

**EFFECTS OF LEADERSHIP STYLES ON TUTORS' WORK
PERFORMANCE: A CASE OF PUBLIC TEACHERS COLLEGES IN
KILIMANJARO, TANZANIA**

CLARA G. LUTEGO

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CERTIFICATION

The undersigned certifies that he has read and recommends for acceptance by the Open University of Tanzania a dissertation titled: *Effects of Leadership Styles on Tutors' Work Performance: A Case of Public Teachers Colleges in Kilimanjaro, Tanzania*, in partial fulfillment of the requirements for the degree of Master of Arts (Education) of the Open University of Tanzania.

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Dr. M. W. Ng'umbi

(Supervisor)

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Date

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DECLARATION

I, **Clara G. Lutege**, do hereby 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 in a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my late parents, Godfrey Lutego and Gasparina Lutego who are always in my heart. Special dedication is due to my beloved children Julius and Mariasophia, who have patiently endured and cheered me all through during the period it has taken me to complete this work. I hope this hard work they have witnessed will be inspiration for their own hard work in the future.

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ABSTRACT

This study aimed to investigate effects of leadership styles on tutors' work performance in Kilimanjaro region, involving three public teachers colleges situated in the region. The objectives of the study were to determine the leadership styles that are predominantly used by principals in colleges, assessing factors contributing for the adoption of a particular leadership style and to examine how the leadership styles adopted by principals influence tutors' work performance in the college. The study utilized qualitative approach and employed explorative design whereby purposive and stratified random sampling procedures were used to select a sample of 48 respondents. Data were collected through interviews and focus group discussions and were analyzed qualitatively subjected to content analysis. The study findings revealed that different leadership styles that are used by college principals were participative, autocratic and laissez-faire style. Principals pointed out to be influenced by various factors when choosing a particular leadership style, things like staff commitment, knowledge, laziness, conflicts, emergence issues are among the factors that contributed for the adoption of particular leadership style. Study founded that tutors to perform poorly or highly was influenced by college principal's motivation to tutors. The study concluded that any leadership style used in public teachers colleges directly impacts on working performance of tutors and thus different leadership styles were needed for different situations in the colleges and each has to know when to exhibit a particular approach. The study recommends that the Ministry of Education and Vocational Training to take steps to improve college principals' leadership development.

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LST OF ABBREVIATIONS

FGD	Focused Group Discussion
LSs	Leadership Styles
MOEC	Ministry Of Education and Culture
NACTE	National Accreditation Council for Technical Education
NECTA	National Examination Council of Tanzania
TCs	Teachers' Colleges
TP	Tutors Performance
TWP	Tutors' Work Performance
URT	United Republic of Tanzania

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

This study aimed to investigate effects of leadership styles on tutor's work performance in the accomplishment of their task, taking three public teachers colleges in Kilimanjaro Region as a case in point. Chapter One presents background information to the research problem, statement of the problem, purpose and objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, definition of key terms and finally the conceptual framework.

1.2 Background to the Problem

Leadership in educational organisations today is critical to sway employee job satisfaction hence, more employee performance in their work (Nguni, 2005). Currently, it is found that a leadership style in educational organization is a very critical issue to be discussed. It seems that many principals have not considered their styles of leadership as determinants of tutors' work performance in their colleges. Hence, some of them seem to find it difficult to effectively administer their colleges. Galabawa (2001) asserted that in educational institutions principals do not engage in supervision although they perceive supervision and instructional leadership to be very important, but in practice they do not engage in instructional leadership.

Maicibi (2005) contends that, without proper leadership style, effective employee work performance cannot be realized in schools. Similarly Daft (2002) observes that

transformation of work by appropriate leadership was important for organizations to survive. Leadership that accommodates the present situations is the ones that will make tutors work more effectively. Maliyamkono and Mason (2006) hold that change on leadership orientations was indispensable so the complexities impacting on social, economic and political aspects of global trends have to be accommodated. The global socio economic trends have, however, triggered governments in developing and developed countries to transfer powers to lower levels of administrative hierarchy to foster cooperation between leaders and followers when planning for development in their locality.

The Government of the United Republic of Tanzania (URT) is committed to guarantee improvement in terms of management of human resources to include those working in education system. Based on the common heard contention that, 'principals are the key to college effectiveness', the principals of the college are required to provide timely leadership to tutors to perform their work well.

