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# Leadership styles of secondary school

heads: teachers perceptions:

Kondoa district

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**LEADERSHIP STYLES OF SECONDARY SCHOOL HEADS:  
TEACHERS' PERCEPTIONS - A CASE OF KONDOA DISTRICT**

Alphastanus Kweba

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of  
Master of Arts in Education of the University of Dodoma

University of Dodoma

October, 2013

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the University of Dodoma a dissertation entitled: *“Leadership Styles of Secondary School Heads: Teachers’ Perceptions. A Case of Kondo District,”* in partial fulfillment of the requirements for the degree of Master of Arts in Education of the University of Dodoma.

.....

**Dr. Mateso, P.E.E**

(Supervisor)

**DATE.....**

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I, **Alphastanus Kweba**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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Moreover, I would like to give thanks, in a special way, to my beloved parents and siblings who have been a constant source of strength and encouragement to me all the time during my studies. The loving atmosphere that they offered, gave me the confidence to get this dissertation done. Thanks also should go to my District Educational Officers, for offering their cooperation during my course.

Furthermore, I would like to register my sincere gratitude to school heads for giving me permission to carry out this research in their schools. I am also grateful to my fellow teachers for their cooperation and willingness to take part in this research. Finally, I appreciate the support provided to me by all the UDOM teaching staff as well as the cooperation accorded to me by my class mates during the two years of stay at UDOM.

## **DEDICATION**

This dissertation is dedicated to my father, Fysco J. Masauli; my mother, Rehema M. Kweba, who supported me wholeheartedly in my studies from pre-school up to Master Degree level, and also to my brothers, Daudi, Maungo, Eric and Donald Kweba for the support and encouragement they offered to me during my course.

## ABSTRACT

The purpose of this study was to examine the leadership styles practiced by secondary school heads working in Kondoa District. Specifically, the study aimed at understanding how Kondoa District secondary school teachers perceived the way their heads apply Situational Leadership (SL) styles. Four research questions guided the study: (1) How do school heads understand leadership styles? (2) What are the SL styles employed by the school heads as perceived by the teachers? (3) What are teachers' perceptions about their heads' ability in practicing the perceived SL styles? (4) What factors cause the school heads to employ different leadership styles?

The study employed a qualitative multiple case study design, whereby a total of 76 participants from ten secondary schools were selected as a sample. A Simple random sampling was used to select 72 secondary school teachers, whereas four school heads were obtained through purposive criterion sampling. Interview and survey methods were used to collect the data. Qualitative-content analysis and descriptive analysis were employed to analyze the research questions. The findings revealed that school heads were familiar with leadership styles. *Participative style* was observed to be practiced much more than other three SL styles. Two factors, namely *teachers' accountability* and *cooperation*, were viewed to be the grounds for such styles to be adopted. Also, from the findings it was observed that some of school heads were task oriented while others were people oriented and the flexible heads performed better than inflexible heads. Lastly, several recommendations are provided by this study to policy makers, practitioners, and researchers.

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## **LIST OF ABBREVIATIONS**

SL	Situational Leadership
SLT	Situational Leadership Theory
SLM	Situational Leadership Model
S	Leadership Style
D	Maturity Development Level
M	Maturity Level of Follower
DED	District Executive Director
BED	Bachelor of Education
BAED	Bachelor of Arts with Education
NECTA	National Examination Council of Tanzania
SEDP	Secondary Education Development Programme

## **CHAPTER ONE**

### **INTRODUCTION AND OVERVIEW OF THE STUDY**

#### **1.1 Introduction**

This study is about leadership styles of secondary school Heads as perceived by their teachers. In this Chapter background information to the problem, research problem, rationale of the study, purpose and objectives of the study, research questions are discussed. Also, the chapter presents the overview of methodology, theoretical framework, significance of the study, definitions of key terms, limitations and delimitations as well as organization of the dissertation.

#### **1.2 Background Information to the Problem**

Globally, education sector has been facing a lot of challenges that affects the quality of education every year. Authors have mentioned different kinds of challenges affecting the sector. Some of them are high attrition rate of teachers, inadequate resources, parents' relationships, lack of quality infrastructure, poor teaching and learning environment, and poor school leadership (Jalongo & Heider, 2006; Anhorn, 2008; Long, 2007). In that list leadership plays crucial role to those challenges.

From inadequate leadership in educational institutions several complications may arise. For example, Kubai (2004) observed in his study that indiscipline in Kenyan schools is as a result of poor management skills by heads of institutions of learning.

Miller et al. (1999) contend that teachers' perceived administrative support as significantly related to attrition. According to Maehr and Braskamp (1986), school administrators can manipulate culture, climate, and effectiveness of an organization, and those manipulations affect the job satisfaction of people within the organization.

Also, administrative behaviors and leadership practices have been frequently and consistently linked to employee turnover in both general and special education schools. Lashley and Boscardin (2003) assert that administrative support is critical to retaining special educators and improving their abilities to have a positive effect on outcomes for students with disabilities. Moreover, Schlichte, Yssel and Merbler (2005) add that poor administrative support, inappropriate school heads leadership style and lack of organizational structure of the school can have negative influences on teacher retention. So, different scholars try to show how leadership is so important in school by addressing the negative impacts which contributed by poor leadership.

On the other hand, by exercising firm leadership behaviors, school leaders can influence their school's climate, a difficult constellation involving the attitudes and behaviors of teachers, students, parents, and the community at large toward education (Maehr & Braskamp, 1986). This is like to say that school leaders can improve working environment, influence teacher morale and helps to retain quality teachers (Kinsey, 2006). Some of evidence suggests that when school heads provide opportunities for teachers to improve and motivate their practice, there is a positive impact on student learning (Hallinger & Heck, 1996). Certainly, researchers assert

that the role of the school heads continues to be the key variable to the improvement of schools (Heck & Marcoulides, 1993; Keller, 1998; Krug, 1993; Portin, Shen, & Williams, 1998).

### **1.3 The Research Problem**

In Tanzanian context, some of secondary schools suffer from the absence of strong leadership, whereby limited school management skills of some Heads of schools affecting daily running, academic performance and financial management of schools (SEDP, 2010). According to Secondary Education Development Programme (SEDP) (2010), good governance is the cornerstone for effective utilization of human capacities towards enhancing efficiency and effectiveness in the provision of secondary education. Therefore, some challenges like philosophies/policies and operational structures present today, as well as managerial-competencies of the education leaders need more improvements so as to have good leadership in Tanzanian schools (SEDP, 2010). This is like to say that school heads need to be empowered to provide the required leadership for implementing quality education initiatives by providing the required skills for handling those challenges (Oduro, Dachi & Fertig, 2008).

In reality, school heads are the central pillar for any succession in schools. According to Ribbins and Marland (1994), a school head is significant in shaping the quality and realizing the achievement of his/her school because his/her role is very important. Heads can destroy or construct their school environment through their

leadership. A good leader is the one who knows how to employ a better and suitable leadership style to keep his/her school progressive.

Being a teacher, the researcher has occasionally witnessed different problems influenced by leadership taking place in different schools. In 2009, for example, one secondary school in Kondoa District experienced students' demonstration caused by the transfer of their beloved school head. Similar to that, in 2010, another school in the same District had the same problems whereby students fought against their teachers and school head. According to students the fight was because their school Head had failed to maintain a good environment of their school. This probably implies that the school Head had deficient leadership skills.

Actually, some of school heads have been using different leadership styles in their schools. For example, studies conducted in Tanzania indicate that transformational and democratic styles, have been used much by school heads and these styles have showed positive impacts in decision making, teachers' value commitment, organizational citizenship behavior, job satisfaction, and commitment to schools compared to autocratic, laissez-faire and transactional styles (Nguni et al., 2006; Aman, 2005; Bhalalusesa & Mboya, 2003). Despite this plain understanding, there is still lack of clarity on how Tanzanian Heads of schools have enough skills to choose and apply leadership styles for the purpose of managing their secondary schools. Also, very few studies have been conducted in Tanzania to understand how secondary school teachers perceive leadership styles of their heads. This study, therefore, is intended to bridge this gap.

#### **1.4 The Rationale of the Study**

This study is justifiable due to several reasons: The first reason is that, there is very limited number of studies that were conducted in Tanzania apart from studies conducted in Morogoro by Mgani (2006) and studies done in Ileje, Nazarene and Sangu by Aman (2005). Secondly, no study concerning leadership styles in schools has been conducted particularly in Kondoa District. Therefore, the researcher believes that it was a good opportunity for him to conduct such a study in Kondoa District so as to gain insights about leadership styles practiced by the secondary school leaders in that District. Also, there is a need to understand better leadership issues emerging in schools. The knowledge to be obtained in this study will enrich the portfolio of leadership for Kondoa District and to some extent for education sector in the Tanzanian.

Moreover, at a personal level, the researcher is interested in leadership and management field; hence, by conducting such kind of a study, he would be in a good position of acquiring more knowledge that would allow him to become an expert in the field.

#### **1.5 Purpose and objectives of the Study**

The purpose of this case study was to understand how Kondoa District secondary school teachers perceived the way their school Heads apply Situational Leadership (SL) styles. At this stage, in the research, the teachers' perceptions were defined as the teachers' awareness, views, opinions and beliefs on the leadership styles

practiced by school heads in different secondary schools of Kondo District.

Therefore, the following were the specific objectives of the study:

1. To find out the school heads' knowledge about leadership styles.
2. To examine what types of SL styles are practiced by the school heads.
3. To find out how teachers perceive leadership ability of school heads based on four SL styles.
4. To examine different factors causing school heads to employ specific leadership styles.

### **1.6 Research Questions**

The study was guided by the following questions:

1. How do school heads understand leadership styles?
2. What are the SL styles employed by the school heads as perceived by the teachers?
3. What are teachers' perceptions about their heads' ability in practicing the perceived SL styles?
4. What factors cause the school heads to employ different leadership styles?

### **1.7 Overview of the Methodology**

Generally, the present study adopted qualitative approach and some quantitative basics, whereby case study design was used. Under the case study approach, interview and survey methods were employed to gather the information. Before

embarking in data collection, the researcher obtained the permission letter from the Kondo District Executive Director (DED), after which school leaders allowed the researcher to collect data in their schools.

Specifically, semi-structured interview protocol was used to collect data from four participants that were selected through purposive sampling from four purposely selected schools (Marton & Booth, 1997). On the other hand, survey questions were distributed to the randomly selected schools.

Information collected from the field was transcribed and then analyzed with content analysis and descriptive analysis. In the qualitative analysis, the researcher developed sub-themes, through coding and clustering of codes from the major a priori themes. The key guiding principle for the analysis process was to organize findings based on the research questions of this study.

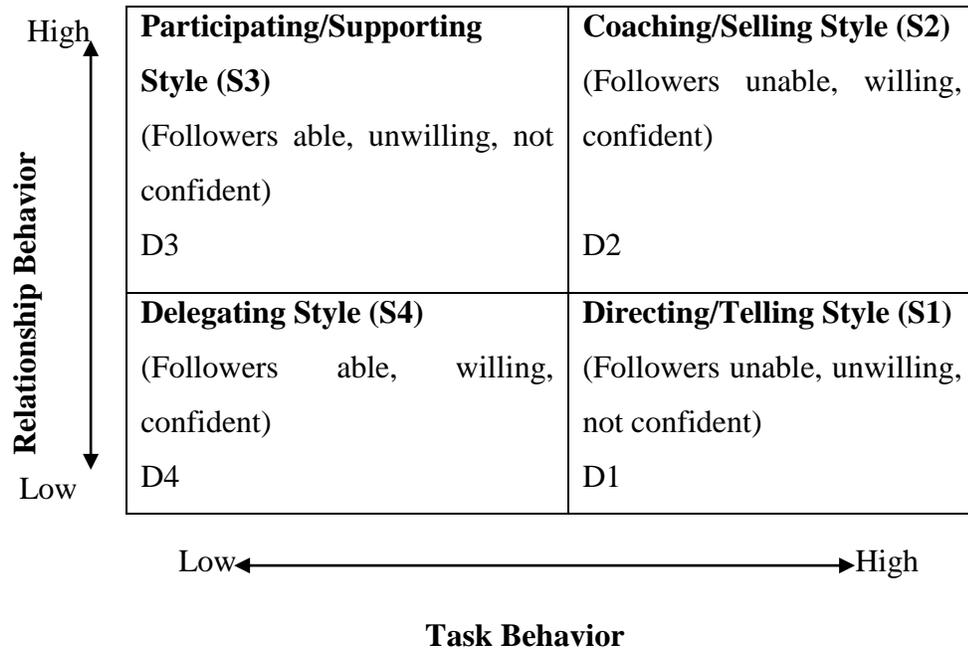
### **1.8 Theoretical Framework**

This study was largely based on the Situational Leadership Theory (SLT) advocated firstly by Hersey and Blanchard (1969). The SLT is characterized with a certain flexibility whereby leaders are allowed to select any style depending on the situation. Hersey (2009) asserts that no one style of leadership can fit to all given workplace situations. This means that leadership style has to change according to the work situations, followers' knowledge, skills and commitment in a given task. According to Wyld (2010), SLT brings attention to the role of the follower, whereby leaders should match their leadership styles to the development level of the person or people

being led (Hersey et al., 2007). So, when they introduced their model, Hersey and Blanchard described development level in terms of the follower's competence (ability) and commitment (willingness). Thus, in essence, Situational Leadership Model (SLM) addresses the issue of task behavior and relationship behavior, that a leader should be able to put less or more emphasis on the task, and more or less emphasis on the relationship with the people being led, depending on what is needed to get the job done successfully.

Consequently, what Situational Theory proposes for school environment is that, school leaders have to choose the best course of action based upon situational variables notable in schools. Different styles of leadership might be more appropriate for certain types of decision-making, and thus, a school leader has an opportunity to choose the best style that can motivate his/her subordinates [teachers] according to the nature of the situation and the need. Under Situational Theory, the study showed how leaders should use different types of SL styles-directing/telling, coaching/selling, supporting/participating, and delegating-depending on the actual situation and followers are facing.

**Figure 1: Conceptual Model adapted and modified from Situational Leadership Model by Ken Blanchard (2008).**



### 1.9 Description of the Conceptual Model

As explained earlier, the study dwelt on the SLT. An ideal leader, according to this theory, studies the overall situation, draws conclusions and adopts the leadership style (S) which is most appropriate to the prevailing situation and maturity development level (D) of the followers. This is the essence of SLT.

According to Papworth et al. (2009), effectiveness is maximized by matching level of leadership style with follower readiness. Thus, a D1 follower level would respond better to directing (S1) since the D1 follower is beginner. A D2 follower is the one with some ability on the task, he/she would respond better to coaching style (S2),

whereby the leader is offering help. D3 follower has the knowledge but often disappointed, he/she responds better when supported by the leader, hence supporting style (S3) is appropriate for him/her. Finally, D4 follower responds better to delegating style (S4), since the follower has the commitment and competence to work independently.

