LEADERSHIP STYLES, SCHOOL CLIMATE AND MANAGEMENT OF VIOLENCE IN SECONDARY SCHOOLS

Israel Olusegun ADEDEJI,
Department of Educational Foundations
School of Education
Federal College of Education (Technical) Gusau
GusauSegdeji2014@gmail.com

Abstract: *This paper discussed that school climate can be predicted by their leadership styles (transformational, transactional, democratic and authoritarian) and that school climate in turn can influence the management of violence in secondary schools. Descriptive research design was taken. A total of 860 teachers of the secondary school were used as population and the sample was obtained with the help of multi-stage sampling procedure (291 respondents). Questionnaire was used to collect data and the data was analyzed with the help of mean, standard deviation, Pearson product-moment correlation, and regression analysis. The findings indicated that all leadership styles had significant positive correlation with school climate and also between leadership and violence management. The management of violence was also greatly predicted by school climate (p < 0.05); and mediation analysis ensured that the leadership had an influence on safety both directly and indirectly due to the climate it produces. Transformational and authoritarian leadership (Beta = 0.362, p < 0.001) and (Beta = 0.786, p < 0.001) were found to be the most powerful predictors of school climate. The results suggest that leadership behavior and school climate (r = 0.967, p < 0.001) are the focal concerns in the establishment of safe and well-organized learning environments. It was argued that management of violence is reliant on the quality of leadership practices and climate that is developed in the school. The research suggests that sustained leadership education, enhanced school climate interventions and context-specific leadership strategies would enhance safety and behavior management in schools.*

Introduction

The issue of violence in the learning environment is becoming an increasing concern among schools in most quarters of the world. According to reports provided by international organizations like UNESCO (2023), millions of learners continue to experience bullying, physical aggression, and other negative behaviors that disrupt the learning process. This is particularly evident in the areas where social pressure, lack of available resources and overcrowded classrooms already put stress on the school system. The matter has ceased to be considered as a closed disciplinary case but a grave danger to the safety and development of students. The realization of educational objectives demands a school atmosphere that is as well as being academically challenging should be secure, well-organized as well as conducive to education. Lack of safety and discipline means that the goals of secondary education will be compromised because violence, fear, and instability do not allow teaching and learning, kill student motivation, and hinder social development (UNESCO, 2022; Akpan and Odu, 2021). Thus, school safety becomes a condition of the effectiveness of education; schools with elevated levels of violence, gangs, bullying, vandalism, cult, and violence tend to have low academic performance, psychological stress of students, burnout among teachers, and a lack of trust towards the school among residents (Nwankwo & Nwogbo, 2022; Oboegbulem & Alfa, 2020). The given situation preconditions the necessity to study the ways school leaders lead their institutions and the ways their practices impact the methods of preventing and controlling violence.

The behavioral approach of a school head in influencing and directing the staff and students is referred to as the leadership style, which greatly determines the school climate, disciplinary system, conflict resolution pattern, and the general school culture of safety (Northouse, 2021; Leithwood, Harris & Hopkins, 2020). Democratic leadership fosters common decision-making and communication, respect and inclusive problem-solving, all of which minimize conflict tendencies and increase collaborative violence prevention efforts (Bush and Glover, 2016; Adeyemi, 2013). On the contrary, autocratic leadership implies strict management and adherence, even though it can suppress misconduct in the short term, extreme rigidity may cause resentment, resistance to students, and secret aggression (Arop, Eyo & Ayuk, 2018). On the contrary, laissez-faire leadership style is usually linked to insufficient supervision, poor discipline, and follow-up, which permits the uncontrolled behaviors of indiscipline, bullying, and violence (Oboegbulem & Alfa, 2020).

141

The type of leadership has been found a decisive factor in the school discipline and safety results (Leithwood, Harris and Hopkins, 2020). Cases of student fights, bullying, disruption of classes, vandalism in classes, drug related behavior, physical attacks on teachers, and cult like behaviors have been reported in some of the public secondary schools particularly in the study area. They negatively affect the way the school should operate, the way the learning processes should occur, and they cause the psychological tension between learners and staff. The anecdotal sources and school disciplinary data in the metropolis point to the increasing concern about the student aggression, truancy, disrespect to the authority, and lack of following school rules and regulations. Such questions indicate a break in the school discipline system and the need to have effective leadership measures. Violence management refers to the systematized activities of prevention, response and mitigation of destructive behavior in students. Such interventions can be in the form of explicit rules and counselling provisions, supervision, and conflict management protocols. By laying down such thoughts, the relationship between leadership and violence control can be explained and the nature of the leader can be used to promote safety in the school.