Conducive work environment in educational institutions is generally related to leadership styles (LSs) used by the heads of particular educational institutions. Determinant factors for LSs used by principals of colleges are, however, according to motivational system of particular leader. This is exactly caused by the underlying needs structure that motivates behavior in various interpersonal situations (Armstrong, 2004). So principals have crucial roles to play on tutor work performance for instance by setting structures to facilitate the work environment that eventually lead to attainment of particular goals. Leadership styles used in colleges have been found in most cases to have different capacities to influence performances

in colleges. It has been noted that there are two views of leadership, transactional leadership which involve an exchange process between leader and follower whereby leader are considered to enhance the followers' readiness to perform at expected levels by offering rewards for acceptable performance, thus resulting in the desired outcomes defined by the leader, and a view of transformational leadership that allows for the development and transformation of people.

The college principal is in a unique position as the manager or administrator who controls institution resources for the purpose of attaining organizational goals. Hodgson (1999) suggested that, the leaders' principled, appropriate and defensible decision as a manager's or leader's goal should be on moral principles which involve: dignity, autonomy, honesty, loyalty, fairness, humanness and common good. Therefore one should act and speak in a way that benefits the welfare of the organization and trying to protect the rights of individuals.

Tutors' work performance could be described as the duties performed by a tutor at a particular period in the college system in achieving institutional goals. It is the ability of tutors to combine relevant inputs for the enhancement of teaching and learning processes. It is noted that tutors behave differently under different situations. Principals can therefore encourage effective performance of their tutors by identifying their needs and trying to satisfy or meeting them. In fostering these aims and objectives, the college principal has important roles to play. Among this roles include providing effective leadership in their teachers college, thereby enhancing better work performance among tutors. To make it clear, it is asserted that leaders can demoralize or motivate tutors and so influence them positively or negatively.

1.2 Statement of the Problem

The process of preparing teachers, especially quality teachers for quality education is very complex. This process requires commitment, care and dedication among educators so to ensure the process of preparing these teachers goes smoothly and ultimately results in quality education. According to Silva (2009) tutors' capacities and skills has remained to be the most significant today if leadership wants to build and sustain an organizational culture that focuses on the continual perfection of teacher colleges.

MOEC (2001) showed that, there is a lack of motivation to excel due to low incentives to outstanding performance in teacher education. This is be proved by prevailing low performance among tutors which lead to low performance of student teachers in their national examination especially diploma students' results with no distinction and credits but large number of supplementary.

The issue of bureaucracy also exists in colleges and affects much the institutional performance due to lack of morale and commitment of tutors hence they encounter difficulties in monitoring student teachers' behavior thus lead to inefficiency of the college performance. College boards are bureaucratically selected and there is a tendency of selecting incompetent members whose roles are limited to advisory capacity. This makes the boards' inefficient and taking long time to make decisions and settle disputes (MOEC, 2001).

Leadership styles and work performance in education institutions have received significant attention in studies of the work place. This is due to the fact that these

variables are the major determinants of institutional performance. Also leadership styles, in particular, have received a great deal of attention in parallel literature strands as sales management (Bass, 1990), and organizational behaviour (Robbins, 2003). Surprisingly, however, these leadership styles have seldom, if ever, been studied in relation to tutors work performance, despite the fact that the major cause of the “job dissatisfaction” when this is present, is a lack of service leadership. Though service leadership has been deemed crucial in education institutions to the provision of higher levels of quality education services, the question of how principals of colleges lead largely remains.

Furthermore, there is very little known about the leadership styles used in public teacher colleges in Tanzania. Therefore, this study sought to investigate effects of leadership styles on tutors’ work performance. Specifically, the study focused on leadership styles adopted by principals in the colleges and what made them to employ a certain leadership style and how do they influence the working performance of tutors.

1.3 Purpose of the Study

The major purpose of this study was to investigate the effects of principals’ leadership styles on tutors’ work performance in teachers colleges.

1.4 Objectives of the Research

- (i) To determine the principals’ leadership styles predominantly used in public teachers’ colleges.

- (ii) To assess the factors contributing for the adoption of particular leadership styles.
- (iii) To examine the extent to which leadership styles adopted by the college principals influence tutors' work performance.

1.5 Research Questions

- (i) What are the leadership styles used by principals in public teachers colleges?
- (ii) What factors contribute to the adoption of particular leadership styles among principals in public teachers colleges?
- (iii) How does a specific leadership style employed in public teachers colleges influence tutors' work performance?

1.6 Significance of the Study

This study on leadership styles and tutors' work performance in public teachers colleges is expected to be significant in the following ways:

- (i) The study is significant to educational planners such as planning unit at the Ministry of Education and Vocational Training, education supervisors such as the education officers at different levels (region and district), educational managers and administrators (principals of colleges) policymakers (members of the parliament) and instructional designers (the institute of curriculum development) in evaluating leadership practices in educational institutions.
- (ii) The study will equally lend a hand to principals of colleges that for one reason or the other have not been using the best leadership practices in carrying out their responsibilities in colleges. Hence the study will help them

improve their effectiveness and efficiency using appropriate leadership styles.