Therefore, effective leaders should be flexible in selecting leadership styles according to the situation and followers' development ability, because there is no one style which is always right in all situations. The fact is that a follower can be on one development level on one task and on a totally different level with another task.

In brief, the present study employed this Model to seek the information related to in Kondo secondary schools. Specifically, the researcher wanted to understand types of SL leadership normally employed by school heads, the ability of school heads to apply those styles, and factors driving school heads to employ the SL styles.

### **1.10 Significance of the study**

The study has valuable contribution to educational stakeholders such as Regional Education Officers, District Educational Officers, head teachers and secondary school teachers. The study will enable the educational administrators to have an informed decision when appointing heads of schools. Educational decision makers should make appointments of school leaders based on leadership ability. Also, the study has generated suggestions that will be useful to the policy makers at the

Ministry of Education and Vocational Training. Besides, the findings of this study might be used by other researchers for further studies.

### **1.11 Definitions of Key Terms**

The researcher found it useful to define some terms used in this particular study. The terms used in this study are defined under this section.

*Leadership* is the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organizations of which they are members (House et al., 2004).

*Leadership styles* are the manner and approach of providing direction, implementing plans, and motivating people to reach the set goals and objectives. Under this study, the styles to be examined are participating, coaching, directing and delegative leadership styles which are under the Situational Leadership Theory.

*Participating/Supporting style* is a style of leadership that involves all members of a team in identifying essential goals and developing procedures or strategies for reach those goals. From this perspective, participative leadership can be seen as a leadership style that relies heavily on the leader functioning as a facilitator rather than simply issuing orders or making assignments (Hersey & Blanchard, 1969).

*Coaching/Selling style* is a type of situational leadership style that involves a great deal of "hands-on" involvement in an employee's work process. Coaching is most

beneficial when an employee displays weaknesses that need improvement. For coaching to be effective, the coaching leader directs and guides; including providing encouragement and inspiration to help motivate the followers (Hersey & Blanchard, 1969).

*Directing/Telling style* typically involves taking over a challenging situation and applying specific knowledge and experience to right the organization. The directing leadership style is most effective when followers are relatively inexperienced, and need to be instructed on how to accomplish tasks. A directing-type manager will establish clear goals and objectives for his work area as well as his staff, although staff members have some latitude as to the process used to meet the goals (Hersey & Blanchard, 1969).

*Delegating style* places more of the responsibility on the shoulders of the workers as opposed to the managers. The manager is able to provide guidance, but only when needed or requested by the employees, and serves in more of a consultant capacity. This style is most effective with an experienced staff that can work independently (Hersey & Blanchard, 1969).

*Teachers' Perception* means teachers' awareness, views, opinions and beliefs on the school heads' leadership styles which practiced in their schools.

*Secondary school* is the second organized formal education level which last for six years, divided into two levels, Ordinary Level which composes four years and Advanced Level which composes two years aimed at advancing and cementing the education knowledge that a student has learned from primary school.

## **1.12 Limitations and Delimitations of the Study**

### **1.12.1 Limitations**

One of limitation of this study was the scarcity of literature relating to teachers' perceptions based on leadership and leadership styles in Tanzanian context. Most pieces of literature that were accessible are from western cultures, which are not much relevant to the local situation in Tanzania. Time factor affected the study as well. When the researcher was in the field, it appeared that the number of respondents faced a lot of responsibilities which turned out to be an obstacle in data collection.

Due to some costs involved in order for the researcher to move from one school to another for the purpose of collecting information, and since Kondo District has some schools located in remote areas, money scarcity limited the scope and the effectiveness of this study.

Inferiority complex among school heads was another hurdle. It appeared that some of school heads were not ready to collaborate with the researcher due to their incompetence, and inferiority. They feared that the researcher will notice their

incompetence. So the researcher had to explain in details the intention of him to be there so as to give them confidences to cooperate.

In addition, some teachers were so stubborn; they were not ready to give assistance to the researcher. This resistance somewhat affected the study. To mitigate this problem, the researcher decided to use a big number of participants so as to reach the expected sample.

### **1.12.2 Delimitations**

The purpose of the study is to understand the perceptions of teachers towards leadership styles of their heads in secondary schools of Kondo. Although, the findings of this study might be used by policy makers, researchers and different practitioners, the study was delimited only to one district of Kondo. Therefore, it is difficult to generalize it for the Tanzanian context. Also, the study was delimited to public secondary schools only. Therefore, private schools were not considered. Hence the study cannot be generalized to all secondary schools in Kondo District.

### **1.13 Organization of the Dissertation**

This dissertation composes five chapters. In the first chapter, the context of the problem and the purpose of the research, including the conceptual perspectives that framed the study are introduced. Chapter two is about literature review related to the subject matter. Research methodology, used by the researcher to explore teachers' perceptions on SL styles practiced by the school heads, is presented in chapter three.

Whereas chapter four presents the findings, the last chapter contains discussion, recommendations and conclusion.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This Chapter presents reviewed literature related to the leadership styles that are applied by the secondary school heads. The chapter presents the definitions of leadership and the concept of effective leadership. Then, different theories of leadership are briefly reviewed as well as different leadership styles from different leadership theories. And lastly, the chapter review different studies concerning leadership styles and show the gap of knowledge.

#### **2.2 The Importance of Leadership**

Leadership affects every aspect of our lives. Whether it is on the job, in our churches or mosques, at schools, in our homes, or in all our relationships, you will find the influences of effective or ineffective leadership (Stanfield, 2009). According to Junarso (2009), effective leadership demonstrates the ability to draw others into the active pursuit of the strategic goals of the organization. So, a highly effective leader knows how to use skills, knowledge and energy of team members to accomplish the task and mission. Also, an effective leader generates higher productivity, lower costs, and more opportunities than ineffective leaders. The leaders create results, attain goals, and realize vision and other objectives more quickly and at a higher level of quality than ineffective leaders (Junarso, 2009).

Adeniyi (2007) mentioned some principles of leadership effectiveness such as fairness, human dignity, service, quality or excellence, principle of potential, leadership integrity, patience, nurturance and encouragement. Also, he stressed his ideas by asserting that principles are not practices; because practices are situational specific, but principles are deep, fundamental truths that have universal applications. Moreover, principles are not values, but are guidelines for human conduct that have proven to have enduring and permanent value.

An effective leader should demonstrate his/her ability towards higher productivity of the organization so as to realize the goals and objectives that have been set by the organization. It has been observed, by Fielder (1967), that leadership effectiveness is success of the leader in achieving the organization's goals. Fielder meant that the effective leader must help individuals in the group to satisfy their needs; for instance, by giving responsibility to those with high power needs, close involvement to those with high inclusion needs and so on. Therefore, the most effective leaders are capable of dealing with the problems of their groups. But problem solving depends on leader's ability to persuade his followers, which in turn depends largely on how much power the leader possesses in that group (Fielder, 1967).

A school leader is the one who control the whole programs that are practiced in his/her school which means that, if a leader is not strong enough, he/she can hinder the school progress. The school leader is at the centre of all school improvement initiatives in teaching and learning and therefore, he/she is a change agent for school

success, and expected to explore and judiciously utilize the resources for continuous improvement in organizational performance (Cunningham & Cordeiro, 2000; Tirozzi, 2001).

### **2.3 The Overview of Leadership Theories and their Styles**

For years now, leadership theories have been the source of many studies. Having practiced, many scholars tried to define how a true leader can be. Scholars, therefore, have proposed leadership theories through the ages so as to come up with good explanations of leadership. Schermerhorn et al. (2000) and Hoy and Miskel (2001) categorize Trait, Behavioral and Situational/Contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives.

#### **2.3.1 Traditional Leadership Perspectives**

In this approach, the emphasis was given to command leadership, whereby direct leadership is projected by an organization leader and he/she is the one who setting goals, defining duties, assigning people to work, directing and monitoring the work of their subordinates.

##### **2.3.1.1 Trait Theory of Leadership**

According to Hoy and Miskel (2001), this approach dominated the studies of leadership up to the 1950s. It tried to define any unique physical or psychological characteristics of the individual that explains the behavior of leaders. Also, the Trait Approach focuses completely on the leader and not the followers. The Theory suggests that leaders are born rather than made. Robbins and Judge (2008) assert that

Traits Theory of leadership differentiates leaders from non-leaders by focusing on personal qualifications and characteristics. This Theory considers the innate qualities or traits characteristic of good leaders. Moreover, such a Theory is based on the opinion that leaders are right and leadership is rooted in the authority of their righteousness (Oyetunyi, 2006).

### **2.3.1.2 Behavioral Theories of Leadership**

Behavioral studies of leadership aim to identify behaviors that differentiate leaders from non-leaders (Robbins, 1998). As it is shown by the Traits Theory, behavioral theories also consider leadership as center of the organizational performance. Based on the leader's behavior rather than leaders traits, some studies were conducted to identify those behaviors from different leaders. Hersey and Blanchard (2007), report that this approach was initiated at the University of Michigan and Ohio State University in 1945. Then, some studies were carried out to identify leader's behaviors that justify effectiveness. In their findings, two major forms of leader behaviors namely: employee-centered/consideration and production centered/initiating structure were revealed (Hersey & Blanchard, 2007).

According to Schermerhorn and his colleagues (2000), employee-centered or highly-considerate leader is sensitive to subordinates' feelings and strives to make things pleasant for them. In contrast, production-centered leader or a leader high in initiating structure emphasizes completion of the task. Therefore, the results point out that it is so significant that a leader should be high on being considerate and initiating structure. While it is pleasing that a leader be high on both considerate and initiating

structure, Hoy and Miskel (2001) assert that it may be difficult to match a leader's behavior with effectiveness if appropriate behavior cannot be linked to different situations, as situational factors affect the effectiveness of the leader's behavior. Then, an attempt to make room for situational factors gave birth to situational/contingency theories. Under the behavioral theories there are leadership styles developed in Likert's Management System and Blake and Mouton's leadership grid.

#### **2.3.1.2.1 Leadership Styles According to Likert's Management Systems**

From his studies, Likert (1967) developed a Management Model that revealed four leadership styles, based on two approaches to leadership styles in an organization: job-centered or employee-centered. From the approaches, he developed a model that depicted on a continuum from system one to four: System I: Authoritative-coercive; System II: Authoritative benevolent; System III: Consultative; and System IV: Participative (Paisey, 1992).

##### **2.3.1.2.1.1 System I: Authoritative-Coercive**

In this leadership style the manager is portrayed as an authoritative leader. He/she demands compliance with orders without explaining the reason behind them. He/she gives threats and punishment to the employees to instill fear among them, sets goals for the school and his/her decisions has to be accepted without questioning. He/she is not confident to his/her subordinates, as a result, he/she is monitoring them at all times, and he/she focuses on followers' mistakes rather than on their well doing. Employee-management interaction is limited and it is characterized by fear and

mistrust (Hersey & Blanchard, 1988) and he/she rarely praises; rather he/she criticizes a lot, leading to followers' loss of confidence in him/her and become less committed to their work (Goleman et al., 2002).

#### **2.3.1.2.1.2 System II- Authoritative-Benevolent**

In this style, a manager allows bit participation by the staff, even though he is authoritative. He/she makes a lot of decisions, but subordinates are allowed to make decisions within a prescribed framework. Rewards or punishment are used to motivate the workers. Employee-management interaction is characterized with fear, caution and pretence. Thus, employees' motivation is very low and they are dissatisfied with their job (Hersey & Blanchard, 1993). So, followers are not committed to their work and they do not see themselves as part of the organization. Although, workers are not oppose the orders and even the goals set by their manager, but they are not working willingly.

#### **2.3.1.2.1.3 System III: Consultative**

The manager has substantial but not complete confidence and trust in the employees. Although general decisions are made by the manager, he/she seeks the opinions of the employees, but he makes the final decision. So, in this style, employees have positive attitudes toward the organization, the manager and their work. But when the employees feel that enough consultation has not taken place, they publicly accept orders from the manager, but sometimes covertly resist the order by insubordination, especially when the manager decides on majority rules principle (Owens, 1981).

#### **2.3.1.2.1.4 System IV: Participative**

The manager has complete confidence and trusts in the employees. Therefore, the workers are involved in the management of the organization. The followers are highly motivated by their involvement in the setting of goals, improving methods and appraising progress toward goals. There is good employee-management relationship and the workers see themselves as part of the organization by exhibiting a high degree of responsibility and commitment. In this style, the employees work together as a team. This is because the manager creates a situation where everybody participates fully in the activities of the organization. Everybody strives to make the organization a better place to work in (Hersey et al., 1996).

#### **2.3.1.2.2 Leadership Styles According to Blake and Mouton's Leadership Grid**

The leadership grid, previously known as the managerial grid, which was developed to explain the dynamics of the three dimensions of organizational leadership such as: production, people and motivation behind the leader's behavior (Blake & McCauley, 1991). Their aim was to assist leaders to identify and analyze the alternatives available to them and thereby improve their leadership effectiveness. Blake and McCauley (1991) assert that each of the concerns is rated on a 1-9 scale. Therefore, five leadership styles were identified namely: 1,1 referred to as impoverished; 9,1 called authority compliance; 1,9 is country club; 5,5 is middle of the road; and 9,9 is called team leader (Blake & McCauley, 1991).

#### **2.3.1.2.2.1 The Impoverished Leader (1,1)**

Under this style effective production is almost impossible due to the fact that a leader has less concern for production and the people. The leader using this style uses minimum effort to get work done and shows little concern for followers (Paisey, 1992). According to Owens (1991), the leader is one who is ‘going through the motions’ because he/she has nothing to offer as a leader as well as an individual. Thus, the required tasks are not done effectively.

#### **2.3.1.2.2.2 The Authority-Compliance Leader (9,1)**

On this style the leader has a high concern for production but a low concern for people. He/she concentrates on getting the tasks done by exercising power and authority, by dictating to followers because he/she believes that the organization’s need does not usually agree with the followers’ needs (Blake & McCause, 1991). This type of leader knows what has to be done and directs followers toward the achievement of the goals. According to Paisey (1992), channels of communication on this style are structured in a way that personal issues do not affect work. Activities are carried out according to schedule and followers are not motivated to be creative. Their activities are guided by given policy and instructions. The organization is perceived as a place of work, where followers’ personal problems are not entertained.

#### **2.3.1.2.2.3 The Country-Club Leader (1,9)**

According to Blake and McCause (1991), the leader on this style has a high concern for people but a low concern for production. A leader does everything possible to

maintain a relaxed friendly atmosphere with no regard for production. The leader using this style believes that, if followers are happy, they will be productive. Thus, he/she is less concerned with result directly, but strives to maintain satisfying relationships with followers; so he/she avoids ways of getting into conflict with the followers.

