THE ROLE OF LEADERSHIP STYLES ON TEACHERS' WORKING MORALE IN PRIMARY SCHOOLS IN KIBAHA TOWN COUNCIL

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by Open University of Tanzania a dissertation titled: *"The Role of Leadership Styles on Teachers' Working Morale in Primary Schools i*

+n Kibaha Town Council", in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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Dr. Coletha C. Ngirwa

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Date

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DECLARATION

I, **Ashura Singano**, do hereby declare that this dissertation is my own original work except where stated, and that this paper has not been presented and will not be presented to any other higher learning institution for a similar or any other academic award.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my parents, Dr. Singano Ally and late Mrs. Asina Omary, for their full support that has made it possible for me to achieve my education goals.

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ABSTRACT

The study aimed at investigating the role of leadership styles on teachers' working morale in Kibaha public primary schools. The purpose was fulfilled through four specific objectives: to explore the leadership styles practised in primary schools, to examine the teachers' perception on the exercised leadership styles, to investigate different ways in which the practised leadership styles affect teachers' morale, to establish effective leadership style that influence teachers' working morale. The study followed case study design whereby quantitative and qualitative approaches were the major means of data collection and analyses. The data were collected through questionnaires, and interviews. The study involved five public primary schools and about 70 respondents. 61 primary school teachers were randomly selected to respond to questionnaires, while 5 head teachers and 4 Ward education coordinators were purposively selected to participate in interview sessions. Pre-testing of the instruments was conducted twice in two primary schools within an interval of one week but those schools were not involved in the sample of study. The study revealed that the most practised leadership style by school heads was Autocratic. Moreover, the findings revealed that practised leadership style had influence on teachers' working morale. Thus teachers' working morale can be predicted based on the leadership style asserted by the head teachers. Teachers' perception was positive when their head teachers practiced democratic style of leadership. This might be due to their involvement in different matters concerning school activities and endeavours. The study concluded that democratic style of leadership should be upheld and used by all head teachers of primary schools in order to influence teachers' working morale.

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LIST OF ABBREVIATIONS

LPC   List Preferred Co-worker Scale

MOET   Ministry of Education and Culture in Tanzania

OUT   Open University of Tanzania

URT   United Republic of Tanzania

UDOM   University of Dodoma

WEO   Ward Education Officer

CHAPTER ONE

INTRODUCTION

1.1   Background of the Problem

Tanzania has increased enrolment in almost all levels of education. However; much of the enrolment is witnessed at primary and secondary schools. Considerable attention is paid to education for sustainable development, peace and stability. Such recognition makes education an indispensable means for effective participation not only in the socio-economic development but also in the on-going rapid globalization.

Despite the above truth, the role of leadership style is a critical factor in performance and effectiveness of all levels of education in developed and developing countries including Tanzania. Numerous studies on organization and management have consistently indicated that leadership style is a critical factor in organizational performance and effectiveness, which affect positively or negatively organizational process and structure, patterns of social interaction, members' beliefs, attitudes and job behaviours (Shum & Cheng, 1997).

Lambert et al. (2001) posited that a good school requires effective leadership whereby school head teachers are able to handle both external operations as well as the school environment interaction (i.e., they are a critical factor in determining successful implementation of a school base). In support of this understanding, the Commonwealth Secretariat (1996) comments that one of the key factors influencing school effectiveness is the nature and quality of the leadership style and management provided by each school.

1.1.1 The Concept of Leadership

Leadership is a process whereby interpersonal influence is exerted by one person over others in order to guide structure and facilitate organization activities and relationship" (Yukl, 2002). Leadership involves interpersonal influence exercised on others through communication process towards the attainment of certain goals (Akerele, 2007).

Armstrong (2004) argues that leadership focuses on getting people to move in the right direction, gaining their commitment and motivating them to achieve their goals. School leaders (i.e., head teachers and school board) are therefore supposed to possess ability of influencing teachers, parents and other stakeholders of education to make sure that their schools are successfully attaining its intended objectives by making sure that teachers perform well their responsibilities and learners perform well in their academics as anticipated. However, appropriate leadership styles that influence teachers' working morale and performance should be employed if we want to attain academic excellence in our primary schools in Tanzania.

1.1.2 Leadership Styles

Leadership style is the way in which the functions of leadership are carried out, the way in which the manager typically behaves towards members of the group (Mullins, 2006). There are many dimensions way of describing leadership styles. According to Mullins (2006), there are three basic leadership styles which are autocratic, laissez-fair and democratic. The main difference among these styles is where the decision-making function rests. The *Autocratic leadership style* is where the focus of power is within the group more than move towards the manager. The manager alone exercises

decision – making and authority for determining policy, procedures for achieving goals, work tasks and relationships, control of rewards or punishment. *The Democratic leadership style* is where the focus of power is more within the group as a whole and there is greater interaction within the group.

The leadership functions are shared with members of the group and the manager is more part of a team. The group members have a greater say in decision-making, determination of policy, implementation of systems and procedures. *A Laissez-faire leadership style* is where the manager observes the members of the group working well on their own. The manager consciously makes decisions to pass the focus of power to members, to allow them freedom of action to do as they think best; and not to interfere, but is readily available if help is needed.

Leadership style used at school level is very important in promoting teachers' working morale at school. Hollinger (2010) stated that low teachers' morale decreases engagement with colleagues and students, diminishes productivity, reduces student learning and breeds cynicism. He adds that when teachers' morale is high and the faculty of culture is healthy, students excel socially and academically. Moreover, teachers are collaborative and productive and social environment is dynamic and engaging.

UDOM (2011) identify that autocratic leadership style has complete command and hold over their employees; the team cannot put forward their view even if they are best for the benefit of the school interest; teacher cannot criticize or question leaders on the way of getting things done and such situation leads to teachers' absenteeism

and turnover. It is believed that leadership style at school is very important for building morale, motivation, creating confidence, initiate action, providing guidance, building good working environment and coordination of activities at school. However, experience and observation show that, some of the leadership styles (e.g. autocratic) do not promote teachers morale in working at school (UDOM, 2011).

Laissez-faire leadership also known as delegate leadership is a style of leadership in which leaders are allow group member to make the decisions, (Mullins, 2002). While leadership styles such as democratic and laissez-faire invite and encourage the team member to play an important role in decision-making process, the ultimate decision making rests with a leader. The leader guides the employees on what and how to perform tasks while the employees communicate to the leader their experiences and the suggestions if any. Such type of leadership styles satisfy, motivate and encourage creativity of a teacher.

This observation shows that democratic leadership style promotes teachers working morale because it invites and encourages the team members to play an important role in decision making process of different academic matters pertaining at school. In addition, it guides teachers on what to perform and how to perform tasks; teachers are free to communicate their experience and suggestions to their leaders, which in turn leads to teachers' satisfaction, motivation and hence promote teacher's working morale.

In spite of the important role of leaders on teachers working morale, other issues (e.g., compensation, students' disreputable behaviors') have also been affecting

teachers' working morale such as meagre incomes. The teachers' strike of 2012 justifies the argument. Omari (2013) reported that while all these happen, the public relations group of the ministry does not seem to be active to defend teachers. Another observation shows that even community members demoralize teachers. Omari (2013) reported that in 2009, the district commissioner of Bukoba rural shamed teachers by canning them in public. Thus, this study considered all issues that affect teachers' working morale by studying the role of school leadership styles on the same.

1.2   Statement of the Problem

One of the problems that baffle teachers' working morale in primary schools in Tanzania is leadership styles. To determine the kind of leadership style that goes with teachers' working morale has remained a problem in many developing countries including Tanzania. Most primary schools in Tanzania, particularly government owned schools are facing the problems of lack of teachers' working morale due to leadership styles. Hollinger (2010) stated that effective and supportive leadership contribute significantly to high level of teachers' morale, while ineffective, that is unsupportive leadership, causes low teachers' morale. Teachers' morale to work is important for students' effective learning and performance. Teachers' morale is influenced by effective and supportive leadership, which encourages and guides them on what to perform, listens to their experiences and suggestions, and thus defends them in their problems. This is frequently not the case or normal in Tanzanian context. Hollinger (2010) identified the major factors that affect teachers' morale.