This will especially improve tutors work performance.

- (iii) The study specifically will recommend leadership styles that suit principals of public teachers colleges and hence will help in improving tutors work performance in Kilimanjaro region.
- (iv) The study will advance the earlier study done on educational leadership and tutors work performance.
- (v) The study will assist the Tanzania policymakers to assess contents of the courses necessary for prospective and incumbent principals of colleges and other educational institutions, to ensure that they are equipped with relevant leadership skills to run public teachers colleges in a way that would enhance the achievement of national goals.

1.7 Delimitation of the Study

This study was confined to Kilimanjaro region in the tertiary level particularly public teachers colleges. In this level the researcher established the effects of leadership styles on tutors' work performance. This was delimitation to the study because the findings may not be a true reflection of the views of all tutors in the whole of the nation.

1.8 Limitation of the Study

The researcher encountered different challenges when conducting the study, among those challenges was that, in college A some tutors were not around the college because it was a mid-term thus the number of respondents decreased. Another challenge was the reluctance of some respondents in giving the information on effects

of leadership styles on tutors' work performance, other tutors demanded payments but the researcher tried to explain and convinced the respondents to give the information cooperatively without any payment as the information given was for the purpose of the study and not otherwise. Time consuming was another challenge whereby when the researcher was in field some of the respondents were busy with their daily activities thus a researcher needed to devote more time so as to accomplish the study.

1.9 Definition of Operational Terms

1.9.1 Teachers Colleges (TC)

Teachers Colleges are educational institutions in Tanzania. In Tanzania teachers colleges are found in the tertiary level of education. In Tanzania both pre service and in service people with form four and form six level of education who meet the set qualifications are allowed to join the Teachers Colleges for teaching training. The graduates from the teachers colleges in Tanzania qualify to be the teachers who teach in primary schools (Grade A teachers) and secondary schools (Diploma teachers) (URT,1995).

1.9.2 Leadership

Leadership, according to Levine and Crom (1994), is about listening to people, supporting and encouraging them and involving them in the decision-making and problem-solving processing. It is about building teams and developing their ability to make skillful decisions. Leadership refers to the manner by which principal exerts influence over his/her followers and motivates, inspires and directs their activities to

achieve group or institutional goals. For the purpose of this study, leadership is the process of persuading others either individually or collectively so as to achieve the set organizational goals.

1.9.3 Leadership Styles (LS)

Ndabise (1992) asserts that leadership style is referred to all what is done by individual person in the context of making other people to respond to the instructions given in the day-to-day activities of the institutions. In this study therefore, leadership styles are referred to methods or techniques applied by the principals in the teachers colleges to make tutors perform their tasks effectively.

1.9.4 Tutors' Performance (TP)

Armstrong (2004) explains that, performance refers to both behaviors and results, and adjusting organizational behaviors and actions of work to achieve results or outcomes. For the purpose of this study, tutors performance is referred to all actions done by the tutors in the process of accomplishing their tasks in the colleges.

1.9.5 Motivation

Motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and task.

1.9.6 Transactional Leadership

Transactional leadership is leadership that involves an exchange that is controlled by the leader, between the leader and the follower (Burns, 1978).

1.9.7 Transformational Leadership

Transformational leadership is leadership that seeks to engage the follower to satisfy higher needs and engages the full person (Burns, 1978).

1.10 Conceptual Framework

Kombo and Tromp (2006) define a conceptual framework as a set of general ideas and principles taken from a relevant field of inquiry and used to structure a subsequent presentation. The study is basing on the premise that leadership plays a great role in determining tutors' work performance. Leadership includes a variety of tasks and roles in ensuring satisfaction and motivation which are factors that lead to high performance among tutors. Good leadership style has an influence on institutional achievement and one way of stimulating followers to achieve a desired task is to employ motivation, which makes workers more satisfied with and committed to their job.

The study deploys a conceptual model which constitutes independent, mediating and dependent variables to illustrate the effects of leadership styles on tutors' work performance in teachers colleges, as described below: Independent variables are casual factors that can be used to predict the value of another variable, particularly the dependent variables. In this study an independent variables involves leadership styles which are transactional and transformational leadership styles.

On the other hand, the mediating variables are the intervening variables that account at least in part, for the relation between an independent and dependent variable hence the value of mediating variables on independent variable is the effect to dependent

variable which is the outcome variable. In this study the mediating variables includes satisfaction and motivation which play a great role in influencing performance.