#### **2.3.1.2.2.4 The Middle-of-the-Road Leader (5,5)**

On this style the leader believes that adequate organization performance is possible if there is a balanced medium concern both for production and people. In this situation, the leader keeps to the middle of the road, so he/she moderately emphasizes achieving results to maintain morale of staff members at a satisfactory level. This is because the leader believes that excessive emphasis promotes conflict and it should, therefore, be avoided. The leader is satisfied with whatever happens in the organization, whether it is a success or failure. There is lack of clear vision for the long-term goals of the organization (Blake & McCauley, 1991).

#### **2.3.1.2.2.5 The Team Leader / High-High (9,9)**

According to Blake and McCauley (1991), the leader in this style has a high concern for both production and people. The two concerns of the leader influence the leader's thinking, feelings and actions while leading. Unlike other leadership styles, 9,9 approach believes that there is no conflict between organization's need and followers' needs to be productive. Therefore, followers are involved as much as possible in determining the methods of work and accomplishment. This, to a great extent, ensures that the followers understand what is to be done and why it should be

done. Thus, leadership style is a goal-oriented team approach that seeks to achieve maximum performance through participation, involvement and commitment.

### **2.3.1.3 Situational/Contingency Theories of Leadership**

Situational/contingency theories emphasize the importance of situational factors, such as the nature of the task and the characteristics of subordinates. This means that the best style of leadership is determined by the situation in which the leader works (Tannenbaum & Schmidt 1973). Also, Cheng and Chan (2000) argue that Situational/Contingency Theory is an approach to leadership in which leadership effectiveness is determined by the interaction between the leader's personal characteristics and aspects of the situation. In other words, situational/contingency theories assume that the relationship between leadership style and organizational outcomes is moderated by situational factors and, therefore, the outcomes predicted by the situational variables and not leadership style that practiced by the leader (Cheng & Chan, 2000).

#### **2.3.1.3.1 Fiedler's Contingency Theory**

Fiedler (1967) claims that organizational performance can be improved either by the leader's fit to the situation or the situation's fit to the leader. Also, he argues that leadership styles are constant. Thus, leaders do not change styles, but they change the situation. The bone of argument here is that a leader's effectiveness depends on the situation (Fiedler, 1967). This implies that, a leader may be effective in one situation or organization, but not in another. This Theory is used to find out if a person's leadership style is task-oriented or relationship-oriented and if the situation (leader–

follower relationship, task structure and level of authority) matches the leader's style to maximize performance. Leadership is largely determined by the favorableness of the situation at hand, which means the extent to which the situation allows the manager to exert influence on the subordinates (Fiedler, 1967).

#### **2.3.1.3.2 Hersey and Blanchard's Situational Leadership Theory**

Apart from other theories described in this part, this Theory on its own, has to be described in a little deep more compared to others due to the fact that it is the Theory which lead the study. This Theory is advocated by Hersey and Blanchard (1969). The fundamental underpinning of the Situational Leadership Theory is that there is no single "best" style of leadership. Based on that, Hersey and Blanchard viewed leaders as varying their emphasis on task and relationship behaviors to best deal with different levels of followers' maturity. Under these views, they came up with four leadership styles which are participating, coaching, directing and delegating leadership styles which give leaders flexibility of using any style among them depending on the situation they counter. So, the right leadership style will depend on the person or group being led. For instance, they maintain that the school heads who works with experienced staff members would be effective if he/she delegates responsibilities to the staff (Hersey, Blanchard & Johnson, 1996). On this situation, a leader will not need to give directions and instructions on what should be done. On the other hand, if the school heads works with inexperienced staff, it would be appropriate for the school heads to be directive in dealing with such category of staff. Also, for the school heads in a new school with or without prior knowledge of the school may decide to provide a new direction for the school so as to cope with the

situations (Ibid). The Hersey-Blanchard Situational Leadership Theory identified four levels of Maturity M1 through M4. The following table below illustrates it.

**Table 2.1 Four Level of Followers' Maturity**

<b>High</b>	<b>Moderate</b>		<b>Low</b>
M4	M3	M2	M1
Very capable and confident	Capable but unwilling	Unable but willing	Unable and insecure

Source: Hersey & Blanchard (1969)

Maturity levels are also task-specific. A person might be generally skilled, confident and motivated in their job, but would still have a maturity level M1 when asked to perform a task requiring skills they don't possess. Hence in their Model, Hersey and Blanchard came up with the idea that a good leader develops the competence and commitment of their people for self-motivation rather than dependent on others for direction and guidance (Hersey, 1985). According to Blanchard et al. (1985), four combinations of competence and commitment make up what we call development level. Therefore, effectiveness is maximized by matching level of leadership style with follower readiness. So, a D1 an enthusiastic beginner/follower level would respond better to directing, leader's behavior, a D2 follower who has some ability on the task would respond better to coaching, leaders behavior, D3 follower has the knowledge but often disappointed, responds better when supported. While D4 responds better to delegating since they has the commitment and competence to work independently.

According to Hersey and Blanchard (1993), four leadership styles are built on two dimensional concepts; that is, task and relationship behavior, which are based on the maturity level of followers. According to Blanchard et al. (2008), SL styles are divided into four categories: directing/telling, coaching/selling, supporting/participating and delegating.

#### **2.3.1.3.2.1 Directing/Telling**

This style is effective when leading low maturity (unable and unwilling or insecure) subordinates, who lack job skills, knowledge and motivation. The manager who uses this style has well-defined strategies to accomplish set goals (Hersey & Blanchard, 1993). In this style the leader provides specific directions about roles and goals and closely tracks the followers' performance in order to provide frequent feedback on results (Blanchard et al., 2008).

#### **2.3.1.3.2.2 Coaching/Selling**

This style comprises both high task and high relationship. It is said to be appropriate when leading low to moderate (unable, but willing or confident) job maturity but psychologically mature subordinates (Hersey & Blanchard, 1993). In this level, followers have developed some skills but are often frustrated due to unmet expectations. So, the leader's role is to coach him/her more on the task instead of telling him/her what to do, working together with the follower and help him/her to learn how to handle different problems, as well as praising him/her when doing well but also it is the leader's job to say what is right at this level (Blanchard et al., 2008).

#### **2.3.1.3.2.3 Supporting/Participating**

This style is characterized by low task and high relationship behavior. But also, the leader and the follower make decisions together. Thus, the role of the leader is to facilitate, listen, encourage and support the follower. It is effective when leading followers with high moderate (able but unwilling or insecure) maturity. Here, subordinates have high job maturity but low psychological maturity (Hersey & Blanchard, 1993). So, the leader has to show more supporting (relationship) behavior and low directing (task) behavior because followers need help to solve the problem, he/she needs to help in the decision towards the problem (Blanchard et al., 2008).

#### **2.3.1.3.2.4 Delegating**

According to Hersey and Blanchard (1993), this style is characterized by low task and low relationship behavior. It is used effectively when leading subordinates with both high job and psychological maturity (able and willing or confident). Also, followers in this category are well competent and highly motivated. So, with the proper support, an individual can eventually become a self-reliant achiever who demonstrates a high level of competence and commitment. On the other hand, Blanchard et al. (2008), add that it is good to reduce the leadership and let the followers take over as much as possible because the group works together very well and they have the knowledge and skill needed to do the task. If this group receives any of the other leadership style, they will feel over supervised and this will led to frustration so the leader needs to be low in supporting as well as directing behavior.

### **2.3.1.3.3 Leadership Styles According to Path-Goal Model**

According to Kurfi (2009), this model is rooted on the Expectancy Theory of motivation. Expectancy Theory holds that people will do what they expect will result in rewards they want. Therefore, this is the basis of the Path-Goal whereby the Theory proposes that leaders influence subordinates by clarifying what must be done (the path) to obtain rewards they want (the goal) (Kurfi, 2009). According to House (1971), leaders can best help subordinates clarify what they should do (the path) to get the rewards they want (the goal) by adopting different leadership styles-directive, supportive, participative and achievement oriented-in different situations. These leadership styles are defined as follows:

#### **2.3.1.3.3.1 Directive Leadership Style**

Directive leadership style is similar to the job-oriented style. The leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when subordinates' ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives (Hoy & Miskel, 2001).

#### **2.3.1.3.3.2 Supportive Leadership Style**

Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the well-being and personal needs of the subordinates. The leader creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence, work on

dissatisfying or stressful tasks and work does not provide job satisfaction (Hoy & Miskel, 2001).

#### **2.3.1.3.3 Participative Leadership Style**

The leader who employs this style consults with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Lussier & Achua, 2001).

#### **2.3.1.3.4 Achievement-Oriented Style**

In this style, the leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement and sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement oriented subordinates (Lussier & Achua, 2001).

#### **2.3.1.3.4 Leadership Styles According to Vroom-Yetton-Jago model**

The Vroom-Yetton-Jago Model was the original work of Victor Vroom and Philip Yetton and later modified by Vroom and Arthur Jago. Therefore, Vroom and Jago (1988) assert that this Model, like the Path-Goal Theory, describes how a leader should behave in certain contingencies to enhance effectiveness. It is based on one aspect of leader behavior and that is subordinates' involvement in decision-making. The leader should be able to know when to take charge and when he/she should allow the group to take decisions (Vroom & Jago, 1988).

It is further proposed by Vroom and Jago (1988) that there is no leadership style that is appropriate for all situations. It, therefore, follows that a leader develops a series of responses ranging from autocratic to consultative and applies the leadership style that is appropriate to the decision situation. So, two of the following five decision-making styles are: autocratic (AI and AII); two are consultative (CI and CII) and the last one is group-directed (GII).

#### **2.3.1.3.4.1 An Autocratic Style**

##### **2.3.1.3.4.1.1 Autocratic I (AI)**

In this leadership style, the leader makes decisions alone using available information. Information is not verified and he/she does not seek any input from the subordinates. It is regarded as a highly autocratic style (Owens, 1987).

##### **2.3.1.3.4.1.2 Autocratic II (AII)**

This is seen as a less autocratic leadership style. The leader seeks information from the followers but he/she takes decisions alone. The leader may or may not be told of the issue at hand; he/she is only interested in gathering information from the subordinates and not in their input to the decision (Lussier & Achua, 2001).

#### **2.3.1.3.4.2 Consultative Process**

##### **2.3.1.3.4.2.1 Consultative I (CI)**

Here, the leader meets with relevant followers individually, explains the situation and gathers information and ideas on the decision to be made. Then, he/she makes the

final decision alone. He/she is not bound to use the subordinates' input while taking the decision (Owens, 1987).

#### **2.3.1.3.4.2 Consultative II (CII)**

With this style, the leader shares the problem with the subordinates collectively. The subordinates are involved and encouraged to make suggestions in order to solve the problem. However, the leader makes the final decision (Owens, 1987).

#### **2.3.1.3.4.3 Group Directed Process**

##### **2.3.1.3.4.3.1 Group II (GII)**

This style is called highly consultative because the leader does not impose his/her will on subordinates. The leader using this style meets with subordinates to discuss the issues but his/her major task is to focus and direct the discussion, rather than to try to influence or manipulate the group to adopt his/her decisions. He/she assists the group to reach to the decision and he/she makes the final decision based on the group input (Lussier & Achua, 2001).

#### **2.3.1.4 Lewin's Leadership Styles**

In 1939, a group of researchers led by psychologist Kurt Lewin set out to identify different styles of leadership. While further research has identified more specific types of leadership, this early study was very influential and established three major leadership styles such as authoritarian, democratic and laissez-fair.

#### **2.3.1.4.1 Authoritarian Style**

According to Lewin and his colleagues (1939), authoritarian leadership style is the style that is a best style to be applied to the situation where there is little time to make decision whereby the one who is to decide is a leader. They said authoritarian leaders provide clear expectations for what needs to be done, when and how it should be done. Furthermore, there is a clear division between the leader and the followers. The authoritarian leaders make decisions independently with little or no input from the rest of the group (Lewin et al., 1939).

According to Koontz and Weihrich (1988), in authoritarian leadership style a manager commands and expects compliance. Also, Hampton (1981) contends that in an extreme authoritarian style, power resides with the leader. Therefore, in a school where this style is practiced, teachers have no right to say at all about how things should be done. The school leader is the one to decide how things should be handled.

According to Gewirtz (2002), a leader motivates people by making it clear to them how their work fits into the larger vision of the organization. People understand that what they do matters and why, thus maximizing commitment to the organization's goals and strategies. This style works well in almost any business situation. It works best when the organization is adrift and the authoritative leader charts a new vision.

#### **2.3.1.4.2 Democratic Style**

In this style, leadership is generally the most effective leadership style whereby the members of the group are much considered in decision making and that their

contributions have much higher quality. Participative leaders encourage group members to participate, but retain the final say over the decision-making process. So, group members feel engaged in the process and are more motivated and creative (Lewin et al., 1939). In this style, a school leader consults his or her subordinates before making decisions, while teachers also consult their head in making decisions. Hersey and Blanchard (1993) suggest that this style of leadership provides a focus for feeling and acting jointly. Hence, the staff builds form of response that encourages and gives much satisfaction to the teachers.

According to McGregor (1960), this style was labeled as Theory Y leader. And he believes that work is a natural phenomenon; and, if the conditions are favorable, people will not only accept responsibility, they will seek it. If people are committed to organizational objectives, they will exercise self direction and self control. Commitment is a function of the rewards associated with goal attainment. The capacity for creativity in problem solving is widely distributed in the population, and the intellectual patents of the average human being are only partially utilized. He further postulated that a leader uses a lot of influence, allows autonomy and avoids imposing his will on subordinates. He believes that people are motivated by higher-level needs for social interaction achievement and self actualization.

#### **2.3.1.4.3 Laissez-Faire Style**

According to Newstrom and Keith (2002), a laissez-faire leader turns over almost all authority to group members and does as little leading as possible. And Lewin et al. (1939) add that this style offers little or no guidance to group members and leave

decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation. Moreover, Koontz and Weihrich (1988) reported that in this style subordinates do set their own goals and the means for achieving them.

### **2.3.1.5 Goleman's Six Leadership Styles**

According to Goleman (2000), there are six distinct leadership styles identified and his research proves that the leaders who get the best results are those who employ various leadership styles depending on the challenges their organizations are facing. The six styles and their brief definitions are provided below:

#### **2.3.1.5.1 Coercive Style**

The coercive style demands immediate action on the part of subordinates and often helps struggling organizations pull out of a crisis; however, it is one of the least effective leadership styles in most situations and has a negative impact on organizational climate. Its extreme top-down decision-making affects the flexibility of the organization. People feel little accountability for performance because they have little ownership of the strategies of the organization. The coercive style should be used with extreme caution, because in a crisis term, its impact is damaging to the group (Goleman, 2000).

#### **2.3.1.5.2 Authoritative Style**

Exciting enthusiasm and clear vision are the hallmarks of the authoritative style which positively impact on organizational climate. So, people who work for such

leaders understand that what they do matters and why, thus maximizing commitment to the organization's goals and strategies. The standards for success and the rewards are clear, but people have great freedom to innovate and flexibility in accomplishing the goals. This style works well in almost any business situation (Goleman, 2000).

