

**INFLUENCE OF PRINCIPALS' LEADERSHIP PRACTICES ON SCHOOL
CLIMATE IN SECONDARY SCHOOLS IN MARAKWET EAST SUB
COUNTY, ELGEYO MARAKWET COUNTY, KENYA**

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RESEARCH**

MOI UNIVERSITY

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DECLARATION

Declaration by Candidate

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DEDICATION

This work is dedicated to my beloved mom Salina Kosgei who has for long inculcated the spirit of hard work and patience in me and for making me what I am today. Mom you have made me what I am today, you are a blessing to my life, I am because you made be. I also dedicate it to my dad Joshua Kigen for continuous prayers and words of encouragement. To my ever jovial and supportive siblings Gilan, Celestine, Ockla, Isaac, Alex, and Mercy who have always been reminding me that the sky is the limit. You have been a source of inspiration to me, I am so grateful for your unending prayers,

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ABSTRACT

School climate is one of the major spheres of education. A positive school climate is critical in enhancing productivity as well as influencing school members' stay and satisfaction within the school environment. Prioritizing on its improvement is therefore commendable to ensure it fulfills the academic desires of school individuals and that it meets the ideal learning and teaching conditions of students and teachers. This study sought to establish the influence of principals' leadership practices on school climate in secondary schools in Marakwet East subcounty, Elgeyo Marakwet County, Kenya. The research objectives that guided this study were: to establish the influence of the principals' safety practices on school climate; determine the influence of the principals' teaching and learning practices on school climate; investigate the influence of the principals' interpersonal practices on school climate; analyze the influence of the

principals' institutional environment practices on school. An effective model by Lezotte (2010) guided the study. The study area was chosen owing to the poor students' academic outcomes in the national examinations and other indicators of unfavourable learning conditions experienced in schools. Teachers, students, and principals were targeted in the study. The sub-county has twenty (20) schools with a population of 20 principals, 161 teachers, and 2821 students. The study used proportionate, purposive, and simple random sampling techniques to select participants. The study was carried out in seven secondary schools selected randomly. A total number of 48 teachers, 282 students, and 7 principals were sampled from the seven schools. This study adopted a concurrent triangulation mixed-method design. Questionnaires and interview schedules were used to collect data. Quantitative data were analyzed by use of both descriptive and inferential statistics. Descriptive statistics included a presentation by use of tables and outlining percentages. The inferential statistics comprised of Pearson product moment and multiple regressions. The multiple regression model, ($R^2 = .545$) shows that principals' leadership practices account for 54.5% of variations in school climate. The principals' safety practices ($\beta_1 = 0.229$), principals' teaching and learning practices ($\beta_2 = 0.211$), principals' interpersonal practices ($\beta_3 = 0.327$), and principals' institutional environment practices ($\beta_4 = 0.344$) had a significant influence on school climate. The principals' safety, teaching, and learning, interpersonal and institutional environment practice positively influenced school climate. The study revealed that most principals' safety practices could not adequately restore order, discipline nor guarantee physical, emotional, and social safety in schools, most principals' teaching, and learning practices seemed not to be giving assets and backing to both the teachers and students, there existed a relationship breakdown among and between school individuals. The findings also highlighted that most schools could not provide adequate sanitary facilities, have poor playgrounds and working conditions. The study recommended that principals' safety practices be configured by ensuring proper measures are put forward to address the safety needs of the school members, principals' teaching and learning practices be streamlined to ensure the easy provision of both material and non-material resources necessary for teaching and learning, principals' interpersonal practices demonstrate a collaborative work environment with all the school's stakeholders. Finally, the study recommends that principals' institutional environment practices prioritize the aesthetic conditions of the schools. The study also provided an avenue for further research on other influencers of school climate.

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ABBREVIATIONS

ANOVA - Analysis of Variance

CU - Christian Union

KCPE - Kenya Certificate of Primary Education

MOE - Ministry of Education

SDA - Seventh Day Adventists

TSC - Teachers Service Commission

USA - United States of America

YCS - Young Christian Union

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Overview

This chapter presents the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, and justification of the study, the significance of the study, the scope of the study, limitation of the study, frameworks, philosophical assumptions and operational definition of terms.

1.1 Background to the Study

Across the globe, school leadership is unbelievably basic. The running of schools remains the duty of the principal. He is endowed with the responsibility of making certain continuity and functioning of school programs and emotional well-being inside the school. Education leadership is perhaps the most significant single determinant of a successful school learning condition. Skilled leaders accurately imagine future needs and engage others to share and execute that vision (Kelley, Thornton, & Daugherty, 2005). Building principals must have the option to survey and assess the effect and impression of the initiative. Fullan (2012) found out that "solitary principals who are prepared to deal with complex, quickly changing conditions can execute the changes that lead to the continued improvement of student's performance". Waters, Marzano, and McNulty (2004) announced that a viable school initiative significantly supports students' achievements. As indicated by Leithwood, Sammons, Harris, and Hopkins (2006), "there is certifiably not a single recorded instance of a school effectively turning around its student's achievement without skilled initiatives and talented leadership." Gurr, Drysdale, and Mulford (2005) further found that "the principal plays a significant and critical figure in deciding the accomplishment of a school." Leithwood et al. (2006) investigated the writing on effective school initiative and discovered four regular

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practices; creating individuals, vision and set course, driving with an instructional direction and encouraging professional advancement, redesigning the organization and testing the procedure.

Thus, in the present period of expanded responsibility, the learning condition of students has become an increasingly noteworthy instructive issue (Freiberg & Stein, 1999). School climate is regularly considered as the "Heart and Soul" of a school (Freiberg & Stein, 1999). The demeanor of principals and instructors make an environment for learning, frequently alluded to as a school climate that impacts school

viability and authority. The environment of trust, shared vision, and receptiveness make positive school atmospheric conditions.

There is a decent hypothetical motivation to speculate that relational connections between principals, instructors, and different partners influence frames of mind that characterize the more extensive school atmosphere (Reuters, 2013). School climate alludes to the circles of school life, for example, safety, educating, and learning (academic climate), connections (network atmosphere), and the institutional environment conditions (Hulpia, Devos & Rosseel, 2009). School climate might be an expansive thought that highlights the view of the academics concerning the working setting of the school, its formal and casual association, and the administration of the association (Hoy & Miskel, 2010).

Ultimately, the connections that shape the way of life and atmosphere of the school are firmly impacted by the school head (Snowden & Gorton, 2002). Leadership is a key component in the advancement and sustainability of the school atmosphere (Bass & Riggio, 2006). Owens (2004) and Vos, Van der Westhuizen, Mentz, and Ellis (2012) found that the conduct of principals was particularly influential in the school

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atmosphere. As explicit methodologies used to manage the schools impact the experience of the instructors and the general work atmosphere.

Be that as it may, ponders on school leadership and school climate have been done in numerous countries around the world. For instance, in Ohio, USA, Fultz (2011), shows that principals that take care of the necessities of their instructors, staff, students, and guardians, make a situation where backing and fulfillment are a piece of the texture of the school. The positive effect on the school atmosphere enables the head to indirectly affect student academic achievement. Besides, in Georgia, Hahn (2017) found that instructors saw an increasingly positive school atmosphere when principals were

proficient, cooperative, and intelligent. Hahn (2017) accentuated that principals were in amazing situations to affect the atmosphere of the school and recognized the necessities of educators, engaged them, and advanced their association in the improvement of the school climate.

Werang and Agung's (2017) record in Indonesia demonstrated that principals are of significance in setting desires for instructors and students and thus, abrogates different issues, for example, showing the condition and school atmosphere as general. Having great principals who see educators and students as a major aspect of their school family is a key to support the school atmosphere and instructors' spirit (Wereng et al., 2017). While in South Africa, it is demonstrated that where there are seen shut connections between the head and other school individuals, the student's accomplishment will, in general, be underneath normal (Pretorius & Villiers, 2009). The authors reasoned that instructors' elevated level of withdrawal is a reason for genuine concern what's more reducing altogether from teachers' activity fulfillment, inspiration, and experience of the nature of work-life, may likewise disintegrate the nature of educating and learning. In Nigeria and different pieces of sub-Saharan Africa, it is proposed that constructive

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relational connections and ideal learning open doors for students in all demographic environments can expand accomplishment levels and lessen maladaptive conduct, and increment work fulfillment for school personnel (Chinelo & Ogbah, 2013). These examinations further express that, numerous initiatives should be adopted by principals in deepening their comprehension of school climate and undertaking jobs that a positive school atmosphere involves.

The Koech Report in the Republic of Kenya (1999) recommended that headteachers should generally establish a school culture and climate conducive for effective teaching and learning, which Irwin (1995) says refer to the values, beliefs, traditions,

philosophies, rules, and ethos that are shared by members of the organization. Nevertheless, in Kenya studies have been carried out, for example, a study by Obama, Akinyi, and Orodho (2015) investigated the effects of principals' leadership styles on students' academic performance in public secondary schools in Homa-Bay County. Another study by Musyoka (2018) analyzed leadership dynamics facing principals in managing schools within devolved Government structure in Mbeere south subcounty, Embu County. Further, studies by Kiprop (2016) interrogated the principal's leadership practices in the management of discipline in public secondary schools in Kenya in the postcaning era and Njeri (2015) investigated the influence of principals' leadership style on school climate in secondary schools in Ganze district in Kenya.

The most recent study in Elgeyo Marakwet County by Lambiano (2016) investigated leadership challenges faced by principals when implementing ICT-based curriculum and instructions in secondary schools. However, studies have shown that principals' leadership practices are no longer proposed as having a direct influence on learning outcomes but as having an indirect influence on the way it has an impact on school organization and school climate thus the need for this study to fill the gap.

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1.2 Statement of the Problem

In the present period of expanded responsibility, the learning condition of students has become an increasingly noteworthy instructive issue (Freiberg & Stein, 1999). It is the supportive work environment within the school that provides an effective learning condition (Bryk et al. 2010). From the foregoing presentation, it is evident that teachers and students face challenges that can impact their stay in the school and subsequently academic achievements. This is intensified by safety challenges, poor connectedness, poor academic outcomes, and insufficiency or unappealing institutional facilities (National School Climate Council, 2007).

In the Marakwet East sub-county, a study by Kiptum (2018) showed that primary school teachers were not satisfied at all with the school's physical appearances, working conditions, and that most schools lacked adequate resources. The question is, is it true among the secondary schools. Moreover, the sub-county director of education's report indicated that most students performed dismally in the 2018 national examinations with the majority of schools scoring a mean grade of D+ and below with two schools managing a mean score of 5.1 (C-) and 5.0 (C-) as depicted in Table 2.1. The implication of poor grades is a low transition to the tertiary levels which may curtail the region's competitiveness and participation in nation-building and subsequent sharing of the national cake.

Furthermore, a report by Rutto (2017) indicated that teachers were reportedly stoned and injured by students in one of the schools in Marakwet east sub-county. The report indicated that the affected schools were closed for some time before being recalled back; however, most teachers were hesitant to report back forcing the employer to issue threats of terminating their contracts if they fail to do so.

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While some studies like Njeri (2015) have shown the relationship between principals' leadership styles and school climate, it is evident that limited studies have been carried out on principals' leadership practices in the Marakwet East sub-county. It is upon this background that this study sought to establish the influence of the principals' leadership practices on school climate in Marakwet East sub-county, Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of the principals' leadership practices on school climate in secondary school in Marakwet East sub-county, Kenya.

1.4 Objectives of the Study

The study sought to achieve the following objectives;

1. To establish the influence of the principals' safety practices on school climate in secondary school in Marakwet East sub-county, Kenya.
2. To determine the influence of the principals' teaching and learning practices on school climate in secondary school in Marakwet East sub-county, Kenya.
3. To investigate the influence of the principals' interpersonal practices on school climate in secondary school in Marakwet East sub-county, Kenya.
4. To analyze the influence of the principals' institutional environment practices on school climate in secondary school in Marakwet East sub-county, Kenya.

1.5 Hypotheses

The study was based on the following hypotheses;

Ho1 There is no significant relationship between the principals' safety practices and school climate in secondary school in Marakwet East sub-county, Kenya.

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Ho2 There is no significant relationship between the principals' teaching and learning practices and school climate in secondary school in Marakwet East sub-county, Kenya.

Ho3 There is no significant relationship between the principals' interpersonal practices and school climate in secondary school in Marakwet East sub-county, Kenya.