These among others are school leadership, workload, compensation, and student behaviour and professional development. In Tanzanian primary schools, one of the things which reduce teachers' morale the most is excessive workload in terms of excessive number of pupils in the classroom where, for example, one classroom contains more than 70 pupils to the 1 teacher-45 pupils standard workload (Omari, 2013). In view of the above arguments, this study assumes leadership styles a critical variable in promoting teachers' working morale in primary schools. The researcher therefore, will attempt to assess in details whether or not leadership styles enhance teachers 'working morale in primary schools in Tanzania.

1.3 Purpose of the Study

The main objective of this study is to assess the role of leadership styles on teachers' working morale in primary schools in Tanzania.

1.4 Objectives of the Study

Specifically this study intends:

(i) To explore the leadership styles practised in primary schools.

(ii) To examine the teachers' perception on the exercised leadership styles.

(iii) To investigate different ways in which the practised leadership style affect teachers Morale.

(iv) To establish effective leadership style(s) that influence teachers' working morale.

1.5 Research Questions

This research will be guided by the following questions:

(i)   What styles of leadership have been practiced in primary schools?

(ii)   How do teachers perceive the exercised leadership styles in primary schools?

(iii)   In what ways do the practiced leadership styles affect teachers working morale?

(iv)   What type of leadership style which influences teachers working Morale?

1.6   Scope of the Study

Scope of the study means lack of abilities or strength that control what a person or researcher can table to do. In this study, the researcher may encounter the constraints emanating from research methods, research design, samples and sampling strategies, uncontrolled variables, faulty instrumentations, and other compromises to internal and external validity (Omari, 2011).   Most often, these will be defined prior to any research or studies that are going to be done.

This study will be conducted in Kibaha town council in Coast region due to availability of different number of teachers who are leaving the job and, most of them, working in low morale causing poor performance of students in Kibaha town council as the following performance of standard seven national examination in percentage show: 2010 =77%, 2011=82%, 2012=88.8%, 2013= 99.5%, 2014=73% (RAS coast, 2014). Therefore, Ward Education Officer (WEO), Head teachers and teachers will be the main informants of this study.

1.7 Significance of Study

Significance of the study is when the researcher points out the solutions to the problem or the answer to the question that can or will influence educational theory or practice (Omari, 2011). The study will assist School authorities such as National Education Officers, which includes: Regional Education Officers, District Education Officers and other key stakeholders to identify and develop policies and strategies to improve leadership styles and teachers' work morale. In addition, this study will help the head teachers in identifying specific leadership style(s) to be used as well as techniques that will increase teachers' working morale and satisfaction of personnel in schools.

1.8 Limitation of the Study

It was difficult to reach some of the respondents who were so busy at work. It was also not easy for some head teachers and Ward education officers to fill in questionnaires since they were out of the office on official duties. The researcher overcome this situation by using telephone interview for Ward education officers to answer questions related to the study. Also a researcher consults assistant head teachers to respond questions on behalf of head teachers.

1.9 Definition of the Keyterms

1.9.1 Leadership Style

Leadership style is the way in which the functions of leadership are carried out, the way in which the manager typically behaves towards members of the group (Mullins, 2006). Leadership styles can be categorized in to three groups, which are Authoritative style, Democratic style and Laissez-faire style. According to Bass

(2000), *democratic leadership style* is a form of leadership that occur when leaders "broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and the mission of the group, and when they stir their employees to look beyond their own self- interest for the good of the group.

Autocratic leadership style is a style in which the leader dictates policies and procedures, decides what goals are to be achieved, and directs and controls all activities without any meaningful participation by the subordinates. The leader has a vision in mind and must be able to effectively motivate their group to finish the task.

The group is expected to complete the tasks under very close supervision while unlimited authority is granted to the leader. Subordinate's responses to the orders given are either punished or rewarded. *Laissez-Faire leadership style* is sometimes described as a "hands off" leadership style because the leader provides little or no direction to the followers. Laissez- faire style of leadership has the following characteristics: it allows followers to have absolute freedom to make decisions concerning the completion of their work or ask the leader questions and provides the followers with the materials they need to accomplish their goals and answers the followers' questions (Hackman & Johnson, 2009).

1.9.2   Teacher Morale

According to Rajan (2012), teachers' morale is the degree to which the needs of teachers are satisfied, fulfilled and the teachers' perception of how the job situation brings the state of satisfaction of the worker. The author further explains that when an employee's morale is low, they will participate less, to the point of doing only

what is required or a bare minimum. The opposite is true when morale is high; employees with high morale will be enthusiastic about their work and are more likely to contribute with a sense of commitment.

1.10   Conceptual Framework

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        |                                        |
        v                                        v
  ┌──────────────┐                    ┌─────────────────────────┐
  │ Leadership   │                    │ Teachers working Morale │
  │ style        │─────────────┐      │  • Punctuality          │
  │ (Autocratic, │             ▲      │  • Working as team      │
  │ Democratic,  │             │      │  • High performance     │
  │ Lassiezer-   │             │      │  • Follow-up code of    │
  │ faire)       │             │      │    conduct              │
  └──────────────┘             │      └─────────────────────────┘
                        PROCES  │
                  ┌─────────────────┐
                  │ Fulfilling      │
                  │ Teacher Needs   │
                  │  • Motivation   │
                  │  • Reduced      │
                  │    workload     │
                  │  • Conducive    │
                  │    working      │
                  │    Environment  │
                  └─────────────────┘
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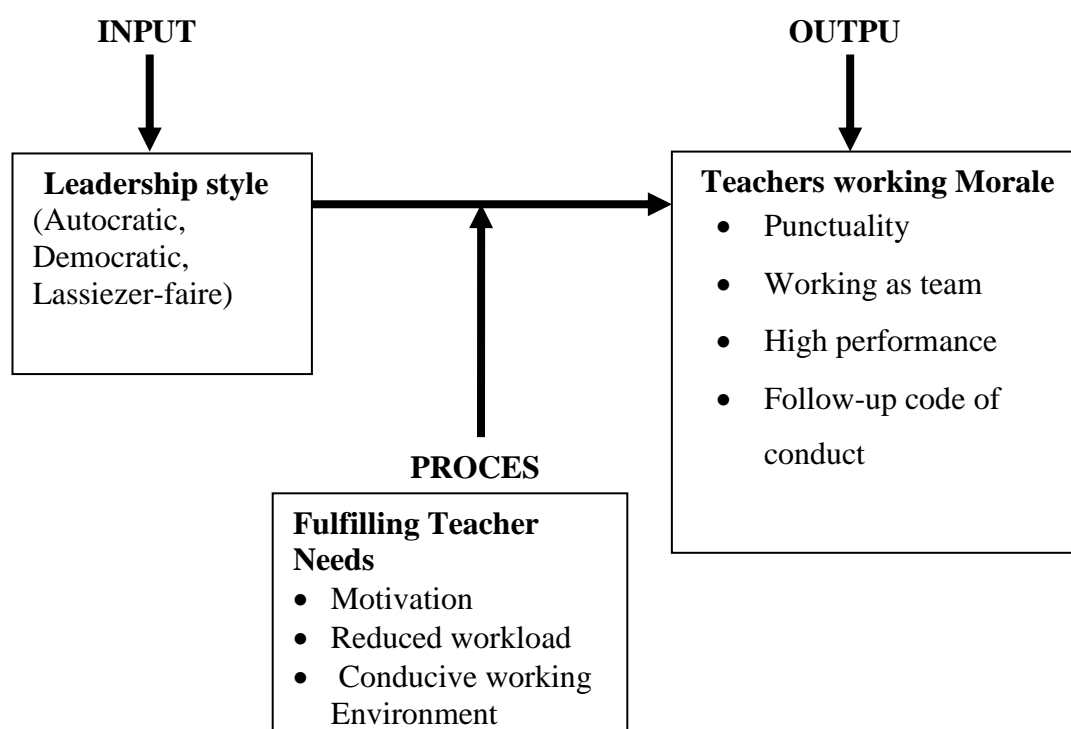
Figure 1.1: **Conceptual Framework of the Role of Leadership Style on Teachers' Working Morale**

Source: Researcher (2015)

Conceptual framework consists of concepts that are placed with a logical and sequential design (Nalzaro, 2012). This study was designed to understand and to describe the role of leadership style on teachers' working morale. Mullins (2002) argues that, management is efficient in climbing the leader of success, leadership style determines whether the leader is leading against the right wall. The leadership styles which include autocratic, democratic and laissez-faire are independent

variables which the head teacher may use to influence the morale of teacher hence lead to high student academic performance. An effective leadership style ensures that there is a high morale, job satisfaction and motivation among the teachers which lead to excellent school results among the students, resulting into high achievement.