#### **2.3.1.5.3 Affiliative Style**

The affiliative style builds strong relationships within organizations by placing people first. For example, coercive leader says "Do what I say." The authoritative leader says "Come with me." But the affiliative leader says "people first." Leaders create harmony and loyalty within organizations and this help people to care about one another and work together in trusting work communities. This style has a positive impact on flexibility, as people talk, trust and share information with each other. The affiliative leader gives people freedom to innovate, and positive feedback that is motivating. Also, a leader is able to create unity in organizations where trust has been broken; however, Goleman says that the affiliative style should not be used alone. It has been found to be most effective when it is combined with the authoritative style (Goleman, 2000).

#### **2.3.1.5.4 Democratic Style**

The democratic leadership style is characterized by the leader spending time listening to people and seeking their ideas hence the leader builds trust, respect and commitment. Because of that, it affects their goals and how they do their work, and it increase flexibility, responsibility and keeps morale high. This style works best when the leader is uncertain about direction and needs guidance or for generating fresh

ideas for executing the vision. In times of crisis, consensus may not be effective. However, it has negative aspects including long meetings, wasted time, escalating conflicts, and indecision (Goleman, 2000).

#### **2.3.1.5.5 Pacesetting Style**

The pacesetting style is characterized by a leader who sets very high standards and practices them himself. A pacesetting leader is faster and better to identify employees who cannot meet his or her standards and either demand immediate improvement or replace such employees. Yet this style destroys climate, morale drops due to its intense demands for excellence. People often do not feel that the leader trusts them to work in their own way, so flexibility evaporates and work becomes task focused. This approach works well when employees are highly skilled and self-motivated professionals (Goleman, 2000).

#### **2.3.1.5.6 Coaching Style**

Coaching leaders are those who help their employees identify their strengths and improve their weaknesses so that they may succeed in their careers. This is a powerful tool, and has a positive impact on climate. Coaching improves results, even though it is used least often because it requires much time and effort. Coaching helps commitments, flexibility and responsibilities are up, because people feel cared about and free to experiment and get feedback. This style is not effective when people want to be coached, and want to improve performance. This style is complicated when someone is resistant to changing their ways (Goleman, 2000).

### **2.3.2 New Leadership Perspectives**

The theories discussed above so far have dwelt on the leader as someone to be followed by the followers who stand out from the rest as being somehow different and leading the rest of the people. But in this perspective, the discussion dwelt on the recognition of the importance of the leaders' relationship with his/her followers and an interdependency of roles (Robbins, 1998).

#### **2.3.2.1 Charismatic Leadership Theory**

Charismatic leadership initiated by Max Weber, when he used the term 'charisma', to explain a form of influence based on followers' perceptions that are endowed with exceptional characteristics (Hoy & Miskel, 2001). Therefore, charisma is defined as the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment for the organization's objectives. Lussier and Achua (2001), describe charismatic leaders as leaders who have notable qualities to inspire and motivate subordinates more than they would in a normal situation. Furthermore, these leaders, according to these researchers, are likely to surface as leaders during social crisis and are instrumental in making the society aware of its problems and what to do to overcome the crisis. According to Sinha (1995), the charismatic leader attaches utmost importance to his vision, speech, capacity to take risks and above all the emotions of his subordinates.

According to House ( in DuBrin, 1995), nine effects, which charismatic leaders have on their followers, were identified: these are group member's trust in the correctness of the leader's beliefs, congruence between the leader's and the group's beliefs,

acceptance of the leader, affection for the leader, willing obedience to the leader, identification with and admiration for the leader, emotional involvement of the group member in the mission, challenging goals of the group member and belief in the accomplishment of the mission. Also, DuBrin (1995) report that later, these nine effects were categorized into three dimensions: *referent power* which refers to the ability of the leader to influence others with the help of his desirable traits and characteristics, *expert power* which refers to the ability of the leader to influence others through his specialized knowledge and skills, and the last is *job involvement* that refers to the ability of the leader to encourage group members toward the accomplishment of the job (DuBrin, 1995).

### **2.3.2.2 Transformational Leadership Theory**

Transformational Leadership Theory has captured the interest of many researchers in the field of organizational leadership over the past three decades. This Theory was developed by Burns (1978) and later enhanced by Bass (1985, 1998). To Burns transforming leadership “is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents.” Also, Burns define it by suggesting that transforming leadership occurs when one or more persons engage with others in such a way that, leaders and followers raise one another to higher levels of motivation and morality (Burns, 1978). In his assertions, Omar (2005) contends that Transformational Theory suggests that effective leaders create and promote a desirable vision or image of the institution. Unlike goals, tasks, and agendas, which refer to concrete and instrumental ends to be achieved, a vision refers to altered perceptions, attitudes, and commitments.

Transformational leadership has four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). Burns postulated that transformational leaders inspire followers to accomplish more by concentrating on the follower's values and helping the follower align these values with the values of the organization. Also, Burns identified transformational leadership as a relationship in which the leader and the follower motivated each other to higher levels which resulted in value system congruence between the leader and the follower (Burns, 1978).

### **2.3.2.3 Transactional Leadership Theory**

According to Bass (1998), Transactional Leadership is largely based on exchanges between a leader and group members, such as using rewards and punishment to control behavior. Bass (1998) hold that each enters the transaction because of the expectation to fulfill self-interests and their leader supposed to maintain the status quo by satisfying the needs of the subordinates. In addition, this leadership emphasizes process in which the leader defines needs, assigns task, gives rewards to followers for good performance, or punishment for mistakes (Ubben et al., 2001). Also, this kind of exchange inhibits subordinates' commitment because it is a matter of performing duties as directed; the 'how' and 'what' of the job are given, meaning that teachers are laborers and they do the job because of what they will benefit from it, not because of their loyalty to the school leaders or the school (Ubben et al., 2001).

Transactional leaders direct followers to achieve established goals by explaining role and task requirements (Armandi et al., 2003). This leadership style tends to emphasize extrinsic rewards, such as monetary incentives and promotion (Jung et al., 2008). Levy et al. (2002) holds that transactional leaders prefer to avoid risk, and focus on efficiency. Therefore, transactional leaders help the followers to identify what must be done to accomplish the described results such as better quality output, more services, and reduce cost of production.

However, different scholars sorted out different leadership styles, some of them tend to repeat from one scholar/theory to another. To give a summary of its integration, the table below illustrates it.

**Table 2.2 Integration of Leadership Styles**

No.	Leadership Style	Theory/Scholar
1.	Authoritarian	Lewin, Likert, and Goleman
2.	Democratic	Lewin, and Goleman
3.	Delegative	Lewin, Hersey & Blanchard,
4.	Directing	Path-Goal, Hersey & Blanchard,
5.	Supporting/Participating	Path-Goal, Hersey & Blanchard, and Likert
6.	Coaching	Hersey & Blanchard, and Goleman
7.	Consultative	Likert, and Vroom-Yetton-Jago

Source: Author, (2013)

## **2.4 Empirical Studies of Leadership Styles**

### **2.4.1 Globally**

A number of studies of leadership styles of school leaders have been conducted in different areas in the world. Green (2009) conducted a study of leadership style, teacher perception of building leadership and the effect on staffing. A correlation study was conducted at North Carolina to ascertain the relationships between transactional or transformational leadership style, perceptions of faculty, and the percentage of experienced staff working under the leadership. Teachers and principals 330 of suburban, rural, and urban districts were the sampled participants of the study. The results of the study were mixed and it concluded that the transactional behavior has been cited as an effective way of leading a staff in the midst of reform and change. And transformational leadership fosters the development of teacher leaders through empowerment.

Teacher's perception of their principal's leadership style and the effects on student achievement in improving and non-improving schools is another study which was conducted by Hardman (2011) at University of South Florida. The purpose of this quantitative study was to examine teachers' perceptions of the leadership style of their principals as transformational, transactional or passive-avoidant in improving and non-improving schools in relation to student achievement. The study population was a purposeful sample of 143 teachers in 16 schools in one school district. Multi-factor Leadership Questionnaire was used to measure the leadership behaviors, as perceived by the teachers. Student achievement was measured with the Florida

Comprehensive Assessment Test. The study found that transactional leadership had a negative relationship while transformational and passive-avoidant leadership styles had a positive relationship with student achievement.

Another study was conducted by Subramaniam (2011) in Malaysia to examine the influence of autocratic, transformational and servant leadership styles on organization commitment in XYZ Corporation. The study adopted quantitative approach whereby data was collected from 101 employees by using simple random sampling. The study indicated that there was a significant relationship between autocratic leadership style and organization commitment. However, transformational leadership and servant leadership styles don't have a significant influence to organization commitment.

#### **2.4.2 Africa**

In African countries, a number of studies were also conducted. A study was conducted by Mbwiria (2010) intended to investigate the influence of principals' leadership styles on secondary school teachers' career commitment in Imenti South District, Kenya. The study sought to establish whether principal's leadership style stimulates and sustains teachers' career commitment. The study employed quantitative approach, whereby stratified random sampling was used to select 48 schools, from which 48 principals and 240 teachers were selected to participate in the study. The study established that leadership styles of secondary school principals do not influence career commitment of teachers. However, demographic variables such as gender and working experience had an impact on career commitment of teachers.

Female teachers were found to have a higher level of career commitment than their male counterparts. Novice teachers had high levels of career commitment, which declined as they stayed longer in the teaching profession before improving as they neared retirement.

Another study was conducted by Obiwuru et al., (2011) to determine effects of leadership styles on performance in small scale enterprises in Nigeria. The study followed a survey design, and employed evaluative quantitative analysis method. In the study primary data were generated through a structured Multifactor Leadership Questionnaire (MLQ) and respondents were administered. Five respondents were randomly selected from each of the three enterprises for a sample size of fifteen (15) respondents. The result showed that, while transactional leadership style had significant positive effect on performance, transformational leadership style had positive but insignificant effect on performance. Therefore, the study concluded that transactional leadership style was more appropriate in inducing performance in small scale enterprises than transformational leadership style and, therefore, recommended transactional leadership style for the small enterprises with inbuilt strategies for transition to transformational leadership style as the enterprises developed, grew and matured.

### **2.4.3 Tanzania**

In Tanzanian context, there are number of studies that were conducted on leadership styles. Nguni, Slegers, and Denessen (2006) studied the effects of transformational and transactional leadership on teachers' job satisfaction, organizational

commitment, and organizational citizenship in schools in the developing country of Tanzania. The study included 700 primary school teachers from 70 schools in Tanzania. Eighty percent of the teachers responded to a 95 question survey that referred to leadership, job satisfaction, organizational commitment, and organizational citizenship behavior. The Multifactor Leadership Questionnaire (MLQ) was employed for the teachers to rate their head teacher's leadership style. The results of this study show that transactional and transformational leadership styles of the head teachers in Tanzania did impact teachers' value commitment, organizational citizenship behavior, job satisfaction, and commitment to stay to varying degrees. Transactional leadership behaviors had weak influence on value commitment, organizational citizenship behavior, and job satisfaction; but they had a strong positive impact on teachers' commitment to stay. The transformational leadership behaviors had stronger positive effects on the outcome variables than did the transactional behaviors.

Another study conducted by Mgani (2006) on how leadership styles affect school performance in NECTA in secondary schools. The study was conducted in Morogoro Region, whereby 9 public secondary schools included. The sample for the study was 520 participants whereby 170 were teachers and 350 were students. In the study, purposive sampling was used to select the sample and interview, questionnaire, participatory observation, focused group discussion and documentary review were used to collect data. The findings of the study revealed that all authoritarian, democratic and delegative leadership styles were dominantly used although their

influences towards effective school achievement in NECTA were different. A study revealed that democratic leadership style led to higher performance; delegative leadership style led to medium performance; and authoritarian leadership style led to low performance in NECTA.

## **2.5 Summary of the Reviewed Literature**

In this Chapter the researcher started by giving the general view of the leadership concept and its effectiveness. The researcher tried to show the importance of an effective leader in an organization. Then, the evolution and trend of leadership from the traits approach to the present day where the focus is on a transformational approach were traced. The literature observed is, generally, concerned about empowering; enabling, informing, inspiring and sharing of vision to enhance organizational performance.

The literature reveals different types of leadership in different situations. For example, the traditional approach shows the importance of practicing command leadership, in which direct leadership is projected whereby school head is central to performance and he/she is the one who setting goals, defining duties, assigning people to work, directing and monitoring the work and evaluating, motivating and reward teachers so as to accomplish the set objectives. The new leadership perspectives stress the issue of change, transform subordinates and empowering them. This approach emphasize interaction between school leaders and subordinates, whereby it is by interaction they can build effective school climate and through that, they motivate each other as a result they can be able to share their values.

According to the literature, democratic/participating leadership style seems to be the best style. Democratic/participating style is encouraging participation in decision making whereby subordinates are involved in decisions. Democratic/participating leadership style motivates followers to work hard and it keeps their morale up. On the other hand, autocratic style is best for the good production, whereby leaders are there to give directions, and supervise them. The style is much oriented on task accomplishment while, democratic/participating is much oriented on relation of people. By passing through different studies, the researcher was able to show the gap to be filled by this study. This means that, researcher will be able to give new insights through his study which other studies didn't expose.

## **2.6 Knowledge Gap**

Many studies done in Tanzania were mainly intended to show the relationship between leadership styles and either performance or job satisfaction. For example, studies of Aman (2005); Bbalalusesa (2003); Mgani (2006); Nguni et al. (2006) showed how transformational, and democratic styles had a positive impact on either performance or job satisfaction compared to other styles. Also, the above studies employed much on authoritarian, democratic, laissez-faire in examining their effects on performance and job satisfaction. Less has been said about what secondary school teachers perceive towards their heads' leadership styles. And also, a small number of studies has been done in Dodoma Region, particularly, Kondoa District. Therefore, the present study filled the gap by examining the Kondoa teachers' perceptions on their heads' leadership styles basing on SL styles such as participating, coaching, directing and delegating styles in public secondary schools.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This Chapter discusses the procedures and methods that were used to conduct the study. The chapter discusses research design and approach, study area, population of the study, sampling techniques, and sample size. Also, the Chapter presents the research instruments for data collection, data analysis procedures, trustworthiness and consistency, validity and reliability, ethical considerations and finally chapter summary.

#### **3.2 Research Design**

A qualitative case study design was employed in this study. In fact, the researcher used multiple-case study design with embedded units (Yin, 2003). This qualitative case study is an approach to research that facilitates description of a phenomenon within its context using a variety of data sources (Baxter & Susan, 2008). Case study was chosen because it enabled the researcher to focus on the specific and interesting case of his choice which is “school heads focusing on one theme: SL styles.” Actually, a case study provides much more detailed information than what is available through other methods, such as surveys, interviews, observations and others (Yin, 2003). So, by using it, the researcher was able to gather rich and required information through the chosen methods. The goal of employing a case study design was to provide greater depth of understanding regarding teachers’ perceptions, opinions, and feelings as they relate to heads’ leadership styles, as well as to their

own levels of satisfaction with their particular schools, their students, and teaching in general.