Ho4 There is no significant relationship between the principals' institutional environment practices and school climate in secondary school in Marakwet East sub-county, Kenya.

1.6 Justification of the Study

Education is an important investment and the best equalizer of humanity. Education should be made interesting and enjoyable to every learner and teacher irrespective of where they come from and teach at respectively.

School climate is an important school phenomenon that can either lead to success or failure of schools if not well taken care of by the school leader. From recent studies, Johnson and Stevens (2006) found a statistically significant relationship between school climate and student achievement. Further researchers Hallinger (2005) also noted that a principal can impact learning but indirectly through the development of school climate. This study sought to assess the influences of the principal leadership practices in creating a school climate that meets an ideal learning environment.

This study is justified because of the need to put in place an appropriate support mechanism that guarantees an environment where learning goes on undisturbed, teaching is fun, school members interact among themselves freely, feel safe around and within the school premises and student achievement is almost guaranteed. This study,

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therefore, sought to get an in-depth understanding of the nature of the school climate in the region and the role the principal leadership practices plays in its creation.

The need to understand the school climate and principal leadership practices was informed by the fact that it is not merely important to assume that students are in school and teachers are teaching but also to fashion their academic achievement, effective risk prevention efforts, and positive youth development.

1.7 Significance of the Study

This study sought to establish the influence of the principals' leadership practices on school climate in secondary schools. The findings from this study would be very helpful to the policymakers, community, leaders, parents, and teachers in understanding the nature of their schools' climate and what role each one of them played in its making, how best can each do to make it right and move their schools forward. The results would be of great help to the Teachers Service Commission (TSC) and Ministry of Education (MOE) to come up with policy recommendations on what school leaders should do to

develop a school environment where every moment all school members feel safe, connected, and engaged in meaningful learning. The researchers, students, and scholars would also find the study to be of great value to the body knowledge and theory about the context and factors within and across the schools that contribute to positive school climates.

1.8 Scope of the Study

This study was conducted in secondary schools in Marakwet East sub-county, Elgeyo Marakwet County in Kenya between January and March 2020 as an analysis of principals' leadership practices and school climate following the poor academic achievement in the past two years in the national examination and other indicators of

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unfavourable learning conditions experienced in schools. National School Climate Council (2007) alluded that virtually all researchers suggest that four major areas are essential to pay attention to when studying school climate: safety, relationships, teaching and learning, and the institutional environment. However, the effective model by Lezotte (2010) posits that there are seven correlates of effective schools which include; leading the instructional program, clear and focused mission, safe and orderly schools, the climate of high expectations for success, frequent monitoring of students' academic progress, positive home-school relations, and opportunity to learn. This study, therefore, restricted itself to the four essential elements of school climate and investigated the influence of the school principals' leadership practices on the creation of a safe school environment, how he or she promoted teaching and learning, relationships between and among school individuals and the development of the overall school institutional environment.

1.9 Limitation of the Study

In the collection of data, part of the study relied on questionnaires which are associated

with the issue of low response rates and giving self-report data making it difficult to establish the precision and truthfulness of the responses. However, this was minimized through the triangulation of the data collection methods where interview schedules were incorporated. Being a cross-sectional type of study was a limitation in that, it collected data over a snapshot period, and perception change with time. Besides, generalizations could not be made on all counties due to different socio-cultural factors.

1.10 Assumptions of the Study

All schools are adequately equipped with the same financial, human, and physical resources. The difference between the state and the presence or absence of these facilities might be brought about by the ability of each school to manage.

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1.11 Theoretical Framework

This study was based on an effective model by Lezotte (2010). According to Lezotte (2010), there are seven correlates of effective schools. According to this model, an effective school is a school that can, in measured students' achievement terms, demonstrates the joint presence of quality and equity. The seven correlates are: Leading the instructional program, clear and focused mission, safe and orderly schools, the climate of high expectations for success, frequent monitoring of students' academic progress, positive home-school relations, and opportunity to learn.

To ensure that these correlates are properly availed and working requires paying attention by the school leader. According to Lezotte (2010), strong instructional leaders are proactive and seek help in building team leadership and a culture that is conducive to learning and professional growth. In the effective schools, the principal serve as an instructional leader and effectively and persistently communicate and model the mission of the school to staff, parents, and students. This theory is relevant to this study because the seven correlates advanced by Lezotte (2010) of an effective school

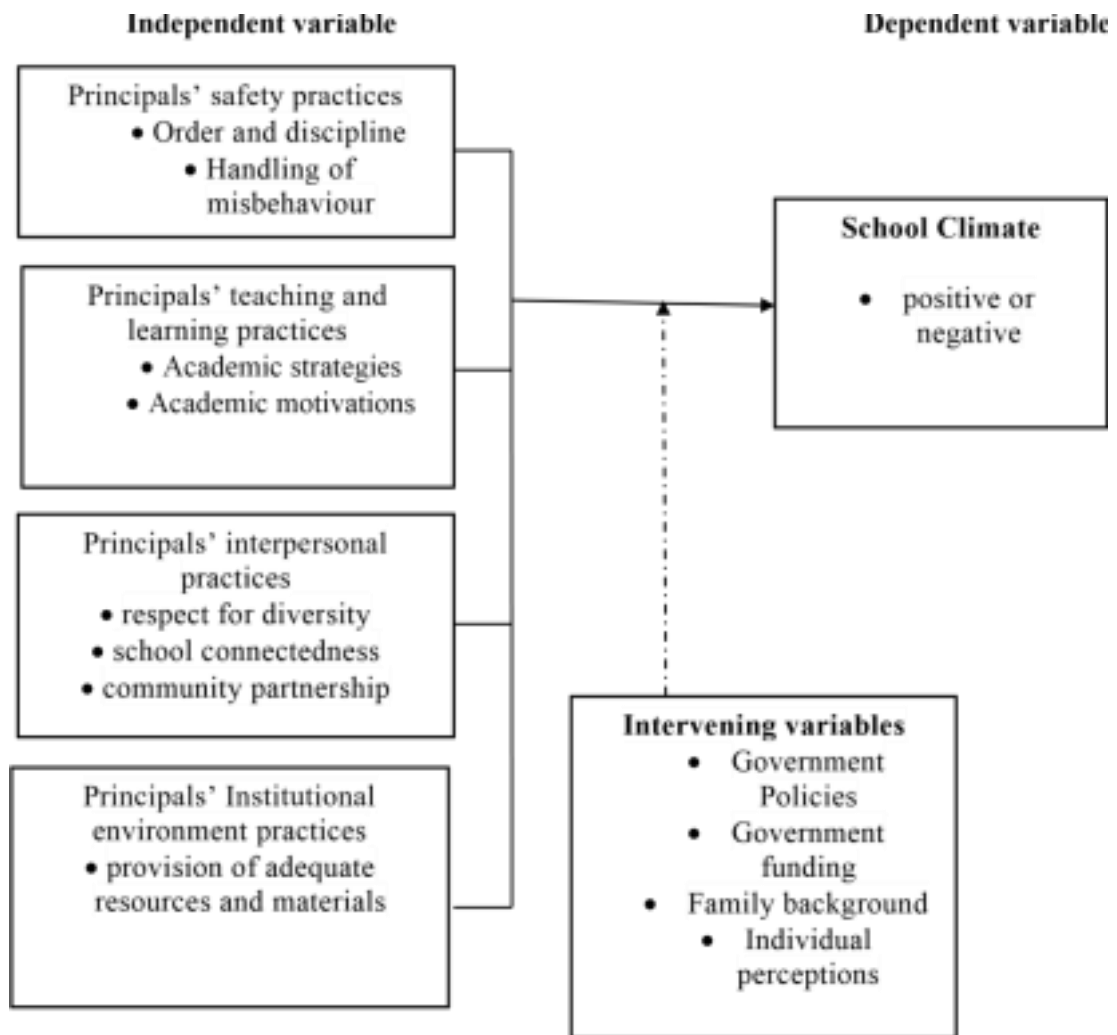
represent the dimensions of school climate and require effective leadership on the part of the school principal who in turn influence these dimensions to bring about a given nature of school climate as perceived by school members. The seven correlates can be described as dimensions of school climate and thus can, therefore, be termed as the principals' leadership practices. This study therefore, tested Lezotte's (2010) effective school model, and also suggests measures that principals can take to create a school climate that boosts students' academic achievements.

1.12 Conceptual Framework

Figure 1 shows some of the factors selected (independent variables) that affect the school climate in secondary schools (dependent variables). The independent variables

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included principals' safety practices, teaching and learning practices, interpersonal practices, and institutional environment practices. These considerations have been incorporated into the development of the principal instruments for data collection to mitigate their effects on the results of the study.



SOURCE: AUTHOR 2019

Figure 1.1: Conceptual Framework

Source: Author 2019

1.13 Operational Definition of Terms

Leadership Practices: refers to activities school leaders can undertake to develop, change, and lead schools into successful institutions/organizations, for this study, involves the creation of school climate.

Principals' Institutional environment practices: It includes the principals' finesse in the provision of resources, ensuring adequacy of the school setting, environmental adequacy, and structural organization, and proper maintenance of resources. It refers to the physical layout, size, and material resources of a school.

Principals' Interpersonal practices refer to the acts that promote the quality of

relationships with and among members of a school (teachers, students, and administrators). It includes the school's degree of togetherness, deliberate open communications, respect for diversity, and partnerships with other members of the wider school environment and community.

Principals' Safety practices: refers to school and school-related activities where students, teachers, parents, or persons within the school environment feel safe. It includes physical, emotional, identity, or pertaining to order and discipline. It involves the inculcation of values and behaviours necessary to drive the school forward

Principals' Teaching and learning practices: refers to instructional practices promoted in the school. It includes school leadership, academic and instructional strategies, and other professional development activities promoted in the school.

School climate: school climate can either be positive or negative and refers to the circles of school life, for example, school safety, educating, and learning, connections and the institutional environment conditions.

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School leadership: is the process of enlisting and guiding the talents and energies of teachers, students, and parents toward achieving common educational aims. The school principal is the overall leader and driver at this level.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looks at the available information concerning the subject under the study. It starts by reviewing conceptual literature on the study - the current situation in the topic under the study. The literature review was scaled down and conducted under the

following headings: the school leadership practices, the school climate, the role that principal plays in creating a safe school environment, the role that the principal plays in promoting school academic climate, the role that the principal plays in ensuring quality relationships among school members, and the role that the principal plays in creating a conducive school's institutional environment.

2.1.1 School leadership practices

Owens (2001), in characterizing educational leadership, expresses that "leadership and administration mean working with and through others to accomplish hierarchical objectives" (p.2). Leadership is that the craftsmanship or strategy for affecting people so they will endeavor volitionally and sky-high toward the activity of cluster objectives (Fullan, 2012). The head of a school is seen as the leader of that school. The individual in question is a vital figure in achieving the required change and improvement in the school. The person starts changes in set up structures, strategies, and techniques. He or she works with and through others to accomplish institutional objectives. Consequently, impacting companions to seek after authoritative objectives is a significant piece of the principal's key job. There is a contrast between leadership and management, even though the two terms overlap. As indicated by cotton (2003) leadership involves vision, strategy, creating direction, and transformation of the organization whereas management concerns the effective implementation of the vision. Management is

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concerned with practical action, whereas leadership is concerned with vision, setting the tone and direction, establishing long-term objectives, and generating an appropriate ethos within the organization. In the past, education had often employed a traditional top-down or authoritative approach. With the advent of education reform, schools have been pressured to produce greater student achievement.

As in various associations, numerous schools are changing from legitimate authority to

an increasingly collective type of leadership with the desire for drawing in the school community in working in the direction of the shared objective of delivering more prominent student accomplishment (Owens, 2004). The focus of recent researches related to school and educational leadership has been mainly on the concept of instructional leadership for the past few decades. This implies that principals have the responsibility of being principally liable for providing an effective learning environment. This infers principals have the obligation of being essentially liable for giving powerful learning conditions (Şişman, 2011a). School overseers are viewed as wellsprings of learning and headteachers. Additionally, they are likewise required to give important situations and conditions to compelling learning and to help instructors in every possible way.