The independent variables influence the mediating variables, which then influence the outcomes. The outcome or dependent variables in this study include both high performance and low performance among tutors. The elements in the conceptual framework used in this study are pictorially summarized in Figure 1.1.

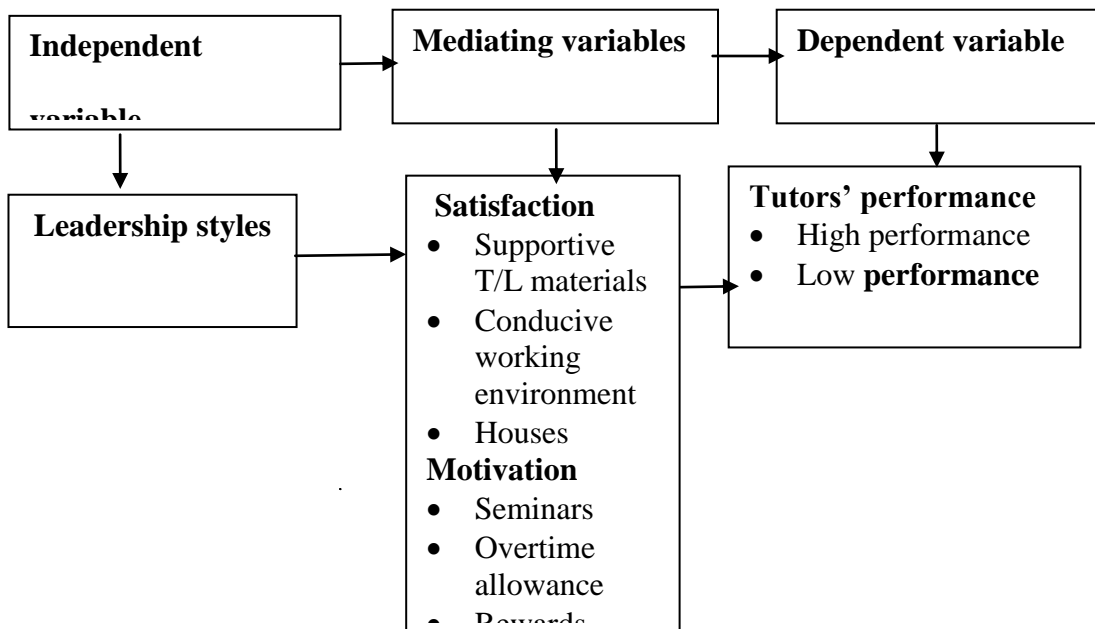


Figure 1.1: Conceptual Framework on Effects of Leadership Styles on Tutors' Work Performance

Source: Developed by the Researcher, 2015

1.11 Summary

This chapter provides an introduction and the rationale for the study. It covers issues related to the background to the problem, purpose and objectives of the study, research questions, definition of terms used in the study, significance of the study, delimitation and limitations of the study, and finally the conceptual framework. The next chapter presents a review of literature related to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The search for identification of those leadership behaviours that increase a leaders' effectiveness has been a major concern for practicing managers and the leadership researchers alike for the past several decades Bass, and Yurk (as cited in Nguni, 2005). According to Burns (1978) the search for such leadership behaviours in schools' perspective has culminated in the recent conceptualization of transformational and transactional leadership theories.

Reviews of related theoretical and empirical studies on leadership styles and tutors work performance. Concentration on management of resources including human in education setting were as well review for the purpose. Leadership theories that include transformational, transactional and non transactional underpin the study. The study draws from both transformational and transactional leadership theories. Theories like "Employee-Production orientation of a leader", trait theory, the managerial grid, contingency and situational theories, Likert's management system as well as Tri-dimensional grids are used as benchmark for the study. The leadership theories were planned to provide backing for the whole work of investigating the leadership styles and their effects on the tutors work performance in colleges.

Leadership styles are essentially categorized into two systems. The first system is based on classic paradigms (transactional and non transactional leadership) while the second system is on transformational leadership style that goes beyond the traditional non transactional and transactional ones. Transformational leadership is normally

under a visionary leader placed at the center. The transformational leadership provided room for more analysis to supplement the previous classifications by scholars of 19th century (Hoy and Miskel, 2008). Robbins (2003) observes that, under transactional there are autocratic/authoritarian and participative leadership styles while, laissez-faire leadership style was from non transactional.

Leadership styles used in organization are objectively influenced by the interplay of the only two parties, a leader at one hand and followers in another. Leadership styles used depend much on who defines them and how they influence followers in the organization (Ramasamy, 2005). The chapter reveals the relatively few empirical studies conducted in and outside Tanzania about the leadership styles and their influence on tutors' work performance. The study at hand also determines to include the aspect of the visionary leaders in the educational institutions.