The present case study examined a specific topic; leadership styles of secondary school heads in different secondary schools in Kondoa District. Since the researcher intended to get qualitative data, survey was suitable to cover large group of participants, while, interview was suitable to collect rich and detailed information on the topic concerned (Yin, 2003).

### **3.3 Study Area**

This study was conducted at Kondoa District, one of the districts of Dodoma Region. Kondoa District is located in the Northern part of the Region, and it is surrounded by other districts such as Chemba at Southern part, Babati of Manyara Region at Northern part, Kiteto of Manyara Region at Eastern part, Hanang of Manyara Region at Northwestern and Manyoni of Singida Region at Western part.

According to the Regional Commissioner's Office of Dodoma, Kondoa District covers the area of 4,041km<sup>2</sup>, 3 divisions, 14 wards and 66 villages. The total number of population in Kondoa, according to the census of 2012 is 269,704, whereby males were 136,518 and females were 133,186. Apart from that, Kondoa District has 56 secondary schools, whereby 51 are government secondary schools and 5 are private secondary schools. Among them, only two secondary schools are Advanced Level secondary schools.

### **3.4 Population of the Study**

According to Kombo and Tromp (2006), population refers to a group of individuals, objects or items from which samples are taken for measurements. Mugenda and Mugenda (1999) add that population is a complete set of individuals, cases or objects with some common observable characteristics. Therefore, the target population of this study was teachers and school heads of public secondary schools of Kondo District. The total number of public secondary school teachers was 509 and 51 heads of schools.

### **3.5 Sampling Techniques and Sample size of the Study**

According to Cohen et al. (2000), a sample is a section or a part of the targeted population whose information can be generalized to the large population. So, for the purpose of the study, purposeful, criterion sampling was employed for the interview method (Creswell, 2007). The researcher set sampling criteria to get the intended sample. These criteria were for interview participants.

The criteria for selecting the participants were number of years at service and gender representation. Regarding the number of years at service, all four participants selected were those who had served their schools for more than three years and above. This helped researcher to gather rich and actual information from the experienced teachers. To give them chances to voice out their views, women were included in the study; so, among four participants, two headmistresses were interviewed.

For surveys, 72 participants were selected randomly from ten secondary schools. Therefore, from the total number of teachers participated and responded to the questions, male were 42 (58.3%) and female were 30 (41.7%).

### **3.6 Research Instruments**

According to Kothari (2009), research instruments are the ways used by the researcher to collect data from the participants. So, in order to collect data from the selected sample, the instrument used were interview protocol and surveys. Using these two instruments was important for the need of the study, whereby more and detailed information were needed. Also, a big number of respondents were needed to be covered.

#### **3.6.1 Interview Protocol**

Interview method was employed to gather the intended information from four participants. There were some advantages in using interview method. Firstly, the researcher was able to conduct live interactions with participants to make a given topic to be possible (Cohen et al., 2007). Secondly, the interview allowed the researcher to collect data through verbal, and non-verbal. These different sources enabled the researcher to generate rich information about the topic being studied (Cohen et al., 2007). Thirdly, through interviews, the researcher measured participants' knowledge, values and preferences as well as attitudes and beliefs (Cohen & Manion, 1994). Lastly, the researcher was able to probe questions for more clarification, which gave quality data (Kvale, 1996; Patton, 1990).

Interview protocol was designed by the researcher to answer the research questions. Five semi-structured questions were used to seek the information based on: (1) participant's background information, (2) participant's knowledge about leadership styles, and (3) participant's views about the factors for the employed styles. The interview protocol has two sections (A and B). Section A sought to know the background information of participants. Section B sought the information about participants' knowledge about leadership styles and participants' views about the factors causing the employed styles. On this interview protocol, the information related to research questions 1 and 4 were sought. For more details see the appendix 1.

### **3.6.2 Survey**

Survey method was used by the researcher as a second method to gather the information from the secondary school teachers. Survey was carried out by using a questionnaire consisting of the multiple choice questions and open-ended questions, which answered the research question number 2 and 3. These items were arranged in three parts (A, B and C). Part A sought the background information of the participant, whereby part B sought the information about four leadership styles of SLT practiced by school leaders. And for the last part (C), the researcher sought the information to answer the third research question which asks for the leaders' ability towards the perceived leadership styles.

### **3.7 Data Collection Procedures**

After getting a permission letter from the University of Dodoma, the researcher asked an introduction letter from the District Executive Director (DED) which allowed him to ask permission from the heads of selected schools to collect the data. The process took three weeks; it started from March 11<sup>st</sup>-March 22<sup>nd</sup>, 2013. The process stopped for the mid-term holiday and then continued on April 8<sup>th</sup>-April 12<sup>nd</sup>, 2013. Interviews were conducted with 4 participants and the process took place at their respective schools. The duration for interview with each respondent was 30-60 minutes. The interview protocol with semi-structured questions was used to guide the interviews.

On the other hand, survey questions distributed to the teachers after getting the permission from the school head. The duration for filling the survey questions was 1-2 days. The total number of teachers who participated was 72.

### **3.8 Data Analysis Procedures**

Data analysis involves working with data, organizing it, breaking it down, synthesizing it, searching for patterns discovering what is important and what is to be learned, and deciding what a researcher tells others (Bogdan & Biklen, 1982). Due to different number of procedures used in qualitative to analyze data; this study adopted the qualitative-content-analysis approach which was used to analyze all research questions. The presence of a priori themes that formulated from interview protocol, and surveys helped the analysis. So, qualitative-content analysis was used to generate

the sub-themes from the collected data and find their correspondence with the major themes (a priori themes).

Under content analysis, the following steps were considered in this study: data preparation or organization, data exploration, data analysis, and display of results (Creswell & Clarks, 2007) as cited by Mateso (2010). The collected data from both surveys and interviews were transcribed. Then data were coded to recognize the similarities and differences of data. After coding, data were clustered into categories then sub-themes were developed (Creswell, 2007; Maxwell, 2005; Miles & Huberman, 1994). Also, cross-case analysis used to analyze interviews to find similarities and differences of data and the findings were displayed together (Yin 2003; Miles & Huberman, 1994).

Moreover, descriptive analysis was adopted to help in analyzing the data from surveys. This helped the researcher to determine the demographic characteristics of participants. On this part, the descriptive statistics were articulated in a form of summaries that reported the total sample size and percentage (%) for each group of all characteristics and categorical variables. After that, multiple choice questions from surveys were analyzed by determining the frequencies and percentage (%) of the responses for each particular multiple-choice item.

**Table 3.1 Research Questions, Analysis Methods, and Data Sources**

<b>Research Question</b>	<b>Method of Analysis</b>	<b>Data Source</b>
1	Content analysis	Interview transcripts
2	Descriptive analysis	Survey responses (closed questions)
	Content analysis	Survey responses (open –ended questions)
3	Content analysis	Survey responses (open-ended questions)
4	Content analysis	Interview transcripts

Source: Author, (2013)

### **3.9 Trustworthiness and Consistency of Qualitative Instrument**

In qualitative research, trustworthiness and consistency of the qualitative data are determined through different methods. So, some methods were employed to enhance the trustworthiness and consistency of the qualitative data. These methods included member checking, peer review methods, checking the accuracy of data through rechecking of transcripts, and triangulation (Fraenkel & Wallen, 2008; Creswell, 2009; Lincoln & Guba, 1985; Cohen et al., 2000).

Through member checking, the researcher took the data back to the participants to correct accurate errors, to offer respondents the opportunity to add further information or to put information on record, to provide analysis and to check the adequacy of the analysis (Cohen, et al., 2000). Also, peer review method was handled by the researcher through sharing of information of the research study with the other researchers; and both interview transcripts and open-ended survey responses were reviewed by fellow researchers (Cohen et al., 2000).

For the case of triangulation, Cohen et al. (2000) contends that this is the use of multiple data collection methods to verify or add credibility to the research. Since the study employed two data instruments, the results may collide (Cheng, 2005). Then, triangulation was carried out through comparing the participants' responses to the theoretical framework of the study, to identify what is common and to recognize the gaps in the research.

### **3.10 Validity and Reliability of Survey Instrument**

For the survey, a questionnaire was used to collect information from teachers' perceptions about leadership styles practiced by school heads. The instrument was created by the researcher. Since the survey instrument was created by the researcher for this study, there was a need to establish validity and reliability.

Firstly, checking the accuracy of data through rechecking of transcripts was considered. The instrument was checked and proofread by the research experts (two experienced researchers) and peer researchers. Their comments were examined and some were added for the purpose of the study and helped in modifying the questions. Secondly, a pilot study was conducted to validate the instrument. The results from the pilot study helped the researcher to adjust the instrument to be ready for data collection. Also, the clear instructions of survey instrument were provided by the researcher to clarify the instrument reliability. Actually, the clear instructions resulted to the higher reliability of the findings.

### **3.11 Ethical Considerations**

In order to undertake research ethics, the researcher asked a letter of permission for data collection from the director of postgraduate studies at the University of Dodoma. The letter introduced him to the Kondoa District Executive Director (DED). Then, the letter from this office introduced him to school heads whereby, the researcher was allowed to collect data from secondary school teachers within Kondoa District.

During and after data collection, the researcher ensured the participants were kept confidential. Also, all participants were treated fairly. This means that respondents were not forced to participate in the interviews or to answer the survey questions, but they did at their own will. And the researcher did it after getting the permission from their school heads.

### **3.12 Chapter Summary**

This Chapter showed the whole process and procedures that were used to collect and analyze data. The Chapter started by introducing the research design and the approach of the study through which the study was carried on. Also, the area of the study was described clearly so as to give out the picture of where the data were collected. Population of the study was shown, followed by the techniques which were employed to get a sample size of the study. Moreover, methods of data collection which were used in the study were described by the researcher to give a clear picture as well as data collection procedures. The Chapter also has shown how the data were analyzed by giving out the data analysis plan and procedures that

considered. Furthermore, the Chapter described the trustworthiness and the consistency of qualitative instrument as well as the validity and reliability of survey instrument. Lastly, the Chapter pointed out the ethics that was adhered to before and during the data collection.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS**

#### **4.1 Introduction**

Chapter four presents the findings of Kondo secondary school teachers' perceptions toward leadership styles of their heads. To meet the objectives of this study, data were collected from school heads and teachers through interviews and survey methods. The presentations of the findings of this study are based on four research questions: (1) How do school heads understand leadership styles? (2) What are the Situational Leadership (SL) styles employed by the school heads as perceived by the teachers? (3) What are teachers' perceptions about their heads' ability in practicing the perceived SL styles? And (4) what factors cause the school heads to employ different leadership styles?

The present chapter contains five main sections: introduction, the demographics, findings according to surveys for research questions (#2, and 3); findings according to interview transcripts which collected information for research questions (#1, and 4); and, lastly the Chapter summary.

#### **4.2 Demographics**

The survey demographics included gender, age, and years as a teacher, years at current school, and the type of school. The demographics of interviewees included name (optional), gender, age, years as head of school, educational level and professional qualifications. Table 3 summarizes all the background information of all participants.

As can be seen in Table 3, with regard of gender, the number of school heads were equal (50%) of each sex. About educational level, one school head (25%) had a bachelor degree, and 3 (75%) had diploma. In terms of qualifications, 3 (75%) school heads were diploma holders while only one (25%) school head was holding a bachelor of arts in education. Also it observed that all school heads had work experiences of more than three years. Moreover, one (25%) school head aged between 40-50 years while 3 (75%) heads out of 4 aged above 50 years.

The Table shows that out of 72 teachers, male teachers were 42 (58.3%) and female teachers were 30 (41.7%). In regard of age, 57 (79.1%) aged between 20-30, 12 (16.7%) aged between 30-40 and 3 (4.2%) aged between 40-50. Moreover, out of 72 teachers, 45 (62.5%) teachers had work experiences between 2-4 years, 15 (20.8%) teachers were between 5-9 years, 9 (12.5%) teachers were 10-14 and 3 (4.2%) teachers were above 15 years.

**Table 4.1 Demographic Characteristics of the Respondents**

Teachers (N=72)				Heads of school (N=4)			
Characteristics	Category	N	Percent	Characteristics	Category	N	Percent
Gender	Male	42	58.3%	Gender	Male	2	50%
	Female	30	41.7%		Female	2	50%
Age	20-30	57	79.1%	Age	30-40	-	-
	30-40	12	16.7%		40-50	1	25%
	40-50	3	4.2%		50 <sup>+</sup>	3	75%
Years as a teacher	2-4	45	62.5%	Years as head of school	4-9	1	25%
	5-9	15	20.8%		5-10	2	50%
	10-14	9	12.5%		11 <sup>+</sup>	1	25%
	15 <sup>+</sup>	3	4.2%				
Years at current school	2-3	48	66.7%	Educational level	Diploma	3	75%
	4-6	18	25%		Bachelor	1	25%
	7-9	3	4.2%		Masters	-	-
	10 <sup>+</sup>	3	4.2%				
				Professional qualifications	Diploma in education	3	75%
					n	-	-
					BED	1	25%
					BAED		

Source: Field Data (March & April, 2013)

### 4.3 Findings

Findings of this study are guided by the four research questions. So, the findings are provided in chronological order started from research question number one-four.

### 4.3.1 Research Question One: *How do school heads understand leadership styles?*

Findings from research question 1 are derived from interview data only. The information was gathered from four participants. The same interview protocol was used to collect information to all participants. On this question, the researcher intended to find out the understanding of school heads towards the leadership styles and how they [school heads] are able to use those styles. To make the findings understandable, sub-themes were generated so as to find the corroboration with a priori themes that were prescribed in the interview protocol. The following table summarizes the a priori themes and their sub-themes.

**Table 4.2 A priori Themes and Sub-themes of Four Participants**

<b>A priori themes</b>	<b>Sub-themes</b>
Understanding of leadership styles	Familiar with leadership styles
Number of leadership styles practiced in school	Participating, coaching, delegating, directing, democratic, autocratic, laissez-faire, coercive
Uses of leadership styles	Gives opportunities Transparency Understanding subordinates

Source: Field Data (March & April, 2013)

#### 4.3.1.1 Understanding of leadership styles

Under this a priori theme one sub-theme emerged; *familiar of leadership styles*. What the researcher intended here was to find out if the school leaders would have the knowledge of leadership styles when they leading their schools. According to the

results it is verified that many of school leaders are familiar with different styles. For instance, one stated that: “Yes I understand different leadership styles like authoritarian, democratic, laissez-faire, coaching, coercive, and many more”.

Another one added by mentioning even leadership theories and emphasized that it is very important to understand them because, having that kind of knowledge, will put you in a good position to lead your subordinates with confidence as he reported:

Yeah there are different leadership styles according to different theories, for instance, situational/contingency theory which need a leader to use different styles according to the environment and from this Theory we get four styles like participating, directing, coaching and delegating. But there are other theories, for example the one which hold these styles of autocratic, democratic as well as laissez-faire, and many more.....also.....It is important to understand them because it will help you to know what kind of style will be fit for a certain situation. So by understanding it will give you a chance to use them effectively according to the environment, but all in all you have to make sure that everything is under control.