Several studies have been conducted concerning these topics, but usually in limited perspectives. Adebayo (2019) also noted that authoritarian behavior by principals, which is strict, may lead to tension among students. Nguyen (2020) described how transformational leadership fostered the good relationships at the school level. Mensah and Boateng (2021) associated democratic leadership with the enhanced collaboration in discipline issues. Okeke (2018) discovered that bullying was mitigated through effective communication by the school heads. According to Hernandez et. al. (2022), supportive leadership led to enhanced capacity of educators to implement rules. According to Fatoba (2021), poor leadership was a factor in disorder in secondary schools. Kariuki (2020) and Bello (2022) both have emphasized the role of leadership in terms of school safety, and Sarpong (2021) spoke about leadership and culture of discipline in general. Although leadership has been identified as a predictor of school discipline and school safety, very little empirical evidence has been reported on the association between certain types of leadership and the management of violence in Nigerian secondary schools. The majority of literature is mainly focused on the effects of leadership on academic achievement, teacher retention and motivation, or school administration (Adeyemi, 2013; Nduhura, 2023), and fewer studies are dedicated to the effects of leadership behavior on the violence prevention systems, restorative practices, safety culture, and

student discipline plans. This dissonance is great considering the rising cases of indiscipline and violence particularly in schools in Nigeria, whereby there is need to employ evidence-based leadership styles that can maintain safe and peaceful learning that is devoid of violence (Akpan & Odu, 2021; Oboegbulem & Alfa, 2020). This gap reveals that there is still more to learn regarding the role of the various types of leadership in the entire set of violence management activities in schools. Scholarly thought that develops focuses on the idea that proper violence management demands proactive leadership to promote positive school culture, open communication, student engagement, and mutual conflict resolution solutions (Katsuno, 2021; Robinson, 2019). The efficient school leaders do not simply make rules but also offer guidance, led by example, developing trust, and encouraging shared accountability in the safety matter. Hence, the connection between leadership styles and violence management is important to be understood in order to inform the school leadership development, behavioral interventions design, and enhance the safe-school policies. The results of this study will help enhance the best leadership strategies, safety policies, and offer some understanding to the educational administrators and policymakers who have resolved to create balanced, safe, and violence-free school systems.

This research project will focus on investigating the relationship between leadership styles and management of violence in schools and school climate. It is based on behavioral theories of leadership and on the research concerning school climate, which describes the effects of everyday practice on the behavior of students. The paper will examine the relationship between transformational, transactional and democratic leadership and effectiveness of violence prevention and response in schools as portrayed in Figure 1.
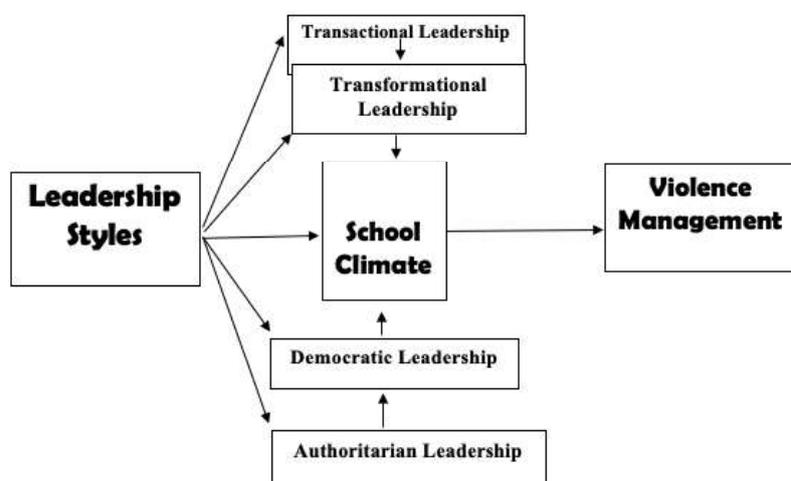
Figure 1: Conceptual Framework on Leadership Styles, School
Climate and Violence Management
Source: The Researcher (2025)

Leadership Styles (Transactional, transformational, democratic and authoritarian)

