was voluntary participation. In all, it took two weeks to administer and gather the data.

Method of Data Analysis

Data analysis is collecting and organizing data that allows a researcher to answer questions, solve problems of the research and derive important information

that enable him to come to a conclusion. In this study, the data were analyzed using the STATA software program, version 13.

The demographic characteristics and research questions one, two, and four were analyzed using descriptive statistics and showed the frequencies, percentages, means, and standard deviations. For research question three, Pearson correlation and multiple regression analysis were used. As for research question five, a mediating analysis was done.

Ethical Considerations

Before contacting the participants, I obtained permission from the Administration of the South-Center Conference to contact the school principals and other participants. Then, the organization's president gave the authorization to start the investigation through the administrative letter and copied it to the head educational department.

All participants were informed about the research process and ensured that their participation was voluntary. The respondents' names were not written on the questionnaire and safeguarding the collected information.

CHAPTER 4

RESULTS & DISCUSSION

This chapter describes the findings, followed by a discussion based on these findings to address the purpose of the study. After describing the setting and the personal information about the respondents, each research question is addressed using the adequate statistical analysis.

Study Area Setting

This study was conducted in Cameroun, one of the countries of Central Africa that borders Chad in the north, Equatorial Guinea and Gabon in the south, Nigeria in the West, and Central Africa and Congo-Brazzaville in the East.

According to Nsolly & Charlotte (2016), cited in Cameroon Education Plan 2013-2020, the country's educational system is decentralized under five ministries:

- i. MINEDUB: is responsible for nursery, primary, and teacher training education.
- ii. MINESEC: is responsible for general and technical secondary education.
- iii. MINESUP: is responsible for University and professional higher education.
- iv. MINEFP is responsible for vocational training for all school leavers.
- v. MINSEP is responsible for all youths sporting activities.

Cameroon is a bilingual country that has two educational systems: the French and Anglo-Saxon systems of education. The two systems are divided into primary,

middle school, secondary, and tertiary (University), and their academic year runs from September to June. The educational system encompasses public, private, and denominational private education.

Like other Cameroonian schools, the SDA schools follow the educational program from the Cameroun Ministry of Education while emphasizing the redemptive aspect of teaching, which includes the restoration of the image of God in the human being. The schools used for the study are found in the South and Centre regions of the country as shown in Table 7.

Table 7. Number of Primary & Secondary Schools in South-Center Regions

Regions	Public School (Lycee)	Private School (College)	Total
Centre	213	254	467
South	71	104	175
Total			642

Source : Statistiques — Schoolmap Cameroun, la carte scolaire du Cameroun
www.schoolmapcm.org/statistiques.html

Among these schools, 14 are Seventh-day Adventist Institutions, and three only offer secondary sections. All the others are primary schools.

Response Rate

The results are based on the data collected from 157 questionnaires distributed. However, after cleaning the data, only 153 were usable. Thus 97% was used, as shown in table 8 below.

Table 8. Response rate

Questionnaires distributed	Questionnaire returned	Questionnaire used
157	157	153

Descriptive Statistics for the Demographic Variables

The respondents' demographic characteristics: gender, years of service, and academic qualifications, were analyzed using frequencies. The findings are displayed in tables 7 to 9 below.

Gender

Most respondents were males, with a percentage of 58.2%, and females represented only 41.8%. This finding is interesting because most schools have more female teachers than male teachers as shown in Table 9 below.

Table 9. Gender

		Frequency	Percent
Valid	Male	89	58.2
	Female	64	41.8
	Total	153	100

As displayed in Table 10 below, 34 % of employees had worked for a period of 2 to 5 years, 32% had worked for a period of 5 to 10 years, one-fifth of them have worked for more than 10 years, and less than 10% have worked for less than two years. Six employees did not disclose the number of years they have worked.

Table 10. Years of teaching

	Frequency	Percent
less than 2 Yrs	15	9.8
2-5 Years	52	34
5-10 Years	49	32
More than 10 Yrs	31	20.2
Missing	6	4
Total	153	100

Academic Qualification

The findings on the respondents' academic qualifications presented in the Table 11 below revealed that 60 of the respondents had a Diploma degree (39, 2%), and the teachers with Bachelor's degrees came to the second position (37,9%), 25 teachers hold a Masters' degree (16, 3%) and only 6, 5% have a Certificate. Thus, half of the workforce has a university degree.

Table 11. Educational Attainment

	Frequency	Percent
Masters	25	16.3
Bachelor	58	38
Diploma	60	39.2
Certificate	10	6.5
Total	153	100

Research Question One

What are the prevalent styles of the principals that exist in the selected Adventist schools of the South-Center Conference, Cameroun?

The first research question study focused on four basic styles of leadership, which are autocratic, democratic, laissez-faire, and transformational, and seeks to determine if the leader's style affects the performance of the schools selected in the sample. A descriptive analysis using frequency and percentages was done for the variable "leadership styles." The findings are given in tables 13 to 16.

Table 12 shows that the democratic style is quite prevalent among the respondents. The findings are supported by others which showed that the democratic style is generally practiced by school principals (Akinyi, 2012; Makgato & Mudzanani, 2019).

Akinyi (2012) found in her study done in Homa Bay county, Kenya, East Africa, that the style tends to motivate the employees and encourage them to achieve the organization's goals.

Her study also showed that the democratic style helped fulfill the need of the teachers and other staff to be informed of what was going on in the institution.

Makgato and Mudzanani using a qualitative study found that the democratic style was used by both high and low-performing school principals. The low-performing schools had lax discipline and frequent student misbehavior that result in the students doing poorly in their studies. They therefore recommended that there be a discipline committee to reinforce the principals' style.

Table 12. Descriptive Statistics for the Democratic Style

	Mean	SD	Interpretation
My Principal invites me to be part of the school's decision-making process	3.56	1.24	High tendency
As a teacher at this school, my principal helps and supports me in accomplishing my work.	4.01	1.00	High tendency
My principal provides me guidance without pressure	3.97	.98	High tendency
Aggregate score	3.85	.91	

The next style as shown in Table 13 that was analyzed in the study was the autocratic style. The study showed that principals also exhibit a high tendency to autocratic style. The study confirms another study done in Kenya by Oyugi and Gogo (2019), where the prevalent style was autocratic and their study found that this particular style positively affected the students' performance.

Table 13. Descriptive Statistics for Autocratic Style

	Mean	Std. Dev	Interpretation
My principal supervises my work closely.	3.81	.87	High tendency
My principal gives me orders and clarifies procedures	3.79	.98	High tendency
My principal uses rewards and punishment to motivate us to achieve our goals.	2.97	1.05	Moderate tendency
Aggregate Score	3.52	.71	High tendency

The laissez-faire style was next analyzed and the finding is shown in the Table 14 below. It was found that some principals adopted a laissez-faire style to direct their schools. However, it was found that the tendency was only moderate compared to the other styles. Hence, the laissez-faire style did not seem to be the preferred style in the schools. The finding confirmed the study by Sawar et al. (2022), who researched the leadership styles of college principals and found that laissez-faire was only moderately used.

Table 14. Descriptive Statistics for Laissez-Faire Style

	Mean	Std. Deviation	Interpretation
My principal stays out of the way so I can do my work.	2.79	1.14	Moderate
My principal allows me to appraise my own work.	3.76	.95	High tendency
My principal gives me total freedom to solve problems in the way I choose.	2.50	1.15	Moderate tendency
My principal brings minimal input in most situations that I face.	3.80	.97	High tendency
Aggregate Score	3.20	.59	Average tendency

The fourth style analyzed in the study was the transformational style shown in Table 15. It was found from the aggregate score that the style was highly practiced,

with a mean of = 3.90 and a standard deviation of = 0.66. The finding reflects other studies that show that school principals usually adopt the transformational style (Adeyemi, 2010; Cohen, 2015).

Table 15. Descriptive Statistics for Transformational Style

	Mean	Std. Deviation	Interpretation
My principal believes in the mission of our institution and communicates it clearly	4.21	.858	High level
My principal can detect exactly what is wrong with the present situation, and he is capable of finding ways to arrange it	3.60	.944	High level
My principal motivates me to improve my job and inspires me to improve things for the future prosperity of the institution	4.05	.888	High level
My principal knows how to communicate to correct deviations from the standard established	3.77	.878	High level
My principal believes that things can be improved no matter what the state they are now	4.18	.756	High level
My principal provides a good role model for me to follow	3.60	.980	High level
Aggregate Score	3.90	.66	High level

The leadership styles scores generated from participant responses show that the principals exerted different leadership styles, with a high tendency for three of the styles (democratic, autocratic and transformational) but a moderate tendency for the laissez-faire style. Further, the results revealed that principals of the schools mostly adopted the transformational leadership style as compared to other leadership styles (M=3.90) with (SD=0.66) followed by the Democratic leadership style (M=3.85) with (SD=0.91); then Autocratic style (M=3.52) with (SD= 0.71) and Laissez-faire (M=3.21) with (SD=0.59). The standard deviations are also close to zero, meaning, on average, the data points are clustered around the mean. Other studies also confirmed

that democratic and transformational styles are prevalent in schools (Adeyemi, 2010; Cohen, 2015).

Research Question Two

What is the level of performance of the selected Adventist schools of the South-Center Conference?

The second research question was about the performance of the schools in the South-Center Conference, Cameroon. Descriptive statistics were also used; the findings are shown in the table below.

It was found that most of the selected Adventist schools of the South-Center Conference appear to have an average performance as far as revenue and school enrolment were considered together. In particular, the Table 16 below show that the income to pay for operational expenses are low. Other studies confirm this reality, where schools seem to have financial challenges and cannot cover their debts (Odundo & Rambo, 2013; Manei & Omagwa (2019).

Table 16. Descriptive Statistics for School Performance

	Mean	Std. Dev.	Interpretation
Our student enrolment is increasing steadily	3.05	1.3	Average
Parents enroll their children one year in advance in our school to ensure a seat	2.18	1.0	Low
Our classes are full with no vacant seat	2.38	1.0	Low
Parents are highly motivated and committed to paying the school fees	2.94	.92	Average
We have enough revenues from the school fees to pay for our operational expenses	2.44	1.06	Low
We have sufficient working capital to allow us to operate in the short run	2.49	1.03	Average
We have a good system in place to collect our receivables from the students every year	2.99	.99	Average
Performance	2.64	.73	Average

Research Question Three

Is there any predictive effect of Principals' leadership styles on the Performance of the schools of South-Center Conference?

The third research question deals with the effect of leadership style on school performance. Inferential statistics were used to analyze the question. Before performing the regression analysis, a correlation analysis was performed to establish the relationship between the independent variables and the dependent variable.

According to Kothari (2004), a correlation analysis is done to determine the strength and direction of a linear relationship between variables. The relationship can be positive or negative. A positive correlation exists when both variables (dependent and independent) change in the same direction while a negative correlation exists when the variables change in opposite direction, that is, that as one variable increases, the other one decreases. The correlation coefficient indicates the strength of the correlation and ranges from a value of -1 to +1 (Schober et al., 2018). A correlation coefficient of 0 means that there is no correlation between the variables. The Table 17 below shows the findings from the Pearson correlation analysis.

Table 17. Correlation Analysis between the Independent and Dependent Variables

Autocratic	Pearson Correlation	.202*
	Sig. (2-tailed)	.013
Democratic	Pearson Correlation	.040
	Sig. (2-tailed)	.626
Laissezfaire	Pearson Correlation	.175*
	Sig. (2-tailed)	.031
Transformational	Pearson Correlation	.210**
	Sig. (2-tailed)	.009

From the table above, it was found that each of the independent variables is significantly, but weakly, correlated with the dependent variable, except for the variable, democratic style. This finding contradicts what Omar and Kavele (2016) found in their research where the democratic style seemed to influence the performance of the secondary schools in Somalia.