2.2 Leadership Theories: An Overview

Leadership is that art or process of influencing followers, so that they strive willingly towards the achievement of group goal(s). The term leadership has been conceptualized differently by scholars and researchers. Spitzberz (as cited in Bass and Stogdills, 1990) asserts that, "leadership may depend on the kind of institution that defines the meaning of leadership in which it is found". From the above assertion leadership can therefore be defined differently depending on their context or type of the organization. With regard to the assertion above, different leadership styles are employed in public teachers colleges. The principals of colleges have many leadership styles from which to choose.

Wehmeier et. al (eds) (2006) refer to leadership as the state or position of being a leader. The leadership in college organizations reflected the kind of leadership behaviours in management positions, hence different leadership styles. Empirical studies that were carried in Tanzania in recent years concentrated and confined into mainly two; transactional and non-transactional leadership styles. Robbins (2003), however, qualifies transformational leadership style as the most appropriate to be used in the modern schools. It is further commented that visionary leaders with ability in explaining the vision to others and able to express the vision verbally and through their behaviours are the most effective.

Leadership as a social process comprises of both rational and emotional elements in particular when a leader felt that, he/she was task or employee oriented. Based on that, leadership is therefore determined by an individual who may possess qualities of a leader or not. Individual becoming a leader through whichever way he/she was entitled sets up a structure for the particular organization. Such structure set reflects his or her conviction that it was going to effectively and efficiently work towards attainment of organizational goals.

Different scholars and researchers have conducted studies on leadership to come up with different leadership styles. Ngirwa (2006) and Mgani (2006) are among the scholars who have indicated in their particular scholarly works that autocratic/authoritarian, participative/democratic and laissez-faire/free rein as common in organizations including education settings. The mixture raises another leadership style known as situational leadership which is always backed up by the context where the decisions are to be made.

The college organizations are found in different and changing context such as economic, political and cultural settings. Campbell (as cited in Hoy and Miskel (2001) asserts that it is the situational determinants that consequently give birth to the leader who also shows his/her charismatic behavior that influence the group of people to follow him/her, and that eventually leads to the jump from traits theory that holds, “leaders are born not made” to “leaders are made by the situation, not born”. Situational determinants define individuals in the organization while appealing for leaders and followers to study on situation to provide pertinent solutions for a practical problem. According to Mulford (2003) different leadership styles were needed for different situations and each leader needed to know when to exhibit a particular approach.

Employee-production model is based on behavioral orientations as opposed to the former ones which emphasized on interpersonal relations. Taking a personal interest in the needs of employees and accepting individual differences among members are among the salient feature for the leader behavior. Robbins (2003) points out the two kinds of leaders based on behavioral orientations; employee orientation or production orientation are equally used to measure the performance effectiveness. According to Robbins (ibid) the leaders who employ employee-orientation were associated with higher group productivity and higher job satisfaction.

The contingency model theory suggests that the effects of a leadership style to be studied with explicit attention to the given situation. Accordingly, the authors of the empirical studies reviewed propose a model that allows them to examine simultaneously the relative impact of participative and autocratic leadership styles on

tutors' work performance through intervening. Contingency theory was developed by Fred Fiedler focus on the role of stress as form of situational unfavourableness and how a leader's intelligence and experience influence his or her reaction to stress.

Its assumption is that effective group performance depends on the proper match between the leader's style and the degree to which the situation gives control to the leader (Robbins, 2003). Fiedler believes on individual's basic leadership style as the key factor for a leadership success (ibid). Robbins (2003) proposes leader- member relations, task structure and position power to be the key factors to determine the leadership effectiveness.

Situational leadership is a contingency theory that focuses on the followers' real context. Robbins (2003) contended that successful leadership is achieved by selecting the right leadership style which, according to Hersey & Blanchard (2001), such leadership styles should be contingent to the level of the followers' readiness. Leadership effectiveness reflects the reality that it is followers who accept and reject leaders. Preferences in terms of leader's behavior by the followers or tutors for that matter require to be established.

The theories on education management and administration reveal different leadership styles that are employed by educational leaders, administrators and managers in education institutions. These different leadership styles cause different responses in terms of creation of job satisfaction at the work places. Level of job satisfaction that consequently leads of the extent to employee work performance was necessarily affected by the leadership styles used in particular organization.