The core of the ideas in this study is the fact that leadership is the act of directing and guiding expectations as well as the formation of the condition under which learning occurs. The concept of leadership style offers the means to state the uniformity of how a school leader collaborates with teachers and pupils. These trends affect the process of communication, decision making, and enforcement of rules. The study can explore the influence of leadership style on the overall school climate, as well as the strategy of curbing the adverse behavior, by considering the style as a definite phenomenon (Lewin, Lippitt & White, 1939). Democratic leadership encourages participation, mutual decision making, respect, communication and open dialogue. Research links that, under the circumstances of democratic actions of principals, students and educators become more involved, discipline is internalized, and violence is reduced (Bush & Glover, 2016; Leithwood et al., 2020). In schools that are organized into a collaboration style, trust and collective responsibility in safety is frequently developed. On the autocratic leadership, control is rule-driven and control oriented. On the one hand, it can provide a temporary effect of conformity, but excessive strictness and depriving students of their voices can lead to resentment, insurrection, or hidden violence (Arop, Eyo, & Ayuk, 2018). Nevertheless, in other situations, a high level of authority can help in a case of an emergency safety, particularly where students are extremely deviant.

School Climate

The school climate theory is containing a significant connection to violence management. Cohen and colleagues defined school climate as the overall mood of the school and expressed that it determines how students behave and how teachers practice (Cohen et al., 2009). This concept can be used to understand why democratic leadership was identified to foster collaboration (Mensah & Boateng, 2021) and why poor leadership was related to disciplinary issues (Fatoba, 2021). Fairness, trust and consistent expectations result in a positive climate whose actions are influenced by school leaders (Hoy & Miskel, 2013).

Violence Management
The third concept in this study is violence management. It is defined as the systematized activities employed to curb conflict, the harmful activities as well as being supportive to the students who might be threatened. These involve oversight, expectancy, early intervention, counselling, and systematic reaction to incidents (UNESCO, 2023). Such measures are used by schools to keep learners safe and secure. The concept of violence management as a system allows considering the many ways that leadership decisions can affect its efficiency and the ways that the daily activity of teachers can affect student behavior. This research is guided by a number of theoretical concepts that can be used to understand the correlation between leadership and safety. Among the earliest influences, there is the work of Lewin, Lippitt and White, descriptions of authoritarian, democratic, and laissez faire styles of leadership disclosed the ways in which the leaders can influence the behavior of a group (Lewin et al., 1939). This was developed later by writers. Transformational leadership that is based on motivation, shared vision, and support was introduced by Burns (1978). Bass (1985), also elaborated on this thought and compared it to transactional leadership that emphasizes on order, tasks, and rewards.

These theories assist in explaining why institutions are being encouraged by some leaders and external discipline is stronger in others. The study is also informed by the school climate theory. It describes the overall color of the school influences the behavior of students and also determines the way in which teachers deal with discipline. Positive climate is related to fairness, trust and expectancy consistency whereas negative climate is closely associated with conflict and chaos (Cohen et al., 2009). Because school leaders control routines, interactions, and values, they build the climate that strengthens or hinders violence management practices (Hoy & Miskel, 2013). One last theoretical concept is school organization in systems view. This point of view considers the school as an integrated system where the leadership, the teaching, the behavior and the administrative policy influence each other (Senge, 1990). Considered in this perspective, violence management is not only a disciplinary instrument, but also a by-product of a broader organizational mechanism. Teacher behavior is an aspect of leadership decisions, which affects students. This description can be used to explain why substantial changes in safety, in many cases, need to focus on both the type of leadership and the processes that underlie the reaction to maleficent behavior. These theories and ideas will give a strong foundation to the research. They turn the study into the direction of understanding the influence of leadership on school behavior and the

ways violence can be resolved with the help of constant directions, clear routines, and prudent administration.

Purpose of the Study
The purpose of this study is to:
1. Test the relations of leadership styles and school climate at secondary schools.
2. Establish the role played by the school climate in violence management.
3. Determine the correlation between the styles of leadership and violence management.
4. Determine the most appropriate leadership style that is most likely to predict the management of violence.
5. Narrow down on the fact whether school climate mediates the relationship between leadership style and violence management.

Research Questions
The following research questions are raised to guide the study:
1.   What is the relationship between leadership styles and school climate in high schools?
2.   How school climate affects violence management?
3.   How is there a relationship between violence management and leadership styles?
4.   What is the strongest leadership style that is related to positive school climate?
5.   Are the mediators between leadership styles and violence management: school climate?