Once the correlation had been established, the regression analysis was done. It was necessary to verify that the regression conditions or assumptions are met before getting to the analysis. The three most important conditions are a) the independent variables must not show multicollinearity; b) the regression residuals must have a normal distribution; c) there must be homoscedasticity in the data set (Sekaran & Bougie, 2016; Senaviratna & Cooray, 2019; Yang et al., 2019)

First, there should be no multicollinearity among the independent variables. Multicollinearity happens when two or more independent variables are highly correlated, i.e. close to 1 or -1, rendering the estimates of regression coefficients to be unreliable (Sekaran and Bougie, 2016). The independent variables were checked for multicollinearity using variance inflation factors (VIF). Midi et al. (2010) stated that a cutoff value of 2.5 may be used to indicate multicollinearity. That means, if the VIF value is more than 2.5, then there is a high correlation between the independent variables. The results in the Table 18 below show that the interactions among the independent variables have VIF values of less than 2.5. The VIF values were 1.36, 1.89, 1.13, and 2.17 respectively and indicate there was no multicollinearity problem.

Table 18. Variance Inflation Factors (VIF) index for the Independent Variables

Model	Collinearity Statistics	
	Tolerance	VIF
Autocratic	.737	1.357
Democratic	.528	1.893
Laissezfaire	.885	1.130
Transformational	.460	2.173

The second condition is that regression residuals must follow a normal distribution (Senaviratna & Cooray, 2019). This condition is verified by using a scatter plot that shows the Predicted Probability regression line and the distribution of the data. Normality of the residuals is verified when the data is clustered around the normal Predicted Probability line. From the Figure 5 below it can be seen that most of the data are clustered along the line, thus the second condition is established.

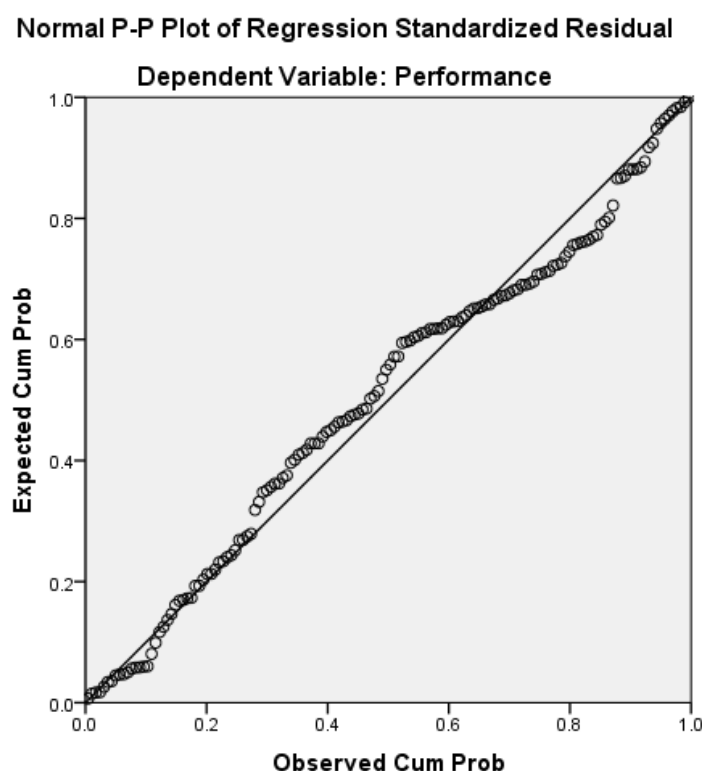


Figure 5. Regression Residuals Distribution

The third condition is about homoscedasticity. This concept is also called homogeneity of variances, and it assumes that there are similar variances in the groups being compared. It is an important assumption for regression analysis. According to Yang et al. (2019), the ratio of the largest variance to the smallest variance must be within a range of -2 and 2 for the data set to have homogeneity of

variances, hence to be homocedastic. The Figure 6 below shows that the data set is more or less clustered within the range of -2 and 2 for the present study, hence the data can be said to homoscedastic. The conditions for the regression analysis were thus verified.

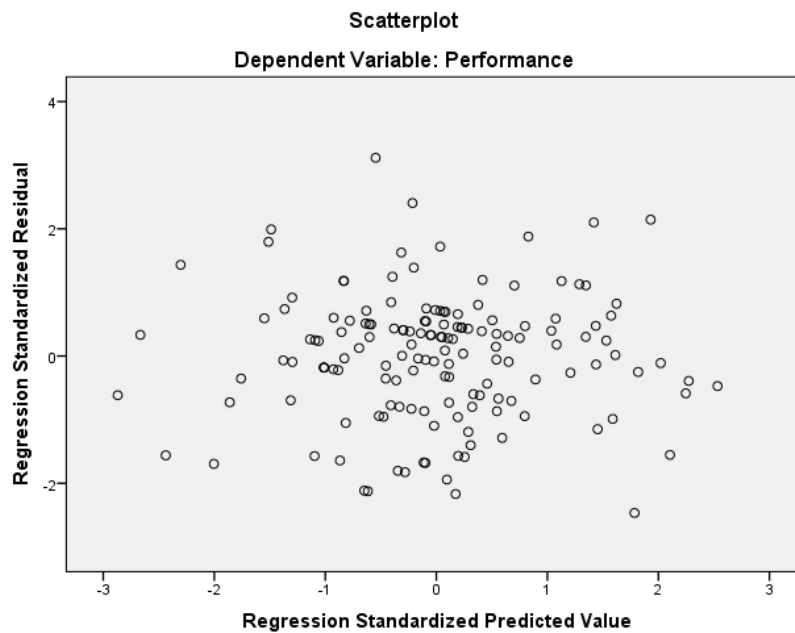


Figure 6. Homocedasticity Distribution

For the regression analysis, first, a simple regression analysis was performed to verify each style's effect on the schools' performance. Then a multiple regression analysis was performed to calculate the effect of the four styles together on the performance of the schools. The tables below indicate the findings.

Findings from the Simple Regression Analysis

The first variable used was the autocratic style. The linear regression established that a tendency to lead using an Autocratic leadership style was statistically significantly related to school performance: $F(1, 150) = 9.28$; $\text{Prob} > F = 0.0027$, $R^2 = 0.052$, $P > t = 0.003$. The tendency to implement an Autocratic leadership

style accounted for 5.2% of the variability in school performance, and p-value =0.003 is less than 0.005. See Table 19 below;

Table 19. Predictive Effect of Autocratic Style on Performance

Autocratic	F (1, 150)	Prob >F	R-squared	Adjusted R ²
	9.28	0.0027	0.058	0.052
	Coefficient	Std Error	T	P> t
	.191	0.628	3.05	0.003

Hypothesis 1a

H0 1a: There is no predictive effect of the principal's autocratic leadership style on the school performance of the South-Center Conference.

The results show that autocratic style affects the schools' performance as evidenced by R² Change of 5.2%, which was statistically significant (F (1, 150) = 9.28, p-value = 0.003). Thus, based on this finding, the null hypothesis is rejected. Since the p-value is less than 0.005, the result is statistically significant. Thus the null hypothesis is rejected.

The table below shows the findings from the univariate analysis of democratic style as the independent variable.

The findings indicated that the tendency towards a Democratic style was not statistically significantly related to school performance: F (1, 150) = 1.01; Prob >F =0.3158., R²=0.001. The p-value is 0.316, i.e., greater than 0.05, which means that the democratic style does not affect the school's performance.

Table 20. Predictive Effect of Democratic Style on Performance

Democratic	F (1, 150)	Prob >F	R-squared	Adjusted R ²
	1.01	0.3158	0.0067	0.001
	Coefficient	Std Error	T	P> t
	.050	0.050	1.01	0.316

Hypothesis 1b

H₀ 1b: There is no predictive effect of the principal's democratic leadership style on the school performance of the South-Center Conference.

The results showed that the democratic style did not affect the performance of the schools. The p-value (p-value = 0.316) is superior to 0.05. Thus, based on this finding, the null hypothesis cannot be rejected. This findings confirms that there is no relationship between the democratic style and the performance for this particular study.

The third independent variable, laissez-faire style, was also verified. The results are in Table 21 below. The tendency towards a Laissez-faire style was not statistically significantly related to school performance: F (1, 150) = 3.76, Prob >F = 0.05 R² = 0.017, and P=0.05.

Table 21. Predictive Effect of Laissez-faire Style on Performance

Laissez-faire	F (1, 150)	Prob >F	R-squared	Adjusted R ²
	3.76	0.05	0.02	0.017
	Coefficient	Std Error	T	P> t
	.152	0.078	1.94	0.05

Hypothesis 1c

There is no predictive effect of the principal's laissez-faire leadership style on the performance of the schools of the South-Center Conference.

The results show laissez-faire Style does not affect the performance of the schools. The p-value is equal to 0.05. Thus, based on this finding, the null hypothesis cannot be rejected.

Transformational style was the last style to be used in the univariate analysis. The result is shown in Table 22 below.

Table 22. Predictive Effect of Transformational Style on Performance

Transformational	F (1, 150)	Prob >F	R-squared	Adjusted R ²
	5.93	0.02	0.038	0.031
	Coefficient	Std Error	T	P> t
	.164	0.068	2.43	0.02

Regarding the tendency towards the transformational style, the findings indicated a significant statistically significant relationship between the independent and the dependent variable. $F(1, 150) = 5.93$, $\text{Prob} > F = 0.02$; $R^2 = 0.031$ and $P = 0.02$. The findings showed that transformational tendency explained 3.1 % of the variation in school performance.

Hypothesis 1d

There was no predictive effect of the principal's transformational leadership styles on the performance of the schools of the South-Center Conference.

The results showed that transformational Style did affect the performance of the schools. The p-value (p-value = 0.02) is less than 0.05. Thus, based on this finding, the null hypothesis can be rejected.

In summary, it can be seen that among the four leadership styles, namely autocratic, democratic, laissez-faire, and transformational, the democratic and laissez-faire styles do not seem to affect the performance of the schools, whereas the

transformational and autocratic styles affect the school's performance. The findings partly contradict another study that showed that all styles positively or negatively affect performance (Tedla et al., 2021). Muturi's study revealed that where the laissez-faire style has been practiced in some schools, it proved detrimental to their performance (Muturi, 2020).

Findings from the Multivariate Model

For the multivariate model, all the styles were analyzed together. Table 23 below show the results of the analysis.

Table 23. The Multivariate Model

	F (4, 147) 3.51	Prob >F 0.0091	R-squared 0.087	Adjusted R ² 0.062
	Coefficient	Std Error	T	P> t
Autocratic	0.169	0.699	2.42	0.017
Transformational	0.125	0.908	1.38	0.170
Democratic	-0.70	0.640	-1.10	0.275
Laissez-faire	0.998	0.807	1.24	0.218

From the table, it was found that all four styles explained 6.2 % of the variation in the school performance. That implies that other factors explain 94% of the variation in the schools' performance. A closer look at each style's contribution revealed that only the autocratic style showed a statistically significant relationship with a p-value of 0.017. The findings contradict other studies that revealed that while transformational and democratic styles positively affect performance, an autocratic style does not encourage good performance (Masitsa, 2008). However, the finding is similar to the one done by De Hoogh et al. (2015) in their study which showed that

autocratic leadership could be indirectly positively related to the team's performance, and contribute to the success of the organization.