1.11   Organization of the Research Report

This study is presented in five chapters. Chapter one is the introduction of the problem which covers the background of the study, statement of the problem, the objectives of the study, significance of the study, scope of the study, the limitation of the study, conceptual frame work of the study and the organization of the study. Chapter two highlights the relevant literatures on the subject matter, while research design and methodology are presented in chapter three. In chapter four the data collected are presented with an in-depth analysis as well as discussion of findings. Chapter five highlights the main findings, formulates conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter presents theoretical framework and reviews of related literature from specific books, research articles, dissertations, theses, and journals.

2.2   Leadership Theories

Various scholars have advocated various theories of leadership. Among others are contingency leadership theory, path-goal leadership theory and managerial grid leadership theory.

2.2.1   Contingency Theory

This theory was developed by Fred Fiedler (1964) focusing on the style of leadership that is most effective in particular situation. It recognized that the style of leadership that was most effective depended up on the context in which the style was applied. In his, research "Fiedler" defined two basic leader personality traits: task and relationship motivation. Task-motivated leaders gain satisfaction from the performance of task; while relationship – motivated leaders gain satisfaction from interpersonal relationship. Fiedler viewed task versus relationships as leader traits that was relatively constant for any given person.

To describe his observation, Fiedler uses a scale called the least preferred co-worker scale (LPC) to measure whether a person is task – or relationship oriented leader. Respondents were asked to think of all the people they had worked with and select

the person with whom they could work least effectively. The respondents then described their least preferred co-worker on the LPC. Three sample items on LPC are:

Table 2.1: Three Sample Items on Least Preferred Co-Worker Scale

Pleasant	8	7	6	5	4	3	2	1	Un Pleasant
Friendly	8	7	6	5	4	3	2	1	Un Friendly
Cooperative	8	7	6	5	4	3	2	1	Un Cooperative

Source: Rue and Byars (2003).

In this observation, Fiedler identified that a person who describes a least preferred co- worker in fairly far able team was presumed to be motivated to have close into intrepersonal relations with others. He classified these people as relationship-motivated leaders. Moreover, people who rejected co-workers with whom they had difficulties were presumed to be motivated to accomplish or achieve the task. They were classified as task -oriented leaders.

Fiedler again turned to the situation in which the leader was operating, he placed leadership situation along favourable – un favourable continuum based on three major dimensions, leader member relations, and task structure and position power. Leader member relations refer to the degrees others trust and respect the leader. This compares somewhat to referent power. Task structure refers to the degree to which job tasks are structured. Position power refers to the power and influence that go with a job. A manager has more position power that is able to fire, hire and discipline. Position power composes to coercive, reward, and legitimate power.

Table 2.2: Fiedlers' Leadership Observation

Situation	1	2	3	4	5	6	7	8
Leader Member Relations	Good	Good	Good	Good	Poor	Poor	Poor	Poor
Task Structure	Structured	Structured	Unstructured	Unstructured				
Position Power	Strong	Weak	Strong	Weak	Strong	Weak		

Source: Rue and Byars (2003).

The observation (Table 2.2) shows that in both highly favourable and highly unfavourable situations, a task- motivated leader was ground to be more effective. In highly favourable situations, the group is ready to be directed and is willing to be told what to do. In highly favourable situations, the group comes having the leader make decisions and direct the group. In moderate favourable situations, a relationship-motivated leader was found to be more effective. In situation 7 (moderately poor leader member relations, unstructured task and strong position power), the task and relationship style of leadership were equally productive.

This theory emphasizes that there is no one best way to manage and that it depends on various situational factors, such as external environment, technology, organizational characteristics, characteristics of a manager and subordinates. This theory can be primarily applied to management issues such as organization design, job design, motivation and leadership style. Fred Fiedler, one of the prominent scholars (1967) suggested that, contingency theory of leadership implies that leadership is any process in which ability of a leader to exercise influence depends up on the group, task situation and the degree to which the leader's personality and approach fits in the group. In some situations, relationship motivated teachers make

performance better, while in others task teachers will be the most effective. Under this theory, the researcher is going to examine the styles of leadership whether it is relationship-motivated leaders or task-motivated leaders who promote teacher-working morale.

2.2.2 Path-Goal Theory

This theory was just introduced by Martine Evans (1970) and further developed by (Robert, 1971). The theory emphasizes on how leaders can facilitate task performance by showing subordinates how performance can be instrumental in achieving desired reward. According to Rue and Byars (2003), leader's behaviours fall into one of the four basic types- role classification, supportive, participative and autocratic.

In role classification, leadership lets subordinates know what is expected of them, gives guidance as to what should be done and how, schedules and coordinate work among the subordinates and maintain definite standards of performance. Supportive leadership has a friendly, approachable leader who attempts to make the work environment more pleasant for subordinates. Participative leadership involves consulting with subordinates and asking for their suggestions in the decision-making process. Autocratic leadership comes from a leader who gives orders that are not to be questioned by subordinates.

Under this theory, each of these leadership behaviors results in different level of performance and subordinates satisfaction, depending on the structure of the work task. Role clarification leads to high satisfaction and performance for subordinates

engage in un-structured task. Supportive leadership brings the most satisfaction to those who work on highly structured task. Under this theory, the researcher holds major assumption that a good leadership style should clarify roles which employees are supposed to do because through this, subordinates are satisfied, and perform in high standard.

Moreover, employees are involved in decision-making process and work in a friendly and approachable manner. This helps to make the working environment pleasant for subordinates and, in other circumstances; the leader should use autocratic style to make things done. The researcher believes that if a leadership style supports subordinates and involves employees in decision-making process, roles are well defined and teachers' working morale will be high.

2.3   Leadership Styles

There are many dimensions of describing leadership styles. Rue and Byars (2003) proposed three basic leadership styles which are autocratic, laissez-fair and democratic. The main difference among these styles is where the decision-making function rests. *Autocratic leader* makes most decisions for the group. The employees are very conscious of his or her position. Under this leadership style he or she has little trust and faith in members of the group.

This leader believes that pay is just a reward for working and the only reward that will motivate employees. All orders are issued to be carried out, with no questions allowed and no explanations given. Production is good when the leader is present, but poor when the leader is absent (Rue & Byars, 2003). *A Laissez-faire leadership*

style is where the manager observes the members of the group working well on their own. The manager consciously makes decisions to pass the focus of power to members, to allow them freedom of action to do as they think best; and not to interfere, but is readily available if help is needed (Mullins, 2006:14). Individuals have little interest in their work. Employees' morale and teamwork generally are low.

Democratic leader guides and encourages the group to make decisions. This means decision-making is shared between the leader and the group of employees. When the leader is required or forced to make a decision, his or her reasoning is explained to the group. Criticism and praise are given objectively. Employees are allowed to bring new ideas and changes are welcomed. A feeling of responsibility is developed within the group. Always quality of work and productivity generally are high under this leadership style. Employees generally feel successful (Rue & Byars, 2003).

2.4   The Leadership Styles Practiced in Primary Schools

There is no single leadership style that is appropriate for every situation, but some are more effective than others in bringing about change in teachers' morale. Ozigi (2000) stated that while your staffs are in school, you could do much to encourage them to stay if you create necessary happy atmosphere and establish the type of relationships that will make your staff feel happy and committed to the school. This implies that leadership style required to be practised in primary schools is that which promotes teachers' working morale through encouraging happy atmosphere and good relationship between teachers and leadership. Mc call and Lombardo (Pareek 2007) did a study on both successes and failures of leaders by identifying four

primary traits by which leaders could succeed or fail. These traits are emotional stability and composure, openness to criticism, good interpersonal skills and intellectual breadth. This implies that calmness, confidence, predictability particularly when under stress increases efficiency and effectiveness since they reduce conflict with employees and encourage relation with them owning up mistake rather than covering them up and ability to communicate and persuade others without resorting to negative or coercive tactics; these help to encourage relationship between leaders and employees/ subordinate hence promoting teachers' working morale.

Hersey and Blanchard (Pareek 2007), identified four leadership styles: The first style indicates high concern for task and low concern for people, style two showing high concern for both, style three having high concern for people and low for the task and style four with both low. According to them, all the four styles are functional depending on the nature of the situation. However, Pareek (2007) suggests that there is no best leadership style that the most desirable style is delegating.