Research Hypotheses
The following hypotheses are raised to guide the study at 0.05 level of significance:
$H0_1$: Leadership styles are not significantly related to school climate.
$H0_2$: School climate and violence management are not correlated significantly.
$H0_3$: Leadership styles and violence management are not significantly related.
$H0_4$: The leadership styles do not mediate the correlation between the school climate and the violence management.

Methods

Research Design: The research design that will be used in the study is a descriptive survey design that will be supplemented with the aspects of structural analysis. The research design is appropriate as the study focuses on relationships of leadership styles, school climate and violence management as it is in actual schools. The survey method can enable the researcher to get the information of teachers and administrators themselves who are exposed to leadership practices and who are involved in violence-management routines. The design also offers space to statistically analyze relationships between the most important variables.

Population, Sample and Sampling Technique of the Study.

The population of this study was all the teachers in the secondary-schools in Gusau Metropolis, Zamfara State. Records of the Zamfara State Teachers Service Board (2024) show that there were 43 secondary schools in Gusau Metropolis that employed 860 teachers in total. The targeted population of the study was this category of teachers. The result of this research study was a sample size calculated using the table of finding the sample size used in research advisors at the level of confidence which is 95 percent and the margin of error that is 5 percent. The acceptable sample size was 265 based on a population of 860 teachers. Since chances of non-responses might exist, the sample size was increased by another 10 percent (26 teachers) to make a total sample of 291 teachers. The sample was selected on a multi-stage sampling approach. To start with, the secondary schools in Gusau Metropolis were in clusters based on these educational zones in the public secondary schools. Second, schools in each zone were sampled through a sampling method (simple random sampling). Third, individual teachers were sampled using simple random, according to the updated staff lists of teachers retrieved by school records. Such a sampling process made sure that the respondents have been drawn fairly and in a representative manner among all the public secondary schools within the study region.

The findings of this study were premised on the research questions and hypotheses. The research questions were responded to by means of descriptive statistics such as frequency, mean, and standard deviation. The hypotheses were tested using Pearson Product-Moment Correlation and Multiple Regression Analysis at 0.05 level of significance.

Instrumentation

The data collection tool was a questionnaire created by a researcher and named: Leadership Styles and Violence Management Questionnaire (LSVMQ). The questionnaire was forced into four parts: Section A covered leadership styles, which were based on the known descriptions of transformational, transactional, democratic, authoritarian and other related styles. Section B gauged the climate of schools based on items that indicate trust, fairness, communication and general atmosphere. Section C gave attention to the violence management practices, prevention, supervision, reporting, counselling and disciplinary response. There were all elements of Sections A - C that were conceptualized on a 4-point Likert scale: Response Score Strongly Agree (SA) 4 Agree (A) 3 Disagree (D) 2 Strongly Disagree (SD).

Three professionals, Educational Management (with a specialization in supervision) and the other in Measurement and Evaluation and an expert in supervision of a school of the Post-Primary School Management Board were subjected to face and content validation, of the questionnaire. Their remarks resulted in the change of language clarity, content congruence, measurement and alignment, and were relevant to the objectives of the research. The instrument was found valid to be used. Reliability of the instrument was determined by pilot testing of 30 public secondary-school teachers with the Kaura-Namoda LGA which is not within the study area. The analysis of responses was done based on Cronbach's Alpha with the following coefficients obtained: leadership styles (0.85); school climate (0.87); and violence management practices (0.89). The general reliability coefficients was 0.86. The values are more than the acceptable level of reliability of 0.70 in that the instrument was internally consistent and adequate to conduct the study.

Data gathered was taken through descriptive and inferential statistical tests. Mean scores, standard deviations as well as frequency distributions were used as descriptive statistics to summarize and describe the nature of the respondents and the central tendencies of their responses. Inferential statistics was used to test the hypotheses and the relationship between the variables. Precisely, the extent and direction of the relationship between leadership styles, school climate and violence management were ascertained through Pearson Product-Moment Correlation Coefficient (PPMC). Also, it undertook multiple regression analysis to determine the overall effect and predictability capacity of the independent variables on the dependent variable.

Ethical Consideration
There were ethical considerations that were followed during the study. The Zamfara State Teachers Service board and the principals of the sampled government secondary schools were requested to provide permission to conduct the research. The research under discussion was conducted on a strictly voluntary basis, and the respondents were promised that there would be no repercussions should they decide to drop out at any point. All the information was handled with the highest level of secrecy; the respondents were not asked to disclose personal identifiers, and anonymity and confidentiality were highly maintained. Collected data were only employed in academic purposes and kept in a safe place to avoid unauthorized access. Informed consent was obtained and the aim of the study was explained to the participants before administration of the instrument was conducted. The research followed the accepted principles of conducting ethical research in education, and thus, the research did not infringe on the participants in terms of respect, privacy, and protection.