Research Question Four

What is the level of school climate that exists of the selected Adventist schools of the South-Center Conference of the Seventh-day Adventist Church in Cameroun?

The fourth research question is related to the level of climate of the schools. Only a sample of the items with their means and standard deviations is shown in the table below. The complete section is shown in the Appendix. The items were chosen to show the weak and strong areas pertaining to the organizational climate of the schools. The findings as shown in Table 24 reveal that there is a positive climate environment overall in the schools under consideration. However, some aspects of the climate are only average, particularly regarding salaries and fair treatment.

Table 24. Descriptive Statistics regarding the Organizational Climate

School Climate	Mean	Std. Dev	Interpretation
I believe that my duties and responsibilities are clearly defined	4.27	.743	Positive
I am aware of the goals and school objectives	4.24	.717	Positive
I am aware of my contribution to achieving the objectives of this organization	4.17	.605	Positive
I know to whom I report my achievements, problems, and needs	4.12	.725	Positive
If there is a problem, I have the confidence to go to my boss	3.84	1.042	Positive
My coworkers appreciate me	3.71	.743	Positive
My boss recognizes the rights, dignity, and respect of all employees	3.16	1.193	Average
I consider my work environment is appropriate	2.92	1.061	Average
I think I receive a fair treatment	2.54	1.181	Average
I feel my salary is proportional to my job performance	2.14	1.172	Average
Climate	3.59	.579	Positive

The finding confirms a study done by Sandoval-Caraveo et al. (2015) about the organizational climate in a business located in Mexico.

Their study also revealed that the dimension “reward” had the lowest mean among all the dimensions that measured organizational climate.

Research Question Five

Does school climate significantly mediate the relationship between leadership styles and school performance?

The fifth research question establishes the mediation of the school climate in the relationship between leadership styles and school performance.

Mediation is a hypothesized causal chain in which one variable affects a second variable that, in turn, affects a third variable. The intervening variable, M, (in this study, ‘climate’ is the mediator. It “mediates” the relationship between a predictor, X, ‘autocratic style, and an outcome ‘performance.’ According to Baron & Kenny (1986), for a mediation to exist, four conditions must be fulfilled:

- a. The independent variable has a significant effect on the dependent variable;
- b. The independent variable must significantly have a relationship with the mediating variable;
- c. The mediator must have a significant effect on the dependent variable;
- d. The effect of the independent variable on the dependent variable must be significantly reduced when the effect of the mediator is taken into account.

Each condition was tested and fulfilled. The results are shown in the tables below.

The first condition that needed to be fulfilled was that the independent variable must have an effect on the dependent variable. This condition was fulfilled, as can be seen in table 25 above.

The multivariate regression that used all the styles together showed that the autocratic style was the only style found to be statistically significantly related to performance; hence it was the only style used in the mediation analysis.

The second condition that must be met is that the independent variable must significantly have a relationship with the mediating variable. In order to verify this condition, the relationship between the independent variable (Autocratic style) and the mediating variable (Climate) was analyzed. The results are shown in Table 35 below.

Table 25. Relationship between the Autocratic Style and Climate

IV Autocratic	F (1, 150)	Prob >F	R-squared	Adjusted R ²
	19.62	0.00	0.115	0.110
DV Climate	Coefficient	Std Error	T	P> t
	.272	0.61	4.43	0.00

It was found that an autocratic style is significantly associated with school climate: $F(1,150) = 19.62$; Adjusted $R^2 = 0.110$; $p\text{-value} = 0.00$ less than 0.05.

Autocratic style tendency tends to explain 11 % of the variation in the school climate.

The positive coefficient illustrates that the higher the tendency to implement an Autocratic leadership style, the more positive the school climate is likely to be. Thus the second condition has been fulfilled.

The third condition concerns the effect of the mediating variable on the dependent variable. The result is shown in the Table 26 below.

Table 26. Effect of the Mediating Variable on the Independent Variable

MV Climate	F (1, 150)	Prob >F	R-squared	Adjusted R ²
	21.61	0.00	.125	0.119
DV Performance	Coefficient	Std Error	T	P> t
	.272	0.9	4.65	0.00

The findings indicated that climate does affect performance. $F(1,150) = 21.61$; the adjusted $R^2 = 0.12$; $p\text{-value}=0.00$ less than 0.05. The organizational climate seemed to explain 12% of the school performance variation.

Lastly, the fourth condition for the mediation analysis was verified. The condition stipulated that the effect of the independent variable on the dependent variable must be significantly reduced when the effect of the mediator is taken into account. Table 27 below shows the result of the mediating role climate. As shown in the table, the ‘autocratic’ style is no longer statistically significantly associated with school performance ($p = 0.167$) when we account for the role of school climate. Thus the fourth condition was fulfilled.

Table 27. Analysis of the Mediating Effect of Climate

Performance	F (2, 149)	Prob >F	R-squared	Adjusted R ²
	17.82	0.000	0.193	0.182
	Coefficient	Std Error	T	P> t
Autocratic	0.094	0.068	1.39	0.167
Climate	0.421	0.084	4.99	0.000
Constant	1.062	0.319	3.33	0.001

Hypothesis 2

School climate does not significantly mediate the relationship between leadership styles and school performance.

The findings indicated that school climate does indeed mediate the relationship between autocratic leadership style and school performance: $F(2, 149) = 17.82$; $R^2 = 0.182$; $p\text{-value of autocratic} = 0.167$ greater than 0.05 and $p\text{-value of climate}$ less than 0.05. Hence the null hypothesis is rejected. The finding from this

study confirms another study by Puni et al. (2022) that shows the role of organizational climate between leadership style and organizational performance.

CHAPTER 5

SUMMARY, CONCLUSIONS & RECOMMENDATIONS

Summary

The study's purpose was to analyze the principals' prevalent leadership styles in the selected Adventist schools of the South-Center Conference and the effect of the style on the schools' performance. The study only analyzed four styles: democratic, autocratic, laissez-faire, and transformational. The dependent variable was measured by school enrolment and income received.

The research questions that were studied are the following: (1) what are the prevalent styles of the principals in the selected Adventist schools of the South-Center Conference? (2) What is the level of performance of the selected Adventist schools of the South-Center Conference? (3) Is there any predictive effect of Principals' leadership styles on the Performance of the schools of the South-Center Conference? (4) What is the level of school climate of the selected Adventist schools of the South-Center Conference of the Seventh-day Adventist Church in Cameroun? (5) Does school climate significantly mediate the relationship between leadership styles and school performance? These questions were verified using two main hypotheses. The first is that the principal's leadership style does not affect the school's performance. The findings indicated that climate does affect performance. The adjusted $R^2 = 0.12$; $p\text{-value} = 0.00$ less than 0.05. The organizational climate seemed to explain 12% of the school performance variation.

A quantitative causal design was used to analyze how the leadership styles of the school principals can affect school performance. The unit of analysis was the 14 Seventh-day Adventist church schools of the Conference, with a population of 202 individuals, 85 teachers of primary schools, and 117 teachers of secondary schools. Using convenience sampling, six schools with 157 teachers were chosen from the total population. One questionnaire was designed with four sections. The first section established the demographic characteristics of the participants; the second section focused on the leadership styles; the third section dealt with the school performance, and the fourth section focused on the school climate. Apart from the first section, the three other sections used a five-point Likert scale with 1 = strongly disagree to 5 = strongly agree. Data was collected for a period of two weeks. Descriptive and inferential statistics were used to analyze the data.

Findings

The findings revealed that only two leadership styles statistically significantly affect school performance. The analysis showed that the autocratic style (with an adjusted R-squared of 0.052; $P < 0.003$) affected the school's performance and the transformational style (with an adjusted R-squared 0.031; $P < 0.02$) seemed to affect the performance of the schools. Further, the multivariate regression analysis showed that leadership style explained 6.2 % of the variation in school performance. Therefore, when a p-value less than 0.05 (or typically ≤ 0.05) is statistically significant. In contrast, a p-value greater than 0.05 means that there is no effect observed between the variables. The p-value less than 0.05 indicates a strong evidence against the null hypothesis, meaning that a 5% probability the null is correct. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

When all the styles were analyzed in the multivariate model, a closer look at each style's contribution revealed that only the autocratic style showed a statistically significant relationship with performance variable (a p-value of 0.017). School climate was also analyzed as a mediating variable to determine its role in the relationship between leadership styles and school performance.

However, according to the findings that indicated the relationship between leadership style, school climate, and performance, the results in Table 25 show that the P-Value of autocratic style = 0.167 greater than 0.05 while the P-Value of climate = 0.000 less than and for performance = $F(2, 149)$; $R^2 = 0.182$. Thus, it was found that the autocratic leadership style affects performance indirectly. The autocratic leadership style affects the climate of the schools, which in turn affects their performance.

It is, therefore, necessary to maintain a positive school atmosphere that encourages good relationships among the employees and between the students and the teachers, to improve the schools' performance (Baroody et al. 2014).

As for transformational style, the findings show a positive effect on performance with an adjusted R-squared 0.031; $P > |t| = 0.02$ less than 0.05. This approach can help principals improve schools at all levels, such as enhancing the quality of teaching and student engagement and improving teachers' commitment and professional growth that lead to academic achievement and outcomes. Other studies revealed that principals who adopt the transformational leadership style could lead the school to progress (Yang, 2013).

Conclusion

The findings revealed that, when combined, three leadership styles analyzed: democratic, laissez-faire, and transformational, do not significantly affect the school

performance. Only the autocratic style showed a statistically significant relationship with school performance. However, the adjusted R^2 showed that the styles account for only 6.2 % of the variation in the school performance. That implies that 94% of the school's performance variation is explained by factors other than leadership styles. Hence, leadership style is only one component leading to the school's success.

Like for other organizations, other factors play a role in the school's performance, namely the economic conditions and the competition (Madaleno & Barbuta-Misu, 2019; Goleman, 2017). The findings in this study showed that autocratic style in the particular context of Cameroun's church-run schools affects the school's performance. In the univariate analysis, the study does show that transformational leadership also affects performance. Thus, this style also has a positive influence on the performance of the school. It is very beneficial for teachers as it transforms their behavior to enhance learning and engagement, increase student motivation and develop the quality of relations in classrooms to improve students' performance. Teachers must be encouraged by principals and affirmed in their roles or responsibilities and their potential for transforming learners' lives.

Further, it seemed that the leadership styles affect the organization climate, that is, how the principals manage the workplace, motivate the workforce, encourage improvement and handle conflicts. In turn, organizational climate influences the performance of the school. Hence, the principal's leadership style influence is felt by those they supervise and indirectly impacts the organization's expected success (Goleman, 2017; McMurray et al., 2012). Although theory seems to portray a negative perception of the autocratic style, studies have shown that in some situations an autocratic style is what is needed to reach the organizational objectives (Bhargavi & Yasseen, 2016; De Hoogh et al., 2015). Bhargavi and Yasseen (2016) found that

different styles (including the autocratic style) are needed depending on the situation. It is a matter for the leaders to discern which type of style to exert at the right place at the right time, under the specific condition where they operate.

The findings on climate and its role as a mediating variable stipulate that an autocratic style is significantly associated with school climate: $F(1,150) = 19.62$; Adjusted $R^2 = 0.110$; $p\text{-value} = 0.00$ less than 0.05. The studies show that leadership styles could be learned and derived from emotional intelligence capabilities and influence the organization's climate (Goleman, 2017). In addition, the same findings indicated Performance = $F(2, 149) = 17.82$; $R^2 = 0.182$; $p\text{-value of autocratic} = 0.167$ greater than 0.05 and $p\text{-value of climate} (0.000)$ less than 0.05. The condition stipulated that the effect of the independent variable on the dependent variable must be significantly reduced when the effect of the mediator is taken into account.

