

This book probes into leadership effectiveness of secondary school principals in both rural and urban settings in Kenya and assess if it is different across gender and rural/urban divides. It posits that culture is important in the way leaders are viewed and attempts to explain who an effective educational leader is in the Kenyan setup. It explores whether leadership effectiveness relates to school organizational climate and job satisfaction of teachers and also what portion of leadership effectiveness explains each of school climate and job satisfaction of teachers. The book shows that indeed leadership effectiveness perception of teachers is explained differently from the usual western way and that it is the primary mover of school climate. The book is highly recommended for lecturers, students and researchers of management of organisations.