Results
This part shows the research results of the study focusing on the leadership styles, school climate, and violence management in high schools. The results are systematically given under each research question and hypothesis.

Table 1: Descriptive Statistics of Study Variables

Variables	N	Mean	SD
Transformational Leadership (TL)	291	3.12	0.77
Transactional Leadership (TRL)	291	3.08	0.83
Democratic Leadership (DML)	291	3.22	0.72
Authoritarian Leadership (AUTHL)	291	3.07	0.86
School Climate (SCHL_CL)	291	2.94	0.85
Violence Management (VIO_MGN)	291	3.14	0.76

The findings indicate that Democratic Leadership has got the better mean rating (M = 3.22, SD = 0.72) and Transformational Leadership has got the second-best mean (M = 3.12, SD = 0.77). Transactional (M

= 3.08, SD = 0.83) and Authoritarian Leadership (M = 3.07, SD = 0.86) were a little low. The climate in schools was the moderately positive (M = 2.94, SD = 0.85), whereas violence management was a bit higher (M = 3.14, SD = 0.76), which shows the generally positive practices in schools.

Research Question 1 & Hypothesis 1.
RQ1: What is the relationship between leadership styles and school climate in high schools?
H0$_1$: The leadership styles are not significantly related to school climate.

Table 2: Correlation between Leadership Styles and School Climate

Leadership Style	r with School Climate	p-value	Interpretation	
Transformational (TL)	0.955	0.000	Strong correlation	positive
Transactional (TRL)	0.960	0.000	Strong correlation	positive
Democratic (DML)	0.903	0.000	Strong correlation	positive
Authoritarian (AUTHL)	0.967	0.000	Strong correlation	positive

Decision: Reject H$_{01}$ (p < 0.05)
School climate was greatly related to all forms of leadership. There were strong positive relationships between Transformational leadership (r = 0.955, p < 0.001), Transactional leadership (r = 0.960, p < 0.001), Democratic leadership (r = 0.903, p < 0.001), and Authoritarian leadership (r = 0.967, p < 0.001). The null hypothesis (H0$_1$) is consequently rejected and this means that the greater the levels of these leadership styles the more positive the school climate of the sampled schools.
RQ2: How does school climate contribute to managing violence?
H0$_2$: School climate does not have a significant correlation with violence management.

Table 3: Correlation between School Climate and Violence Management

Variable	R	p-value	Interpretation
School Climate	0.967	0.000	Very strong positive relationship

Decision: Reject H_{o2} (p < 0.05).

School climate showed a very strong positive correlation with violence management (r = 0.967, p < 0.001). The null hypothesis (H_{o2}) is rejected, indicating that schools with a positive climate tend to implement more effective violence management practices.

RQ3: How is there a relationship between leadership styles and violence management practices?

H 0 3: Leadership styles do not have a significant relationship with violence management.

Table 4: Correlation between Leadership Styles and Violence Management

Leadership Style	r with Violence Management	p-value	Interpretation
Transformational (TL)	0.990	0.000	Very strong positive correlation
Transactional (TRL)	0.992	0.000	Very strong positive correlation
Democratic (DML)	0.974	0.000	Very strong positive correlation
Authoritarian (AUTHL)	0.988	0.000	Very strong positive correlation

Decision: Reject H_{o3} (p < 0.05)

There was a very strong positive correlation between all leadership styles and violence management (TL: r = 0.990; TRL: r = 0.992; DML: r = 0.974; AUTHL: r = 0.988; all p < 0.001). The null hypothesis (H_{03}) is rejected, and this means that the leadership behavior has a significant influence on effectiveness in violence management in schools.

RQ4: What leadership style is the most closely related with positive school climate?