Other studies also confirm that school climate is a critical factor that can influence school improvement and change initiatives (Saleh, 2020); Daly, 2008). Therefore, it is crucial for school leaders to provide a positive school climate to create a safe environment to stimulate people feelings, help them to resolve their problems at the workplace and found mutually the solutions (Cassinerio & Lane-Garon, 2006)

According to the findings, the autocratic leadership style is found as the approach used by the principals to affect the performance. People often consider autocratic leaders as self-centered with top-down communication but such leadership may take positive or negative measures if the strategy that stimulates and impacts people is mostly focused on terror and force or on the constructive purposes (Setiawan, R., et al. 2021). In this context, the mixture of autocratic and democratic leadership styles should be encouraged in school administration of this study in order to develop a productive and efficient workforce that maintain consistency of work.

The mixture can also promote better professional performance of teachers, to be competitive in the environment and attract new student and encourage parents to honor their engagement by a social and financial collaboration (parental involvement in education and payment of school fees of their children).

The transformational leadership is also important to be helpful in building commitment to the restructuring. This type of leadership can offer to the principals a vision, builds commitment of teachers and creates a hope in the future. With the collective action, principals in this approach can believe that there is a hope, an optimism and energy that can facilitate the redefinition of schools' mission and vision and restructuring the systems of the schools that can help to accomplish the goals. Thus, by using transformational leadership the principals can rebuilt the classrooms, proposes the programs that improve enrollment systems and others models to increase the revenues of the schools. These goals can be achieved if the principals promote a positive school climate which mediate positively both autocratic leadership style and school performance and remains the only variable(mediating) that has a positive significant with both independent and dependent variables. This, can prove that a positive school climate is critically related to school success. Moreover, schools can be distinguished from one another based on staff's routine behaviors and attitudes.

Recommendations

It is recommended that the principals gain a thorough understanding of the situation or context where they are operating and adopt the best style to ensure that the schools' goals are met. The findings revealed that the principals could continue to use the autocratic leadership style due to its positive correlation with school performance, but the principals must be careful because when this approach is not well used, it can discourage staff motivation and efficiency in the schools.

The transformational style can help the principals find ways for students of successful learning to improve their engagement while promoting a more professional atmosphere. A democratic style can encourage participation, build a strong team, increase staff productivity, allow for more efficient problem-solving, and encourage innovation in the workplace and creativity. Each style has its place and must be appreciated. The principals must become aware of the effectiveness of their role and leading style. Regular workshops need to be held that would help the principals discover their style, but also learn to practice other styles so they can be better at their job.

The study revealed that the performance of the schools in terms of performance is only average. In particular, the indicators such as enrolment level and operating income to cover the operating expenses show a low level. The principals need to diagnose the causes of this low performance and can play a vital role in implementing strategies to address the problem. But they may need the training to acquire those skills. It is therefore recommended that the church administrators who employ the principals ensure that regular training is given to these principals so that they can develop management skills to lead effectively and increase the schools' performance.

The study showed that the style of the principals affects the level of performance through the climate that exists in the workplace. It was also found that the organizational climate has room for improvement, and some aspects of the climate are not very positive. The principals must therefore be conscious of that fact and create a suitable climate to influence higher performance. Therefore, it is recommended that the principals put in place a system to help them monitor the type of climate in their organization.

Suggestions for Further Studies

This study focused on the effect of the principal styles on the performance of the schools in the South-Center Conference of the Seventh-day Adventist Church in Cameroun using only six schools of the Conference. Further research could include all the schools of the Conference to verify if the findings are confirmed. Another research could be conducted at the other Conferences in the country. Furthermore, another study could consider the different contextual factors within which the schools operate and analyze to what extent these factors moderate the relationship between the leadership styles and the school performance.

REFERENCES

- Adeyemi, T. O. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Journal of Education Administration and Policy Studies*, 2(6), 83-91.
- Agbejule, A., Rapo, J., & Saarikoski, L. (2021). Vertical and horizontal trust and team learning: the role of organizational climate. *International Journal of Managing Projects in Business*, 14(7), 1425-1443. DOI 10.1108/IJMPB-05-2020-0155
- Ahmad, M. (2021). Management of Facilities and Infrastructure in Schools. *Akademika: Jurnal Teknologi Pendidikan*, 10(01), 93-112.
- Akinyi J. (2012). Influence of principals' leadership styles on teacher motivation in public secondary schools in Homa Bay County (Master's Thesis) University of Nairobi, Kenya.
- Allen, N., Grigsby, B., & Peters, M. L. (2015). Does leadership matter? Examining the Relationship among transformational leadership, school climate, and Student Achievement. *International Journal of Educational Leadership Preparation*, 10(2), 1-22.
- Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories, principles and styles and their relevance to educational management. *Management*, 5(1) 6-14. DOI: 10.5923/j.mm.20150501.02
- Amedome, S. N. (2018). The Influence of Leadership on School Climate: A case of senior high schools in Hohoe Municipality of Ghana. *Academy of Educational Leadership Journal*, 22(2), 1-16.
- Anders, J., Green, F., Henderson, M., & Henseke, G. (2020). Determinants of private School participation: All about the money? *British Educational Research Journal*, 46(5), 967-992.
- Arhipova, O., Kokina, I., & Rauckienė-Michaelsson, A. (2018). School principal's management competences for successful school development. *Tiltai*, 1, 63-75.
- Avery, G. C. (2004). *Understanding leadership: Paradigms and cases*. Sage.
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research and future directions. *Annual review of psychology*, 60, 421-449.
- Barbera, K. M. (2014). *The Oxford handbook of organizational climate and culture*. Oxford University Press.

- Bârgău, M. A. (2015). Leadership versus management. *Romanian Economic and Business Review*, 10(2), 181-188.
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social Psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, 51(6), 1173.
- Baroody, A. E., Rimm-Kaufman, S. E., Larsen, R. A., & Curby, T. W. (2014). The link between responsive classroom training and student–teacher relationship quality in the fifth grade: A study of fidelity of implementation. *School Psychology Review*, 43(1), 69-85.
- Bass, B. M., & Avolio, B. J.(1994). *improving organizational effectiveness through transformational leadership*. Sage.
- Bass, B. M., & Riggio R. E. (2006). *Transformational leadership* (2nd ed.). Psychology Press.
- Berkowitz, R., Astor, R. A., Pineda, D., DePedro, K. T., Weiss, E. L., & Benbenishty, R. (2021). Parental involvement and perceptions of school climate in California. *Urban Education*, 56(3), 393-423.
- Bhargavi, S., & Yaseen, A. (2016). Leadership styles and organizational performance. *Strategic Management Quarterly*, 4(1), 87-117.
- Black, A. T., Seder, R. C., & Kekahio, W. (2014). Review of research on student non enrolment and chronic absenteeism: *A Report for the Pacific Region. REL2015-054*. Regional Educational Laboratory Pacific.
- Blase, J., & Blase, J. R. (2001). *Empowering Teachers: What successful principals do?* (2nd ed.). Corwin Press.
- Bohara, S., Suri, P. & Panwar, D. (2022). Investigating the effect of Tuition fees on students' choice of college mediated by household income- PLS SEM. *International Journal of Early Childhood Special Education*, 14(02), 2148-2159.
- Brock, B. L., & Grady, M. L. (2004). *Launching your first principalship: A guide for beginning principals*. Corwin Press.
- Bush, T. (2007). Educational leadership and management: Theory, policy and Practice. *South African journal of education*, 27(3), 391-406.
- Bush, T., & Bell, L. (2002). *The principles and practice of educational management*. Paul Chapman Publishing.
- Cassinerio, C., & Lane-Garon, P. S. (2006). Changing school climate one mediator at A time: Year-one Analysis of a School-Based Mediation Program. *Conflict Resolution Quarterly*, 23(4), 447-460.
- Chemers, M. (2014). *An integrative theory of leadership*. Psychology Press.

- Clark, K. E., & Clark, M. B. (1996). *Choosing to lead* (2nd ed.). Center for Creative Leadership.
- Clark, V. A. (2000). *Enrollment management in higher education: From theory to Practice*. University of North Texas
- Cohen, E. (2015). Principal leadership styles and teacher and principal attitudes, Concerns and competencies regarding inclusion. *Procedia-Social and Behavioral Sciences*, 186, 758-764.
- Conțu, E. G. (2020). Organizational performance—theoretical and practical approaches: Study on students' perceptions. *Proceedings of the International Conference on Business Excellence*, 14(1), 398-406.
- Craig, P. S.(2013). *Literacy leadership teams: Collaborative leadership for improving and sustaining student achievement*. Routledge.
- Daft, R. L., & Marcic, D. (2011). *Understanding management* (7th ed.). Cengage Learning.
- Daft, R. L. (2015). *Leadership experience* (6th ed.). Cengage Learning
- Daly, T. (2008). School culture and values-related change: Towards a critically Pragmatic conceptualization. *Irish Educational Studies*, 27(1), 5-27.
- Davidson, M. C. (2003). Does organizational climate add to service quality in hotels? *International Journal of Contemporary Hospitality Management*, 15(4), 206-213.
- De Hoogh, A. H. B., Greer, L. L., & Den Hartog, D. N. (2015). diabolical dictators or capable commanders? An investigation of the differential effects of autocratic leadership on team performance. *The Leadership Quarterly*, 26(5), 687-701. <http://dx.doi.org/10.1016/j.leaqua.2015.01.001>
- Dennis, M. J. (1998). *A practical guide to enrollment and retention management in higher education*. Greenwood Publishing Group
- Devi, S., & Devi, A. (2014). Determinants of school enrolment in Pakistan. *Journal of Education and Practice*, 5(17), 74-83.
- Dezhina, I. G., & Nafikova, T. N. (2019). Tuition fees as a source of funding and a policy instrument: International experience. *Skolkovo Institute of Science and Technology*, 23(5), 22-30.
- Díaz-Vicario, A. (2017). Practices that promote comprehensive school safety. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 3(1), 304-312.
- Dimmock, C. (2012). *Leadership, capacity building and school improvement: Concepts, themes and impact*. Routledge.

- Dogan, M. (2017). School culture and effectiveness: Okul Kültürü ve Etkililik. *International Periodical for the Languages, Literature and History of Turkish or Turkic* 12(25), 253-264
- Drenth, P. J., Thierry, H., & Wolff, C. J. (1998). *Organizational Ppsychology* (2nd ed., Vol. 4). Psychology Press.
- Druckman, D., Singer, J. E., & Van Cott, H. P. (1997). *Enhancing organizational performance*. National Academy Press.
- Đurišić, M., & Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137-153.
- Ehrhart, M. G., Schneider, B., & Macey, W. H. (2013). Organizational climate and culture. *The Annual Review of Psychology*, 64(1). 362-380.
- Eisenbeiß, S.A., & Boerner, S. (2013). A double-edged sword: Transformational leadership and individual creativity. *British Journal of Management*, 24(1), 54-68.
- Epstein, J. L. (2005). Attainable goals? The spirit and letter of the No Child Left Behind Act on parental involvement. *Sociology of Education*, 78(2), 179-182.
- Eragula, R. (2015). Confidence in leadership. *Advances in Economics and Business Management*, 2(11), 1070-1072.
- Freiberg, J. H. (1999). *School climate: Measuring, improving and sustaining healthy learning environments*. Falmer Press.
- Friedman, L. H. (2015). Enrollment management: Structure and decision participation (Dissertation). Seton Hall University.
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26 (4), 331-362.
- Garubo, R. C., & Rothstein, S. W. (1998). *Supportive supervision in schools*. Greenwood Publishing Group.
- Gereluk, D. (2006). *Education and community*. Continuum International Publishing Group.
- Gigliotti, R. A. (Ed.). (2019). *Competencies for effective leadership: A framework for assessment, education, and research*. Emerald Publishing Limited.
- Glanz J. (2006). *What every principal should know about strategic leadership*. ASCD Publications.
- Goleman, D. (2017). *Leadership that gets results*. Harvard Business School Publishing.