#### **4.3.1.2 Number of leadership styles practiced in school**

On this theme the researcher intended to find out how school Heads understand and are able to use different leadership styles. According to the results, eight leadership styles were mentioned to employed by school heads in different situations: 1) Participative, 2) coaching, 3) delegative 4) directive 5) democratic, 6) autocratic, 7) laissez-faire and 8) coercive. For instance, some of school heads were interested much on *participative/democratic style*, and they were able to explain how and why they apply such kind of leadership style. To make it clear, someone responded: “Often I like to use participative style because by using it every one is free to give out his/her views about anything”. Another one stated:

I am involving my subordinates in meetings and through that I distribute duties, e.g.; second master, academic master, project master, heads of department, etc,...also students are involved whereby through participation they [students] are able to build their government...not only that but also there are school baraza which give them opportunities to say out their problems so that they can be solved. In fact, this kind of style brings us together.

Concerning *directive/autocratic/coercive*, school heads expressed how and why they employed it. On their clarifications, one articulated that:

I, sometime tend to use directive/autocratic/coercive style. This helps me to make things be on track at the right time, because not all of the time you have to listen each and every thing from your subordinates, sometimes you have to make difficult decisions.

Another one responded:

I am so strict when it is about the issue of adhering rules and regulations. Every teacher should know what he/she supposed to do at the right time. Sometime this kind of style is used to coerce and direct some of issues to be implemented, especially when you deal with novice teachers. This help much to make things be on the right track...but also if there is misunderstanding I used to show them different circulars, documents or epistle so that they can understand what is needed to be done.

About *coaching style*, some of responses demonstrate their roles as the leader to their subordinates that they have to coach and help them. This is because some of teachers lack some skills especially novice teachers, and therefore, they need to be assisted. This clarified by their statements as one reported: “Through this style I am getting the chance to give assistance to second master as well as other teachers who are in need of it”. Another one commented: “As a leader I have the responsibility to coach

my team to make everything right, so to some extent I provide assistance to my teachers and remind them their responsibilities, this help to strengthen teachers' accountability”.

On the *delegative/laissez-faire*, teachers are given freedom to perform their responsibilities with partial or non-supervision. So, a school leader is delegating power and let them perform the duties at their own. Some of them perform well without assistance and some get partial help. This idea verified by the following expression: “Delegation is applicable but not always because for us who are in village, we almost perform each and everything, so when you rely much on delegation you can't reach where you want to go”. Someone disclosed. Another one said: “...delegation is applied so as to give teachers chance to be accountable for their duties that they have been given and develop their skills which in turn help them [teachers] to be more competent”.

#### **4.3.1.3 Uses of leadership styles**

On this theme, leaders were examined to find out how they are using the employed styles to solve different challenges that face their school. Under this theme, three sub-themes emerged: 1) giving opportunities, 2) transparency, and 3) understanding subordinates. With regard to *giving opportunities*, teachers by using participative style they are given opportunities to give out their views, but also to try when they have to. To clarify it, one explained:

Yes there are a lot of challenges that you meet as a leader, and among of them are from teachers themselves. For instance, some of teachers are so reluctant, especially these young teachers, therefore, to make things right you give them opportunities to try out, and you let them to participate in different activities.

Concerning *transparency*, leaders said that being a participative leader makes you to be a transparent leader because you consult your subordinates and, through meetings, they get opportunities to ask and give out their views. On this one Head responded:

...you need to tell them their mistake and help them to undo, you should be a transparent leader in each and everything you do to avoid misunderstanding between you and your subordinates. Let them speaks out, give them chances and don't be so conservative.

About *understanding your subordinates*, the school heads said that through different styles that employed, you [school head] can be able to understand what kind of subordinates you have, through that is where you know who is stubborn, who is descent and so forth. To clarify it one expressed:

As a leader you should know what kind of people you lead. This may help you to lead them effectively, because some of them are there only to see your mistakes, some are there to make you fail your plans, some are there only to disturb you. So, by understanding them it will be easy for you to lead them.

#### **4.3.2 Research Question Two: *What are the SL styles employed by the school heads as perceived by the teachers?***

This question examined how teachers perceived SL styles practiced by their heads. The findings from this question were derived from survey findings which consist of quantitative (closed) and qualitative (open-ended) items.

#### **4.3.2.1 Survey (quantitative items): SL Styles Employed by School Heads**

For this part, the descriptive analysis was used to analyze the data. The descriptive analysis was concerned with the multiple choice (closed) questions from survey items and the information that was collected from ten schools was analyzed. As displayed in Table 6, the results show that five school heads (50%) practiced participative style much more than other styles. Three school heads (30%) practiced coaching style much more than other styles. Also, the findings show that one school head (10%) practiced directive. Moreover, the findings show that another school head (10%) among ten schools practiced delegative style much more than other styles.

**Table 4.3 SL styles practiced by school heads**

Sampled Schools	Number of Participants	SL Styles	Frequency (%)	Dominant Practiced style
School 1	7	Directive Participative <b>Coaching</b>	2 (28.6%) 2 (28.6%) <b>3 (42.9%)</b>	Coaching
School 2	8	<b>Participative</b> Coaching Delegative	<b>4 (50%)</b> 3 (37.5%) 1 (12.5%)	Participative
School 3	10	Directive <b>Participative</b> Coaching Delegative	2 (20%) <b>5 (50%)</b> 2 (20%) 1 (10%)	Participative
School 4	6	<b>Directive</b> Participative Coaching Delegative	<b>3 (50%)</b> 1 (16.7%) 1 (16.7%) 1 (16.7%)	Directive
School 5	6	Directive <b>Participative</b> Coaching	1 (16.7%) <b>4 (66.7%)</b> 1 (16.7%)	Participative
School 6	8	Directive Participative Coaching <b>Delegative</b>	1 (12.5%) 1 (12.5%) 1 (12.5%) <b>5 (62.5%)</b>	Delegative
School 7	7	Directive <b>Participative</b> Coaching	1 (14.3%) <b>4 (57.1%)</b> 2 (28.6%)	Participative
School 8	5	Participative <b>Coaching</b>	2 (40%) <b>3 (60%)</b>	Coaching
School 9	7	Directive <b>Participative</b> Coaching Delegative	1 (14.3%) <b>3 (42.9%)</b> 2 (28.6%) 1 (14.3%)	Participative
School 10	8	Directive Participative <b>Coaching</b> Delegative	1 (12.5%) 2 (25%) <b>4 (50%)</b> 1 (12.5%)	Coaching
Total	72			

Source: Field Data (March & April, 2013)

#### **4.3.2.2 Survey (qualitative items): Reasons for Selecting Those SL Styles**

From the content analysis, the results indicate reasons provided by teachers for selecting leadership styles they perceive to be practiced by their heads. Dominant SL styles and their reasons are presented in table 7 below.

**Table 4.4 Dominant SL Styles and their Reasons**

<b>Style</b>	<b>Number of Schools</b>	<b>Percentage (%)</b>	<b>Reasons Provided</b>
Participative	5	50%	School heads trust their subordinates. There is a two way communication flow (consultations). Characterized with low task and high relationship behavior.
Coaching	3	30%	Characterized with high task and high relationship behavior. Specific instructions and supervisions are given by school heads. There is a two way communication flow. The final decision remains to the school heads.
Directive	1	10%	Characterized with high task and low relationship behavior. Decisions are made by the school heads only. Subordinates lack both skills and motivations.
Delegative	1	10%	There is high level of competent and high motivated subordinates

Source: Field Data (March & April, 2013)

The reasons provided by the teachers who responded to the survey (open-ended) items exemplify of the leadership behaviors demonstrated by studied school heads. The following section presents different leadership behaviors that emerged under different SL styles.

#### **4.3.2.2.1 Participative leadership style**

Three behaviors emerged as sub-themes: (1) Trust on subordinates, (2) two way communication (consultations), and (3) low task and high relationship behavior. With respect to *trust on subordinates*, participants viewed their school heads as the leaders who tend to trust them in different activities that pertaining in their respective schools. According to participant's views, different opportunities they are given by their heads tend to improve their ability which in turn helps them [subordinates] to work with confidences that help them to perform better towards their duties. The following were the responses from the participants. To exemplify it one said: "Our head trust us with our responsibilities which in turn gives us confidence to perform our duties". Another one responded: "Opportunities that we are given by our head helps us to learn and acquire the ability to perform our duties effectively".

With regards to *two way communication (consultations)*, respondents viewed their school heads as the leaders who allow interaction with their subordinates. According to participants' views, this behavior allows subordinates to learn and share different issues by exchanging ideas with their leaders which in turn help them [head and subordinates] to solve different challenges in their schools. To give more clarification, one participant disclosed: "We easily solve challenges through

meetings and consultations”. Another pointed out that: “Consultations and meetings help our leader to be able to solve different problems, and it is always done in our school”. And another one expressed: “Consultations that we conduct with our head in our school give us opportunities to reach consensus, learn new things and make good decisions”.

Concerning *low task and high relationship behavior*, respondents commented on how their heads concentrated much on maintaining relationship among staff members. Participants observed that their school heads spend a short time in giving general instructions and most of their time is used to encourage, support and build subordinates’ self-confidence. On their explanations, one disclosed: “There is opportunity to learn new things from others since we are working as a team and be supported by our head”. Another one asserted: “Our head is a good encourager and supportive...this kind of behavior motivates us to work with high spirit; and by doing that, we feel so comfortable at work; which in turn, increases the school performance”.

#### **4.3.2.2.2 Coaching leadership style**

Four behaviors emerged as sub-themes on the coaching leadership style. Those sub-themes were: (1) high task and high relationship behavior, (2) specific instructions and supervisions are given by heads, (3) two way communications, and (4) final decision remains to the school head.

With respect to *high task and high relationship behavior*, most participants viewed their heads as leaders who concentrated much on both task and follower–relationship. According to participants’ views, heads provide support to teachers by explaining what and why the task should be performed as instructed with good mutual consultations. To exemplify this observation, some of participants responded as follows: One teacher, for instance, said: “I am getting opportunity to learn things from my leader when he offered some help so as I can fulfill my duties effectively”. Another teacher responded: “Through the experience she [the Head] has, she provides enough assistance and helps me to work perfectly by giving me constructive instructions”.

About *specific instructions and supervisions are given by heads*, some participants viewed their heads as the leaders who stands for guiding and facilitating. According to participants’ views, heads are the one who instruct what to be done and how to be done. Also, school heads are viewed by participants as the leaders who are there to give assistance to their subordinates by imparting new knowledge so as to improving their skills. To provide more verification, someone uttered: “Because our head has enough experience, he always tries to provide specific help by facing the specific person who is lacking something and give him/her the assistance”. Also, one participant voiced: “My skills and knowledge are improving because I am getting enough help from my experienced head”. One teacher commented: “Our head is always there as a facilitator to offer a specific help that we need”.

With respect to *two way communications*, the respondents commented that they are used to interact with their heads. School heads sometimes make decisions through consultation with the subordinates, the practice which encourages teachers. On their clarifications, someone said: “Though she has some ability to solve some problems by herself, she sometimes seeks assistance through meetings to supplement her knowledge and skills from different ideas given by subordinates”. Another person said: “Through consultations, both school head and her subordinates acquire new ideas that in one way or another help to make good decisions”.

As for the *final decision remains to the school head*, participants viewed their heads as the leaders who remain as the central of command in schools. According to participants’ views, school heads is the last person to decide even if his/her decisions are not the same with what have been decided in the meetings. To make it clear, some of respondents disclosed as follows: One teacher, for example, responded: “Though we conduct meetings and some time we consults with our leader, still he is the one to give final decisions regarding some of issues”. Another articulated: “In our school we used to conduct meetings and we involved to decision-making but yet our head is the central of final decisions”.

#### **4.3.2.2.3 Directive leadership style**

Under this style, three sub-themes emerged: (1) high task and low relationship behavior, (2) decisions are made by the heads, and (3) subordinates lack both skills and motivations. With regard to *high task and low relationship behavior*, participants commented that their heads concentrated much on task. Also, participants observed

that school heads gave detailed instructions as to what the task is, when, where and how to perform it. The head directed, supported and closely supervised subordinates' performance. The following comments illustrate their perceptions regarding the sub-theme: For instance, one teacher said: "A lot of directions are given by the head to make sure that everything is worked out as the way it is planned". Another one responded: "She is always giving directions and closely supervisions to the novice teachers to help them to work effectively".

About *decisions are made by heads*, many participants indicated that decisions were made without inputs from subordinates; thus, communication was one sided. In other words, it is a top down communication. For example, someone voiced: "In some occasions, our head is making the decisions when he has to do so in order to make everything under his control. Another one uttered: "

Often decisions are given by our head, and I used to see no consultations done between teachers and the head; and if it is done the final decisions are still made by our head hoping that he has enough skills and experiences to make things right.

Concerning the *subordinates' lack of skills and motivations*, more participants responded that their leaders are not providing rooms for them to try out so as to improve their skill. According to participants' views, school heads are always focus on work done so what they do is just giving instructions and guide them to make sure what intended is being done effectively. To exemplify it, the following were the responses from the informants: One teacher said: "In our school, we don't have room

to consult our head, thus we are not getting opportunities to learn things thus this behavior is disheartening us”. Another one disclosed:

Our head is always concerned with output; thus he always directs us to make sure what his intention is fulfilled, which in turn let us improve nothing in our skills; and this situation makes us to be unhappy with our responsibilities.

#### **4.3.2.2.4 Delegative leadership style**

On this style one sub-theme emerged: (1) competent and high motivated subordinates. With respect to *competent and high motivated subordinates*, some of participants explained that school heads are not concentrated much on supervising and instruct their subordinates, rather teachers are free to decide and do whatever they want because they are able and willing to do. According to participants’ views, their leaders trust them since they experienced enough so they need a little attention. To clarify it, the following are participants’ comments: For example, someone commented: “Our head is not bothered with what we are doing, thus everything is controlled by ourselves”. Another one said: “I am competent and I think to work independently is good for me because I am free to decide what to do so that I can fulfill my duties effectively”. Another one uttered: “I am so motivated to work independently because I feel relaxed and I have opportunity to decide for myself. Another one asserted: “The school head trusts his subordinate that’s why he is delegating duties”.

In brief, both descriptive analysis and content analysis indicated that four SL styles, namely participative, coaching, directive and delegative are being practiced by Kondo secondary school heads. According to the findings, the qualitative results

supplemented what have been found from quantitative analysis by provided more clarifications of what meant to be a participative leader, directive leader and so forth. Qualitative results pointed out different behaviors that shown by school head when he/she practice a certain SL style.