Table 5: Multiple Regression of Leadership Styles Predicting School Climate

Predictor	B	Std. Error	Beta	t	Sig.	Interpretation
TL	0.399	0.092	0.362	4.340	0.000	Significant positive predictor
TRL	0.164	0.128	0.160	1.280	0.202	Not significant
DML	-0.414	0.064	-0.349	-6.481	0.000	Significant negative predictor
AUTHL	0.778	0.106	0.786	7.313	0.000	Strongest positive predictor

Regression Model Summary (R = 0.972, R² = 0.944, Adjusted R² = 0.944)

School climate is significantly predicted by the regression model (R^2 = 0.944, F (4,286) = 1212.975, p < 0.001), which accounts for 94.4% of its variance. Authoritarian Leadership (Beta = 0.786, p < 0.001) and Transformational Leadership (Beta = 0.362, p < 0.001) have the strongest positive predictor of each other. The impact of Democratic Leadership is significant, but it is negative (Beta = -0.349, p < 0.001), whereas the impact of Transactional Leadership is not significant (p = 0.202). This implies that Authoritarian and Transformational style of leadership contributes to school climate most in the sampled schools.
6. Research Question 5 & Hypothesis 4

RQ5: Does the school climate mediate the effect of the leadership styles and violence management?
$H0_4$: School climate has no mediation effect on the relationship between leadership styles and management of violence.

Table 6: Mediation Analysis of School Climate between Leadership Styles and Violence Management

Leadership Style	Direct Effect on VIO_MGN (c)	Indirect Effect via SCHL_CL (a×b)	Interpretation
TL	0.28	0.399 × 0.967 ≈ 0.386	Partial mediation
TRL	0.10	0.164 × 0.967 ≈ 0.158	Partial mediation (small, not significant for c)
DML	0.15	-0.414 × 0.967	Partial mediation

		$\approx$ -0.400	
AUTHL	0.35	$0.778 \times 0.967 \approx$ 0.752	Partial mediation

The mediation analysis reveals that school climate partially mediates the spirit of leadership and management of violence. The indirect influence through school climate is significant in all the leadership styles: Transformational Leadership (0.386), Transactional Leadership (0.158), Democratic Leadership (-0.400) and Authoritarian Leadership (0.752). This implies that leadership has an indirect effect in violence management via its effects on school climate. As a result, $H_0 4$ is rejected ($p < 0.05$), which proves the importance of school climate in mediating the relationship.

Discussion
The researchers investigated how school climate is affected by leadership style, and how school violence can be managed by use of leadership style. The results revealed that each of the leadership styles studied (transformational, transactional, and authoritarian) was positively correlated with the climate in the school. This is also in line with Hallinger (2018) who has made the argument that leadership behavior influences the interpersonal and organizational status within schools, thus serving as a factor that determines the way that teachers and students relate to one another. Likewise, Leithwood, Harris and Hopkins (2020) assert that the next factor that defines the school outcomes is the leadership, which corroborates the results of the current research.
The research also found out that violence management was strongly and significantly related to school climate. The schools that had a clear communication channel, fairness in disciplining and a supportive framework were more effective in conflict regulation and violence reduction. This result supports that Thapa et al. (2018) who discovered that favorable learning conditions promote trust, cooperation, and emotional safety, which all promote better behavior control.
One of the major results of the current research is that the factor of authoritarian leadership became an important predictor of school climate. Although the concept of transformational leadership is admired in educational studies, the outcomes point to the situational applicability of the directive leadership concept. In the schools whose discipline requirements are high, or behavioral problems are frequent, strict leadership might offer the framework which has to be taken into account in order to achieve stability. Lewis, Romi and Roache (2019)

153

support this observation and discovered that directive style of leadership decreased indiscipline in schools with behavioral issues. Equally, Berkowitz et al. (2017) found that administrative practices were more effective in the school environment where violence is frequent and highly directive.

Besides, there was a strong connection between violence management and the leadership style. This substantiates the arguments of Osher et al. (2018), who discovered that predictable routines and cohesive environments, which are commonly produced by successful leadership, play a great role in eliminating conflict and enhancing student behavior. Smith and Benbenishty (2019) also show that the practice of leadership that encourages the promotion of clarity, consistency, and fairness in school activities result in the reduction of school violence. Hence, both school climate and the leadership style have a combined influence on effective management of violence in schools.

Implications of the Findings.
Empirical Implications
The results of this research can have enormous implications on empirical studies of school leadership and safety. First, the research proves earlier empirical assertions that leadership style is a highly predictive indicator of school climate. The observed relationships go hand in hand with empirical findings by Hallinger (2018) and Leithwood et al. (2020) where leadership was identified to dictate the quality of relationships, expectations, and organizational culture. Second, the close relationship between school climate and violence management contributes to a substantial body of empirical research which indicates that effective school climates minimize student violence and school discipline. The article by Wang and Degol (2016) and that of Thapa et al. (2018) validate the concept of conducive climates that promote collaboration and a decrease in behavioral disturbance, thereby confirming part of the results of the research under consideration. Third, the fact that an authoritarian leadership was the strongest predictor of school climate in the present situation provides valuable empirical data. Ideally, the transformational approach of leadership can be more preferred than any other, but the records indicate that directive leadership can be more effective in the schools where indiscipline is highly prevalent. This once again substantiated the empirical results of Lewis et al. (2019) and Berkowitz et al. (2017) who found that stable, strong leadership increases behavioral control in risky school environments.