The main learning environment at school is a classroom where a teacher has to carry out the role of a leader as a person of authority and power. However, learning is not limited to the classroom environment. Educators must be constrained to attempt the job of a leader each inside the school and in extra-curricular situations. Leadership has for quite some time been built up in the writing as an essential component in school adequacy and school improvement and it is turning into a significantly increasingly conspicuous component in the wake of instructive changes which have prompted a strengthening in the jobs and duties as far as both degree and intricacy relating to school

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leaders (Gok, Peterson & Warren, 2005; Gronn & Rawlings-Sanaei, 2003). The changes have brought about a generous number of studies that have concentrated on school leadership (Day, 2005). Leithwood et al. (2008) in certainty upheld that "creating individuals", together with "setting directions", "redesigning the organization", and "dealing with the instructional projects" were the four core practices of fruitful school leadership.

Practically all effective leaders draw on a similar collection of essential leadership practices. The essential suppositions underlying the case are the focal undertaking for administration is to help improve worker execution and such execution is a component of representatives' convictions, values, inspirations, abilities, and information and the conditions in which they work (Leithwood & Jantzi, 2008).

Today, school principals have multifaceted tasks to carry out. They are required to maintain the most noteworthy instructive guidelines in schools, create correspondence and relational aptitudes among educators and students, keep up a positive classroom atmosphere and guarantee a positive classroom circumstance in terms of modern infrastructure available (Khan & Igbal, 2012). Most examinations show that principals in a roundabout way influence students' accomplishments through their impact on school organizational conditions, instructor working conditions, guidance quality, and school culture. A school principal's behaviour has been shown to influence teacher motivation, teacher job satisfaction, teacher learning, and school-wide collaboration all of which are linked to trust among all school participants (Schwartz, 2017).

According to the above scholars, they have talked about school leadership, what it entails, what school leaders ought to do, the impact it has on school individuals and the atmosphere. They have provided its evidence in many countries but they have not stated

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if such practices work or are being practiced in Kenya by the school leaders. Thus, this study sought to establish the influence of principals' leadership practices on school climate in secondary schools in Marakwet East sub-county, Kenya.

2.1.2 The school climate

Bradshaw (2014) characterized the school atmosphere as the mutual convictions, qualities, and frames of mind that shape associations between students, educators, and administrators and set the parameters of satisfactory conduct and standards for the

school. School climate is a result of instructor and students' social collaborations and is impacted by instructive and social qualities. Ali and Siddiqui (2016) said that climate isn't tangible; it is a matter of the mind. Instances of positive components of school climate are an atmosphere of mind, a propelling educational plan, proficient collegiality, and closeness to guardians in the community. School climate alludes to the standard of school life. School atmosphere depends on examples of individuals' encounters of school life and reflects standards, values, objectives, relational connections, educating and learning practices, and organizational structure (Cohen, 2006).

Ultimately, the connections that shape the way of life and atmosphere of the school are firmly affected by the school head (Snowden & Gorton, 2002). A safe, mindful, popular based and responsive school atmosphere cultivates a more prominent connection to school and gives the ideal establishment to social, enthusiastic, and academic learning (Blum, Mcneely & Rinhart, 2002; Osterman, 2000). One of the most basic and significant elements of the school atmosphere is social and includes "connected" individuals to each other in school. Truth be told connectedness, or to what degree students feel appended to at any rate one giving it a second thought and mindful grown up at school. School connectedness is a ground-breaking indicator of partner wellbeing

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and the academic result (McNeely, Nonnemaker, & Blum, 2002; Shochet, Dadds, Ham & Montague, 2006; Whitlock, 2006). The complex style of factors and forces form the standard and character of the school. In any case, one of the absolute most significant "powers" is the school heads; the principal.

There is convincing investigation support for the idea that once after the study hall instructor; the building leader is that the most critical "power" that shapes learners teaching (Wallace Foundation, 2006). It is the head as the leader of the school that

establishes the pace and express or verifiable standards of conduct. Positive school atmospheres are to a great extent comprehended to be conditions in which the entire school community thrives (Cohen, McCabe, Michelli & Pickeral, 2009). The impacts of a positive school atmosphere are clear. Instructors flourish when they feel that their endeavors are emphatically influencing students and Students succeed when qualified educators and principals put time and exertion into their learning and improvement (Hulphia, Devos, & Rosseel, 2009).

Bryk, Anthony, Penny, Elaine, Allensworth, Stuart, and Easton (2010) propose a positive school atmosphere that encourages trust, collaboration, and open contribution from staff. Bryk further finds a school with significant levels of trust-related with elevated levels of trust and responsibility among its individuals. Staff commitment cultivates viable schools (Hulphia et al. 2009). Elevated levels of staff trust and contribution are related to significant levels of union among school individuals, particularly around school objectives (Bryk et al. 2010; Hoy & Hoy, 2009). Significant levels of fulfillment among school personnel are frequently found in open school conditions where chance-taking is empowered between educators and principals, particularly when the risks aim towards the improvement of school thoughts (Hoy et al. 2002; Tschannen-Moran, 2009).

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The tone of the school atmosphere, particularly the climate of trust is set up by the head (Bryk et al. 2010; Bryk & Schneider, 2002; Tschannen-Moran, 2004). Principals who can truly build up a confiding school condition for all school individuals; guardians, instructors, students, and the community can become "drivers of progress" (Bryk et al. 2010). With trust, participation, and joint effort around bound together school objectives and program coherence can push forward school improvement thoughts and plans, even among disadvantaging obstructions (Bryk et al. 2010). At the point when principals set up trusting school space, genuine school improvement and achievement

can happen.

In work environment organizational examinations, individual connections embedded in the trust are unequivocally connected to positive atmosphere results of higher job fulfillment, union, and commitment to the association (Yang & Mossholder, 2009). Under the possibility of leadership as assistance, it is nothing unexpected that the impact of principals on the school atmosphere is more grounded than the impact on instruction (Louis & Leithwood, 2010; Wahlstrom & Louis, 2008). It is the supportive work environment that principals propagate for educators and other cooperative individuals within the school that provides an effective learning condition (Bryk et al., 2010).

The "principal effect" on their staff affects the school atmosphere and is amplified by the measure of oversight given to the head from the naming position or central office (Elmore, 2000; Honig, Copland, Rainey, Lorton, & Newton 2010, Leithwood & Jantzi, 2008). In actuality, the casual connections and associations between the principals and their educators, the community around, guardians, and students centrally clarify leadership impact on school organizational atmospheres (Ogawa & Bossert, 1995). The size of the "principal effect" on educators and different partners directly connected to

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the school attitudes increases as principals balance the school control by sharing more basic leadership powers with their instructors (Spillane, 2006; Wahlstrom & Louis, 2008). Instructors' commitment increases when they are given greater administration interest through power-sharing. School atmospheres impact educators' selfviability observations, hence, impact their teaching capacities (Wahlstrom & Louis, 2008). The principal is extremely imperative in affecting the school atmosphere (Huang, 2001). He or she fortifies the vision, shared guiding principle, desires, and standards through performance modeling.

Leadership is never again proposed as affecting learning results yet as having an indirect

impact through how it affects school association and school climate (Witziers, Bosker, & Kruger, 2003). Current research has also recommended that the principals' influence indirectly affects learning and is interceded by their collaborations with others, situational occasions, and the authoritative and social components of the school. Principals who care and focus on the particular dimensions of school climate that influence the way of life of the school promote student accomplishment (Hallinger, 2005).

The view of instructors outlines a critical part of the basic conviction followed in a school. Their considerations, emotions, and thoughts resound through and help with framing the school climate (U.S. Division of Instruction, 2014). Besides, instructors are very much aware of the complex arrangement of jobs being played by the head in their day-by-day execution in the school. They incorporate the conviction framework and standards built up in a school and are considered as the answer to the expanding issues in the educational environment. Teachers welcome the help of the head at both individuals just as the professional level to make them open and comfortable with playing out their obligations and duties in the school (Thacker, 2017). The capacity of

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a principal to create a positive climate can likewise decide the productivity and viability of the school in the advancement and improvement of students. Deel and Perterson (2009) accepted that having a mission, or vision, is significant to the achievement of a business and a school. Deel clarified, "At the center point of a school's way of life are its strategic reason the loved focal point of what individuals do. Mission and purpose trigger intangible powers that motivate educators to instruct, school leaders to lead, youngsters to learn, and guardians and the community to have certainty and confidence in their school". The vision mirrors the motivation behind the school and what the individuals included want to achieve.

According to the National Center for Learning and Citizenship Education commission of the States and the Center for Social and Emotional Education (2007), School climate refers to the sphere of school life like school safety, quality of relationship among teachers, students and parents, and the community around, teaching and learning including professional development, the institutional external environment as well as to larger organizational patterns (from fragmented to cohesive or “shared” vision, healthy or unhealthy, conscious or unrecognized).

Consequently, an examination done by Johnson and Stevens (2006) found a measurably significant connection between school climate and student achievement. This showed the school climate is a factor that ought to be viewed when endeavouring to comprehend student accomplishment. Further, Heck (2000) and Goddard, Hoy, and Hoy (2000) connected school climate and student accomplishment. "School climate might be one of the most significant elements of an effective instructional program without an atmosphere that makes an amicable and a well-working school, a high level of academic accomplishment is troublesome, if not out and out difficult to get" (Hoyle, English, & Steffy, 1985, p. 15).

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Subsequently, further research has verified that principal leadership can have a noteworthy, yet indirect, sway on student results (Marzano, Waters & McNulty, 2005; Robinson, Lloyd, & Lines, 2008). Hallinger (2005) additionally noticed that a principal can affect classroom instruction, however by implication through the improvement of school climate as opposed to direct supervision of classroom practices. Further, O'Donnell and White (2005) found a relationship between principals' leadership conduct and student accomplishment through a positive school atmosphere. The two authors found a symbiotic connection between climate and accomplishment. Given that a principal is commonly not engaged with the immediate conveyance of instruction, the conduct and practices of the head, particularly when strong, collegial, and not

excessively prohibitive, can positively affect student accomplishment through the effect this conduct has on school climate and accordingly their instructors (Tschannen-Moran & Tschannen-Moran, 2011). Nonetheless, the school atmosphere has likewise been found to affect student results (Darker, Anfara, & Roney, 2004). Although it has been seen that principals' aptitudes and practices might not directly affect student results, these abilities can affect the vital association with their instructors (Cotton, 2003). This study, therefore, sought to establish whether there is a significant relationship between principals' leadership practices and school climate in secondary schools in the Marakwet East sub-county.

In perspective on the abovementioned, school climate and head administration have been singled out as the most significant phenomenon clarifying students' accomplishments. This is because either can't work in isolation. Empirical examinations stress that the tone of the school atmosphere, particularly the environment of trust is built up by the head (Tschannen-Moran, 2004). Principals who can truly set up confiding school conditions for all school individuals' guardians, instructors, students,

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and the network can become "drivers of progress" (Bryk et al. 2010). With trust, participation, and cooperation around brought together school objectives and program intelligence can push forward school improvement thoughts and plans, even among disadvantaging boundaries (Bryk et al., 2010). However, the KCSE results released in 2018 as shown below indicated that most schools in the Marakwet East sub-county had registered a decline in the schools' mean scores though the reasons behind this decline are not clear. Could it be it is as a result of principals' leadership practices and school climate?

Table 2.1: 2018 KCSE results of randomly selected schools in Marakwet East sub county.

School A B C D E F G H I J K Mean mark 4.1 5.0 4.23 3.8 4.5 4.4 5.1 4.11 4.23 4.2 4.71

Looking at table 2.1 above, most schools did not perform well in the national examinations something which has been a concern to parents, teachers, leaders, and communities around these schools. It is evident that the majority of the students scored a mean grade of D+ and below with the best schools scoring a mean score of 5.1 and 5.0 and the least scoring a mean of 3.8. Eshiwani (1993) asserts that the quality of education is seen in terms of the number of students passing national examinations. The above results post a threat to the future academic progress of the region and pertinent questions on what might be the cause of low performance.

The above scholars have highlighted the four major dimensions of school climate, its impact on student's achievement, instructors stay in the school and the influence the school head has on school climate. They have also mentioned that there exists a relationship between the school climate, school head, and student achievement. But

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they have not mentioned whether principals' leadership practices influence school climate. However, interrogating the above student's results, there was a need to investigate the whole issue of student performance in the Marakwet East subcounty from a broad framework of principals' leadership practices and existing school climate.

2.1.3 The role that the principal plays in ensuring a safe school environment

Safety is characterized as a condition of being free from hurt, damage, or peril. School wellbeing implies the school condition that impacts the mental and physical prosperity of educators, students, and different individuals from the school. A sheltered school is one in which school (students, instructors, and other expert staff individuals) experience a little danger of being compromised or hurt. In an unsafe school, individuals are dependent upon dangers and destructive activities that range from verbal abusiveness to physical ambush and damage (Gregory, Cornell & Xitao, 2012).