Nevertheless, in order to move toward this, the leader needs to prepare the group and take them to delegating. This idea is supported by Rue and Byars (2003) who state that authority and responsibility must consider leaders delegate sufficient, authority to enable subordinates to do their duties. At the same times, subordinates can be expected to accept responsibility only for those areas within their authorities.

While Rue and Byars support delegation of power as the best leadership style to increase teachers' working morale, experience and observation show that most of

leaders do not want to delegate power to their subordinates. Rue and Byars (2007) state that leaders' resistance to delegating authority is natural and the reasons for this are: fear that subordinate will fare in doing the task, the belief that it is easier to do the task oneself rather than delegate it, fear that subordinates will look too good, human attraction to power and comfort in doing the tasks of previous job held. Head teachers who use a democratic style of leadership are more likely to have more satisfied and productive teachers than head teachers who use an autocratic style of leadership.

2.5   Leadership Style on Teachers' Working Morale

UDOM (2011) identified that leadership should in attraction prodding guidance, motivate, creating confidence, building morale, building work environment and coordinating. This observation implies that the role of leadership style should start by communicating the policies and plans to the subordinates. Moreover, they supervise; play a guiding role for the subordinates, instructing the subordinates on the way they have to perform their work effectively and efficiently.

They also explain the work efforts to the subordinate and express them clearly their role and giving them guidelines to achieving the goal effectively. They would boost teachers' morale by achieving full cooperation so that they perform with the best of their ability as they work to achieve their goal. An efficient work environment helps in sound and stable growth human relations should be kept in to mind and should have personal contracts with employees, listen to their problems, solve them, treat employees on humanitarian terms and to reconcile personal interest with organization goals.

Candle (2010) noted that leaders take decision without considering the effects on the other school members causing friction and loss of group cohesion. This observation implies that the practices done by leaders should consider the effects on the other school members; failure to do so may cause friction and loss of group cohesion which in turn would reduce teachers' working morale.

Nafukho et al. (2011) suggests that leadership should be viewed as a both a specialized role and a social influence process that involves sharing and distributing the leadership roles within the organization. When a leader shares and distributes the leadership roles at school, it increases teachers' working morale and a sense of belongingness.

Pareek (2007) identified two leadership theories. Based on these theories two types of leadership functions have been contrasted, transactional and transformational. According to him, transactional leaders maximize working efficiently while transformational leaders emphasize on creativity. He added that in a situation with transaction leader, employees are motivated by reward, punishment, social system, work best with a clear chain of command when subordinates agree to do a job and subordinates do what the leader tells them to do while the transformational leaders empower workers, have clarity of vision, they are team building, trustworthy, risk taking and equable. In teachers' working environment, teachers increase their morale to work when they are empowered; they work in team clarity of mission and trust. Based on these the researcher intends to answer the following questions:

(i)   To explore the leadership styles that have been practised in primary schools,

(ii)   To examine the teachers' perceptions on the exercised leadership styles,

(iii)   To investigate different ways in which the practice of leadership styles affect teachers working morale, and

(iv)   To establish effective leadership style that motive working morale.

2.6   Research Gap

Despite the fact that many studies have been conducted to try to see the role of leadership styles on teachers working morale in primary schools, still, there are unsolved problems over the years. From example, among the studies is the study by Wanjiru (2013) in Kenya on the effect of leadership styles on teachers' job performance and satisfaction among secondary schools in Nakuru, she found that teachers are more satisfied with leaders who are considerate or supportive than with those who are either indifferent or critical towards teachers.

In addition, Nsubuga (2008) did a study on the analysis of leadership styles and school performance among secondary schools in Uganda; he found that a school leader who uses Authoritarian leadership style leads to poor performance because they adopt harsh leadership style which highly resented by their teachers. Machumu and Kaitila (2014) did a study on the influence of leadership styles on teachers' job satisfaction in Songea and Morogoro district in Tanzania and found that the democratic leadership style was the most dominant in best performance primary schools.

However, most of the reviewed studies were conducted outside Tanzania (e.g., a study by Yusuph in Uganda; Jane in Kenya) and based on secondary schools. Moreover, other studies were conducted in Morogoro and Songea by Machumu and

kaitila (2014). Therefore, in what ways leadership styles influence teachers' working morale in primary schools in Kibaha town council? This study expects to answer this question in order to fill the knowledge gap left and thus it is able to confirm or provide role variations of leadership styles on teachers' morale.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter presents the overall plan of this study on the role of leadership styles on teacher working morale in primary schools in Tanzania. It specifically presents the research design, population, sample size and sampling techniques, and method of data collection and procedures. Moreover, it presents validity and reliability of instruments and ethical issues that will be considered.

3.2   Research Approaches

Research Approach is the mental and philosophical dispositions a researcher may have consciously or unconsciously on the nature of how knowledge is acquired and the nature of human beings as respondents in any social reality under microscope; it can only be Qualitative or Quantitative (Omari, 2011). Both research paradigms were chosen in this study. Qualitative was chosen because the researcher intended to give deep description on the role of leadership style on teachers working morale in primary schools in Kibaha District in Coast region. On the other hand, quantitative paradigm was chosen because there are some elements (e.g., questionnaires) that needed to be expressed in terms of percentages and frequencies.

3.3   Research Design

Research design refers to the chosen and planned ways of investigating the social reality or the planned arrangement of how to address the research problem organized in such a manner as to optimize research outcomes (Omari, 2011). Nconco (2006)

defines research design as "Blueprint or detailed plan for how a research study is to be conducted- operationalizing result". The Research design that will be used in this study is a case study design because it enables perception from selected respondents and gives a clear insight that facilitates access to enough information for the study (Yin, 2003).

3.4   Study Population

Population is a well-defined group of individuals, things or elements that fit a certain specification (Morrison, 2007). Therefore, population is that group from which a researcher wants to get information to make some conclusions. In this research, the study population included Ward Education Coordinator, Head Teachers and teachers at primary school in Kibaha town council. The head teachers were selected because they are the chief executives of the educational instutions and understand the leadership style they employ in the schools. Teachers were selected for the study because they have different perceptions regarding the head teachers' leadership styles, how the school is managed and they have also been positively or negatively affected by the exercised leadership styles.

3.5   Sample and Sampling Technique

The sample size refers to the number of items to be selected from the universal to constitute a sample (Kothari, 2004). About five Primary schools will be studied. These are A primary school, B primary school, C primary school, D primary school and E primary school. A total of 70 respondents will be enrolled in assessing the role of leadership styles on teachers' working morale in primary schools. Out of 70

participants, 46 will be primary school teachers, 5 will be head teachers, and 4 will be Ward Education Officers.

Table 3.1: The Composition of the Sample

Sample Categories	Male	Female	Total
Ward Education Coordinator	2	2	**4**
Head Teacher	3	2	**5**
Teachers	31	30	**61**
Total	36	34	**70**

Source: Field data (2015)

Sampling technique is used when researchers want to find informants who will provide the relevant information (De Vos et al., 2005). The selection of the respondents will be on the probability and non-probability sampling. In probability sampling, the researcher will select a respondent by using random sampling that means every unit has equal chance to be selected. Therefore, this technique will be used to select teachers (N= 61). While the non-probability sampling will be used to purposively select head teachers (N= 5), and Ward Education Coordinators (N= 4).

3.6   Data Collection Instruments

Data collection Instruments are defined as all methods that are used by researcher in conducting research (Kothari, 2004). The study applied questionnaires and interviews for collecting in formations related to the research problem.

3.6.1   Questionnaires

A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms (Kothari, 2008). The researcher employed questionnaire

method of data collection where by the researcher prepared the reliable and valid open ended and closed ended questions that encouraged the respondents to elicit the required data or information according to research objectives. The questionnaires will be used to tape information from primary school teachers (N=61). These respondents will be required to tick the correct answers that make meaning to their views.

3.6.2 Interview

The interview instrument of data collection is a common and important method in qualitative research. It involves presentation of oral-verbal stimuli and reply in-terms of oral-verbal responses. It can be face-to-face and sometimes through telephone (Kothari, 2008). In this method, the researcher will use depth interview because of the following: it will give an opportunity to respondents who are unable to read and write to participate in this research; the researcher will be able to collect supplementary information, which could not be easily collected by other methods such as questionnaire. Purpose of interviewing people is to find out what is in their mind and what they think or how they feel about the study. Therefore researcher used interview to elicit information from the heads of primary schools (N=5) and Ward Education Officers (N= 4).