- Guerrero, J. T. (2021). The influence of dual enrollment on rural student college Persistence (Electronic Theses and Dissertations). University of Louisville.
- Guffey, M. E., & Loewy, D. (2015). *Essentials of business communication* (10th ed.). Cengage Learning.
- Gyasi, K. (2015). *Participative leadership practice in junior high schools and actions to improve the practice: A case study of Sekyere South District, Ghana*. (Master's Thesis). University of Jyväskylä.
- Hargis, M. B., Watt, J. D., & Piotrowski, C. (2011). Developing leaders: Examining the role of transactional and transformational leadership across business contexts. *Organization Development Journal*, 29(3), 51-66.
- Harris, A., and Chapman, C. (2002). Democratic leadership for school improvement in challenging contexts. *International Electronic Journal for Leadership in Learning*, 6(9). <https://eprints.gla.ac.uk/75099/1/75099.pdf>
- Harsh, S. (2018). Factors of enrollment for K-12 Christian schools. [Doctoral Dissertation]. Abilene Christian University.
- Heller, D. E., & Callender, C. (2013). *Student financing of higher education: A comparative perspective*. Routledge.
- Hellriegel, D., & Slocum, J. W. Jr. (2011). *Organizational behavior* (13th ed.). Cengage Learning.
- Hersey, P., & Blanchard, K. H. (1977). *Management of organization behavior: Utilizing human resources* (3rd ed.). Prentice Hall.
- Hinkin, T., & Schriesheim, C. (2008), A theoretical and empirical examination of the transactional and non-leadership dimensions of the multifactor leadership questionnaire (MLQ). *The Leadership Quarterly*, 19, 501-513.
- House, R. J. (1971). A path goal theory of leader effectiveness, *Administrative Science Quarterly*, 16(3), 321-339.
- House, R. J., & Mitchell T. R. (2009). Path-goal theory of leadership. In J. L. Pierce & J. W. Neewstrom (Eds.), *Leaders and the leadership process: Readings, self-assessments & applications*, (5th ed., pp. 203-210). McGraw-Hill.
- Howell, L. (2013). *The relationship between perceived servant leadership constructs and collective self-esteem* (Doctoral Dissertation). Western Kentucky University.
- Huang, S. Y. L. (2001). Teachers' perceptions of high school environments. *Learning Environments Research*, 4(2), 159-173.
- Humphrey, S.E., Nahrgang, J. D., & Morgeson, F.P. (2007). Integrating motivational, social, and contextual work design features: a meta-analytic summary and theoretical extension of the work design literature. *Journal of Journal of applied psychology*, 92(5), 1332-1356. 10.1037/0021-9010.92.5.1332

- Işcan, T. B., Rosenblum, D., & Tinker, K. (2015). School fees and access to primary Education: Assessing four decades of policy in sub-Saharan Africa. *Journal of African Economies*, 24(4), 559-592.
- Jamil, M., Mustafa, G., & Ilyas, M. (2018). Impact of school infrastructure and pedagogical materials on its academic performance: Evidence from Khyber Pakhtunkhwa. *FWU Journal of Social Sciences*, 12(1), 42-55.
- Johansson, O. (2004). Introduction: Democracy and leadership or training for democratic leadership. *Journal of Educational Administration*, 42 (6), 620-624.
- Kamurua, M. W. (2013). *Influence of principals' leadership styles in establishing school climate in secondary schools in Malindi District* (Doctoral Dissertation). University of Nairobi.
- Kenneth, L. (1992). Transformational Leadership and School Restructuring. *Annual Meeting of the International Congress for School Effectiveness and Improvement*, pp.1-39.
- Kilicoglu, D. (2018). Understanding democratic and distributed leadership: How democratic leadership of school principals related to distributed leadership in schools? *Educational Policy Analysis and Strategic Research*, 13 (3), 6-23.
- Kippenberger, T. (2002). *Leadership styles*. Capstone Publishing.
- Kiral, E. (2020). Excellent leadership theory in education. *Journal of Educational Leadership and Policy Studies*, 4(1), 1-30.
- Knight, G. R. (2015). The aims of Adventist education: A historical perspective. *Faculty Publications*. <http://digitalcommons.andrews.edu/church-history-pubs/74>
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd rev. ed.). New Age International.
- Kotter, J. P. (2001). What leaders really do? *Harvard Business Review*, 79 (11), 85-96.
- Kotterman, J. (2006). Leadership vs management: What's the difference? *Journal for Quality and Participation*, 29(2), 13-17.
- Kouzes, J. M., & Posner, B. Z. (2007). *The Leadership Challenge: The most trusted source on becoming a better leader* (4th ed.). Jossey Bass.
- Kovač, J., & Jesenko, M. (2010). The significance and role of trust in an organization within the processes of communication and control. *Društvena istraživanja*, 19 (1-2), 260-273.
- Kroth, A. J. (2015). *The effects of the introduction of tuition on college enrollment in Germany: Results from a natural experiment with special reference to students*

- from low parental education backgrounds* (Doctoral dissertation). University of Michigan.
- Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2015). Relationships among school Climate, school safety, and student achievement and well-being: a review of *Literature. Review of Education*, 3(2), 103-135.
- Lau, H. H., Tang, F. E., Ng, C. K., Martin, H., & Edwards, K. (2016). The interaction between leadership styles and management level, and their impact on project success. *Proceedings of International Structural Engineering and Construction*, 3(2), 1-6. 10.14455/ISEC.res.2016.162
- Lee, W. S. (2015). *Pastoral leadership: A case study, including reference to John Chrysostom*. Wipf & Stock.
- Leithwood, K., & Seashore, K. L. (2012). *Linking leadership to student learning*. Jossey Bass
- Lerotholi, L. M. (2001). Tuition Fees in Primary and Secondary Education in Lesotho: The Levels and Implications for Access, Equity, and Efficiency. Financial Management of Education Systems. *International Institute for Educational Planning/UNESCO*.
- Litwin, G.H., and Stringer, R.A. (1968). *Motivation and organizational climate: Division of research*. Harvard University.
- Lussier, R. N., & Achua, C. F. (2016). *Leadership: Theory, application and skill development* (6th ed.). Cengage Learning.
- Lynch, M. (2012). *A guide to effective school leadership theories*. Routledge.
- MacBeath, J., & Moos, L. (2004). *Democratic learning: The challenge to school effectiveness*. Routledge.
- Madaleno, M., & Barbuta-Misu, N. (2019). The financial performance of European companies: Explanatory factors in the context of economic crisis. *Ekonomika*, 98(2), 6–18.
- Maicibi, N. A. (2005). *Pertinent issues in employees management*. MPK Graphics.
- Makgato, M., Nelson, N., & Mudzanani, N. N. (2019). exploring school principals' leadership styles and learners' educational performance: A perspective from high- and low-performing schools. *Africa Education Review*, 16 (2), 90-108. 10.1080/18146627.2017.1411201
- Maloş, R. (2012). The most important leadership theories. *Annals of Eftimie Murgu University Resita, Fascicle II, Economic Studies*, 413-420.
- Manei, B. O., & Omagwa, J. (2019). Accounting practices and financial performance of public secondary schools in Makueni County, Kenya. *Journal of Economics and Finance*, 10(3), 26-33.

- Marazza, L. L. (2003). *The five essentials of organizational excellence: Maximizing school wide student achievement and performance*. Corwin Press.
- Martin, A. (2014). Interpersonal relationships and students' academic and non-academic development: What outcomes peers, parents, and teachers do and do not impact. In Zandvliet, D., den Pj, B., Mainhard, T., & Van Tartwijk, J. (Eds.). *Interpersonal Relationships in Education* (pp. 9-24). Sense Publishers. 10.1007/978-94-6209-701-8_2
- Masitsa, G. M. (2008). Tracing the development of poor student motivation and performance in township secondary schools. *Africa Education Review*, 5(1), 84-108.
- McGiboney, G. W. (2016). *The psychology of school climate*. Cambridge Scholars Publishing.
- McMurray, A. J., Islam, M., Sarros, J. C., & Pirola-Merlo, S. A. (2012). The impact of leadership on workgroup climate and performance in a non-profit organization. *Leadership & Organization Development Journal* 33(6), 522 – 549.
- Mendels, P. (2012). The effective principal: 5 pivotal practices that shape instructional leadership. *Future Leadership*, 33(1), 54-58.
<https://www.wallacefoundation.org/knowledge-center/Documents/The-Effective-Principal.pdf>
- Midi, H., Sarkar, S. K., & Rana, S. (2010). Collinearity diagnostics of binary logistic regression model. *Journal of Interdisciplinary Mathematics*, 13(3), 253-267.
<https://doi.org/10.1080/09720502.2010.10700699>
- Mineo, D. L. (2014). The importance of trust in leadership. *Research Management Review*, 20(1), 1-6.
- Minja, D., & Barine, K. A. (2012). *Transformational corporate leadership*. Integrity Publishers.
- Mitra, D. (2011). The social and economic benefits of public education. *Pennsylvania's Best Investment: Full Report*. Pennsylvania State University.
- Moyles, J. (2006). *Effective leadership and management in the early years*. Open University Press.
- Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: A literature review. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 1-4.
- Murphy, L. R., & Cooper, C. (Eds.). (2000). *Healthy and productive work: An international perspective*. Taylor & Francis.
- Muturi, J. (2021). Influence of laissez-faire's leadership style on academic performance: A critical literature review. *International Journal of Leadership*

and Governance, 1(1), 11–24. <https://www.iprjb.org/journals/index.php/IJLG/article/view/1282>

- Nash, S. D. (2012). *What makes a transformational education leader? An investigation into the antecedent experiences of K-12 transformational leadership* (Doctoral Dissertation). Montana State University-Bozeman.
- Ndaipa, C. J. (2016). Leadership styles adopted by headteachers and the influence on staff performance in primary schools of Chimoio Cluster in Mozambique. *The Eurasia Proceedings of Educational and Social Sciences*, 5, 107-115.
- Ndungu, R. W. (2012). *The influence of sponsorship on academic performance of secondary schools in Kenya: A case of compassion international assisted projects, Ndeiya Division, Kenya* (Doctoral dissertation). University of Nairobi, Kenya.
- Nir, A. E. and Hameiri, L. (2014), School principals' leadership style and school outcomes: The mediating effect of powerbase utilization. *Journal of Educational Administration*, 52(2), 210-227. <https://doi.org/10.1108/JEA-01-2013-0007>
- Northouse, P. G. (2012). *Introduction to leadership: Concepts and practice* (2nd ed.). Sage.
- Northouse, P.G. (2016). *Leadership: Theory and practice* (7th ed.). Sage.
- Nsolly, N. B., & Charlotte, N. M. (2016). Integration of ICTs into the Curriculum of Cameroon Primary and Secondary Schools: A review of current status, barriers and proposed strategies for effective integration. *International Journal of Education and Development using ICT*, 12(1), 89-106.
- Nsubuga, Y. K. K. (2008). *Analysis of leadership styles and school performance of secondary Schools in Uganda* (Doctoral dissertation). Nelson Mandela Metropolitan University.
- Nye, J. Jr. (2008). *The powers to lead*. Oxford University Press.
- Odundo, P. A., & Rambo, C. M. (2013). Effect of school-based income generating activities on the financial performance of public secondary schools in Kenya. *Chinese Business Review*, 12(6), 375-394.
- Olowoselu, A., bin Mohamad, M. A., & Aboudahr, S. M. F. M. (2019). Path-goal theory and the application in educational management and leadership. *Education Quarterly Reviews*, 2(2), 448-455. 10.31014/aior.1993.02.02.77
- Omar, A. M., & Kavale, S. (2016). Effect of leadership style on school performance of the secondary schools in Wadajir district, Mogadishu, Somalia. *Journal of Applied Management Science*, 2(5), 52-70.
- Ontario Principals' Council. (2009). *The Principal as Instructional Leader in Literacy*. Corwin Press.