A feeling of wellbeing is vital to students not exclusively because it's related to mental functioning yet besides since it is related to the school working both simultaneously and over time (Juvonen, Wang, & Espinoza, 2011). School wellbeing includes viewpoints such; physical security which includes viciousness, animosity, and physical harassing, character wellbeing parts of study hall which sees an instructor as a benefit as opposed to an obstruction, Emotional security incorporate accessible psychological well-being services (guiding, mindful, and supportive staff), disorder and control disrupt school guidelines and how mischief is taken care of. Feeling safe in school impacts students learning and advancement. Be that as it may, most students are not presented to physical violence; however numerous learners are exposed to social, emotional, and intellectual viciousness.

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The social setting of academic settings may have a significant and inescapable effect on the instructive and social adjustment of school individuals. Students' perception of a school's atmosphere is firmly connected with both their academic adjustment and accomplishment and their socio-enthusiastic and conduct alteration (Brand, Felner, & Dumas, 2003). Bradshaw, Waasdorp, Debnam, and Johnson, 2014) saw that the last security space included indicators of tormenting and hostility, perceived physical wellbeing, and general drug use. A focal part of the school atmosphere was wellbeing, which mirrors students' key need to have a sense of security in school (Bradshaw et al. 2014). Most research showed that young who are presented with significant levels of aggressive conduct is in danger of a host of negative results, for example, expanded animosity and wrongdoing substance use, nervousness, and stress (Farrell & Sullivan, 2004). Exposure to hostility and brutality additionally are identified with an assortment of school-related issues, including poor academic accomplishment, issue conduct, and worries with participation and connection to school (Henrich, Schwab-stone, Fanti, Jones, & Ruchkin, 2004). The majority of the examination on school-related issues

related to animosity has concentrated on physical and direct verbal hostility (for example overt hostility). Some ongoing investigations, be that as it may, have displayed starting proof recommending that overt animosity may not be the main sort of forceful conduct of worry for school change. Issues with peers at school, for example, dismissal, exclusion, and different types of exploitation are identified with decreases in classroom participation and increments in school avoidance after some time (Buhs, Ladd, & Herald, 2006).

Hill and Werner (2006) found that hostility estimated extensively (which included both physical and social animosity things) was related to students' inclination of connection to their school. Students' view of their school experience that is basic for academic

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accomplishment is school security (for example students' convictions about whether their school is a domain where students are probably going to stay free from exploitation and harassment). At the point when the school condition is seen to be risky, academics endure. A few examinations have distinguished school atmosphere conditions related to a more secure school condition for their schools. Studies found that educators announced fewer events of exploitation in community-organized schools, estimated by instructor reports of shared desires, a spirit of coordinated effort, and a strong atmosphere that is connected to school safety. Gottfredson, Gottfredson, Payne, and Gottfredson (2005) found that schools with more prominent saw reasonableness and philanthropy of rules had lower student misconduct and exploitation. School security contrasts relying upon the size and sociodemographic attributes. Little school advocates battle that little schools license nearer supervision of students and cultivate a more prominent feeling of network prompting a more instructor-student relationship (Leithwood & Jantzi, 2008). In any case, there is blended proof concerning the assumed higher predominance of student exploitation in bigger schools. An investigation done by Hill et al. (2006) found that pervasiveness paces of tormenting, dangers, and

ambushes depended on parts on the source of estimation. In large schools, instructors and students announced that they saw additionally bullying and teasing contrasted with those in smaller schools. Conversely, students' self-reports of exploitation were disconnected to class size and school discipline records demonstrated a negative association with school size (Kawabata & Crick, 2008).

Research on elementary school students demonstrated that cross-ethnic friendships are identified with positive social alteration (Lease & Blake, 2005). Contrasting numerical dominant part students and keeping in mind that not a numerical minority companion, Lease, and Blake (2005) indicated that ethnic larger part students with a minority

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companion were generally higher at tuning in to other people and increasingly enjoyed their friends, and more socially fulfilled than the individuals who didn't have any cross ethnic ties in Grade 4-6. Kawabata and Crick (2008), thus, found that, while controlling for classroom ethnic composition, reciprocated cross-ethnic friendships were related to socially inclusive behaviours and greater leadership abilities inside these schools.

While looking at the relationship between cross-ethnic companionships and a feeling of social-emotional safety in school, it is not certain whether the equivalent relational mechanisms apply to both cultural lion's share and minority students. The companionship that crosses ethnic lines may be especially significant in decreasing inter-ethnic uneasiness and worries about separation among ethnic minorities. Reliable with this view, Mendoza-Denton, and Page-Gould (2008) found that, even though sensitivity to race-based avoidance was identified with the absence of institutional belonging and fulfillment among dark students in an overwhelmingly white University, cross-ethnic companionships supported this defamed or barred dependent on their racial or ethnic foundation. Henceforth, Cross-ethnic friendships are probably going to be

identified with the feeling of social-emotional safety among ethnic minorities not among ethnic majority students.

While having a sense of security at school, feeling associated with school, and friend support were huge indicators of mental and enthusiastic prosperity, peer support was the hugest shielding issue over the transition from primary to secondary school. Friend connections at school were found to contribute most to students' prosperity (Weare & Gray, 2003) as social and emotional difficulties during the change time frame can mean disappointment and nervousness dispensing negative or restless practices. Studies have recognized the role of friend conflict and companion dismissal, exploitation, and dangers of viciousness that produce mental modification issues, for example,

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withdrawal, which in turn leads to class avoidance and decreased inspiration to collaborate in learning exercises (Nishina, Juvonen, & Witkow, 2005;).

Thapa, Cohen, Guffey, and Higgins (2013) found that the school atmosphere, students' feeling of connectedness, and levels of incivility were principal factors impacting student perception of security and proposed that these elements might be more basic issues in counteractive action arranging than unmistakable significant level hostility and brutality. All the more extensively specialists have indicated the requirement for psychological well-being administrations in schools, including, however not constrained to, giving screening (Weist, Rubin, Moore, Adelsheim, & Wrobel, 2007), direct administrations to enhance passionately and conduct challenges and drawing in and supporting students' families with school-based family resource focuses. Emotional wellness and associated administration conveyance frameworks are accomplices intending to address school brutality and school security, yet their endeavours are normally not very much planned (Kutash & Duchnowski, 2007).

Feeling safe at school and feeling associated with school are the individual level

atmosphere factors generally defensive of mental and emotional prosperity. To upgrade students' inclination of wellbeing the school's sociological and organizational structures can be changed by having more attractive and all the more reliably applied and straightforward school discipline strategies and by expanding educator and grown-up help for students. Schools that have more negative school atmospheres may display a lower nature of cooperation between students, instructors, friends, and staff (Lee, Cornell, Gregory, & Fan, 2011). Also, in schools with lower levels of school atmosphere, students are bound to have low degrees of conduct and emotional help. Also, a series of studies unconcealed that a positive school atmosphere is correlative with diminished students' non-attendance in secondary school and lower paces of

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students' suspension in secondary school (Lee et al. 2011). Having a sense of security socially, emotionally, mentally, and physically is a key human need (Maslow, 1943).

Having a sense of security in school intensely advances students learning and solid improvement. Notwithstanding, there is a lot of research that has demonstrated that numerous students don't feel physically and genuinely safe in schools, to a great extent because of breakdowns in the interplay and contextual factors that characterize a school's atmosphere. In schools, with poor standards, structures, and connections students are bound to encounter savagery, peer exploitation, and punitive disciplinary activities, frequently joined by elevated levels of nonattendance and decreased instructional exercise achievement (Astor, Guerra, & Van Acker, 2010).

Although several urban and economically deprived colleges are full of physical violence, most students don't seem to be exposed to physical violence (Mayer, 2010).

Unfortunately, this is not the case for social, emotional, and intellectual violence.

Bully eviction behaviour is a serious public health problem. Research from the Health Resources and Services Administration's (HRSA) National Bullying Campaign

showed that up to 25% of the US.

According to the above scholars, school safety impacts the educator's stay, associations, and advances student's learning. They have also mentioned that a sense of security in school is a basic issue that needs to be addressed. The literature further shows pieces of evidence across the world what ought to be done by the school and the principal to guarantee a safe school environment but there is no evidence showing whether principals in Marakwet East sub-county practice or demonstrates the presence of what the above scholars stated. This study sought to establish if principals' safety practices influenced school climate in secondary schools in Marakwet East sub-county.

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2.1.4 The role that the principal plays in promoting the school's academic climate.

Teaching and learning are some of the first fundamental dimensions of the school atmosphere. School leaders and instructors should strike to characterize the arrangements of standards, objectives, and qualities that shape the learning and educating condition. Research shows that a positive school atmosphere elevates students' capacities to learn. A positive personnel atmosphere advances agreeable learning, group cohesion, regard, and shared trust. Principals are, as instructional leaders, answerable for connecting their day-by-day tasks to the objectives for student accomplishment (Givin, 2005). Instructional leadership influences the centre movement of the school, for example, educating and learning. It includes the choices, techniques, and strategies that principals utilize to guarantee learning and showing viability in the classroom. In this regard, the principal ought to give guidance, assets, and backing to both the teachers and students (Van Deventer & Kruger, 2003). The principals, as instructional leaders, ought to guarantee that the school's instructional program connects with the educational plan, imagines the instructional objectives, sets high academic guidelines, remains educated regarding training strategies, is touchy with the instructors' instructional issues, makes classrooms visits to screen the nature of

guidance, makes motivators for learning, keeps up student discipline so a precise situation for guidance is kept up (Gumus & Akcaoglu, 2013). Principals as instructional leaders are responsible for guaranteeing a sound culture of educating and learning in the school.

Gupton (2003) sees that the principal's key job as an instructional leader comprises immediate and indirect practices that fundamentally influence educator guidance and hence students learning. Gupton (2003) further layouts five key conduct portray the principals as instructional pioneers ought to have to provide a feeling of vision to their

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schools: define their vision and work together with partners to build up a common vision and support the imperativeness of the school's vision and strategic the normal school tasks, provide support for educating and learning: they ought to perceive great guidance by the instructors as the most significant device to achieve the school's primary objective, which is student learning. Exhibit cleverness: despite obstructions, they ought to create techniques and plans to achieve the school's objectives. Excise participatory administration: ought to enable others by drawing in the partners fittingly in the school's operational and decision-making processes and Monitor guidance that they ought to know about what's going on in the study halls by methods for regular observing.

Wings (2013) contend that effective principals are likewise instructional leaders who are concerned about the nature of educating and learning and the degree of student accomplishment. This includes making a common purpose among all the staff individuals in the implementation of the school advancement programs.

A series of correlations have demonstrated that the school atmosphere is straightforwardly identified with academic accomplishment. Concentrates additionally call attention to the need to distinguish and incorporate a wide scope of variables, for

example, classroom and school forms and different school atmosphere pointers while looking at students' results (Fleming, Haggerty, Catalano, Harachi, Mazza, & Gruman, 2005). Additionally, there is likewise proof that the impacts of a positive school atmosphere contribute to immediate student accomplishment; however, its effect appears to endure for quite a long time (Johnson et al. 2014). Analysts have likewise looked at the connection between school atmosphere and academic accomplishment in connection to student classroom investment. Studies have indicated that when students are urged to partake in academic learning, their potential for academic accomplishment

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increases. Executing learning exercises past the classroom is a powerful method to fuse civic instruction into a school and these exercises, in turn, advance student learning. Empowering dynamic and helpful learning through authentic ventures is best in surroundings with a civic strategy that supports the confiding connection between all individuals of the school community (Skinner & Chapman, 1999). Administration learning ventures advance civic training as the results of these exercises show students an approach to apply room material to genuine things. For instance, exercises like community service and discussions about what sort of administration to take part in upgrading the learning condition by giving students chances to participate in and begin forming their own opinions of social and government systems (Torney-Purta, 2002). On the off chance that students are given belonging and determination in their administration learning, there is proof that their self-idea and resilience for diversity will increase.

Educators' view of school atmosphere was a great deal of sense to study hall level elements, similar to poor schoolroom management and extent of researchers with turbulent conduct though students' recognition was a lot of sense to school-level components, for example, students' mobility, learner-instructor relationship (Mitchell, Bradshaw, & Leaf, 2010). Writing demonstrates that when educators feel bolstered by

both the head and their friends, instructors are progressively dedicated to their calling. A positive school atmosphere is additionally connected with the improvement of instructors' convictions that they can emphatically influence student learning (Guo & Alessandro, 2011).