2.3 Leadership Styles

According to Ramasamy (2005), a leader and followers are part and parcel; hence no one can exist without the other. Leaders need to have high flexibility and tolerance for ambiguity to tackle the ups and downs of a constant changing environment when they operate (Sekaran, 2004). It is internal and external forces that define and reflect on the best leadership style to be adopted in colleges. The internal forces include a leader at one hand and followers on the other hand. External forces, however, include technological, political or legal, economical, international and socio economical forces (Mash, 1997). The characteristics of the followers play a vital role to influence a leader to choose and execute particular leadership style and vice versa. Whatever leadership style used by a particular leader in college will influence the performance of subordinates positively or negatively.

Leadership styles have also been classified based on the powers in decision making, in fact based on the scenario of possession of power. In this context, however, power may be possessed by a leader or followers (subordinates) or both. From such perspectives leadership styles are categorized as laissez-faire, autocratic and participative. The laissez-faire powers to make decision are possessed by the followers (subordinates). In autocratic leadership the power to make decision is held by the leader alone. The participative leadership style assumes powers to make decision as emanating from both parties.

According to Hoy and Miskel (2008) leadership styles are determined by motivational system of a particular leader, that is, the underlying needs structure to motivate behaviour in various interpersonal situations. Cole (1996) contends,

however, leadership styles tend to be expressed in terms of authoritarian versus democratic processes, or people-orientation versus task-orientation and the range of leadership styles. Ranges of leadership styles are preferable as 'best style' following the dynamic nature of the leadership process. Based on the above technical observation, a leader is one to decide leadership style to use due to his/her conviction that it will effectively work.

Eisenhardt (1989) asserted that a leader will always choose particular leadership style that will favor his/her process of directing and influencing the behavior patterns of his or her followers toward organizational goal(s) attainment. Situation is the most appealing aspect that calls for a leader's attention to tune his or her leadership style so as to be able to achieve the organizational goal(s). Ramasamy (2005) and Kinard (1988) using transactional and non transactional leadership posit three leadership styles to include the autocratic or authoritarian, participative or democratic and laissez-faire or free rein.

2.3.1 Autocratic Leadership Style

According to Kinard (1988) autocratic leadership style is closely associated with the classical approach to management in the sense that it does not seek for subordinates' opinions. A leader is the one who wants to run the organization by him/her self. A leader sets organizational goal(s) and objectives and requires followers to achieve them. Planning of time and resources required is predetermined by a leader alone. Knowledge of what need to be done is known by a leader and for, so doing, followers are just implementers who are assumed to know nothing about the tasks. Under such scenario tutors find themselves being hindered from taking any initiative

to take risk to make the job strategy better. From the literature reviewed, such as that of Mgani (2006) and Ngirwa (2006) the autocratic behavior of the leaders were seen particularly when they decide to take actions without considering other important stakeholders in education matters.

Principals of colleges take actions considering themselves as possessing more knowledge than tutors and students teachers. According to Kinard (1988) the four systems ranged from highly autocratic to highly participative. These systems are referred to as system I and II as the classification for autocratic leadership.

System I: Exploitative Autocratic. Managers in these systems make all decisions and inform subordinates of them. Threats and intimidations are the orders of the day and the only strategy to make things happen. Trust and confidence between manager and subordinates are very low. Subordinates tend to become subservient since the manager resorts into ruling through imposition of fear. Punishment is always used to sanction subordinates who fail to comply with the policy.

System II: Benevolent Autocratic. Leader is described as paternalistic, making the most decisions and attempts to convince subordinates that he/she is looking out for their interests. The system yields low level of subordinates trust, but open hostility is not evident. Employees are expected to be subservient, loyal, compliant and reasonably productive. In return, management treats them decently though despite the harmonious social atmosphere employees are never involved in planning or decision making. According to Kinard (1988) and Cole (1996) autocratic leadership is the authoritarian leadership style since it gives orders to followers and task them to

implement what have been decided by a leader without requiring their opinions during their formulation.

2.3.2 Participative Leadership Style

Classic leadership styles, participative/democratic and autocratic/authoritarian are classified based on the way decisions are made in the organizations. Whereas the decision making process is centralized in autocratic leadership style, in participative leadership style such decision-making is decentralized. Kinard (1988) points out participative as one out of four systems developed by Rensis Likert, a social researcher who labeled it as system IV. According to Likert participative leadership style group participation was highly encouraged in decision-making. Subordinates feel comfortable to discuss issues with their leader. The group leader acts as the linking pin between his or her group and the next higher-level group.

Participative leadership normally produce servant leaders who believe and understand that the ‘world can and will go on without them’, and that leaders do not create transformations, but rather they know how to place the props carefully and wisely on educational stage so as to be so inviting and individuals enticed to transform themselves.