3.6.3 Validity and Reliability of Instruments

Validity refers to the extent to which a method of data collection presents what it is supposed to do, or extent to which a method of data collection measures what it is supposed to measures (Amin, 2005). To establish validity of instruments, the researcher sat with students of masters of education to discuss the validity of

instruments and then administered a pre-test to five teachers so as to correct any errors that might be identified before the study. Finally, researcher sat with her supervisor and discussed the validity of the instruments in order to get final draft of the instruments.

Reliability is the extent to which the scale brings the same research findings if the research were to be repeated later or with a different sample of subject (Veal, 2006). There are several devices for checking reliability in scale and tests (Bell, 1997). These are such as test, retest, and alternative forms methods or split half method. As he recommends, reliability of this study's instruments are ascertained by pre-testing the instruments before going to the field. The researcher gave questionnaire guides to the same groups of the respondents and re-tested them.

3.7   Data Analysis Procedures

Data analysis refers to examining what has been collected in survey or experience and making deduction (Komba *et al.*, 2006). The data obtained through interviews were analyzed by description and interpretation. Interpretation of data was done and conclusion drawn. Data from the questionnaires were analyzed through the statistical package for social science (SPSS) before coding the collected data. All questionnaires were crosschecked for errors and then classified into meaningful categories. Data were coded using SPSS run cross tabulation, frequencies, percentages and averages.

3.8   Ethical Issues to be Considered

Wells (1994) defined ethics in term of code of behavior appropriate to academic of research. The ethical consideration was observed in getting informed consent from

teachers, parents, pupils and all respondents involved in this study. The researcher abode with confidentialities from the people who needed information. There was no exposure or leakage of information without consent of the person who provided information. The researcher was sensitive to culture and beliefs of respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1   Introduction

This chapter deals with the presentation and discussion of data on the role of leadership styles on teachers' working morale. The findings are presented and discussed basing on the four research objectives. The objectives were:

(i)   To explore the leadership styles practised in primary schools.

(ii)   To examine the teachers' perception on the exercised leadership styles.

(iii)   To investigate different ways in which the practised leadership styles affect teachers' morale.

(iv)   To establish effective leadership style that influence teachers working morale.

Beforehand, demographic information of research participants is presented (Table, 4.1). Looking at Table 4, majority of participants was female (36, 51.4%). In terms of their age, (28, 40%) out of 70 were of age category of 31-40 while (19, 27.1%) fel within the age category of 21-30.

Moreover, on the teaching experience of the participants, majority of them have a teaching experience of 11-15 years (N=26, 37.1%) while (N=25, 35.7%) have a teaching experience of 6-10 years. Also, majority of the participants hold certificate in education (66, 94.2%).

4.2 Demographic Information of Participants of the Study

Table 4.1: **Demographic Information of Participants of the Study**

CATEGORY	SEX			AGE (Years)					EXPERIENCE (Years)					EDUCATION (Level)			
	M	F	Total	21-30	31-40	41-50	51-60	Total	0-5	6-10	11-15	16+	Total	Certificate	Diploma	Degree	Total
Teachers	29	32	61	17	26	12	6	61	6	21	23	11	61	59	2	_	61
	47.5%	52.5%	100%	27.9%	42.6%	19.7%	9.8%	100%	55.7%	34.4%	37.7%	18%	100%	96.7%	3.2%		100%
School Heads	3	2	5	1	1	2	1	5	1	2	2	0	5	4	1		5
	60%	40%	100%	20%	20%	40%	20%	100%	20%	40%	40%		100%	80%	20%	_	100%
Ward Education Coordinator	2	2	4	1	1	1	1	4	0	2	1	1	4	3	1	_	4
	100%	100%	100%	25%	25%	25%	25%	100%			100%	100%	100%	75%	20%		100%
Grand Total	34	36	70	19	28	15	8	70	7	25	26	12	70	66	4	_	70
	48.5%	51.4%	100%	27.1%	40%	21.4%	11.4%	100%	10%	35.7%	37.1%	17.1%	100%	94.2%	5.7%		100%

Source: Analysis of demographic information of teachers, school heads and DEO who responded to the questionnaire and participated in interview sessions

4.3 The leadership Styles Practised in Primary Schools

In this study, the first research objective aimed to explore the leadership styles practised in primary schools. The assumption was that democratic leadership style is the mostly style mostly used by many head teachers to lead their schools. To achieve this objective teachers (N= 61) were provided with a questionnaire of five items looking at the respondents perceptions on which style of leadership have been practised in primary schools. The questionnaire involves five points Likert scales with options (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree and (5) Strongly agree. The items measured teachers' perceptions on which style(s) of leadership have been practised in primary school. Findings are presented in Table 4.2.

Table 4.2: **Distribution of the Respondents on the Leadership Styles Practiced in Primary Schools**

S/N	ITEM	RESPONSES					TOTAL
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1.	Teachers participate in decision making in this school.	40 65.6%	10 16.4%	_	7 11.5%	4 6.6%	61 100%
2.	Increase cooperation among teachers.	36 59%	11 18%	1 1.6%	6 9.8%	7 11.5%	61 100%
3.	Teachers' have freedom to do as they think best in the interest of promoting progress in their school	34 55.7%	16 26.2%	3 4.9%	3 4.9%	5 8.2%	61 100%
4.	All power is centralized to the head teacher	5 8.1%	2 3.2%	2 3.2%	9 14.7%	43 70.4%	61 100%
5.	System of leadership style is top down structure	4 6.6%	5 8.2%	2 3.3%	19 31.1%	31 50.8%	61 100%

Source: Data analysis from teachers' responses on the contribution of in-service training towards teaching competencies

In analyzing the data (Table 4.2), the responses for items on 'Strongly disagree' and 'Disagree' are combined to appear 'Disagree' while scales with options 'Agree' and 'Strongly agree' are also combined to appear 'Agree. Basing on the feature characteristics of leadership styles, the leadership styles were identified basing on the responses on the statements within the table.

Looking at Table 4.2 item 1, it is revealed that majority of teachers (N= 50, 82%) indicated that they were not involved in decision making at their schools, as they disagreed with the statement. The results under item 2 in the table revealed that majority of teachers' (N=47, 77%) indicated that there was no cooperation among teachers in school, as they disagreed with the statement. Results under item 3, indicate that majority of teachers (N= 50, 81.9%) have no freedom of doing things which they think is the best in their interest of promoting progress in their school.

Results on item 4 indicate that majority of respondents (N=52, 85.1%) agreed with the statement that all power is centralized to the head teacher. Moreover, results on item 5 indicated that majority of respondents (N=50, 81.9%) agreed with the statement that the system of leadership style is top-down structure. The results altogether indicated that Head Teachers practised authoritative leadership style in their management endeavours in primary schools. The findings concur with the previous study by Mc call and Lombardo in Pareek (2007) which asserts:

> *Authoritarian leaders have a top-down leadership style and they also do not give teachers freedom of making decisions on any issues concerning school progress.*

The above findings were supplemented by the qualitative response from head teachers and Ward Education Officers who were interviewed. One head teacher said that teachers, like any other human beings, need someone who cares about their opinions, concerns, wellbeing, and one who engages them in school activities. A Head Teacher from school **A** from Kibaha had this to say:

> *Teachers in my school are involved in all issues and management endeavours the school. For instance, they have been involved in decision-making. This has been seen to develop a sense of togetherness making them feel a sense of school ownership. We decided together to have remedial classes for standard seven students as we prepare them for National examinations......teachers have been participating effectively.....*

This is also supported by Nafukho et al. (2011) who note that teachers' morale is boosted when head teachers share and distribute the leadership roles at school. Another head teacher from school **B** pointed out the following concerning type of leadership styles used in primary schools in Kibaha:

> *Personally, I prefer the democratic style of leadership, but at times I am forced to use different styles of leadership depending on the situation. I use the autocratic where people fail to meet the deadlines or where the school policy is compromised.*

Also, response from interview with Ward education officers revealed that in many primary schools in Kibaha Township, Head Teachers apply democratic style of leadership in their work stations. A Ward Education Officer said that:

> *I have been visiting frequently my schools so that I could be able to see the progress of the teaching activities in my area. In many schools, head teachers used both autocratic and democratic style of leadership .....*

Another Ward officer pointed out that:

> *The environment of the school at a particular time may dictate the kind of leadership used by head teachers in their schools. So this means that I vary leadership style depending on the situation.*

The findings concur with the previous findings by a study of Machumu et al. (2014) who found that "Good leadership style was associated with a caring environment in the high performing schools". Democratic leadership style is the most dominant in the best performing primary schools.