The administrators' help is likewise another element of the academic atmosphere that impacts the school atmosphere. Administrators bolster alludes to the degree to which principals and other school leaders make educators' work simpler and help them to

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improve their instructing. Administrator's backing can accept a variety of structures ranging from giving instructors proficient advancement opportunities (Hirsch & Emerick, 2007). Numerous examinations relate authoritative help to instructor maintenance. Ladd (2009) sees that the instructor's impression of school leadership is increasingly predictive of educator's perspective on school atmosphere and their expectations to stay in the school or secure elective positions than are their view of some other school working condition. The help of administration can impact working conditions, for example, the measure of educator impact and school safety (Johnson, 2006).

A lot bigger examination base reports principals' outcome on school activities through persuading academics and students, recognizing and articulating vision and objectives, developing high-performance expectations fostering communication, allocating resources, and developing an organizational structure to support instruction and learning (Knapp, Capland, Pleck, & Portin, 2006). Principals likewise influence the instructional nature of schools through the improvement and maintenance of educators. School leaders set the objectives and mission of the school, advance trust, and joint effort, and effectively bolster guidance. Their endeavours can even cause more grounded structure strategies like higher parental contribution, curricular coherence,

and conduct arrangements that lead to more grounded classroom guidance, which thus, influences student accomplishment.

Academic atmosphere represents the degree to that the school is headed to achieve instructional excellence, as reflected in its capacity to deal with a high instructor, student and parent gauges and desires, and academic press (Sweetland & Hoy, 2000). Sweetland and Hoy (2000) hypothesized that when instructors feel enabled through a positive scholastic atmosphere, they might be bound to accept their aggregate limit as

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personnel to cultivate changes that advance school performance. For sure, observational proof proposes instructors' view of their school's scholarly atmosphere to relate decidedly to student accomplishment crosswise over various school settings (Hoys, Tarter, & Woolfolk-Hoy, 2006). Educators' aggregate adequacy has additionally been recognized as a key system to encourage a scholarly atmosphere (Sweetland & Hoy, 2000).

The school principals ought to depict learning as the most significant explanation behind being in a school and underline the significance and estimation of the high accomplishment of the students in the school. Along these lines, the individual in question ought to have an unmistakable comprehension of the school's mission and vision, and have the option to state them in immediate and solid terms. As instructional leaders, he or she ought to accept that every one of the students can learn and accomplish and that the school can make a difference between progress and disappointment (Nuku, 2007). Wing (2013) includes that principal ought to have solid moral qualities and relational aptitudes, as these are significant characteristics of instructional leaders and important to move and propel every one of the partners. As it were, principals ought to be great communicators, and be focused on the school's vision and objectives. Such principals are noticeable in their schools, and they bolster their expert staff to

understand the accomplishment of their students. They are delicate to the instructors' issues and help them in building up the educational plan and in recognizing and assessing the learning objectives, and convey departmental arrangements and methodology viably to the whole school community (Mbatha, 2004).

However, in the Marakwet East sub-county, Elgeyo Marakwet County the students' academic outcomes based on 2018 national exams as shown in table 2.1 were poorly done. A study done by Brown, Anfara, and Roney (2004) found that school climate

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has an impact on student outcomes. Other scholars Cohen, McCabe, Michelli, and Pickeral (2009) observed that one of the most influential factors in the development of quality and character of a school is the school leader. It is not clear whether the above outcomes are a result of principals' teaching and learning practices.

Consequently, the scholars above have stated that the school atmosphere elevates students' capacity to learn. They have stated that the principal as an instructional leader is charged with the responsibility of making teachers' involvement possible and shaping the nature of their contribution to school improvement. They have also mentioned what principals across the globe are or ought to do to enhance teaching and learning but they have not stated if it applies to Kenya's context and whether principals in Kenya are incorporating them or not. Therefore, the need for this study to establish if principals in secondary schools in Marakwet east are incorporating the five key conducts portray the principals as instructional pioneers ought to have as outlined by Gupton.

2.1.5 The role that the principal plays in enhancing interpersonal relationships among the school members.

We are born out of and live-in relationships. The instructional leader needs to recognize that connections are a key and characteristic piece of creatures; we can't separate our existence from our connections. Henceforth, initiative exercises that emphasize unduly

the specialized and bureaucratic components of an association are without importance. Instructive leaders who recognize that human connections are essential to our lives, to the production of importance and the advancement of comprehension are bound to assess the why, who, what, where, and when of schooling (Shields, 2006:76).

The school principal ought to be a manager of an aggregate agreement as opposed to the caretaker of business as usual. Whitaker (2003) in his book; "what Great Principals

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Do Differently: Fifteen things that Matter Most, he proposed that focused principals center around individuals, not programs; center around practices, at that point convictions; demand unwaveringness to the students; boost the capacity of their high accomplishing instructors, and set up desires toward the start of the school year. He keeps on saying, "When the principal sneezes, the entire school catches a cold... on the off chance that we have extraordinary validity and great connections, individuals work to satisfy us". The nature of connections among individuals of a school (teachers, students, guardians, community, and managers) influences students' conduct and accomplishment. The best head invests an extraordinary measure of energy creating, improving, and putting resources into connections. A positive relationship is the heart of what makes a school remarkable, the best leaders construct situations of trust, regard, polished methodology, mindful, empathy, joint effort, joining, prompting, and sustaining (Connors, 2000) All together for a principal to build relationships with and among individuals and decidedly shape school culture, the school head needs to be visible in the school and community (Rieg, 2007). With the huge number of duties, principals have, being visible is frequently troublesome. Fullan (1997) observes, "Principals are either over-burden with what they are doing or overburden with all the things they figure they ought to do."

Shields (2006) in her book proposed, " Relationships are not just the beginning,

however, in reality, the establishment of the educative undertaking" she noticed that education must be founded on connections of regard and total respect and therefore, leadership ought to be based on that equivalent establishment displaying, empowering, and showing the significance of connections and positive interactions. The connections in schools can be between students and their educators, head and different individuals from the school and how it might influence their commitment in the classroom,

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confidence, grades, and the general school atmosphere. It incorporates the school's connectedness, regard for diversity, and partnerships with different individuals from the community. School connectedness portrays the nature of the social connections inside the school, and the degree to which students feel like they have a place and feel thought about by their school (McNeey, Nonnermaker, & Blum, 2002).

A connection between the school head and students; Turner (2007) found that the principal had the duty of imparting regard, not fear, and helping students to settle on capable choices later on. Turner reports that principals create associations with learners by conveying; who they are to students and welcoming them to go to their office so they could connect with them. Kellison (2007) expressed that the learners, instructors, staff, and guardians need to see an administrator's commitment, and being available and accessible is an approach to demonstrate to listen to students, and recognizing their commitments to the school. Principals' relationship with students decides the degree to which students interact with the instructor and other school individuals. Educators will build their connectedness with their learners inside the schoolroom by giving recovery and consolation, undivided attention, having faith in their capacities, thinking about them, and giving intelligent instructing and learning styles (Lester & Cross, 2015). The way toward educating and learning is fundamentally relational. The examples of standards, objectives, qualities, and associations that shape connections in schools give a basic territory of school climate. One of the most significant parts of connections in

schools is how associated individuals feel to each other. From a psychological perspective, connections allude not exclusively to relations with others but relations with ourselves how we feel about and deal with ourselves. Safe mindings, participatory, and responsible school climate will, in general, encourage a more prominent connection to school and give the optional foundation for the establishment of social, enthusiastic,

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and academic learning for secondary school students (Blum, McNeely, & Reinehart, 2002).

On relationship with educators; Hoerr (2008) contends that instructors need to consider their principals as partners in education, learning with and from them. Instructors don't search for answers from an instructional leader however they have to realize that their leader comprehends and values their work and recognizes their difficulties and dissatisfactions. Relationship building with instructors by principals underscores the maxim that "all business is personal" to benefit from their staff, principals must build up connections that are tried and true and strong. Connections must be professionally supportive, sincere, expertly strong, earnest, and deliberately created. Hyland and Yost (1994) observe that nobody individual has every one of the abilities and information important to work for the association viably, and in this manner, the test is to mix the different qualities.

Team building is to some degree workmanship, be that as it may, and ought to happen under the basic and careful watch of the school principal. Collaboration expands yield among all degrees of improvement inside the educational system and empowers members to work more enthusiastically than they would as individuals (Hyland et al. 1994). Reeves (2006) recommended that contributions instructors in the most troublesome classes' lower-class sizes, more planning time, more professional development opportunities, or more noteworthy selfgovernance improve their capacity

to change students' results. Reeves (2006) further prescribe that, concerning professional development, principals should concentrate on what instructors should instruct, how to instruct, how to address the issues of students, and how to build internal capacity. Dinham (2007) concurred that effective principals place a high incentive on professional learning, their very own and their instructors. He proposed supporting

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instructor learning inside and outside the school and recognized that all educators can be leaders.

Building connections between the head and the different offices can occur if the head sporadically offers to help out (Kellison, 2007). Principals could show a thing or two or give an educator an all-inclusive break by supervising the student. Positive connections among principals and educators don't occur normally. Open communications are a key factor in any relationship; subsequently, instructors and principals must remain in steady correspondence with one another and the families and communities they serve (Rieg, 2007).

The close the principal is to the educators, the close the instructors do to the students. Instructors' collaborations with students can directly influence students' social and enthusiastic commitment in the classroom (Skinner & Belmont, 1993). At the point when instructors bolster and associate positively with students, at that point students are bound to be locked in and carry on fittingly (Skinner et al. 1993). Research has likewise demonstrated that educators' workplace, peer connections, and feelings of inclusion and regard are significant parts of a positive school climate. In an investigation of twelve middle colleges, Guo (2012) found that the educators' workplace, which might be viewed as an indicator of instructors' associations with one another and school administrators, completely interceded the way from an entire school character intervention to school climate change. This shows the basic establishment role of

positive grownup connections for a positive school atmosphere.

Staff connection is likewise a factor that impacts the nature of connections among school individuals. Staff connection alludes to educators' professional and social associations with different instructors. Allensworth et al. (2009) describe "positive,

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trusting, working connections" as ones where educators feel great chatting with others about their battles and looking for counsel from others. They characterize this relationship as far as instructors' reports of "a solid feeling of collective obligation among the workforce to improve the school with the goal that all students can learn contrasted with schools serving comparable students however whiles, not a method for collective responsibility" (p.25). Educators are bound to cherish a school if they have a positive association with their partners which generally affects the school climate (DarlingHammond, 2003; DuFour and Esker, 1998; Glaser, 2003). The relationship between the head and guardians or families is additionally significant in a school setting. Kellison (2007) traces what guardians need from their school; that they need their youngsters to feel they are cherished and upheld. They need their youngsters to be excited about going to class and be cheerful when they get back home in the evening or when schools break for the holiday. They need to accept that when their kids go to school, they are by and large appropriately thought about. Kellison summarizes that it is the principal's business to cause these guardians' desires to occur. Lucas (2000) noticed that teachers build associations with the students and their parents every year except it is the principal's business to keep up those connections.

Hoover-Dempsey and Sandler (2005) gave accepted procedures to manufacture family school connections: Send guardians or parents authentic invitations to attend to schools. Begin positive associations with guardians or parents and students before they land at school. They need to send home a data parcel to all families before

schools start. Organize a "little study circle" for guardians or parents, have parent volunteers welcome different guardians or parents in their neighborhood, aggressively select and draw in guardians or parents in school exercises. And try making some home visits to guardians of students in your school.

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However, Deal and Peterson (1999) contend that guardians are keen on their youngsters' training however uncertain of what they should do yet almost certain they are not constantly needed, invited, or listened to. "The school head faith in it is the most significant component in developing family commitment to upgrade student learning (Constantino, 2007). Whitmer (2005) and Constantino (2007) both prescribe making schools welcoming to guardians particularly the individuals who are disappointed by the school and with their youngsters learning.

On the relationship with the community; Fullan (1999) contends "nothing propels a student more than when learning is esteemed by the school, family, and community working in partnership". Deal and Peterson (1999) distinguished schools as "producers of learning purveyors of significance". They expressed that associations with the community seek for both of those ends and the leaders should Market their schools by keeping the community updated on school achievement. Moreover, they should build bonds with the community by uniting everybody in a meaningful ceremony, connect all individuals from the community, and tie the historical backdrop of the school with the historical backdrop of the community.