- Oyugi, M., & Gogo J. O. (2019). Influence of principals' leadership styles on students' academic performance in secondary schools in Awendo sub-county, Kenya. *African Educational Research Journal* 7(1), 22-28.
10.30918/AERJ.71.18.096
- Pauley, J. A., & Pauley, J. F. (2009). *Communication: The key to effective leadership*. ASQ Quality Press Publications.
- Puni, A., Hilton, S. K., Mohammed, I., & Korankye, E. S. (2022). The mediating role of innovative climate on the relationship between transformational leadership and firm performance in developing countries: The case of Ghana. *Leadership & Organization Development Journal*, 43(3), 404-421.
- Ricketts, K. G., 2009. *Leadership vs. management*. Lexington, University of Kentucky College of Agriculture.
<http://www2.ca.uky.edu/agc/pubs/elk1/elk1103/elk1103.pdf>
- Roberts, S., & Rowley, J. E. (2008). *Leadership: The challenge for the information profession*. Facet Publishing.
- Rodd, J. (2013). Reflecting on the pressures, pitfalls and possibilities for examining leadership in early childhood within a cross-national research collaboration. In Hujala, E., Waniganayake, M., & Rodd, J. (Eds.). *Researching leadership in early childhood education* (pp.31-46). Tampere University Press.
https://ilrfec.org/wp-content/uploads/2014/01/art_01Rodd.pdf
- Rožman, M., & Štrukelj, T. (2021). Organisational climate components and their impact on work engagement of employees in medium size organisations. *Economic Research-Ekonomska Istraživanja*, 34(1), 775-806.
- Ruslan, R., Lian, B., & Fitria, H. (2020). The Influence of principal's situational leadership and teacher's professionalism on teacher's performance. *International Journal of Progressive Sciences and Technologies*, 20(1), 135-143.
- Ryan, J., & Tipu, S. (2013). Leadership effects on innovation propensity: a two-factor full range leadership model. *Journal of Business Research*, 66(10), 2116-2129.
- Salder, P. (2003). *Leadership* (2nd ed.). Kogan Page Limited.
- Saleh, A. Y. A. (2020). How school climate predicts teachers and organizational Silence. *International Journal of Educational Administration and Policy Studies*, 12(1), 12-27.
- Sarwar, U., Tariq, R., & Yong, Q. Z. (2022). Principals' leadership styles and its impact on teachers' performance at college level. *Frontiers in Psychology*, 13, 919693. 10.3389/fpsyg.2022.919693
- Savolainen, T., & Häkkinen, S. (2011). Trusted to lead: Trustworthiness and its impact on leadership. *Open Source Business Resource*.
<http://timreview.ca/article/429>

- Schein, E. H. (2004). *Organizational Culture and Leadership* (3rd ed.). Jossey-Bass.
- Schneider, B., & Bartlett, C. J. (1970). Individual differences and organizational climate, II: Measurement of organizational climate by the multi-trait multi-rater matrix. *Personnel Psychology*, 23(4), 493-512.
- Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. *Annual Review of Psychology*, 64(1), 361-388.
- Schober, P., Boer C., & Schwarte, L. A. (2018). Correlation coefficients: Appropriate use and interpretation. *Anesthesia & Analgesia*, 126(5), 1763-1765.
- Sekaran, U., & Bougie, R. (2016). *Research Methods for business: A Skill Building Approach* (7th ed.). John Wiley & Sons.
- Setiawan, R., Cavaliere, L. P. L., Navarro, E. R., Wisetsri, W., Jirayus, P., Chauhan, S., & Rajan, R. (2021). The Impact of leadership styles on employees productivity in organizations: A comparative study among leadership styles. *Productivity Management*, 26(1), 382-404.
- Shafique, I., & Beh, L. S. (2017). Shifting organizational leadership perspectives: An overview of leadership theories. *Journal of Economic & Management Perspectives*, 11(4), 134-143.
- Sims Jr, H. P., Faraj, S., & Yun, S. (2009). When should a leader be directive or empowering? How to develop your own situational theory of leadership. *Business Horizons*, 52(2), 149-158.
- Skogstad, A., Einarsen, S., Torsheim, T., Aasland, M., & Hetland, H. (2007). The destructiveness of laissez-faire leadership behavior. *Journal of Occupational Health Psychology*, 12(1), 80-92.
- Sperry, L. (2002). *Effective leadership: Strategies for maximizing effective productivity and health*. Brunner-Routledge.
- Sprick, J., & Sprick, R. (2019). *School leader's guide to tackling attendance challenges*. ASCD- Ancore Publishing.
- Syahril, S., & Hadiyanto, H. (2018). Improving school climate for better quality educational management. *Journal of Educational and Learning Studies*, 1(1), 16-22.
- Tedla, B. A., & Redda, E. H., & Gaikar Vilas B (2021). Leadership styles and school performance: A study within an Eritrean context of Eastern Africa. *International Journal of Management*, 12(4), 56-73.
- Thapa, A., Cohen, J., Higgins-D'Alessandro, A., & Guffey, S. (2012). School climate research summary: School climate brief, Number 3. *National School Climate Center*, pp.1-21.

- Theodosiou, M., & Katsikea, E. (2007). How management control and job-related characteristics influence the performance of export sales managers. *Journal of Business Research*, 60(12), 1261-1271.
- Tosunoglu, H., & Ekmekci, O. (2016). Laissez-Faire leaders and organizations: How Does Laissez-Faire leader erode the trust in organizations? *Journal of Economics, Finance and Accounting*, 3(1), 89-97.
- Tschannen-Moran, M., Parish, J., & Dipaola, M. (2006). School climate: The interplay between interpersonal relationships and student achievement. *Journal of School Leadership*, 16(4), 386-415.
- Tubbs, J. E., & Garner, M. (2008). The impact of school climate on school outcomes. *Journal of College Teaching & Learning (TLC)*, 5(9), 1-10.
- Watson, K. A. (2021). *Principals' Leadership Style as a Predictor of School Climate in Urban High Schools in Baltimore* (Doctoral dissertation). Walden University.
- Welsh, W. N. (2000). The effects of school climate on school disorder. *The Annals of the American Academy of Political and Social Science*, 567(1), 88-107.
- Wenno, I. H. (2017). Effect of principal managerial leadership and compensation towards physics teacher performance in senior high school in Baguala District-Ambon. *International Education Studies*, 10(1), 233-244.
- Williams, T. T., & Sánchez, B. (2013). Identifying and decreasing barriers to parent involvement for inner-city parents. *Youth & Society*, 45(1), 54-74.
- Yang, I. (2015). Positive effects of laissez-faire leadership: Conceptual exploration. *Journal of Management Development*, 34(10), 1246-1261.
- Yang, K., Tu, J., & Chen, T. (2019). Homoscedasticity: An overlooked critical assumption for linear regression. *General Psychiatry*, 32(5).
[http://Doi10.1136/gpsych-2019-100148](https://doi.org/10.1136/gpsych-2019-100148)
- Yang, Y. (2013). Principals' transformational leadership in school improvement. *Journal of Academic Administration in Higher Education*, 9(2), 77-83.
- Yılmaz, E., & Jafarova, G. (2019). Leadership and school climate in effective schools: A meta-analysis. *Journal of Economic Sciences: Theory & Practice*, 76(1), 48-69.
- Yusof, N.M. (2012). School climate and teachers' commitment: A case study of Malaysia. *International Journal of Economics Business and Management Studies*, 1(2), 65-75.
- Zandvliet, D., Brok, P. D., Mainhard, T., & Tartwijk, J. V. (2014). The theory and Practice of interpersonal relationships in education. In *Interpersonal Relationships in Education* (pp. 1-7). Sense Publishers.

APPENDICES

APPENDIX 1
CORRESPONDENCE

Médiatrice Benimana
Etudiante à AUA (Adventist University of Africa)
Téléphone : (237) 674 72 49 90
Mail : mbeni2018@yahoo.com

Yaoundé, le 18 Février 2020

Au Président de la Fédération du Centre Sud
Paul Bernard Ahanda
Téléphone : (237) 677 21 59 98
Mail : pbahanda@yahoo.fr

**Objet : DEMANDE D'AUTORISATION D'EFFECTUER UNE RECHERCHE DANS
LES ECOLES PRIMAIRES ET SECONDAIRES DE LA FEDERATION
ADVENTISTE DU CENTRE ET SUD**

Monsieur le Président,

Suite à la dernière phase de mes études de MBA, Option Management à l'Université Adventiste d'Afrique(AUA) sise au Kenya –Nairobi, je vous demande l'autorisation d'effectuer une recherche dans les écoles primaires et secondaires de la Fédération Centre et Sud dont vous êtes responsable.

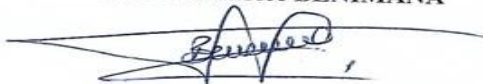
En effet, Monsieur le Président, la rédaction du Mémoire de fin d'études exige la recherche sur le terrain dans le cadre du thème choisi : « **L'EFFET DU STYLE DE LEADERSHIP DES PRINCIPAUX DES ÉCOLES ADVENTISTES SUR LA PERFORMANCE POUR LES INSTITUTIONS SÉLECTIONNÉES DE LA FEDERATION DU CENTRE-SUD, CAMEROUN** »

Compte tenu que je ne pourrai pas effectuer une étude sur toutes vos 14 écoles à cause du temps limité et la location très éloignée de certaines de vos institutions, j'ai préféré passer par la méthode de sélection par échantillonnage (sampling). Ainsi 3 écoles primaires couplées de l'éducation secondaire et 3 écoles uniquement de l'enseignement de base ont été ciblées : les Ecole Primaires et secondaires de Maranatha, Niamvoudou et Kribi. Trois autres uniquement pour l'enseignement sont : Obala, Biyem-Ayos et Ngalla.

Je vous garantis la confidentialité et l'éthique dans la façon de collecter et de traiter les données sur terrain.

En attendant une suite favorable à ma requête, je vous prie d'agréer, Monsieur le Président, l'expression de mes sentiments respectueux.

Votre sœur Médiatrice BENIMANA





LE PRESIDENT
PO BOX 16 Sangmelima,
Cameroun
Phone : + 237 677215998 /
E-mail : federationcentresud@yahoo.com
pbhanda@yahoo.fr

Le Président de la Fédération

A

Madame Médiatrice Benimana
Etudiante à AUA (Adventist University of Africa)

**OBJET: AUTORISATION D'EFFECTUER UNE RECHERCHE
DANS LES ECOLES ADVENTISTES DE LA FEDERATION DU
CENTRE ET SUD**

Chère Médiatrice,

Suite à votre lettre du 18 février 2020 demandant la conduite d'une recherche dans nos écoles primaires et secondaires, nous vous informons qu'une autorisation spéciale d'effectuer une recherche dans nos écoles primaires et secondaires de notre Fédération vous est octroyée. Cette recherche sur « **L'EFFET DU STYLE DE LEADERSHIP DES PRINCIPAUX DES ECOLES ADVENTISTES SUR LA PERFORMANCE POUR LES INSTITUTIONS SÉLECTIONNÉES DE LA FEDERATION DU CENTRE-SUD, CAMEROUN** » vise la finalisation de mes études de Master à l'Université Adventiste d'Afrique (AUA) au Kenya - Nairobi.