#### **4.3.3 Research Question Three: *What are teachers' perceptions about their heads' ability in practicing the perceived SL styles?***

This question aimed at finding out the ability shown by the school heads when practicing SL styles to solve different school challenges, issues, and problems. The findings of this question stem from survey findings-using qualitative (open-ended) data. For this question, three indicators of SL Theory were introduced as a priori themes by which heads' ability was measured. These indicators are; *task behavior*, *relationship behavior*, and *flexibility of the heads*. As Table 8 illustrates, under these major themes a number of sub-themes has emerged as presented below.

##### **4.3.3.1 Task behavior shown by the head**

On this theme, the heads' ability was measured through the way heads participated in explaining and instructing duties to teachers. The aim here was to see a big picture of how leaders engaged themselves in assigning tasks. In analysis of data, two sub-themes were generated: (1) *adherence to agreed decision* and (2) *disheartening directions*.

Concerning *adherence to agreed decisions*, two points were noticeable from the analysis. One point raised by participants was that leaders were good implementers

of what was agreed with teachers in meetings. To illustrate this observation, one teacher said: “She is implementing what we agreed in meetings to make sure that everyone is fulfills his/her duties”. Another voiced: “She likes much to see something done instead of being told; also, she is a good listener and implementer of what has been decided in meetings, which in turn encourages her subordinates to perform well”.

**Table 4.5 Emergent Sub-themes under Three A Priori Themes**

<i>A priori theme # 1: Task behavior shown by the head (n=72)</i>			
<i>Sub-theme 1: Adherence to agreed decisions (n=50)</i>	<i>F</i>	<i>Sub-theme 2: Disheartening directions (n=30)</i>	<i>f</i>
Good implementation	20	Too many directions undermine others' confidence	25
Task oriented	25		
<i>A priori theme # 2: Heads' Relationship behavior (n=72)</i>			
<i>Sub-theme 1: participation settle things (n=60)</i>		<i>Sub-theme 2: Teamwork spirit (n=65)</i>	
Collaboration avoid misunderstandings	28	Relationship building	30
Consultations helps much	30	Caring and encouraging others	32
<i>A priori theme # 4: School Heads' flexibility (n=60)</i>			
<i>Sub-theme 1: flexibility on leadership styles (n=50)</i>			
Presence of flexibility	25		
Lack of styles' flexibility	20		

Source: Field Data (March & April, 2013)

The second point raised by participants was that leaders exhibited task-oriented behavior. The comments posted here serve as an illustration: “He is always directive, he gives orders, he is always concerned with task, and he instructs teachers to fulfill their duties on time”. One teacher voiced out. Also, another participant uttered: “She is focusing on work done by advising, instructing, and emphasizing to her subordinates on working hard and willingly”.

Concerning *disheartening directions*, the general view of many participants was that some school heads tend to provide too many directions that undermine others’ confidence. For instance, one teacher posted: “He always gives us directions using harsh language; he is slow to decide and does not participate well in his responsibilities, something which in turn demoralize our performance”. Another said: “He is always taking care of himself; and he is so harsh, he is not collaborative especially about the issue of money”. One more teacher observed: “Our leader lacks leadership skills, since he always gives us directions that sometimes cause enmity between him and his subordinates, hence we fail to reach the set objectives”. Another example of the comment by one participant says: “He is so directive whereby there is no chance to give your views; also, he always uses harsh language which builds some fear among subordinates; and this behavior discourages them to work effectively”.

#### **4.3.3.2 Heads’ relationship behavior**

On this theme, the heads’ ability was measured through two factors: (1) the way heads engaged themselves to settle things in their schools, and (2) how they

maintained the relationship between them and their subordinates using the employed styles. Two sub-themes emerged under this major theme which is – *participation settles things* and *teamwork spirit*.

Concerning *participation settles things*, two main findings were observed. First, participants indicated that collaboration between heads and teachers minimizes misunderstandings. Several comments speak to the fact that where cooperation between teachers and leaders is sound, situation tend to be more calm. For example, one teacher said: “Here things are settled because our head is cooperating with his subordinates in all spheres; but also, he is trying to distribute duties equally and officially”. Another commented: “She [the Head] involves teachers in different school projects like school shop, canteen, and school farms which in one way or another it shuns complaints among teachers”. One more comment was like: “Through participative way, we are used to seat together with our head and through this we decide together, and it helps us much to work effectively”.

The second observation from data analyzed is that frequent consultations between teachers and their Heads are helpful in creating a suitable working environment. Several participants voiced their statements to support this stand. For instance, one teacher said: “By consulting his subordinates, it helps him in one way or another to solve some issues and at the same time to ease my duties as well”. Another one asserted: “By helping each other, it eases the work and helps me to fulfill effectively my duties”. More comment was like: “Since the head is always using meetings to

solve some problems, it helps us to reach consensus that give us strength to work hard”.

Regarding *teamwork spirit*, two main points were noticeable from the participants. The first one was the role played by relationship building practices exhibited by school heads. Many participants viewed their heads as capable of building teachers’ relationship. This phenomenon has helped in creating team spirit in those schools. The following comments illustrate this observation: “Here, in our school, the interrelationship between teachers is highly preserved; since our Head is so collaborative and he considers equality when it is about the issue of duties and opportunities”. Another comment says: “Sometimes he [the Head] is willing to call you and discuss with you duties that you are supposed to do and help you in how to work them out”. Another teacher posited: “She always forbids bad languages and behaviors among teachers and through that, teachers are respecting each other which leads to working together as a team”. One more example of the comment says: “Through her [the Head’s] behavior of building teamwork among subordinates, she succeeded to bring teachers together and through that they are working with high spirit.

The second observation picked from participants’ views speaks to the way care and encouragement accorded by school Heads motivate teachers. For example, one teacher pointed out that his/her school Head: “...considers others’ opinions especially what has been discussed in meetings ...” Another one said: “She listens

and works out the issues brought by her subordinates, and also she is a good encourager to her subordinates”. Another teacher commented: “He is a good encourager and always is there to make sure that everyone is working effectively according to his/her responsibilities”.

#### **4.3.3.3 School Heads’ flexibility**

On this theme the heads’ ability were measured through one factor: the way school heads show flexibility on employing different SL styles. One sub-theme was emerged under this major theme which is- *flexibility on leadership styles*. On this theme, participants illuminated that there are some of school heads who are skilled enough to apply different styles according to the environment while some are not able to do so. With regard to flexibility on leadership styles, three sub-categories emerged; 1) availability of flexibility, 2) lack of styles’ flexibility, 3) lack of knowledge on leadership principles.

Concerning the *presence of flexibility*, more participants viewed that some of school heads are skilled enough to be flexible on the leadership styles. According to participants’ views, school heads are able to use more than one leadership style depending on the situation they countered which in turn helps them to solve different challenges. To clarify it, the following were participants’ responses. For instance, someone commented: “Our school head is aware with what he is doing because he always acts according to the situations”. Another one said: “Our leader is tend to use different styles according to the situations, for example he involves teachers in

decision making, sometime he gives instructions to teachers to work out some of issues to make things right”.

About *lack of styles' flexibility*, some of participants viewed that there some of school heads who are not able to employ different leadership styles depending on the situations. On their views, participants articulated that their leaders fail to apply more than one leadership style due to the fact that some of them are not experienced enough to be school leader and some school heads lack of leadership skills and knowledge. This led them [school heads] to perform poorly in leadership. To make it clear, someone illustrated: “Our head is not flexible enough to employ different leadership styles that’s why he fails to give helpful and strong decisions”. Another one commented: “She should try to use many leadership styles instead of using one style for long time without consider the situation she is facing and this lead her to fail to solve some of raised issues”.

#### **4.3.4 Research Question Four: *What factors cause the school heads to employ different leadership styles?***

Findings from research question 4 are derived from interview data only. As it is explained earlier form question #1, the information for this question was collected from four participants. The same interview protocol was used to collect information to all participants. On this question, the researcher was aimed at finding out the factors which cause the school heads to practice the perceived leadership styles. From there, two sub-themes were developed so as to find the correspondence with a

priori theme that was prescribed in the interview protocol. The following table 9 summarizes the a priori theme and their sub-themes.

**Table 4.6 The A priori Theme and Sub-Themes**

A priori themes	Sub-themes
Influencing factors for the employed styles	Teacher' Accountability Teachers' Cooperation

Source: Field Data (March & April, 2013)

#### **4.3.4.1 The influencing factors for the employed styles**

This theme show the factors that influenced school heads to practice the employed styles. Under this theme, two sub-themes were emerged: 1) teachers' accountability, and 2) teachers' cooperation. With regard to *teachers' accountability*, it is observed that the mentioned styles employed by school heads to increase teacher's accountability in schools so as to improve performance. Teachers by any chance are helped by their heads to make sure that they realize their set objectives. To clarify it, one responded:

Through different styles that I am using, I see everyone is accountable to his/her duties and it has brought some changes and significance for our school. It helps me to learn some of issues from teachers and from students too. This helps us to meet the set objectives...and helps to be creative because by that I am able to recognize the rising challenges and be in a position of get their solutions.

About *teachers' cooperation*, it is observed that by using the mentioned styles, school heads introduce involvedness which brings them [teachers & their heads]

closer to each other and help to view and discuss things together. And this avoids misunderstanding between teachers and heads or students. To verify it, one stressed:

By involving them, misunderstandings reduced in school. Because I think through this style I can reach them well, whereby it avoid gaps between me and my subordinates. Also it helps student to get information and services accordingly. This brought cooperation between the administration and teachers as well as students.

#### **4.4 Summary of the Chapter**

The Chapter presented the results of the study. A lot of information was collected based on the four research questions. Research Question number one sought the information of how school heads understand leadership styles. The findings indicate that many heads of Kondo secondary schools are familiar with different leadership styles which in turn help them [school heads] to use various styles they like depending on the situation to fulfill their responsibilities.

Also, Research Question number two explored the information of what SL styles employed by school heads. The findings show that participative style was dominant in five schools, coaching style was dominant in three schools, directive style was dominant in one school as the same as delegative style. According to the findings, these four styles were practiced depending on the situation encountered which to some extent increased improvement in schools.

Moreover, Research Question number three sought the information about school heads ability in practicing the SL styles. The findings revealed that some of school

heads were task oriented (production) while others were people oriented. On the other hand, the flexible school heads were observed as well performing leaders compare to those school heads that were not flexible to use SL styles.

Furthermore, Research Question number four sought the information about causing factors towards the use of employed styles. The findings show that major two factors, namely teachers' accountability and cooperation influenced a lot school heads to use the employed styles. Through the employed styles, the findings show that teachers were helped much by their leaders to work hard towards their duties so as to realize the set objectives.

## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter is divided into four sections. The first section is about the brief summary of the study. The second section presents discussions of the findings, followed by the recommendations of the study. And the last section offers the conclusion of the study.

#### **5.2 Summary of the Study**

This study sought to understand leadership styles of Heads of Kondo secondary schools through teachers' perception. Specifically the study sought to answer four research questions which were: 1) How do school heads understand leadership styles? 2) What are the SL styles employed by the school heads as perceived by the teachers? 3) What are teachers' perceptions about their heads' ability in practicing the perceived SL styles? And 4) What factors cause the school heads to employ different leadership styles?

This study used qualitative case study, whereby two data collection methods, semi-structured interviews and surveys were used to collect data from 72 teachers and four Heads. Qualitative-content-analysis and descriptive analysis were used to analyze data with the help of major a priori themes.

The findings revealed that all four SL styles were practiced by the school Heads. Also, teachers' accountability and teachers' cooperation were observed as the major causing factors towards the employed styles. Moreover, it was found that although, other styles were practiced, participating leadership style appeared to be the most favorable one than other styles. Furthermore, the findings revealed that school heads by using different SL styles were able to solve and fulfill their responsibilities by taking care of task so as to produce more and maintain people relationship to emphasize teamwork in their schools.

### **5.3 Discussion of the Findings**

On this stage, the flow of discussion will be guided by the research questions. So the discussion will be started from question number one to question number four and will be led by a brief statement of the findings from both research threads.

#### **5.3.1 Research Question One: *How do school heads understand leadership styles?***

On this question, the researcher sought the information about the school heads' knowledge on the leadership styles. Also he wanted to find out to what extent school heads understood leadership styles; how many styles they used to perform their responsibilities in their schools, and also how they were practicing those styles.

The findings revealed that many school heads were familiar with leadership styles. On their explanations they clarified that it is better to understand them so as to be able to perform what is better. For instance, one Head said:

...It is important to understand them because it will help you to know what kind of style will be fit for a certain situation. So by understanding it, you get a chance to use them effectively according to the environment...

Also, it is further observed from the findings that using more than one style in leadership, school heads will be able to provide opportunities, show transparency, understand their subordinates in schools, and avoid misunderstandings among staff members which in one way or another contribute to the school achievements. Using a variety of leadership styles, school head can reach each and everyone in the organization, which in turn can help him/her to make good decisions depending on the situation encountered. The findings agree to the comments of Goleman (2000) when he discusses the importance of leaders implementing a variety of styles as the needs of their organizations say. Goleman (2000) concluded that if specific leadership styles are implemented and combined together would assist leaders in their efforts to improve the effectiveness of their organizations.

### **5.3.2 Research Question Two: *What are the SL styles employed by the school heads as perceived by the teachers?***

Research question number two sought to examine the SL styles practiced by the school heads. According to the findings, all four SL styles are being practiced by the school Heads of Kondoa District. The styles being practiced are participative, coaching, directive, and delegative styles. The findings revealed that these styles are being used by the school heads in different environments and according to the situation they face. For instance, some of Heads are using participative style to bring sense of involvement of subordinates in different occasions and responsibilities.

Here, subordinates are involved in decisions making to solve different problems. By involving teachers, school Heads are enhancing teamwork spirit among the subordinates.

Participative leadership style is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that a school is more effective due to the fact that teachers are fully involved in the decision-making process and are supported in different ways by their leaders to accomplish their duties. For example, one participant reveals, “Our head is a good encourager and supportive...this kind of behavior motivates us to work with high spirit; and by doing that, we feel so comfortable at work; which in turn, increases the school performance” The findings collaborated with literature of Goleman et al. (2002) and Prerez et al. (1999) on how participative leaders being vital in secondary schools. For instance, Goleman et al. (2002) hold that a participative leader keeps staff morale high, and therefore, positive climate prevails in the organization. Also, Prerez et al. (1999) observed that subordinates are believed to share a sense of responsibility for the organization when they are allowed to participate actively in decision-making.

Also, findings indicate that some schools’ Heads are using coaching style to help the inexperienced and novice teachers to acquire different skills which would help them to go together with the working situations. The findings reveals that school Heads offer specific instructions and supervisions to their subordinates by explaining what and why the task need to be performed and it has to be performed as instructed. For

example one respondent reveals, “Through the experience she [the Head] has, she provides enough assistance and helps me to work perfectly by giving me constructive instructions”. So, by doing that a teacher clear his/her doubts and improve his/her knowledge which in turn make them [teachers] to be perfect to fulfill their duties.