Knowing the values of your community and the desires of the community are imperative. Weaver (2007) advised principals to recollect that what is acceptable in certain communities isn't worthy in others. The qualities in urban schools may be unique to those of rural or suburban communities. Wallace (1996) helps principals to remember the benefits of utilizing senior residents as volunteers inside the schools.

As indicated by Epstein, (2001); Epstein, Sanders, Simon, Salinas, Johnson, and Voorhis (2002) schools should conduct partnership exercises for each kind of contribution: (a) Parenting- helping all families set up strong home conditions for

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youngsters; (b) Correspondence- building up two-way trades about school projects and kids' advancement; (c) Volunteering-enrolling and sorting out parent help at school, home, or other educational program-related materials; (d) Learning at home-giving information and thoughts to families about how to help learners homework and other educational program related materials; (e) Decision making- having family members fill in as delegates and representatives on school panels; and (f) Working together with the community- recognizing and incorporating resources and administrations from the community to reinforce school programs.

Researchers have associated the measure of program quality with different family and student results. Schools with more excellent partnership programs report greater parent volunteerism and participation at school events, the more across the board utilization of homework that requires students-parent collaboration than do schools with lower quality programs (Sheldon, 2005; Sheldon & Van Voorhis, 2004). Likewise, the schools where the organization program improved from, year to the following revealed decreases in the cases of disciplinary activities for students (for example fewer students sent to the principal's office and fewer detentions and suspensions; Sheldon & Epstein, 2002). The outcomes from the above examinations recommend that the improvement of solid organization programs in schools can influence academic results including school climate. Research further recommends that school-community joint efforts may help improve student conduct and safety (Learning First Alliance, 2001). In an investigation of 3 urban faculties, Sanders (1996) found that school security was amplified once community individuals were attached outside projects, community watches to make certain students arrive at school safely, and coaching in danger

In Kenya, there are no policy guidelines directing schools or heads or school members on how they should relate with each other within or without the schools. The emphasis and the assumption are schools comprise human beings; therefore, common sense calls for relationships among and between them, and if they cannot so long as learning is not interrupted. However, the literature emphasizes the need for relationships among school members. Lucas (2000) noted that teachers build relationships with the learners and their parents each year but it is the principal's job to maintain those relationships.

The above scholars have dealt with the role relationships among school members play in enhancing student conduct and accomplishment in schools. They have also mentioned the school leader as the manager of aggregate agreements, as the person entrusted with putting resources into connections, and creating situations of trust, joint effort, and sustaining. The scholars have stated that relationships happen under the basic careful watch of the head and that his or her business is to keep up those connections. But they have not stated if principals' interpersonal practices have had an impact on school climate. This study sought to investigate the influence of principals' interpersonal practices on school climate.

2.1.6 The role that the principal plays in enhancing the schools' institutional environment

In instructive organizations, facilities establish basic sources of inputs, which make a good learning condition, facilitate interaction, and enhance the accomplishment of instructive objectives (Oyesola, 2007). The school educational curriculum would not be significant and useful whenever required facilities are not provided in adequate quality and amount at the appropriate time through the principal's administrative finesse (Uko and Ayuk, 2014). For the most part, the primary's obligation of the principal in the

inside their schools involves uniting people as a gathering that will control, organize and verbalize exercises to accomplish tangible and all-encompassing learning for the general advantage of the school (Omokorede, 2011). Adding to this statement, Okorio and Agabi (2011), posit that school management by the principals is the totality of endeavours that are brought to bear in the provision and conveyance of instruction to guarantee both human and material assets dispensed to education are utilized to the best favourable position in the quest for instructive targets and objectives.

The school principal must create, bolster, and furnish staff with information and aptitudes to react positively to the consistently changing phenomenon of instruction to address contemporary cultural difficulties. Abdulkareem (2011) opined that to accomplish this, there must be constant increment and sufficiency of instructive facilities because the current ones are regularly overstretched, ineffectively kept up, and can't give and encourage alluring, inventive, and amicable critical thinking abilities. Uko (2001) observes that since education looks to build up the minds and character of future residents, their capacities, aptitudes, and possibilities, to prepare them for contemporary society, school facilities must be provided in satisfactory amounts, appropriately and adequately managed, controlled and directed. As indicated by her, it is a *prima-facie* of the school head and top administration, down to instructing and non educating staff.

School facilities provision and the management assume a critical job in the realization of instructive objectives and targets by fulfilling the physical and passionate needs of the staff and students (Asiabaka, 2008). As per Asiabaka, physical facilities are met through the provision of safe structures, satisfactory clean facilities, adjusted visual and warm conditions, and adequate shelter space for work and play; while emotional needs

are met by making a lovely environment, cordial climate, and a rousing situation.

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Mbipom (2012) expressed that the school plant is a significant part of school facilities. That implies educating and learning doesn't happen in a vacuum, school facilities offer significance to the planned curricular and extra-curricular exercises. As per Asiabaka (2008), provision and management of school facilities must take into cognizance present-day perspectives on the instructing learning process which have moved past remembering to the involvement of instructors and students in applying, breaking down, blending, and assessing to stress the requirement for flexibility in time and pace.

School space is another environmental measurement that affects a student's emotions about security. Astor et al. (2010) showed that learners felt unsafe in unsupervised territories of the school building. There is a developing group of research that reveals insight into how ecological factors, for example, classroom design, activity timetables, and learner instructor communications, can impact learners' practices and sentiments of security. The nature of school facilities has been found to influence students' accomplishment through school atmospheres as a mediator (Uline and Tschannen Moran, 2008).

Research exhibits that, parts of school physical condition, for example, poor lighting, noise, elevated levels of carbon dioxide in study halls, and conflicting temperatures make instructing and learning troublesome. Poor upkeep and inadequate ventilation frameworks bring about unexpected weakness among learners notwithstanding instructors, which may prompt terrible performance and higher truant rates (Ngoka, 2003). These elements will antagonistically affect conduct and result in more elevated levels of dissatisfaction among instructors and poor learning frames of mind among students. Learning surroundings that are free from obstructions or interruptions like clamor, and smoke contamination, will advance students' concentration or perceptual

Essentially, the whole ugly physical structure of the school building could demotivate students to accomplish scholastically. This jumble advances a poor institutional condition atmosphere. Danestry (2004) alludes that haggard school structures are not rationally animating and that facilities that are portrayed by low or no sitting arrangement, will likewise influence students' learning negatively. In New York, the government set up measures to guarantee each public secondary school has all the necessary facilities that would be remunerating to both the student and the instructor and contribute to educators' satisfaction. Physical room surroundings allude to the physical space inside which instructors and students are the most parts together with its spatial parts such as floor, windows, walls just as other study hall equipment for example work areas, seats, carpets, blackboards/whiteboards, tack sheets, easels, counters, and PC gear yet not restricted to these things (Fisher, 2008).

An examination in America, done by Willms (2000), indicated that youngsters whose schools lacked satisfactory study hall materials and library services were altogether bound to show lower test scores and higher evaluation redundancy than those whose schools were well equipped. The American Association of School Administration (2003) announced that students were bound to perform better when their condition was helpful for learning; that is, ecologically responsive warming, cooling, legitimate ventilating frameworks, new or remodeled structures and halls, the sufficiency of teaching gears and other instructive facilities in a progressively comfortable learning condition. An assessment by Morgan (2000) indicated that the condition, ampleness, and viable arrangement and the management of instructive facilities had a stronger effect on the general performance of learners than the consolidated impacts of the family background, financial status, school attendance, and conduct.

The planning, organizing, staffing, leading, and controlling of the process of supply, utilization, maintenance, and improving educational facilities in secondary schools is entrusted to the principal to fulfill the set educational objectives. Abdulkareem (2011) kept up that, to satisfy instructive goals, school facilities are required and ought to provide to the degree that educators, learners, and another workforce will make the most of their stay and perform obligations adequately, made conceivable by the principal's resourcefulness and capability. The school educational plan would be important and utilitarian if the necessary facilities are given in satisfactory amounts and at appropriate occasions and kept up.

Proper arrangement of study hall condition plays an amazing job in making the instructional procedure progressively successful and sets up a climate ideal and encouraging to learning (Danestry, 2004). The nature of the physical study hall setting impressively influences the instructional exercise achievement of the scholars. Physical facilities in the study hall guarantee viable and successful educating and learning processes. If learners feel awkward in the study hall, at that point they will neglect to get more information from their instructors. Lyon (2001) observes that poor school facilities antagonistically sway educators' adequacy and their presentation and their view of the school climate.

Temperatures and ventilation frameworks inside the study hall are urgent components that influence the study hall learning condition. Classrooms excessively cold or too hot negatively influence learners' view of the school atmosphere and focus as they feel uncomfortable in such conditions. Additionally, high temperatures and humidity creates physiological and mental issues with speeding up exhaustion, cause individuals to work slowly, apply numerous endeavours, and cause to commit more errors and blunders (Lyon, 2012). He further settled that, temperatures, warming, and air quality

are the basic components for the instructive achievement of students. Culp (2006) found that achievement can be guaranteed by utilizing visual displays in the study hall. Study hall lighting comprises undetectable light, illumination at students' desks, lighting from project-screens, and windows. Inappropriate lighting negatively influences academic accomplishment, perspective on the school atmosphere, and advances pain and impediment for students in the study hall (Kiptum, 2018). Iqbal (2005) announced that an arrangement of schoolroom instructional facilities and instructional exercise zones could be designed for learning instead of educating. Moreover, it ought to guarantee to encourage educators in making an environment where quality learning might be advanced. Components of the school atmosphere, for example, the structure and its arrangement reflect the students, their needs, and their educational achievements. Unacceptable school structures oftentimes have unsafe drinking water, muddy environments, lacking fire alarms and fire safety, deficient ventilation, inadequate lighting, noisy study halls, no wiring for technology, stripping paint, and disintegrating plaster (Yeoman, 2012; Filardo et al. 2011).

Working conditions modestly affects instructors' fulfillment and may influence the school atmosphere. Poor school working conditions, for example, lacking space, noise, and uncomfortable environment would make the workers disappointed with their work. The organization of the classroom, including the arrangement of the furnishings, could likewise affect students' conduct and learning by optimizing learning time, limiting interruptions, and keeping up an orderly and effective learning condition (National School Climate Center, 2007). Educators have been seen as disappointed with physical facilities. For instance, a review of k-12 instructors in Washington, D.C. cited in Buckley, et al. (2004) discovered that facility quality is a significant indicator of the choice of educators to leave their present position.

In sub-Saharan African nations, the physical condition in state-funded schools is

characterized by inadequate facilities and congested study halls. In Nigeria for instance, numerous classes were found to have up to 50 students which were higher than the 30 to 40 students as showed in the National Policy on Education (Federal Government of Nigeria, 2004). The physical outlook of the school condition is significant in contributing to a sound scholarly exercise. It shapes the support on which different exercises revolve. Adeyemi (2007) while providing details regarding Ondo State referenced that the study halls in the greater part of the schools were lacking as far decency, space, ventilation, and protection from heat. He likewise noticed that the incinerators and urinals were not strategically located and that the school plant was inadequately kept up. He regretted that the mix of these inadequacies comprised a significant gap like the learning condition. Be that as it may, at that point there are not many unmistakable open and private elementary schools with generally excellent offices over the state. In Uganda, the physical characteristics of the school have a variety of impacts on the instructors, students, and the learning procedure. Poor lighting, noise, significant levels of carbon dioxide in classrooms, and inconsistent temperatures make the instructing learning process troublesome. Poor upkeep and inadequate ventilation frameworks lead to unforeseen health problems among the students and higher truant rates among students (Lyons, 2001).

In Kenya with the implementation of Free Day Secondary Education by the Government of Kenya in 2018, most schools experienced high enrolment. This is because almost all the children who were previously not able to join secondary school due to lack of fees took advantage of Free Day secondary education. From the foregoing presentation, it is evident that school teachers and other members of the school face many challenges that impact their satisfaction and their perceptions of the

schools. This is intensified by overcrowded classes, an increase in the workload and lack of enough desks for students, inadequate staff, and student-teacher ratio. Other

factors relate to; poor work environments in schools, inadequate in-servicing of teachers, inadequate facilities, poor health and sanitation, gender insensitive environment, poor physical facilities, and inadequacies in quality assurance additionally contribute to low teachers' satisfaction, GOK (2005).