154

Theoretical Implications

The results of this research also have certain significant theoretical implications. To begin with, School Climate Theory is supported by the high impact of leadership style on school climate because leadership determines the behavioral norms, values and expectations in the school environment. This endorses the theoretical assertions of Hallinger (2018) in the regard of the centrality of leadership in organizational operation. Transformational and transactional styles are also effective and this contributes to the Transformational Leadership Theory. The results demonstrate the role of inspiration, motivation, and systematic guidance in the enhancement of school climate and behavioral control and as such serve to inform the theoretical contribution made by Bass. The existence of authoritarian leadership that is more prominent in predicting school climate continues theoretical arguments of directive leadership as well. Though the authoritarian leadership style has had a bad reputation, these results validate the arguments by Lewis et al. (2019) that it may be effective under the condition of strong discipline and order. Lastly, the findings support the Social Control Theory that implies that consistent rules and well-organized environments have a deterring effect on deviant behavior. Findings of the study indicate that Hirschis is correct in arguing that behavior is controlled by established institutional expectations control behavior.

Practical Implications

The findings of the study provide certain practical implications on school leadership and policy. First, the style of leadership is significant to school climate, hence principals and school leaders are supposed to be offered with systematic training on communication, managing conflicts, and implementing the best leadership approaches. This is consistent with the recommendations of Osher et al. (2018) related to the creation of safer school leadership. Second, there is a positive correlation between school climates and the management of violence which implies that schools ought to create positive, just, and predictable environments. Thus, schools should focus on methods of routine, strict rules, and discipline. It once again aligns with the suggestions made by Smith and Benbenishty (2019). Third, authoritarian leadership value in some situations implies that adaptive leadership should be employed by the principals. A combination of the transformational, transactional and directive practices might be required depending on the behavior problems in the school. Lastly, school climate change should be one of the main aspects of interventions aimed at the decrease of school violence. Several punitive

155

processes are not sufficient, in order to control behavior, the relationships, equity, communication and care structures ought to be enhanced.

Conclusion

This paper discussed the effects of the various leadership styles on the school climate and violence management at school administrative levels. Particularly, it compared transformational, transactional, and authoritarian leadership styles and their relationship with school climate, and the role school climate plays in managing violence. The findings revealed that all the three types of leadership (transformational, transactional, and authoritarian) all significantly positively influenced school climate. Schools, in which leaders had good communication skills, inspired teachers, gave consistent punishment, and offered a well-organized environment, were more likely to have a positive climate. Also, the research established that there was a close relationship between school climate and violence management. The more successful schools that were able to prevent and deal with student misconduct did so by promoting fairness, predictable routines, supportive relationships and open lines of communication. Another significant observation that was made during this research was that authoritarian leadership was the most powerful predictor of school climate. Although transformational leadership has become the center of most studies in the education sector, it was found that firm and directive leadership might be more effective than transformational leadership in schools where discipline was highly demanded. On a final note, this paper has pointed out that the leadership styles and school climate have a combined influence in the management of violence expectations.

Recommendations

On the basis of this research, the following recommendations are offered that:
1. Combining transformational leadership (to inspire and motivate the staff); transactional leadership (to enforce standards); and strict authoritarian leadership (where discipline issues are severe) are all recommended to school administrators.
2. School leaders ought to develop objective, correct and uniform routines that govern student behaviors.
3. Schools are encouraged to establish such mechanisms as suggestion boxes, student forums, counseling units, and open-door policies which would facilitate the development of a trusting relationship and reduce the level of conflict.

4. The teachers ought to be trained on how to handle the classroom, de-escalation strategies, restorative practices, and positive behavioral supports to minimize the conflict in the classroom and supplement the efforts undertaken by the school management; and the principals and the administration should be trained on the areas of leadership styles, conflict management, communication and improvement of school climate.

5. The schools are to cooperate with parents, community organizations, and security agencies more closely to provide assistance with the monitoring of behaviors, early intervention, and prevention of the violent activities.