2.3.3 Laissez-faire Leadership Style

The laissez-faire or free-rein leadership style can be identified easily preferably by just looking on the way a leader involves him/her in the role of supervising the work. Here a leader does as little supervising as possible, and resorts into maintaining a hands-off policy where each subordinate’s work is clearly defined (Kinard, 1988). In

some other literature a laissez-faire leader becomes avoidant and may either not intervene in the work affairs of the subordinates or may completely avoid responsibilities as superior and is unlikely to put in effort to build a relationship within them. According to Deluga (1992) laissez-faire leadership style is associated with dissatisfaction, unproductiveness and ineffectiveness.

2.3.4 Transformational Leadership

The transformational leadership is one of the groups of models describing leadership as an influencing social interaction or process (Nguni, 2005). Transformational leadership theory predicts a greater than anticipated commitment from followers as a result of certain leadership behaviours. It was based however, on the assumptions that people will follow a person who inspires them. A person with vision and passion can achieve great things. The way to get things done is by injecting enthusiasm and energy. In general working with a transformational leader can be wonderful and uplifting experience. Transformational leadership gradually may become an issue as leaders were expected to bring visionary leadership to the organization: an area which was not catered for by instructional leaders (Cheng, 2002).

Success in an organization is normally associated with leaders who use different methods to motivate and bring about changes in their organization. Effective institution performance requires visionary leadership amongst others, and that there is a strong leadership between visionary leadership and transformational leadership, which is hypothesized to occur when leaders and followers unite in pursuit of higher order common goals, 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). The leaders-follower relationship is one in which the purpose of both become fused, creating unity and collective purpose.

Transformational leaders are expected to motivate their teams to take risks and initiative to become effective and efficient (Burns 1978). Communication is the base for goal achievement, focusing the group in the final desired outcome. This leader is highly visible and uses chain of command as instrument to get job done. Transformational leaders focus on the big picture, and who need to be surrounded by people to take care of the details. The leader is always looking for ideas that move the organization to reach its vision and mission.

Wilmore and Thomas (as cited in Oyetunji, 2006) state that, there are three elements of transformational leadership, which are: First, a collaborative shared decision-making. This underscores the importance of involving other members of staff in decision making. Second is an emphasis on teacher professionalism through empowerment. As a result, transformational leaders emphasize a high professional standard and code of practice to teachers. Finally is clear understanding of complexities and how to inspire others to work towards such changes productively.

2.4 Empirical Findings

A number of studies in the world on the leadership styles on the performance have been conducted. Ismail (2012) conducted a study in Malaysia on Teachers’ perceptions of principal leadership styles and how they impact teacher job satisfaction. The study sought to investigate and examine the main factors for job satisfaction and dissatisfaction of teachers. Findings of the study showed that,

principals with positive and collaborative styles create a positive environment in schools, and teachers wanted a strong leader who can make clear and consistent decisions, while earnestly considering all opinions involved. Teachers also wanted a person with high moral character and someone whose integrity and intellect they respected.

Mwangi,(2013) conducted a research in Kenya, the study aimed to investigate effects of leadership styles on teachers' job performance and satisfaction in public secondary schools in Nakuru county. The study determined the principal's leadership styles using the transformational leadership and transactional models and the effect on teachers' motivation in terms of achievement, competency, status, personal worth, and self-realization in public secondary schools. Findings showed teachers who lack enthusiasm are unable to teach effectively, making students not to learn well also showed that principals' attitude of not considering teachers suggestions in decision making made teachers lose interest in their job.

Relatively few studies have been done in Tanzania on leadership styles and tutors' work performance in educational institutions. Most studies reviewed the analysis on types of leadership styles that were mainly based on transactional and non transactional (classic) leadership. There was very little reported on leaders employing the transformational leadership style that according to literature had ability to influence employees to work beyond what was normally prescribed by the bureaucracies. According to Robbins (2003) Transformational leadership influenced employees to perform their roles beyond what could be the case if traditional /classic leadership styles were used. This study then seeks to make a direct curvature to

previous studies done on leadership styles and general performance in educational institutions.

Ngirwa (2006) reported in her research work that there are correlation between leadership styles employed by the heads of schools and the academic performance by students in primary education. Teachers' work performance both in classrooms and schools was pointed out as the most plausible factor influencing general outcome of schools. The prevalent leadership style exhibited by head teachers in primary schools was democratic. Teachers revealed some elements of autocratic and laissez-faire leadership styles. Half number of teachers was highly satisfied and only few teachers were dissatisfied.