4.3   Teachers Perception on the Exercised Leadership Style

In this study, the second research objective aimed to examine the teachers' perception on the exercised leadership styles. The assumption was that teachers perceived positively the head teachers exercised leadership style in their school. To achieve this objective, teachers (N= 61) were provided with a questionnaire of three items looking at the respondents perceptions on exercised leadership style in primary school. The questionnaire involves five points Likert scales with options (1) Strongly

disagree, (2) Disagree, (3) Neutral, (4) Agree and (5) Strongly agree. The items measured teachers' perceptions on which style(s) of leadership have been practiced in primary school. Findings are presented in Table 4.3.

Table 4.3: Distribution of the Respondents on the Teachers' Perception on the Exercised Leadership Style in Schools

S/N	ITEM	RESPONSES					TOTAL
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1.	I am well satisfied with my present teaching position.	32 52.5%	17 27.9%	0	5 8.2%	7 11.5%	61 100%
2.	I am engaging in addressing administrative problems	31 50.8%	19 31.1%	0	7 11.5%	4 6.6%	61 100%
3.	The way my Head behaves creates happy atmosphere in this school.	28 45.9%	15 24.6%	0	14 23.3%	4 6.6%	61 100%

Source: Data analysis from teachers' responses on the contribution of in-service training towards teaching competencies

In analyzing the data (Table 4.3), the responses for items on 'Strongly disagree' and 'Disagree' are combined to appear 'Disagree'. And scales with options 'Agree' and 'Strongly Agree' are also combined to appear 'Agree'. The respondents were asked how they perceived the exercised leadership styles in their schools. Under this question there are some sub questions which I would ask teachers so that I could see their views easily (the Items in Table 4.3).

The finding revealed that half of respondents (N=49, 80.4%) perceived leadership styles negatively (as they marked on 'strongly disagree' and 'disagree'). The results under item 2 in the table revealed that majority of teachers (N=50, 81.9%) indicated that they disagree with the statement which said that teachers' engage in addressing administrative problems. Results under item 3, indicate that majority of respondents

(N= 43, 70.5%) indicated that they disagreed with the statement which said that "the ways my head behaves create happy atmosphere in this school". The exercised leadership style seemed solely authoritarian. These findings under this objective confirm the previous findings under the first objective that the exercised leadership style was authoritarian. Thus, *Autocratic leaders* make most decisions for the group (Rue & Byars, 2003) and do not consider people's concerns and wellbeing.

The findings confirm the previous studies (e.g., Nsubuga, 2008), Charlton (2000) who contended that "school leaders who use autocratic leadership style lead to poor performance because they adopted a harsh leadership style". However, few respondents (N=12, 19.3%) marked on 'strongly agree' in positive way in which the leadership style practised in their school. Nevertheless, none of the respondents (N= 0) marked 'neutral' on the statements within the table.

This shows that large percent of teachers perceived negatively leadership styles in their schools due to the fact that many head teachers used autocratic style of leadership which did not give teachers a chance to address administrative problems and freedom and autonomy in performing school activities. This could be the case of the findings of this study since teachers under this condition may not be effective in performing their duties. The results can be extended to the Tanzanian public primary school performance today where, there are public concerns that children have been finishing their studies without having basic skills of reading and writing.

Analyses from interviews with the school Head Teachers (N=5) revealed that some head teachers said their teachers perceived positively their leadership styles. One of the Head Teachers from School **C** pointed out that:

> *I am very democratic. My only role is to provide direction of what*
>
> *has been discussed together with teachers. I create an environment*
>
> *for discussion where teachers and I share ideas.*

A Head teacher from school **D** said that his teachers perceive his leadership style positively due to the fact that every teacher did their job well and in time. In addition to that, the following are views from ward education officers' who happened to be interviewed:

> *In my, Ward many teachers perceive positively their head teachers'*
>
> *leadership styles. There is no conflict reported to me. This, may be,*
>
> *would be due to the fact that the ways these head teachers behave*
>
> *in management endeavours satisfy their teachers' expectations….*

Another Ward Education Officer said:

> *Teachers' perception was negative when head teachers' leadership*
>
> *style was autocratic. This is because the heads have been using a*
>
> *top-down approach in managing the school affairs.*

Analysis of the views participant revealed that in some school there is a top- down leadership behaviours based on head teachers only that exemplify authoritative leadership style. This is consistent with the previous study by Nsubuga (2008) who contends that 'teachers' do not want commanding authority, such authority makes them lose morale and neglect their duty.

4.4   Different Ways in which the Practised Leadership Style Affect Teachers Morale

In this study, the third research objective aimed to investigate different ways in which the practised leadership styles affect teachers Morale. The assumption was

that head teachers to use positively and good way of leading school so that it could affect positive teachers' morale. To achieve this objective, teachers (N= 61) were provided with a questionnaire of three items looking at the respondents' perceptions on exercised leadership style in primary school. The questionnaire involves five points Likert scales with options (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree and (5) Strongly agree. The items measured teachers' perceptions on which style(s) of leadership has been practiced in primary school. Findings are presented in Table 4.4.

Table 4.4: Distribution of the Respondents on Different Ways in which the Practised Leadership Style Affect Teachers Morale

S/N	ITEM	RESPONSES					TOTAL
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1.	Leadership style depending on the environment.	19 31.1%	11 18%	13 21.3%	11 18%	7 11.5%	61 100%
2.	Respect among teachers.	19 31%	10 16.4%	7 11.5%	17 27.9%	8 13.1%	61 100%
3.	Solve administrative problems with your fellow teachers.	28 45.9%	15 24.9%	3 4.9%	6 9.8%	9 14.8%	61 100%

Source: Data analysis from teachers' responses on the contribution of in-service training towards teaching competencies.

In analyzing the data (Table 4.4), the responses for items on 'Strongly disagree' and 'Disagree' are combined to appear 'Disagree'. While scales with options 'Agree' and 'Strongly agree' are also combined to mean 'Agree'. Teachers were asked to respond on what ways in which the practised leadership styles affected their morale. The teachers were asked if their head teachers sit with them together to solve administrative problems. Data on this item showed that half (N= 28, 45.9%) of teachers out of 61 strongly disagreed the way in which leadership style was practised

in their schools followed by (N=15, 24%) teachers who disagreed on that, and 9 teachers strongly agreed while 6 teachers agreed with the way leadership style was practised. These findings show that although teachers were involved in decision-making process, half of school heads made decision on themselves which indicates a dictatorial type of leadership.

Majority of teachers have negatively been affected by the type of leadership style applied by their head teachers. Basing on the fore discussion, the main leadership style by Head Teachers was mainly autocratic. This style has been perceived negatively and has led to low working morale in teachers. The findings seemed consistent with the existing studies. For instance, Steyn et al. (2002) did a study on leadership style and job satisfaction and learned that teachers want to feel good and proud about what they are doing. They feel more valuable if they are meaningfully involved in real decisions that affect them.

The above findings were supplemented by the qualitative responses from Head Teachers and Ward education officers who were interviewed. An interview conducted with head teachers on ways in which leadership style affected teachers' morale provoked the following comments:

> *I have normally been involving my teachers in decision–making on*
> *various issues concerning my school. By so doing my teachers have*
> *been feeling happy and thereby doing their job well.*

The findings are in line with the previous findings by Obi (2003) who asserted that 'employees are satisfied with democratic leadership style because their opinions,

comments and suggestions are needed for decision making'. Another head teacher revealed that:

> *I cannot use one style of leadership in order to ensure that Teachers teach effectively and do well their job. I should know at what circumstance to employ the democratic style and when the autocratic leadership style may be appropriate…*

The findings seemed consistent with the existing studies. For instance, Sashkin (2003) did a study on leadership matter and learned that 'when an employee is not ready, that is, has inadequate skills and lacks motivation to get the job done, the appropriate leadership style, must be used'. Head teacher from school **C** pointed that:

> *Leadership style is the important issue in the school; due to that I use democratic leadership style because I want to build a collaborative relationship in the school.*

In addition to that, Ward Education Officers who have chance to be interviewed had these views to give:

> *I frequently visit my schools twice per week. There is no conflict reported to me and the schools working environments were good.*

Another Ward Education Officer said that:

> *Few conflicts were reported to me by head teachers, but I solved them peacefully and   everything seemed to be normal…..*

4.5   Leadership Style that Influence Teachers Working Morale

In this study, the fourth research objective aimed to establish effective leadership style that influences teachers' working morale. The assumption was that democratic

way of leadership style provided rooms for their teachers to work efficiently as they have influenced highly teachers' morale. To achieve this objective, teachers (N= 61) were provided with a questionnaire of four items looking at the respondents' ideal leadership style that would influence positively the teachers' working morale in primary schools. The questionnaire involves five points Likert scales with options (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree and (5) Strongly agree. The items measured teachers' ideal leadership style that would influence positively the teachers' working morale in primary schools. In analyzing the data (Table 5), the responses for items on 'Strongly disagree' and 'Disagree' were combined to appear 'Disagree'. And, scales with options Agree and 'Strongly disagree' were also combined to appear 'Agree'. Findings are presented in Table 4.5.