Je vous réponds en copiant cette autorisation au Directeur du Département de l'Education de notre Organisation et aux Principaux chargés de nos écoles.

A cette occasion, il est très important de nous assurer que les informations collectées seront traitées d'une façon confidentielle et l'implication des membres du personnel dans cette recherche se fera sur une base volontaire.

Nous vous souhaitons bonne réussite dans votre recherche.

Copie :

- Directeur du Département de l'Education au Centre Sud
- Les principaux des Ecoles : Maranatha, Ebolowa, Kribi, Obala, Biyem-Ayos, Ngalla



AHANDA Paul Bernard

Président de la Fédération du Centre et Sud

APPENDIX 2

QUESTIONNAIRES

Dear Participant,

My name is Mediatrice Benimana. I am a student at the Adventist University of Africa pursuing my MBA degree. I am conducting a study on “The effect of the principals’ leadership style on the performance of selected schools of South-Center Conference of Seventh-day Adventists, Cameroun.” Your contribution is very important and therefore I am inviting you to participate in this research. Before agreeing to participate in this research, I strongly encourage you to read the purpose and other details of the study.

Purpose of the Study: This study is designed to assess the effect of leadership styles adopted by principals on the school performance of the South-Center Conference of Seventh-Day Adventists, Cameroun. The findings will help me makes some useful recommendations to the school principals.

Risks and Discomforts: There are no recognizable risks or discomforts that are anticipated from your participation in the study.

Benefits: The anticipated benefit of your participation is the opportunity to find out the styles of the school principals and how it affects performance of those schools. The strategies that are proposed will also contribute positively to improve the performance of the schools.

Confidentiality: The information gathered during this study will remain confidential, your identity will not be revealed and all the responses received will be coded and summed to protect your personal identity. Only the research team will have access to the study data and information.

Withdrawal without Prejudice: Please note that your participation in this study is voluntary and you may withdraw at any time without any penalty.

If you have complaints or concerns about this research, please contact the Director of Research and Grant Development at the Adventist University of Africa via e-mail<ganuj@aia.ac.ke>

Consent: Please sign below if you agree to participate. Your signature below indicates that you have decided to participate in this study, and that you have read and understood the information provided above. Thank you for your valuable time!

Signature _____ Date _____

Questionnaire - Original

Part 1

1. Sex: a. Male () b. Female ()
2. Education level: a. Master () b. Bachelor () c. Diploma () 4. Certificate ()
3. Teaching experience:
 - a. Less than 2 years ()
 - b. 2- 5 years ()
 - c. 6-10 years ()
 - d. More than 11 years ()

Part 2

Section A: Leadership Styles

Please indicate your agreement by putting a tick (✓) in the space on the right of the statements in the table below, using the following scale:

5 = Strongly Agree

4 = Agree

3 = Neither Agree nor Disagree

2 = Disagree

1 = Strongly Disagree

		1	2	3	4	5
	Democratic Leadership Style					
1	My Principal invites me to be part of the school's decision-making process					
2	As a teacher at this school, my principal helps and supports me in accomplishing my work.					
3	My principal provides me guidance without pressure					
	Autocratic Leadership Style					
4	My principal supervises my work closely.					
5	My principal gives me orders and clarifies procedures					
6	My principal uses rewards and punishment to motivate us to achieve our goals.					
	Laissez -faire Leadership Style					
7	My principal stays out of the way so I can do my work.					
8	My principal allows me to appraise my own work.					
9	My principal gives me total freedom to solve problems in the way I choose.					
10	My principal brings minimal input in most situations that I face.					
	Transformational Leadership Style					
11	My principal believes in the mission of our institution and communicates it clearly					
12	My principal can detect exactly what is wrong with the present situation, and he is capable of finding ways to arrange it					
13	My principal motivates me to improve my job and inspires me to improve things for the future prosperity of the institution					
14	My principal knows how to communicate to correct deviations from the standard established					
15	My principal believes that things can be improved no matter what the state they are now					
16	My principal provides a good role model for me to follow					

Section B: Organizational Climate

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree.

	Statements	1	2	3	4	5
1	I am aware of the goals and school objectives					
2	I believe that my duties and responsibilities are clearly defined					
3	I always participate in the regulation of procedures to do my job					
4	I know whom I report my achievements, problems and needs					
5	I am satisfied with my work I do					
6	I consider my work environment is appropriate					
7	I think I receive a fair treatment					
8	My boss motivates me to do my tasks					
9	There is a good communication with my boss					
10	There is a good communication with my coworkers.					
11	My boss 'orders are clear and accurate					
12	I usually inform my boss about ideas or suggestions of the work I execute					
13	I feel an important part of this organization					
14	I am aware of my contribution in achieving the objectives of this organization					
15	I enjoy working in this organization					
16	I feel my salary is proportional to my job performance					
17	My boss recognize the rights, dignity and respect all employees					
18	My coworkers appreciate me					
19	My boss help me to solve my work problems					
20	My boss gives me the necessary information to perform my job					
21	My boss takes into account my ideas and suggestions					
22	If there is a problem, I have the confidence to go to my boss					

Section C: School Performance

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree.

		1	2	3	4	5
	Student Enrolment					
1	Our student enrolment is increasing steadily					
2	Parents enroll their children one year in advance in our school to ensure a seat					
3	Our classes are full with no vacant seat					
	Revenues					
4	Parents are highly motivated and committed to paying the school fees					
5	We have enough revenues from the school fees to pay for our operational expenses					
6	We have sufficient working capital to allow us to operate in the short run					
7	We have a good system in place to collect our receivables from the students every year					

Questionnaire – French Version

INFORMED CONSENT (French Version)

Cher participant,

Je m'appelle Mediatrice Benimana. Je suis une étudiante à l'Université Adventiste d'Afrique (AUA), poursuivant une Maîtrise en Gestion/Administration. Pour satisfaire aux exigences de ce programme, je mène une recherche sur l'effet des styles de leadership des directeurs des écoles primaires et secondaires de la Fédération Sud-Centre des Églises Adventistes du 7ème Jour sur la performance de ces écoles. Votre contribution est très importante pour cette recherche, car vous êtes sur le terrain et connaissez la réalité des choses. C'est pourquoi je vous invite à participer à cette recherche. Avant d'accepter d'y participer je vous encourage à lire l'objectif et les détails de la recherche.

L'objectif de la recherche: C'est d'analyser si le style de leadership des directeurs des écoles affecte la performance de ces écoles et de faire des recommandations pour que les directeurs prennent conscience de leur style de leadership et améliorent leur performance en tant que leaders de ces écoles. Votre participation consiste à remplir un questionnaire qui pose quelques questions de base vous concernant ainsi que des questions sur le style des directeurs d'école.

Risques et inconvénients : Votre participation à cette recherche ne vous expose à aucun risque et vous ne souffrirez d'aucun inconfort.

Avantages : Les avantages de votre participation à cette recherche résident dans la possibilité d'exprimer votre perception et votre opinion concernant le style de votre directeur et l'effet sur la performance de l'école où vous travaillez. Les découvertes issues de cette recherche seront particulièrement profitables à une meilleure performance des directeurs des écoles primaires et secondaires.

Confidentialité : Les informations collectées pendant cette recherche resteront confidentielles. Votre identité ne sera pas révélée et les réponses reçues seront codées pour protéger votre identité. Seule l'équipe de recherche aura accès aux données.

Retrait sans préjudice : Votre participation à cette recherche est volontaire. Vous êtes libre de vous retirer sans préjudice aucun.

Si vous avez des questions ou des préoccupations concernant la recherche ou comment remplir le questionnaire, veuillez contacter la Directrice de la Recherche à l'Université Adventiste d'Afrique par e-mail <ganuj@aua.ac.ke>

Consentement: S'il vous plaît, veuillez signer ci-dessous si vous consentez à participer. Votre signature signifie que vous consentez à participer à la recherche et que vous avez lu et compris les informations ci-dessus.

Signature du participant: _____

Date: _____

14	Mon directeur sait communiquer pour corriger l'écart par rapport à la norme établie					
15	Mon directeur estime que les choses peuvent être améliorées quel que soit l'état dans lequel elles se trouvent actuellement					
16	Mon directeur me fournit un bon modèle à suivre					

Section B: Climat organisationnel

1 = Fortement en Désaccord 2 = Pas D'accord 3 = Ni D'accord ni en Désaccord

4 = D'accord 5 = Tout à fait d'Accord

N°		1	2	3	4	5
1	Je connais les objectifs de cette école					
2	Je crois que mes devoirs et responsabilités sont clairement définis					
3	Je sais à qui je signale mes réalisations, mes problèmes et mes besoins					
4	Je considère que mon environnement de travail est approprié					
5	Je pense que je reçois un traitement équitable					
6	Je suis consciente de ma contribution à la réalisation des objectifs de cette organisation					
7	Je pense que mon salaire est proportionnel à mes performances professionnelles					
8	Mon patron reconnaît les droits et respecte tous les employés					
9	Mes collègues m'apprécient					
10	S'il y a un problème, je peux toujours aller voir mon patron					

Section C: Performance Organisationnelle

1 = Fortement en Désaccord 2 = Pas D'accord 3 = Ni D'accord ni en Désaccord

4 = D'accord 5 = Tout à fait d'Accord

	Inscription des étudiants	1	2	3	4	5
1	Nos inscriptions d'élèves augmentent régulièrement					
2	Pour avoir une place garantie, les parents inscrivent leurs enfants un an en avance					
3	Nos classes sont remplies et il n'y a pas de siège vacant					
	Revenus					
4	Les parents sont très motivés et engagés à payer les frais de scolarité					
5	Nous avons suffisamment de revenus provenant des frais de scolarité pour payer nos dépenses opérationnelles					
6	Nous disposons d'un fonds de roulement suffisant pour nous permettre d'opérer à court terme.					
7	Nous avons un bon système en place pour récupérer nos créances auprès des étudiants chaque année.					

Traduction conforme de l'original

Par : International Language and Education Center

B.P 10016 Avenue de l'indépendance Yaoundé, Cameroun

Tel : 222 23 28 19, 675 63 20 88 Email : info@ilec-educ.com



15 DEC 2022

Questionnaire – Backward Translation

QUESTIONNAIRE

Part 1

Section 1: Personal Information

1. Sex: a. Male () b. Female ()
2. Education level: a. Master () b. Bachelor () c. Diploma () 4. Certificate ()
3. Teaching experience: a. Less than 2 years () b. 2- 5 years () c. 6-10 years ()
- d. More than 11 years ()

Part 2

Section A: Leadership Styles

Please indicate your agreement by putting a tick (✓) in the space on the right of the statements in the table below, using the following scale:

5 = Strongly Agree

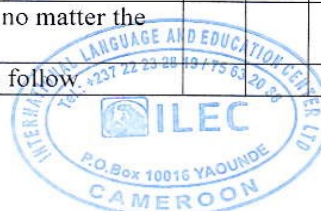
4 = Agree

3 = neither Agree nor Disagree

2 = Disagree

1 = Strongly Disagree

		1	2	3	4	5
	Democratic Leadership Style					
1	My Principal invites me to be part of the school's decision-making process					
2	As a teacher at this school, my principal helps and supports me in accomplishing my work.					
3	My principal provides me guidance without pressure					
	Autocratic Leadership Style					
4	My principal supervises my work closely.					
5	My principal gives me orders and clarifies procedures					
6	My principal uses rewards and punishment to motivate us to achieve our goals.					
	Laissez -faire Leadership Style					
7	My principal stays out of the way so I can do my work.					
8	My principal allows me to appraise my own work.					
9	My principal gives me total freedom to solve problems in the way I choose.					
10	My principal brings minimal input in most situations that I face.					
	Transformational Leadership Style					
11	My principal believes in the mission of our institution and communicates it clearly					
12	My principal can detect exactly what is wrong with the present situation, and he is capable of finding ways to arrange it					
13	My principal motivates me to improve my job and inspires me to improve things for the future prosperity of the institution					
14	My principal knows how to communicate to correct deviations from the standard established					
15	My principal believes that things can be improved no matter the state in which they now					
16	My principal provides a good role model for me to follow					



Section B: Organizational Climate

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree.