The above scholars have dealt with; the influence of facilities, working and physical conditions, school environment, classroom conditions including noise levels, temperature, and class capacity on learning and satisfaction of teachers and students. They have also mentioned that facilities establish basic sources of inputs, which make a good learning condition, facilitate interaction, and enhance the accomplishment of instructive objectives. They stated that it is the prima-facie of the school head to provide, maintain, and improve the nature of school conditions. However, in Elgeyo Marakwet County, a study by Kiptum (2018) on the influence of physical environment on teacher's retention in primary schools indicated the physical appearance of most facilities were in a bad state; buildings were poorly maintained, untidy walls, inadequate classrooms, lack of libraries and poor staff houses or even lacked in some schools. The study by Kiptum did not mention if the above challenges existed among secondary schools. Furthermore, while the study by Kiptum addressed the teacher's perception of the existence of facilities, attractiveness, and whether primary school teachers were satisfied with the school physical conditions, this study attempted to establish whether secondary schools faced similar challenges as primary ones, the role the school principals played in enhancing school institutional environment and the overall impact these have on school climate. Therefore, this study sought to analyze the

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influence of principals' institutional environment practices on school climate to fill the gap.

2.2 Summary of the Literature Review

This review has summarized a broad range of empirical research and related literature. Our purpose was to summarize the starting points for a major effort to better understand the links between principals' leadership practices and school climate. There seem little doubt school leadership practices provide a critical bridge between most educational reform initiatives and their consequences on students' achievements. School principals are deemed responsibly liable for providing effective learning environments. When principals establish trusting school space, serious improvement and success occur.

Consequently, principals' leadership practices are no longer proposed as having a direct influence on learning outcomes but as having an indirect influence on the way it has an impact on school organization and school climate. Research has additionally suggested that the principal's influence has an indirect effect on learning and is mediated by their interactions with others, situational events, and the organizational and cultural factors of the school. School principals who care and focus on the specific aspects of the dimensions of school climate that affect the culture of the school promote student achievement.

Studies suggested that student's and teacher's perception of feeling safe within and around the school has an impact on student achievement. Similarly, Gupton (2003) observes that the principal's role as an instructional leader consists of direct and indirect behaviours that significantly affect teacher instruction and subsequently student learning. Research further shows that the school principal should be a keeper of a collective covenant rather than the custodian of the status quo. Studies have shown that

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effective principals focus on people, not programs; focus on behaviours, then beliefs; insist on loyalty to the students; maximize the ability of their high achieving teachers; establish expectations at the beginning of the school year. Quality relationships among school members influence students' behaviour and achievement. Studies have also

found that the quality of school facilities and environmental conditions has an impact on student achievement. Poor school facilities adversely impact teachers' effectiveness, performance, and perception of the school climate. The school principal's responsibility was to provide, regularly check, and recheck the available facilities and take necessary measures to prevent malfunctioning or non-functioning of a particular facility.

From the above analysis, it was evident that the school principal plays a key role in the creation of the school climate. It is also established that students' achievement mainly relied on the nature of the school climate. Thus, it is evident that there exists a relationship between principal leadership, school climate, and students' achievement. While it was found that the school climate has a statistically significant relationship to the student's achievement, the principal leadership was found to have an indirect statistical relationship on student outcomes but a direct influence on school climate.

However, the above scholars addressed attributes across the globe that befits an ideal school environment but they have not mentioned if the above conditions are applicable in Kenya's context, and whether, students and teachers feel safe, teaching and learning are configured in a way that conforms to the Gupton's key conduct of instructional leaders, leaders focus on people, not programs, or school's environmental conditions can enhance good learning condition. They have also not mentioned if principals' leadership practices influence school climate. Therefore, there was a need to conduct this study to understand the role and influence of principals' leadership practices on school climate in the Marakwet East sub-county.

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CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research design and methodology that was used in the study

on determining the influence of principals' leadership practices on school climate in secondary schools in Marakwet East sub-county, Elgeyo Marakwet County. It includes a detailed account of the research paradigm, research design, study area, study population, sample size and sampling procedure, data collection instruments, pilot study, validity, and reliability, the procedure of data collection, presentation and analysis, and ethical considerations.

3.2 Research Paradigm

A paradigm is the fundamental model or frame of reference that researchers use to organize their observations and reasoning (Babbie, 2007). It is the choice of paradigm that sets down the intent, motivation, and expectations for the research (Mackenzie & Knipe, 2006). Barker (2003) defines a paradigm as “a model or pattern containing a set of legitimated assumptions and design for collecting and interpreting data.”

This study adopted a pragmatic paradigm. Pragmatism is not committed to any one system of philosophy or reality. Pragmatist researchers focus on the “what” and “how” of the research problem works (Creswell, 2012). The initial stance of pragmatists is that they “rejected the scientific notion that social inquiry was able to access the truth about the real world solely by a single scientific method” (Mertens, 2007). The pragmatic paradigm recognizes that scientific or positivistic notions are not the only source of truth “the focus is on the consequences of research on the primary importance of the question asked rather than the method, and on the use of multiple methods of data collection to inform the problem under study” (Creswell & Clark, 2011). Thus, it is

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pluralistic and oriented towards “what works” and practice.” Therefore, no one system of reality has precedence (Mertens, 2007). The pragmatic paradigm enables researchers to use both quantitative and qualitative methods, which encompass positivist/post positivist approaches when generating quantitative data and interpretive or

constructivist approaches when generating qualitative data (Creswell, 2012). “Pragmatism is seen as the paradigm that provides the underlying philosophical framework for mixed-methods research (Tashakkori & Teddlie, 2003) and it places the research problem as central and applies all approaches to understanding the problem (Creswell, 2012).

The pragmatic paradigm defines the approach that was used in this study where both quantitative and qualitative approaches were used. In this study, the researcher sought to explore the views of school principals on how they create school climate plus how other stakeholders perceive, observe, and evaluate their leadership practices which in the long run influence the overall character of the school. The respondents’ leadership practices vary and how they are viewed by other stakeholders within the school environment also varies. Based on the idea of pragmatism, the primary call of this study was not the method to be used but the questions to be answered. The variations in the leadership practices, that is, how each principal created a safe school environment, promoted teaching, learning, and professional development, influenced relationships among school members and their role in the creation of a conducive school’s institutional environment varied. However, there is no specific formula of doing so thus pragmatic paradigm best suits this study. Therefore, this study on determining the influence of principals’ leadership practices on school climate incorporated both positivistic and interpretivist views in understanding the phenomenon.

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3.3 Research Design

Denzin and Lincoln (2011) define research design as a plan that guides the researcher to carry on with the study. According to King and Horrocks (2010), the research design refers to the choice of particular methods used during a study and their justification concerning the research study. This study adopted a concurrent triangulation mixed method design. Approaches to the inquiry that simultaneously collect both quantitative

and qualitative data, merge the data, and use the results to understand a research problem (Creswell, 2012). This is a one-phase design in which the researcher implemented the qualitative and quantitative methods for generating data at the same time frame and with equal weight applied to them. It involves concurrent, but separate, collection and analysis of qualitative and quantitative data and the results integrated during the interpretation time, for the researcher to understand the research problem best (Creswell & Creswell, 2017; Ayiro, 2012)

The main reason why the research adopted this design was due to the strength of this design that enables a combination of the advantage of each form of data; that is, quantitative data provide for generalizability, whereas qualitative data offer information about the context or setting (Creswell & Clark, 2011). The quantitative and qualitative data collected complement each other and as a result providing triangulation of findings which in turn boost the validity of the emerging inferences.

In understanding the school climate and how the principals' leadership practices played a role in its creation, concurrent triangulation design enabled a researcher to collect data from the respondent's using questionnaires and interview schedules. The information from these items provided the strength that was used to offset weaknesses of either item thus guaranteeing reliable information to answer the questions.

3.4 Area of Study

The study was undertaken in Marakwet East sub-county, Elgeyo Marakwet County, Kenya. This location was chosen following the low academic outcomes in the national examinations as shown in table 2.1 among most secondary schools in the region with a majority of schools scoring below average of 6 points in school mean grade out of the possible 12 points. The reasons for the low academic performance in national examinations among most of schools in the region are unclear; nevertheless, a lot of

speculations have been raised by stakeholders. Furthermore, a study by Kiptum (2018) indicated that primary school teachers were not satisfied at all with the school's physical appearances, working conditions, and that most schools lacked adequate resources. The study by Kiptum did not show whether the perceptions held by primary school teachers existed among their counterparts in the secondary schools. This perturbed the researcher into wanting to understand the influence of the principals' leadership practices on school climate. This necessitated the study in this area.

3.5 Target Population

The target population consisted of all secondary schools, principals, teachers, and students in Marakwet East sub-county. Students were selected because they were considered as ones whose success in education and stay in school is most directly influenced by the nature of a prevailing climate in a given school. Therefore, students were in a better position to give an objective point of view regarding the nature of the school climate and the role the school principal was playing in its creation. They could also state from their experience what they felt about their principals' leadership practices, in terms of safety practices adopted by the principal, the instructional capabilities and techniques, how the principal was configuring connections among the

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school individuals and the principals finesse in organizing the school's institutional environment.

Teachers were included because they are in charge of teaching and learning processes in a school and particularly classrooms. Their perceptions of the principals' leadership practices and school climate have an impact on how relationships, teaching, interactions, and rate of turnover within the school are shaped. The teachers' perception of school climate and principals' leadership practices has also an impact on how they will deliver in class and on overall students' academic achievement.

The school principals are the individuals directly in-charge of the schools they head and whose practices have a bearing on what is to be achieved in the school. They are responsible for the prevailing school climate therefore, very vital to explain their role in each aspect of the school climate. They are the prime and main respondents to be interrogated on how they manipulated school safety, academic climate, relationships, and institutional environment within the school and how it shaped the overall atmosphere in their respective schools.

3.6 Sample Size and Sample Selection Procedure

The study applied both probability and non-probability sampling techniques. In non probability, purposive sampling was applied to select principals while in probability; proportionate sampling was used to calculate the number of teachers and students to be selected from every school according to the total enrolment. A sample is a set of observations drawn from a population by a defined procedure. According to Creswell (2012), it is a subset of the population, selected to be a representative of the larger population. There were four main sampling units; schools, principals, teachers, and students. Gelo Braakman and Benetika (2008) assert that the sampling procedure is

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only applicable in the selected type of variables, and in this case, the schools within the Marakwet East sub-county were targeted. Marakwet East sub-county has twenty schools distributed across the hilly region. According to Gelo, Braakman and Benetika (2008), the sample population should be taken within 10-30% of the entire population. However, based on the number of schools in the study area and a need to have a representative sample for the study, 30% (7) of the 20 schools were selected to participate in the study. To identify and select specific schools to participate in the study, the 20 schools were systematically numbered 1-20 on a piece of paper. The pieces of papers are then arranged facing down from which and intervalley every third piece is selected representing the sampled schools.

Simple random sampling ensures each case of the population has an equal chance of being selected hence reducing the chances of bias. From the one hundred and sixty-one teachers in the entire sub-county, and using simple random sampling technique approximately 30% (48) of the teachers were selected to participate in the study. Since the number of teachers per school varied, the number of teachers per school to be included in the sample was done systematically. Furthermore, since the student population was too large such that all of them cannot participate in the study 10% (282) of students were selected to participate in the study. Classes of students to be subjected to the questionnaires were randomly selected and depending on the number of students per school, simple random sampling was used to select streams to include in the sample. Purposive sampling is where a researcher selects a sample according to a certain purpose and hence it increases the utility of the findings (Mugenda & Mugenda, 1999). Purposive sampling was used to select all the seven principals from the seven sampled schools to participate in the study. Table 3.1 below was used in sampling the participants.

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Table 3.1: Summary of the sampling frame

Category of respondents Population Sample size Sampling techniques

Schools 20 7 Random Principals 20 7 Purposive Teachers 161 48 Random

Students 2821 282 Random *Source: Marakwet East sub-county education office.*

3.7 Research Instruments

The purpose of the instruments in research is to measure the variables of the study and help in yielding accurate and meaningful data for decision making (Creswell, 2012). According to Kombo and Tromp (2006), an instrument is the means through which the researcher collects data from the sample population. The research instruments that were used in this study are questionnaires and interview schedules. These instruments were adopted and generated from those developed by Kottkamp, Mulhern, and Hoy (1987).