Coaching style needs much time and effort so as to help subordinates to identify their strengths and improve their weaknesses so that they may succeed in their careers. By practicing coaching style a leader is build a helping climate in school, because subordinates feel comfortable to ask assistance when there is a need of it which increases accountability among the staff members. So, it is better for school leaders to understand that interacting with subordinates by helping them push forward the school achievements. Thus, participants seem to enjoy that kind of relationship with their leaders and emphasize it to be practiced for their school progresses. These findings collaborate with the comments of Goleman (2000) that coaching leaders develop people for the future and it is very effective leadership tool in improving climate and results.

Moreover, some school heads used directive style to coerce some teachers who always needed instructions to fulfill their duties. So by doing that, teachers were able to work effectively towards their responsibilities. On this style, leaders are considered by subordinates as inconsiderate leaders who are only concerned about completion of tasks. For instance, one participant articulated, “He is always directive, he gives orders, he is always concerned with task, and he instructs teachers to fulfill

their duties on time”. This means that subordinates see their school heads as leaders who do not consider employee cooperation as an important issue in the organization.

Furthermore, the findings revealed that, directive style is characterized by downward communication whereby the leader retains most authority for him/her and makes decision with the mind that the staff will implement it. Teamwork does not exist; teachers are just used to achieve goals. As a result, teachers ignore the process in a slight way which in turn affects the school progress. On his recommendation, Paisey (1992) warns against this type of leadership behavior as managers of successful organizations emphasize consultation, teamwork and participation. According to Goleman (2000), directive approach is one of the least effective leadership styles in most situations.

A certain part of schools, especially where Head of schools have a good number of experienced teachers, delegative style was much more applicable. Delegative style is characterized by less number of instructions issued by heads to their subordinates. Subordinates are much freer to use their capabilities to fulfill their duties. Delegation gives teachers opportunities to gain even more experiences that eventually which in turn prepared them to become future school heads.

According to the findings, it is observed that heads trust their subordinates hence they delegate their duties since there some of teachers who are confident and competent with what they are doing. For instance, “...I am competent and I think to

work independently is good for me because I am free to decide what to do so that I can fulfill my duties effectively”, someone commented. The idea supported by Blanchard et al., (2008) that it is good to reduce the leadership and let the followers take over as much as possible because the group works together very well and they have the knowledge and skill needed to do the task. So, with the proper support, an individual can eventually become a self-reliant achiever who demonstrates a high level of competence and commitment.

On the other hand, it is advised that delegative style should be practiced precisely due to the fact that it may lead to failure of some issues, especially, if a leader exceeds freedom to his/her subordinates. This is because not everything which is being delegated might be done by teachers; some of duties may be left undone. The idea is supported by the study of Nsubuga (2008) when he concluded that, leaders do not outline the problem that needs to be solved and tend to over delegate their duties which leads to poor performance because most of the work remains undone at the end of the day. So, one can delegate duties, one cannot delegate responsibilities.

These findings are in line with theories advanced by Hersey and Blanchard (1969) that, there is no single "best" style of leadership. It means that a leader has to be flexible depending on the nature of the situation as well as the followers' maturity development. Being flexible leader would be more active on his/her leadership which in turn could help him/her to perform his/her responsibilities effectively.

### **5.3.3 Research Question Three: *What are teachers' perceptions about their heads' ability in practicing the perceived SL styles?***

On this question, the researcher sought the information from teachers about heads' ability on practicing the SL styles to solve different challenges which faced their schools. Under this question, heads' ability was measured by three SL Theory's indicators, which were developed as the major themes. So, heads' ability was measured by task behavior shown by school heads, relationship behavior offered by the school heads, and school heads' flexibility.

Both task and relationship behaviors were observed. Task behavior carried out by school heads by engaging themselves in giving instructions and directions to their subordinates so that they could fulfill their duties effectively. Hersey et al. (2001) assert that task behavior concentrates on *what* and *how*. So the findings revealed that some school heads involved themselves on telling and showing their subordinates what to do, how to do it, when to do it; but also monitoring performance, and providing frequent feedback on results.

Task behavior as observed from the findings is all about one way communication, which develops competence in others, was done at the schools. This is like to say that school heads engaged themselves to work by supervising, instructing and lead their subordinates to fulfill their responsibilities. In their supervision, they influenced their subordinates positively and negatively. In positive way, school heads helped their subordinates to work strictly by emphasizing them to work on time. Also, their

leaders provided equal opportunities to work, which brought harmony to their duties. It is like to say that this style can motivate subordinates by letting them know how important is for their school to fits into the larger vision that they determined to realize. These findings agree to the study by Ababneh (2009) that the task-oriented leader is the one who focuses on working efficiently, takes action, achieves results, motivates successfully by rewards, solves problems when necessary, displays commitment, and seeks development in leading his/her subordinates.

In contrary, some of teachers claimed that their leaders lacked some skills, the situation which hindered them to perform their duties. They claimed that their leaders are so harsh and not cooperative, once it is the issues of money they failed to give cooperation; hence, it led them to fail to fulfill their duties. Due to this situation, most of the teachers considered themselves to be denied of their rights; as a result, they were disheartened. This idea is supported by the recommendation from the study by Nsubuga (2008) that the directive leadership style has a negative impact on the school's climate which makes teachers to have little accountability for improvement of school performance. Similar to that, Mat (2008) exemplifies that the directive style of leadership shows low tolerance for ambiguity and low cognitive complexity. The focus is on technical decisions, and this style is generally autocratic and this results to negatively effects to performance. Therefore, it is better for the school heads to be keen when they employ this kind of style so as to fulfill the set objectives effectively.

About relationship behavior, the findings revealed that school heads were more consultants to their subordinates. It was further observed that participative style carried out by the school heads as the best style for maintaining relationship behavior among the subordinates whereby they were able to encourage and motivate their subordinates, which helped them to work as a team. Also, it was observed that teachers were able to work comfortably as they participated into decisions-making, different school meetings in which they got opportunities to give out their views.

According to the findings, it was revealed that participative leadership style created conducive environment among staff members, as well as administration. These findings correlates to the study of Mat (2008) which revealed that, in the participative leadership style, the leader consults staff about work, task goals, and the paths to resolve goals. This leadership style involves sharing information as well as consulting with staff before making decisions. Moreover, Greenblatt et al. (1984), in their study, contended that teachers are more effective when the school head includes them in decision making process.

The findings also show how some of school heads were flexible on leadership styles. On the category of flexibility, the results showed that some heads were flexible to the styles they practiced, but some were not; whereby, in one way or another, they affected their accountability. The results revealed that school heads that are flexible on the styles they are able to perform well their responsibilities compare to those who are not flexible. For example, one participant explained, “Our leader is tend to

use different styles according to the situations, for example he involves teachers in decision making, sometime he gives instructions to teachers to work out some of issues to make things right”.

Being flexible, leader can use more than one style depending on the situation he/she is face. This means that there is no one kind of leadership style that practiced in the school. This concurs to the Leithwood et al. (1999) conclusion that Contingent/Situational Leadership Approach assumes that what is important is how leaders respond to the unique organizational circumstances or problems that they face as a consequence, such as; the nature and preference of co-workers, conditions of work and tasks to be undertaken.

#### **5.3.4 Research Question Four: *What factors cause the school heads to employ different leadership styles?***

On this question, the researcher examined different factors causing school heads to employ different styles and the impacts brought by those styles towards their schools. From what was observed two major factors were viewed by the heads to have big influence on school’s improvements. These were teachers’ accountability and cooperation.

Contemporary leaders are encouraged to become change agents who utilize different leadership styles. According to the findings, school heads used participative, coaching, directive as well as delegative to help their subordinates to be accountable for their responsibilities. School heads used for example, participative style to build

teamwork, sense of involvedness and empowerment. Coaching style helped subordinates to develop their competence from the help they [subordinates] get from their leaders. Directive style used to instruct and supervise subordinate to make sure work is done effectively while delegative style used to help subordinates to try their skills to accomplish different responsibilities.

In combination of many styles, leaders can build their schools into more effective learning communities in which teachers have the opportunity to learn and grow as professionals, which in turn make them [teachers] to improve their accountability. As recommended by Sergiovanni (1996), school Heads can enable their teachers to be more successful by removing obstacles that prevent them from being successful and by providing necessary support and resources for them to meet the challenges of their jobs.

On the other hand, leaders always learn to avoid misunderstanding by bringing togetherness in their organizations. In this study, cooperation was another factor for different styles to be employed. For instance, it is verified by school Heads that by involving teachers in different decisions, misunderstandings were reduced in schools. Also, participants added that through that kind of style gaps between leaders and subordinates were avoided whereby teachers as well as students got the needed information and service on time. As for one school, the Head reveals, "...By involving them [teachers], misunderstandings are reduced in school...which in one

way or another it reduces gap between me and my subordinates...This brought cooperation between the administration and teachers as well as students”.

In his study, Nsubuga (2008) reported that most schools would improve their performance by becoming more collaborative. So, collaboration among the staff members is something that needed to be embraced by school heads to make sure their subordinates perform well their responsibilities. And this is what school Heads should be concerned with; hoping that through collaborating with their subordinates, they can help each other to perform effectively. But also, it can bring them together which in one way or another it can lead them to high performance, not only that but also maintaining discipline among the teachers and students.

#### **5.4 Recommendations**

This study confined itself to government secondary schools located in Kondoa District only. The focus was to examine leadership styles employed by school heads. Findings indicate that all four SL styles, participating, coaching, directing and delegating are being practiced by heads of different schools. The findings of this study, nonetheless, have triggered questions that need to be answered. Therefore, the following section presents a list of recommendations derived from this study.

##### **5.4.1 Recommendations for Action**

This study is significant to educational administrators, policy makers, and all educational stakeholders. The study is offering the following action recommendations:

- The educational administrators should consider leadership abilities, skills and knowledge when appointing new school Heads. This will help to minimize the unnecessary problems arising within schools as it observed from the findings that there are some of school Heads who are not skilled enough to lead schools.
- The in-service training should be given maximum consideration so as to help unskilled leaders and teachers to fit for the school demands and be able to face the arising challenges that can lead to the failure of realization of set objectives.
- Policy makers should be aware of the leadership challenges facing schools so that they can consider such challenges when they are making the policies.

#### **5.4.2 Recommendations for Further Studies**

- This study focused specifically on the secondary schools in Kondoa District. Therefore, there is a need for conducting other studies in the same district for other levels of education such as primary, colleges, and universities.
- Also, the same study could be replicated for other districts to learn how leadership styles are being practiced there.
- Moreover, this study was confined to government secondary schools only; so, other studies should be conducted on private secondary school so as to make a comparison according to the nature of the schools.

- Furthermore, other studies should be conducted by considering gender ability in handling leadership challenges, since the present study combined all genders abilities hence it could be difficult to compare the leadership ability levels of male and female leaders.

## **5.5 Conclusion**

The present study examined the SL styles practiced by school heads in secondary schools at Kondoa District. This study was guided by four specific research questions. To answer these four questions, data were collected from a sample of 72 teachers and four school Heads. Findings revealed that many heads of Kondoa secondary schools are familiar with different leadership styles. According to the findings, Participative leadership style was more practiced by the school heads compared to other SL styles.

Also, the findings suggested that some of school heads succeeded to solve and reduce some challenges which faced their schools through the employed SL styles, while other school heads failed to do so. Some school heads focused more on tasks while others focused more on people relationship. Flexibility behavior that is shown by school heads, rectified the ability of some school heads to perform well while others performed poorly. The findings show that major two factors, namely teachers' accountability and cooperation influenced school heads to use the employed styles.

Finally, it is important to note that effective leaders should be creative and be equipped with a high level of integrity so as to motivate and inculcate commitment of their subordinates. With effective leadership, schools can do much in people management whereby school Heads can use effectively human resource to improve their schools. Thus, it is important for the school leaders to apply the appropriate leadership styles that will encourage school teams to work effectively.

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## APPENDICES

### Appendix 1: Interview Protocol for Heads of Schools

This interview guide will be used to help heads of schools to identify and understand leadership styles practiced in their schools. This interview guide will be used for all respondents. The information collected will remain confidential.

#### A: Background information

*Please complete the following items about your demographics.*

- Name (optional).....
- Gender (male/female).....
- Age.....
- Years as head of school.....
- Educational level (e.g. form six,).....
- Professional qualifications (e.g. Bachelor of education,).....

#### B: Questions

- Participant's knowledge about leadership styles
  1. What do you understand about leadership styles?
  2. How many leadership styles do you practice in your school?

3. How do you use leadership styles to solve different challenges that face your school?

- Participant's views about the factors for the employed styles

1. What factors do you think are influencing you to practice the employed styles?

THANK YOU!

## Appendix 2: Survey questions for Kondoa Secondary School Teachers

**Dear Participant,**

**The purpose of this survey is to obtain information about your school, relevant to my research title: secondary school heads' leadership styles. The information provided will be used purely for my academic research, and will be treated anonymously and privately. So I humbly request you to provide the information requested as kindly as possible.**

*Leadership styles are the manner and approach of providing direction, implementing plans, and motivating people to reach the set goals and objectives. Under this study the styles to be examined are participating leadership style, coaching leadership style, directing leadership style and delegative leadership style which will be under the situational leadership theory.*

### **A: Background information**

Please complete the following items about your demographics.

<b>Demographic</b>	<b>Please tick one item</b>				
<b>Gender</b>	Male	Female			
<b>Age</b>	20-30	30-40	40-50	50-60	60+
<b>Years as a teacher</b>	2-4 years	5-9 years	10-14 years	15+	
<b>Years at current school</b>	2-3 years	4-6 years	7-9 years	10+	

**B: Evaluation of leadership styles practiced by your school head in your school**

*Please respond to the questions by choose the answer that is correct to you and then explain in brief why you think so*

1) In your school, to what level does your leader direct you to fulfill your responsibilities?

- i. Low
- ii. Moderate
- iii. High
- iv. Very high

Why do you think so.....

2) To what level of assistance you are getting from your leader?

- i. Low
- ii. Moderate
- iii. High
- iv. Very high

Why do you think so.....

3) Which situation among the following is prevailing in your school? Does that situation help you to perform your responsibilities effectively?

- i. The situation where you get chance to share ideas with others
- ii. The situation where your school head help you to fulfill your duties
- iii. The situation where your school head is giving you directions to fulfill your duties
- iv. The situation where you are free to lead yourself

Why do you think so and how.....

4) To what situation among the following your school head faces and solves the challenges at your school?

- i. In situation whereby consultation is very high between school head and his/her subordinates
- ii. In situation whereby consultation is high between school head and his/her subordinates
- iii. In situation whereby consultation is moderate between school head and his/her subordinates
- iv. In situation whereby consultation is low between school head and his/her subordinates



3. Through your observation, does your leader being flexible when practicing SL styles? If so how.....

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4. How are staff performances and interpersonal relations preserved by your leader through the employed leadership styles?

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**THANK YOU FOR YOUR COOPERATION!**