Table 4.5: Distribution of the Respondents on the Leadership Style that Influence Teachers Working Morale in Schools

S/N	ITEM	RESPONSES					TOTAL
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1.	Teachers' involvement in decision making in schools.	10 16.4%	3 4.9%	0	8 13.1%	40 65.6%	61 100%
2.	Teachers' participation in determining resource allocation and utilization in this school.	6 9.8%	7 11.5%	0	18 29.5%	30 49.2%	61 100%
3.	Delegation of power to subordinates in this school is important.	5 8.2%	6 9.8%	0	16 26.2%	34 55.7%	61 100%
4.	School heads should care about teachers' needs and concerns	5 8.3%	3 4.9%	0	16 26.2%	37 60.6%	61 100%

Source: Data analysis from teachers' responses on the contribution of in-service training towards teaching competencies

When respondents were asked the ideal leadership style that would influence positively the teachers' working morale in primary schools, their responses were as

follows: Under this question there are some sub questions which I would ask teachers so that I could see their views easily (the Items in Table 4.5). The finding revealed that majority of respondents (N=48, 78.7%) agreed (as they marked on strongly agree and agree) with the statement on teachers' involvement in decision making in school.

The results under item 2 in the table revealed that majority of teachers (N=48, 78.7%) indicated that they agree with the statement which said that teachers' participation in determining resource allocation and utilization in school. Results under item 3, indicate that majority of teachers (N= 50, 81.9%) agreed with the statement that delegation of power to subordinates in this school is important.

Moreover the result under item 4 indicated that the respondent (N=53, 86.8%) agreed with the statement that school heads should care about teachers' needs and concerns. However, few respondents (N=8, 13.1%) ticked 'Disagreed' on the statement within the table. Nevertheless, none of the respondents (N= 0) marked 'neutral' the statements within the table.

The result implies that the more the head teachers' practised democratic leadership style, the more they raised teachers' working morale. This is consistent with the previous study of Machumu et al. (2014) who posited that "democratic leadership style triggers high job satisfaction among teachers". Another study by Thomas (1997) reveals that 'collaboration was the single item with the most impact on teachers morale'. Findings from this study equally revealed that teachers whose head teachers practised democratic leadership style by involving them in decision making

and participation to determine resources allocation and utilization in school were found to have high influence of working morale. The above findings were supplemented by the qualitative responses from head teachers and ward education officers' who were interviewed. One of the head teachers from School **A** said that:

> ……. *I always involve my teachers in all issues done in my school; by involving the teachers, they made them to feel happy, perform effectively and thus, it is easy for me as a leader to meet school's objectives. All teachers have high influence on working and I am enjoying their performance morale.*

The head teacher from School **B** pointed out that:

> *Democratic leadership style gives teachers chance to talk their ideas. In addition, on my occasion, such ideas are adopted by leadership in the school. This kind of leadership brings about teachers' empowerment, motivation and cooperation which eventually might lead to influence their working morale.*

In order to verify the findings from teachers and head teachers, the researcher interviewed the Ward Education Officers to establish whether democratic way of leadership style lead to influence teachers' working morale. One of the Ward Education Officers had the following to say:

> *"The head teachers who use democratic style of leadership gives chance of working and freedom to their teachers to do what they think is right in order to achieve school objectives. This may influence teachers working morale".*

This analysis was supported by the previous study which was conducted by Pareek (2007) who found that "teachers' increase their morale to work when their head teachers gave them a chance to work collaboratively and participated in decision-making. This means that, all head teachers who used democratic way of leadership provided rooms for their teachers to work efficiently as they have highly influenced teachers' morale.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter presents and discusses the summary, conclusions arrived at, and recommendations made based on the research findings from the chapter four.

5.2   Summary of the Study

The study aimed at finding the role of leadership styles on teachers' working morale. The study was guided by four specific objectives: first, to explore the leadership styles practised in primary schools, second to examine the teachers' perception on the exercised leadership styles, third to investigate different ways in which the practised leadership style affect teachers morale, and fourth to establish effective leadership style that influence teachers' working morale.

The background of the study shows that leadership style is a critical factor in performance and effectiveness of all levels of education in developed and developing countries including Tanzania. Numerous studies on organization and management have consistently indicated that leadership style is a critical factor in organizational performance and effectiveness, which affect positively or negatively organizational process and structure, patterns of social interaction, members, beliefs, attitudes and job behaviuors.

The study followed case study design whereby quantitative and qualitative approaches were the major means of data collection and analyses. The data were

collected through questionnaires, and interviews. The study involved five public primary schools and about 70 respondents. About 61 primary school teachers were randomly selected to respond to questionnaires, while 5 head teachers and 4 ward education coordinators were purposively selected to participate in interview sessions. Pre- testing of the instruments was conducted twice in two primary schools within an interval of one week but those schools were not involved in the sample of study.

5.2.1 Summary of the Research Findings

The following are the major findings of the study, and are summarized in terms of objectives of the study. Regarding leadership styles practised in primary schools, the results all together indicated that head teachers practised authoritative leadership style in their management endeavours in primary schools. Majority of teachers (N= 50, 82%) indicated that they were not involved in decision making at their schools, also teachers (N=47, 77%) indicated that there was no cooperation among teachers in school, majority of teachers (N= 50, 81.9%) have no freedom of doing things which they think are the best in their interest of promoting progress in their school.

The dominant leadership style in primary schools in Kibaha differed according to schools' performance category where by democratic leadership style is dominant in best performing school while autocratic leadership style is dominant in poorly performing schools.

Concerning teachers' perception on the exercised leadership styles, the findings revealed that half of respondents (N=49, 80.4%) perceived negatively (as they marked on 'strongly disagree' and 'disagree') the statements that they were well

satisfied with the present teaching position. Also, majority of teachers (N=50, 81.9%) indicated that they disagreed with the statement which wantend to elicit whether or not teachers were engaging in addressing administrative problems. Results under item 3, indicate that majority of respondents (N= 43, 70.5%) disagreed with the statement that 'the ways my head behaves create happy atmosphere in this school'.

This shows that large percent of teachers perceived negatively leadership styles in their schools; this was due to the fact that many head teachers used autocratic style of leadership which did not give teachers a chance to address administrative problems and freedom and autonomy in performing school activities. These findings under this objective confirm the previous findings under the first objective that the exercised leadership style was authoritarian. Thus, Autocratic leaders make most decisions for the group and do not consider people's concerns and wellbeing.

On different ways in which the practised leadership style affect teachers' Morale, the data on this item showed that half (N= 28, 45.9%) of teachers out of 61, strongly disagreed with the style of leadership practised in their schools followed by (N=15, 24%) teachers who disagreed; 9 teachers' strongly agreed and 6 teachers just agreed with the way leadership is practiced.

These findings show that although teachers were involved in decision-making process, half of school heads made decision on themselves, which indicates a dictatorial type of leadership. Majority of teachers were negatively been affected by the type of leadership style applied by their head teachers. Basing on the fore

discussion, the leadership styles by Head Teachers was mainly autocratic which has been perceived negatively and led to low working morale in teachers.

Regarding the leadership style that would influence teachers' working morale, the finding revealed that majority of respondents (N=48, 78.7%) agreed (as they marked on 'strongly agree' and 'agree') with the statement that teachers are involved in decision making in school. The results under item 2 in the table revealed that majority of teachers (N=48, 78.7%) indicated that they agree with the statement which said that teachers participate in determining resource allocation and utilization in school.