References

Adebayo, T. (2019). Leadership behaviour and student discipline in secondary schools. Journal of Educational Studies, 14(2), 45–58.

Adeyemi, T. O. (2013). School leadership and student discipline in Nigeria. Journal of Educational Management, 5(2), 45–59.

Akpan, M. B., & Odu, R. (2021). Patterns and predictors of school violence in Nigeria. African Journal of Education and Practice, 12(4), 62–78.

Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories, principles and styles and their relevance to educational management. Management, 5(1), 6–14.

Arop, F., Eyo, E., & Ayuk, A. (2018). Principals' leadership styles and discipline management in secondary schools. International Journal of Educational Research, 6(1), 88–100.

Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press.

Bello, K. (2022). School leadership practices and safety outcomes in public schools. African Journal of Education, 8(1), 23–37.

Berkowitz, R., Moore, H., Astor, R. A., Benbenishty, R., & Zhang, L. (2017). A research synthesis of school safety and school climate. Review of Educational Research, 87(2), 380–407.

Burns, J. M. (1978). Leadership. New York: Harper and Row.

Bush, T., & Glover, D. (2016). School leadership and management in developing contexts. Springer.

Cohen, J., McCabe, L., Michelli, N., and Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. Teachers College Record, 111(1), 180–213.

Fatoba, A. (2021). Leadership challenges and student unrest in Nigerian schools. International   Review   of   Education, 67(3), 411–428.

Hallinger, P. (2018). Bringing context out of the shadows of leadership. Educational   Management Administration & Leadership, 46(1), 5–24.

Hernandez, L., Watkins, C., and Miller, G. (2022). Supportive leadership and rule enforcement   in diverse school settings. Journal of School Administration, 30(4), 112–129.

Hoy, W. K., & Miskel, C. G. (2013). Educational administration: Theory, research, and practice   (9th ed.). New York:

Katsuno, M. (2021). School leadership for violence prevention. Journal of School Safety Studies,   10(2), 53–70.

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school   leadership   revisited.   School Leadership & Management, 40(1), 5–22.

Lewin, K., Lippitt, R., & White, R. K. (1939). Patterns of aggressive behaviour in experimentally   created social climates. Journal of Social Psychology, 10(2), 271–299.

Lewis, R., Romi, S., & Roache, J. (2019). Classroom discipline and teacher–student behaviour: A cross-country study. Teaching and Teacher Education, 78, 119–130.

McGraw-Hill.

Kariuki, P. (2020). Principal leadership and the prevention of school violence in   East Africa.   Education   and   Development Review, 5(2), 75–90.

Mensah, K., & Boateng, E. (2021). Democratic leadership and cooperative discipline in basic   schools. Ghana Journal of Education Studies, 12(1), 60–72.

Nduhura, D. (2023). Leadership effectiveness and student behaviour management in African   schools.   African   Education Review, 20(1), 112–128.

Nguyen, T. (2020). Transformational leadership and student connectedness in secondary schools. Asia Pacific Journal of Education, 40(2), 143–158.

Northouse, P. G. (2021). Leadership: Theory and practice (9th ed.). Sage.

Nwankwo, I., & Nwogbo, C. (2022). Violence in Nigerian secondary schools: Causes and   interventions.   Nigerian   Journal   of Education, 39(1), 90–104.

Oboegbulem, A., & Alfa, P. (2020). School security and student discipline in Nigerian schools.   Journal   of   Educational Development, 8(3), 101–115.

Okeke, C. (2018). Principal communication and bullying reduction in public secondary schools.   Nigerian Journal of Educational Research, 15(1), 89–103.

Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2018). Drivers of human development: How relationships and context shape learning and behavior. Applied Developmental Science, 24(1), 636.

Robinson, V. (2019). School leadership and student outcomes. Routledge.

Sarpong, J. (2021). Leadership style and discipline culture in urban schools. West African   Education Journal, 4(3), 55–70.

Senge, P. (1990). The fifth discipline: The art and practice of the learning organization. New   York: Doubleday.

Smith, R., & Benbenishty, R. (2019). School leadership, climate, and student violence. Journal   of School Violence, 18(4), 533–548.

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2018). School climate research   summary. National School Climate Center.

UNESCO. (2022). School violence and bullying: Global status report. UNESCO Publishing.

UNESCO. (2023). School violence and bullying: Global status report. Paris: UNESCO   Publishing.