	Statements	1	2	3	4	5
1	I am aware of the goals and school objectives					
2	I believe that my duties and responsibilities are clearly defined					
3	I know to whom I report my achievements, problems and needs					
4	I consider my work environment is appropriate					
5	I think I receive a fair treatment					
6	I am aware of my contribution in achieving the objectives of this organization					
7	I feel my salary is proportional to my job performance					
8	My boss recognizes the rights and respects all employees					
9	My coworkers appreciate me					
10	If there is a problem, I can address it to my boss					

Section C: School Performance

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree.

		1	2	3	4	5
	Student Enrolment					
1	Our student enrolment is increasing steadily					
2	Parents enroll their children one year in advance in our school to ensure a seat					
3	Our classes are full with no vacant seat					
	Revenues					
4	Parents are highly motivated and committed to paying the school fees					
5	We have enough revenues from the school fees to pay for our operational expenses					
6	We have sufficient working capital to allow us to operate in the short run					
7	We have a good system in place to collect our receivables from the students every year					

THIS IS A TRANSLATION OF THE ORIGINAL
Translated by: International Language and Education Center
P.O Box: 10016 INDEPENDENCE AVENUE YAOUNDE
Tel: (237) 222 23 28 19 675 632 088
Email: info@ilec-educ.com



15 DEC 2022

APPENDIX 3
STATISTICAL ANALYSIS

```
. tab avgDemol
```

avgDemol	Freq.	Percent	Cum.
very weak tendency	4	2.63	2.63
weak tendnecy	9	5.92	8.55
average tendency	35	23.03	31.58
strong tendency	60	39.47	71.05
very strong tendency	44	28.95	100.00
Total	152	100.00	

```
. tab avgAutol
```

avgAutol	Freq.	Percent	Cum.
weak tendnecy	12	7.89	7.89
average tendency	59	38.82	46.71
strong tendency	67	44.08	90.79
very strong tendency	14	9.21	100.00
Total	152	100.00	

```
. tab avgLaissezl
```

avgLaissezl	Freq.	Percent	Cum.
weak tendnecy	7	4.61	4.61
average tendency	95	62.50	67.11
strong tendency	44	28.95	96.05
very strong tendency	6	3.95	100.00
Total	152	100.00	

```
. tab avgTranstylel
```

avgTranstylel	Freq.	Percent	Cum.
very weak tendency	1	0.66	0.66
weak tendnecy	5	3.29	3.95
average tendency	18	11.84	15.79
strong tendency	96	63.16	78.95
very strong tendency	32	21.05	100.00
Total	152	100.00	

```
. sum avgDemo
```

Variable	Obs	Mean	Std. Dev.	Min	Max
avgDemo	152	3.846491	.9133799	1	5

```
. sum avgAuto
```

Variable	Obs	Mean	Std. Dev.	Min	Max
avgAuto	152	3.520833	.7074482	2	5

```
. sum avgLaissez
```

Variable	Obs	Mean	Std. Dev.	Min	Max
avgLaissez	152	3.208333	.591981	1.75	5

```
. sum avgTranstyle
```

Variable	Obs	Mean	Std. Dev.	Min	Max
avgTranstyle	152	3.901535	.6584185	1.333333	5

```
.
```

```
. tab avgPerformancel
```

avgPerformancel	Freq.	Percent	Cum.
very low performance	1	0.65	0.65
low performance	33	21.57	22.22
average performance	101	66.01	88.24
high performance	16	10.46	98.69
very high performance	2	1.31	100.00
Total	153	100.00	

```
.
```

```
. sum avgPerformance
```

Variable	Obs	Mean	Std. Dev.	Min	Max
avgPerformance	153	2.913943	.6102696	1.444444	4.777778

```
. regress avgPerformance avgAuto1
```

Source	SS	df	MS	Number of obs =	152
Model	3.28153735	1	3.28153735	F(1, 150) =	9.28
Residual	53.0443845	150	.35362923	Prob > F =	0.0027
				R-squared =	0.0583
				Adj R-squared =	0.0520
Total	56.3259219	151	.37301935	Root MSE =	.59467

avgPerform~e	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
avgAuto1	.1912919	.062796	3.05	0.003	.067213 .3153709
_cons	2.423414	.1669992	14.51	0.000	2.093439 2.753389

```
. regress avgPerformance avgDemo1
```

Source	SS	df	MS	Number of obs =	152
Model	.37785483	1	.37785483	F(1, 150) =	1.01
Residual	55.9480671	150	.372987114	Prob > F =	0.3158
				R-squared =	0.0067
				Adj R-squared =	0.0001
Total	56.3259219	151	.37301935	Root MSE =	.61073

avgPerform~e	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
avgDemo1	.0505111	.0501847	1.01	0.316	-.0486491 .1496713
_cons	2.765898	.1519235	18.21	0.000	2.465712 3.066085

```
. regress avgPerformance avgLaissez1
```

Source	SS	df	MS	Number of obs =	152
Model	1.37627603	1	1.37627603	F(1, 150) =	3.76
Residual	54.9496459	150	.366330972	Prob > F =	0.0545
				R-squared =	0.0244
				Adj R-squared =	0.0179
Total	56.3259219	151	.37301935	Root MSE =	.60525

avgPerform~e	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
avgLaissez1	.1524676	.0786614	1.94	0.054	-.0029599 .307895
_cons	2.556367	.1891621	13.51	0.000	2.182601 2.930134

```
. regress avgPerformance avgTranstyle1
```

Source	SS	df	MS	Number of obs =	152
Model	2.14146413	1	2.14146413	F(1, 150) =	5.93
Residual	54.1844578	150	.361229718	Prob > F =	0.0161
				R-squared =	0.0380
				Adj R-squared =	0.0316
Total	56.3259219	151	.37301935	Root MSE =	.60102

avgPerforma~e	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
avgTranstyle1	.1646493	.0676233	2.43	0.016	.0310321 .2982665
_cons	2.415422	.2090775	11.55	0.000	2.002305 2.828539

```
. regress avgPerformance avgAuto1 avgTranstyle1 avgDemo1 avgLaissez1
```

Source	SS	df	MS	Number of obs = 152		
Model	4.90814707	4	1.22703677	F(4, 147) = 3.51		
Residual	51.4177748	147	.349780781	Prob > F = 0.0091		
Total	56.3259219	151	.37301935	R-squared = 0.0871		
				Adj R-squared = 0.0623		
				Root MSE = .59142		

avgPerformance	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
avgAuto1	.1692475	.0699441	2.42	0.017	.0310218	.3074733
avgTranstyle1	.1252193	.0908382	1.38	0.170	-.0542982	.3047368
avgDemo1	-.0701574	.0640036	-1.10	0.275	-.1966434	.0563287
avgLaissez1	.0998113	.0807242	1.24	0.218	-.0597185	.2593411
_cons	2.072039	.2544641	8.14	0.000	1.569159	2.57492

```
. spearman avgAuto avgClimate, stats(rho p)
```

Number of obs = 152
Spearman's rho = 0.3372

Test of Ho: avgAuto and avgClimate are independent
Prob > |t| = 0.0000

```
. regress avgClimate avgAuto $covs
```

Source	SS	df	MS	Number of obs = 152		
Model	5.5959174	1	5.5959174	F(1, 150) = 19.62		
Residual	42.7770949	150	.285180633	Prob > F = 0.0000		
Total	48.3730123	151	.320351075	R-squared = 0.1157		
				Adj R-squared = 0.1098		
				Root MSE = .53402		

avgClimate	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
avgAuto	.272115	.0614295	4.43	0.000	.1507362	.3934939
_cons	2.645235	.2205777	11.99	0.000	2.209394	3.081076

```
. regress avgPerformance avgAuto avgClimate
```

Source	SS	df	MS	Number of obs =	152
Model	10.8705722	2	5.43528612	F(2, 149) =	17.82
Residual	45.4553496	149	.305069461	Prob > F =	0.0000
				R-squared =	0.1930
				Adj R-squared =	0.1822
Total	56.3259219	151	.37301935	Root MSE =	.55233

avgPerform~e	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
avgAuto	.0938949	.0675635	1.39	0.167	-.0396115	.2274012
avgClimate	.4211077	.0844488	4.99	0.000	.2542356	.5879797
_cons	1.062485	.3192954	3.33	0.001	.4315532	1.693417

```
. regress avgPerformance avgAuto1 avgClimate1 $covs
```

Source	SS	df	MS	Number of obs =	152
Model	9.85769251	2	4.92884625	F(2, 149) =	15.80
Residual	46.4682294	149	.311867311	Prob > F =	0.0000
				R-squared =	0.1750
				Adj R-squared =	0.1639
Total	56.3259219	151	.37301935	Root MSE =	.55845

avgPerform~e	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
avgAuto1	.105233	.0618779	1.70	0.091	-.0170386	.2275046
avgClimate1	.3517448	.0765996	4.59	0.000	.200383	.5031067
_cons	1.709938	.220763	7.75	0.000	1.273707	2.146168

CURRICULUM VITAE

PERSONAL DETAILS

BENIMANA MEDIATRICE

Date and Place of Birth: June 19, 1960 / Kibilizi - Nyanza

Sex: Female

Nationality: Rwandan

Marital Status: Married

Name of the Spouse: Mutarambirwa Pierre Celestin

Contact Cell: +237 674 72 49 90

Email: mbeni2018@yahoo.com

EDUCATIONAL ATTAINMENT

- (1) Level: Master's Degree
Title: MBA in Management
Institution: Adventist University of Africa (Nairobi, Kenya)
Dates: 2014 - 2022
- (2) Level: Master's Degree
Title: Master of International Relations
Major: Peace and Development
Institution: Protestant University in Central Africa (Yaounde, Cameroon)
Dates: 2010 - 2012
- (3) Qualifications : Bachelor in Finance and Accounting Management
Institution: Management University Institute (Bamako, Mali)
Dates: 1999 - 2005
- (4) Qualifications: Certificate of Discipline Welfare Work and Community Development
Institution: Karubanda Secondary School (Butare, Rwanda)
Dates: 1974 – 1979
Training: 1986-1987: Certificate of Customs affairs and Taxation

WORK PROFILE - EXPERIENCES

Employer: CMUM (Cameroon Union Mission)

Period: 2007 – till now

Position: Accountant

Employer: Customs Office (Rwanda)
Period: 1987 - 1994
Position: Control Officer in Imports/Exports office

Employer: Ministry of Social Affairs (Rwanda)
Period: 1980 - 1987
Position: Program Assistant

EXTRA PROFESSIONAL EXPERIENCES

Task/Job/Responsibility: Organization of campaign of evangelism, local church funds manager, Head department of different activities,
Period: 2007— till now