Results under item 3 indicate that majority of teachers (N= 50, 81.9%) agreed with the statement that delegation of power to subordinates in this school is important. Moreover, the result under item 4 indicated that the respondent (N=53, 86.8%) agreed with the statement that school heads should care about teachers needs and concerns. However, few respondents (N=8, 13.1%) ticked 'Disagreed' on the statement within the table. Nevertheless, none of the respondents (N= 0) marked 'neutral' the statements within the table.

The result implies that the more the head teachers practised democratic leadership style the more they boosted teachers' working morale. Finding of this study equally revealed that teachers whose head teachers practised democratic leadership style by involving them in decision-making and in determining resources allocation and utilization in schools, were found to have high working morale.

5.3   Major Conclusions

Basing on the study findings and discussions in chapter 4, the following conclusions can be made:

(i)   Many Head Teachers practised authoritative leadership style in their management   endeavours in primary schools.

(ii)   Leadership style clearly influences teachers working morale. The findings supported the assumption that the teachers working morale can be predicted because of the leadership style asserted by the head teachers.

(iii)   Teachers perceived positively a leadership style when their head teachers used democratic style of leadership. This was because democratic style provides chance for teachers to be involved in different matters concerning school progress.

(iv)   The findings indicated that many head teachers who used autocratic way of leadership style to lead school affected negatively teachers working morale.

5.4   Recommendations for Action

Based on the findings of this study, it is recommended that:

(i)   Democratic style of leadership should be upheld and used by all Head Teachers of primary schools in Kibaha Township in order to influence teachers working morale. The style seems to have more advantages especially in enhancing teachers' morale and their efficiencies in performing their duties.

(ii)   Head teachers must involve teachers in decision-making of various issues in school. They must also consider teachers' needs and concerns in order to achieve easily school objectives as well as to raise teachers working morale.

(iii)   School authorities based on Regional Education Office and District Education Office need to give their head teachers management and leadership skills. This would empower and enable the Head Teachers to lead well their schools.

(iv)   The Ministry of Education should strategically organize regular inspections of schools to monitor the styles of leadership used by Head Teachers and their impact to teachers' morale in performing their duties. This would ensure that only constructive leadership styles are practised in schools. They would also be in position to suspend unconstructive styles before they can burn teachers' working morale and school performance in general.

5.4   Recommendation for Further Research

This study was specifically carried out in Kibaha Public primary schools. Therefore, the same research may involve secondary schools in Kibaha or any other Districts in Tanzania in order to do a comparative analysis of the impact of leadership impact on teachers' working morale. This is due to the fact that leadership differs across culture (Wendt, Euwema, & Van Emmerik, 2009). Thus, the teachers' perceptions and their morale in general may differ from one region to another. Moreover, the research can be extended to the effect of school- head teachers' leadership style on students' performance.

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APPENDICES

Appendix I: Questionnaire For Teachers

My name is Ashura Singano, a master's student at the Open University of Tanzania. As part of my study I am conducting research on the role of leadership styles on teachers working morale in primary schools. I would like to ask for your participation in the questionnaire and that the information collected in this study will remain confidential and shall be used for academic purposes only.

Thank you in advance for your time for my study.

A. Demographic information

1. Age

21-30 Years		
31-40 Years		
41-50 Years		
51-60 Years		

2. Gender: Male (   ), Female (   )

3. Experience

   For how long have you been working in the teaching profession?

   0-5 years (   ) 6-10 years (   )   11-15 years (   ) 16 years and above (   ).

4. Education level:

   What is your education level?

Certificate	
Diploma	
Degree	

Please indicate whether you agree or disagree with the following statement scale:

(Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.

S/N	ITEM	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Leadership styles practised in primary schools	*	*	*	*	*
1	Teachers participate in decision making in this school.					
2	Increase cooperation among teachers.					
3	Teachers have freedom to do as they think best in the interest of promoting progress in their school					
4	All power is centralized to the head teacher	*	*	*	*	*
5	System of leadership style is top-down in structure					
	Teachers perception on the exercised leadership style	*	*	*	*	*
6	I am well satisfied with my present teaching position.					
7	I am engaging in addressing administrative problems					
8	The way my Head behaves creates a happy atmosphere in this school.					
	Different ways in which the practised leadership style affect teachers' Morale	*	*	*	*	*
9	Leadership style depending on the environment.					
10	Respect among teachers.					
11	Solve administrative problems with your fellow teachers.					
	Leadership style that influence teachers working Morale	*	*	*	*	*
12	Teachers' involvement in decision making in schools.					

13	Teachers participate in determining resource allocation and utilization in this school.					
14	Delegation of power to subordinates in this school is important.					
15	School heads should care about teachers' needs and concerns					

Do you have any additional information on the leadership styles practised in this school and their effect on your teaching morale? Kindly explain.

Thank you for your cooperation

Appendix II: Interview Guide for Head Teachers

My name is Ashura Singano a master's degree student at the Open University of Tanzania. As part of my study, I am conducting research on the role of leadership style on teachers working morale in primary school education. I would like to ask for your participation in interview. The information collected in this study will remain confidential and shall be used for academic purposes only.

Thank you in advance for your time for my study.

B.   Demographic information

1.   Age

21-30 Years		
31-40 Years		
41-50 Years		
51-60 Years		

2.   Gender: Male (   ), Female (   )

3.   Experience

For how long have you been working in the teaching profession?

0-5 years (   ) 6-10 years (   )   11-15 years (   ) 16 years and above (   ).

4.   Education level:

What is your education level?

Certificate	
Diploma	
Degree	

B. Leadership styles practised in primary schools

1. In what ways do you involve teachers in allocation and utilization of the school resources?

2. In what ways do you provide freedom to your teachers to think best in their interest of promoting Academic Progress in this school?

3. In what ways do you fulfill teachers' needs in this school?

C. Teachers perception on the exercised leadership style

4. What can you say about the perception of teachers in relation to your leadership styles in your school?

5. How do you perceive your teachers' working performance?

D. Ways in which the practised leadership style affect teachers' morale

6. In what ways do you involve teachers in school decision making?

7. In what ways do the practised leadership styles affect teachers' working morale.

8. In what ways do you remove barriers to your teachers in order to improve collaboration in your school?

E. Leadership styles that influence teachers working morale

9. What do you think is the best ways of leading in your school?

10. What do you suggest to boost teachers' morale in teaching endeavours?

11. How does leadership style contribute to the rise in teachers' morale?

Appendix III: Interview Guide for Ward Education Coordinator

My name is Ashura Singano, a master's student at the Open University of Tanzania. As part of my study, I am conducting research on the role of leadership style on teachers' working morale in primary schools education. I would like to ask for your participation in interview. The information collected in this study will remain confidential and shall be used for academic purposes only.

Thank you in advance for your time for my study.

A.   Demographic information

1.   *Age*

21-30 Years		
31-40 Years		
41-50 Years		
51-60 Years		

2.   Gender: Male (   ), Female (   )

3.   Experience

For how long have you been working in the teaching profession?

0-5 years (   ) 6-10 years (   )   11-15 years (   ) 16 years and above (   ).

4.   Education level:

What is your education level?

Certificate	
Diploma	
Degree	

B. Leadership styles practised in primary schools

1. Are you visiting your schools in your area frequently? How?

2. What type of leadership style(s) do you see practised in those schools?

3. How would you describe the head teachers' leadership style?

C. Teachers perception on the exercised leadership style

4. How do ordinary teachers perceive their head teachers?

5. Is there any conflict between teachers and head teacher reported to you?

6. What are your perceptions of the leadership style in your ward?

D. Ways in which the practised leadership style affect teachers

7. Do you involve your teachers in constructing Ward examination?

8. Do you have time to listen to the teachers' problems?

9. Do your head teachers allocate equal school resources in your Ward?

E. Leadership styles that influence teachers' working morale

10. What type of the system of administration do you suggest in your schools?

11. What should be done to rise teachers' working morale?

12. Does leadership style contribute to the rise of teachers' morale?

Appendix IV: Research Budget Structure

S/NO.	QUALITY	TOTAL COST
	Typing cost	100,000
	Printing and photocopy	150,000
	Paper rims	30,000
	Files	10,000
	Note book and pens	10,000
	Reviewing documents/desk work	100,000
	Data collections	500,000
	Data coding and entry	200,000
	Data analysis and report writing	600000
	TOTAL	**1,690,000**