Kottkamp, Mulhern, and Hoy (1987) developed the Organizational Climate Description Questionnaires (OCDQ), which provide a framework and measure of school climate for decades. The researcher found the above instruments reliable and ideal in achieving the objectives of the study.

3.7.1 Questionnaires

A questionnaire contains a set of questions that can be answered by the research participants in a set of ways. Kombo and Tromp (2006), defines a questionnaire as a research instrument that is used to gather data over a large sample. In this study, questionnaires were used to obtain mainly quantifiable data from students and teachers. The questionnaires so developed included closed ended questions. The closed-ended questions were designed to gather already structured data and so included a set of answers which the respondents can choose from. The questionnaires were designed in

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a Likert form to a scale of five-points that is; strongly agree, agree, undecided, disagree, and strongly disagree.

Orodho (2005) argues that a questionnaire is an efficient research tool when used by the researcher to obtain personal ideas from a respondent. A questionnaire was preferred in the study for collecting data from students and teachers because the questions, wordings, and sequences are fixed and identical to all respondents. Secondly, it will allow the participants to give their own opinion on the issue at stake.

3.7.2 Interview schedule

The interview schedule was used to obtain data from the principals. It was used because the investigation followed a rigid procedure seeking answers to a set of preconceived questions through personal interviews (Orodho, 2004). Creswell (2012), states that the interview schedule has the advantages of being a flexible measurement device. The researcher developed one set of the interview schedule to be used on

principals.

The principals being the target respondents in this study, interview schedules enabled the researcher to probe critical issues touching on the principals' leadership practices and how these practices influence the creation of school climate.

3.8 Piloting of Research Instruments

To ensure the validity and reliability of the instruments developed, a pilot study was carried out on them. Piloting involves the administration of research instruments to the subjects that are similar in all aspects of the subjects that were eventually studied. Piloting means finding out if survey data collection instruments formwork in the "real world" by trying it out first on a few people. Piloting assists in determining ambiguities in the questionnaire items and also determines whether the instrument would elicit the type of data anticipated as well as to lead to a meaningful analysis of the final data to

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be collected. According to Cohen (2006), piloting is important because it helps to identify the ambiguities of the items and vague questions for improvement. The pilot subjects should be within the same environment as the actual study subjects. The research instruments are then adjusted according to how the pilot subjects responded, whether they responded according to the intentions of the questions, or if the questions appeared unclear and thereby misleading the respondents. Piloting was, therefore, performed to enable necessary adjustments to be done on parts of the instruments that appeared ambiguous to the respondents. Ambiguous questions were revisited and adjusted accordingly. The instruments used in this study were piloted in a school in Marakwet East sub-county, Elgeyo Marakwet County. This school was omitted from the sample during the actual study. The instruments were administered personally by the researcher and with the help of an assistant. The administration of instruments was later done with the approval of the supervisors. The purpose of doing this was to identify

and evaluate some shortcomings that may have not been detected earlier.

3.9 Validity of Research Instruments

According to Creswell (2012), validity refers to the degree to which an instrument measures what it is supposed to measure for a particular purpose and a particular group. It measures the quality, trustworthiness, and credibility of the results to be attained. Saunders, Lewis, and Thornhill (2007) defined the validity of an instrument as a measure of the degree to which the results obtained using the instrument represents the actual phenomenon under study. An instrument is valid if it measures what it is intended to measure; accurately achieving the purpose for which it was designed. The validity, therefore, has to do with how accurately the data obtained in the study represents the variables of the study. According to Patton (2002), validity is a quality attributed to propositions or measures to the degree to which they agree to established knowledge.

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The instruments in this study were expected to find out the principals' leadership practices and their role in the creation of school climate. The reasons were sought from the principals, teachers, and students. For the instruments to be valid, each of the instruments was expected to ask questions whose response could form a reason that influences the creation of the school climate. The validity of the data acquired was emphasized through triangulating questionnaires with interview schedules hence validating the results. The instruments for this study were, therefore, validated through the application of content and face validity, which is determined by expert judgment. Creswell (2012) identified that content validity is a matter of judgment by the researcher and professionals, and has no specific formula for determination. This study established the validity of the instruments first by seeking views of lecturers who are not the researcher's supervisors, as well as by seeking expert advice through discussions with the researcher's supervisors, observations, comments, and suggestions by the same. On the other hand, Face validity refers to the extent to which an instrument "looks" valid.

In other words, does the instrument appear to measure what it is supposed to measure? This type of validity cannot be quantified or tested, but any instrument should be scrutinized by experts in the field to ensure a high degree of face validity.

3.10 Reliability of the Instruments

Reliability refers to the degree, to which an instrument consistently measures whatever is meant to measure and is expressed numerically, usually as a coefficient (Creswell, 2012). Internal reliability was formulated to measure a certain construct, there should be a high degree of similarity among them since they are supposed to measure one common construct. A measure of this degree of similarity is an indication of the internal consistency (reliability) of the instrument. Creswell (2003) contends that there are various types of reliability testing, but the current study conducted a pilot study using

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the Cronbach-alpha technique. The researcher checked on internal consistency by calculating alpha (α) value using SPSS software.

This was done separately for the items measuring objectives one to four after fieldwork. Using this method, r ranges from 0 to 1, and the closer r is to 1, the more reliable the data (Sekaran, 2000). The author further alludes that the benchmark is a coefficient above 0.7, and it works best based on inter-item reliability. If the correlation is towards zero, then the instrument is to be considered unreliable hence the research has to adjust the items used to measure different constructs in the questionnaire with the help of the supervisors.

For principals' leadership practices, the reliability test was done for the four constructs of principals' safety, teaching and learning, interpersonal and institutional environment practices using Cronbach alpha. For the dependent variable school climate, the Cronbach-alpha was also used to calculate the reliability. Sekaran's (2000) level of 0.7 was used as a benchmark level to indicate acceptable levels of internal consistency of

the instruments. Table 3.2 presents the results of the reliability test.

Table 3.2: Cronbach's alpha reliability coefficient

Constructs	Alpha	S	T		
Principals' safety practices	.785	.816	Principals' teaching and learning practices		
.744	.783	Principals' interpersonal practices	.933	.925	Principals' institutional environment practices
.881	.894	School climate	.961	.953	

KEY: S- STUDENTS, T- TEACHERS

Source: Survey data (2020).

From the tabulated results in Table 3.2, alpha coefficients for all the variables were in the range of .744 to .961 for the final test after the field. The alpha coefficients were all

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above the benchmark level of 0.7 as suggested by Sekaran (2000) and therefore all the items measured the same variable making the entire questionnaire reliable.

For the qualitative part, the researcher ensured the reliability of the instruments by reviewing responses with the participants for confirmation. Respondents were also asked for clarification during the interviews. This was to ensure that the accounts provided by the researcher and the participants are accurate, trustworthy, and credible (Creswell & Clark, 2011). The researcher would further document the procedures for data generation and analysis to enable external audits.

3.11 Data Collection Procedure

To collect the data from the field, the researcher obtained a letter of introduction from Moi University, department of Educational Management, and Policy studies. This letter facilitated in getting permission from the National Council for Science Technology and Innovation (NACOSTI) to conduct the research. The permit was to be used to secure permission in the county Education office, Elgeyo Marakwet. The permit and letter from the County Education office were used to seek permission from the selected schools and book the dates for data collection. The researcher administered the

instruments personally and with the help of a research assistant to the participants.

To obtain information from students, the researcher gathered the students into their respective streams or classes. Depending on the number of students in each of the schools selected, the stream(s) were selected using simple random sampling and the questionnaires were then administered to them. On the same day, the researcher also administered questionnaires to teachers who were available within the school. The researcher ensured that all questionnaires were administered to the selected students and teachers. Meanwhile, the researcher interviewed the principal on the same day on

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which he collected information from the students and teachers or later days depending on the availability of principals. The interviews were accompanied with tape recordings as well as using a pen and a paper. All the participants involved were informed in writing on the purpose of the study where each was required to sign a consent form before he/she participates. They were also assured that the records of information given would be treated with confidentiality and used only for the study.

3.12 Data Analysis Procedure

Data analysis refers to categorizing, ordering, manipulating, and summarizing data to obtain answers to research (Fraenkel & Wallen, 2008). The study employed both descriptive and inferential statistical techniques to analyze quantitative data obtained from the study (Creswell, 2012). In this study, qualitative and quantitative data were analyzed separately whereby qualitative data from the interviews were analyzed by thematic and content analysis (Orodho, 2005). The data were analyzed first through transcribing the recorded data, coding, and then came up with short themes derived from the responses given. This was done to reduce the bulkiness of data generated and to bring meaning. Results were then tabulated for ease of interpretation and visualization of the various results as given by the respondents. Conversely, quantitative data was

analyzed using descriptive and inferential statistics whereby descriptively, percentages, frequencies, and tables were used to analyze the responses from the questionnaires. Inferential statistics consisted of multiple regressions analysis and Pearson Correlation coefficients. Pearson Correlation coefficient was used to test for the level of significance of the items measured while multiple regression analysis was used to test the Hypotheses. Data was also presented through tables.

3.12.1 Model Specification

To determine the influence of the independent variables on the dependent variable as captured by the null hypotheses H₀₁, H₀₂, H₀₃ and H₀₄, a multiple linear regression was undertaken and the regression model proposed as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \mu_i \dots\dots\dots \text{equation 1}$$

Where:

- Y: School climate
- X₁: Principals’ safety practices
- X₂: Principals’ teaching and learning practices
- X₃: Principals’ interpersonal practices
- X₄: Principals’ institutional environment practices
- β₀: Constant
- β₁ – β₄: Regression coefficients
- μ_i: Error term

3.13 Ethical Consideration

According to the Belmont report (1979), the researchers should conduct research that upholds basic principles and those generally accepted in our cultural tradition, are particularly relevant to the ethics of research involving human subjects: the principles of respect of persons, beneficence, and justice. This study ensured that approval to carry out the research was obtained from the National Commission for Science, Technology,

and Innovation (NACOSTI) and Elgeyo Marakwet County Education Office. Informed consent refers to respect for persons and requires that subjects, to the degree, that they are capable, be allowed to choose what shall or shall not happen to them (Belmont report, 1979). This opportunity is provided when adequate standards for informed consent are satisfied. Consent from school personnel was sought. The researcher

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informed all respondents of the purpose of the study and further assured them that all information collected would be treated with utmost anonymity and confidentiality and their decision to participate was voluntary and free from any coercion. The researcher was highly responsible and sensitive to human dignity by talking to respondents politely, assuring them of confidentiality of information collected whenever they expressed uncertainty. The researcher informed the participants of their rights to withdraw at any time. The researcher respected the privacy of respondents and ensured that their records and other data were not disclosed unless the disclosure was permitted by the respective school policies. The respondents were assured of the feedback upon request after the study as this aimed at securing cooperation from them.

Finally, the researcher adhered to the Moi University policy rules and procedures governing the undertaking of research and that research should be conducted with strict conformity to the laid down rules and by those appropriately qualified and experienced persons. The study also ensured that all sources of information were cited and referenced accordingly and that wholesale or partial lifting of materials published or unpublished without acknowledgment was avoided. The researcher also ensured that referencing was done properly according to the APA style.

3.14 Summary

To achieve the objectives of the study, both qualitative and quantitative data were collected whereby interviews were accompanied with tape recordings and

questionnaires were applied respectively. Before actual collection of data, the instruments were tested for validity and reliability. Data collected and generated was analyzed both qualitatively and quantitatively to establish results. Ethical considerations were also taken to ensure that research met the provisions of various authorities.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results of data analysis on the influence of principals' leadership practices on school climate in secondary schools in Marakwet East Sub County. The chapter is divided into various sections. Section one deals with the demographic information of the respondents involved in the study, section two covers the influence of the principals' safety practices on school climate, section three covers the influence of the principals' teaching and learning practices on school climate, section four covers the influence of the principals' interpersonal practices on school climate and the last section covers the influence of the principals' institutional environment practices on school climate. Quantitative data collected using questionnaires were analyzed using descriptive and inferential statistics while qualitative data collected by the use of an interview schedule was analyzed thematically according to the objectives of the study.

Data gathered from the questionnaires was complemented by qualitative data generated from interview schedules which were audio-recorded and transcribed immediately thereafter. The transcriptions were then analyzed according to themes.

Quantitative data are presented separately then followed by qualitative, then the two are

interpreted and discussed together for triangulation and complementarity purposes. Direct quotations from the transcripts are presented as evidence to support the major themes and issues as identified.