Ngirwa (2006) observed that most teachers indicated that they were not affected by the leadership style used, while few teachers indicated that they were affected, while minority of teachers targeted did not respond. Half of teachers were affected by leadership styles used in schools. The head teachers who embraced and emphasized job and good relationships were commended by many teachers. Head teachers were rated to be helpful to some teachers and less to others. Most teachers preferred to work alone and required trust by their head teachers. Majority of teachers had moderate good relationships with head teachers

Mgani (2006) in his study was concerned with leadership styles and school performance in NECTA in a case study of public secondary schools in Morogoro region. The study revealed three leadership styles as commonly used among public secondary schools in Morogoro region: authoritarian, democratic and delegative. The

study observes further that public community secondary schools that employed democratic leadership style its performance was high; the moderate /medium performance was true for secondary school which employed delegative leadership style and those which employed authoritarian leadership their performance was low.

Ndabise (1992) in his study on leadership styles and their effects on the management of teachers' colleges in Tanzania found that democratic leadership style was mostly used in three colleges of teacher education were influenced by either tutors or principal or both. General the study by Ndabise (ibid) revealed that, there was other leadership styles used adjacent with the democratic leadership styles. Autocratic and laissez-faire and they acted as hampering the full utilization of democratic leadership style.

2.5 Summary and Knowledge Gap

The literature has shown that there is somewhat tentative relationship between the Leadership styles and Tutors working performance. This research attempts to offer some evidence by conducting an investigation into Leadership styles used in Teachers Colleges and Tutor working performance. The methods of how this information was gathered will now be discussed followed by explanation of the results found.

In Tanzania, a lot of empirical studies about the leadership styles and their effects on work performance in different areas such as job, examination results, and management of the institutions have been done (Mgani, 2006; Ndabise, 1992; Nguni, 2005 and 2006; Ngirwa, 2006). In examining the effects of the leadership styles on

the named areas above, these previous studies used autocratic, authoritative, laissez faire authoritarian leadership styles and Fiedler's theory. However, less has been said about the effects of leadership styles in relation to tutors' work performance in teachers colleges. Therefore, the objective of this study was specifically aimed to investigate the effects of leadership styles on tutors' work performance in the public teachers colleges situated in Kilimanjaro region. The next chapter discusses the research design and methodology for collecting the relevant data.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the technique and procedures that were used to collect and analyse data on leadership styles (LSs) found in the public teachers colleges and tutors' work performance (TWP). The chapter is organized into the research approach, research design, area of study, population, population sample and sampling procedures, sample size, data collection techniques, validation of data collection instruments and ethical considerations.

3.2 Research Approach

The investigation took naturalistic approach, whereby the views, behaviour and opinions of the people, on and within the environment, were of far more important. The aim was to look more closely at attitudes and to find a solution to the practical problem at hand. Qualitative approach was employed due to mainly two reasons; first, the nature of the study was about investigation of social relationships that allowed analysis of different perspectives as pointed out by Denscombe (1998). Second, the researcher used qualitative research approach due to the fact that, qualitative studies are highly exhaustive and reliable in making deep exploration of respondents to obtain required information (Cohen et al., 2000).

3.3 Research Design

The researcher used exploratory research design which was aiming to determine whether the independent variable affected the outcome or dependent variable, by

comparing two or more groups of individuals. Kothari, (2004) shows that an exploratory research is a research design which is appropriate for such studies and must be flexible enough to provide opportunity for considering different aspects of a problem under study.

The study intended to investigate the effects relationship between college principals' leadership styles and tutors' work performance in terms of accomplishing their task. Thus the researcher used an exploratory research design to collect data from selected principals of Public teachers colleges and tutors. An exploratory research design sought to describe Public teachers colleges in Kilimanjaro region in detail.

3.4 Area of Study

The study was conducted in Kilimanjaro region, which is one of the 26 regions of Tanzania. There are reasons why this region was chosen for this study, first Kilimanjaro is among the two regions having more than two public teachers' colleges offering different teacher education programmes and another region with more than two public teachers colleges is Morogoro which shown in the literature review has been studied by other researchers on the issues of leadership styles in education setting, second reason of conducting the study in Kilimanjaro is that the both three teachers colleges found in the region are located in interior whereby workers when reported in the working place they spend all working hours in the college due to low access of movements because of the distance from town compared to other tutors working in colleges situated nearby town. Thus helped a researcher to access the respondents easily in the field. The region is located in the north eastern part of Tanzania mainland and the region covers an area of 13,209 sq

km or 1.4 percent of the entire mainland. The region has a common border with Kenya in the north, to the southeast it shares border with Tanga region; to the south and west the region borders with Arusha region.

Public teachers colleges found in this region are Marangu Tc, Mandaka Tc and Singachini Both three selected teachers colleges currently are registered by National Accreditation Council for Technical Education (NACTE), whereby Marangu Tc offers Inservice Teachers Diploma for 2years and Upgrading a diploma for 2 years. Mandaka Tc offers teachers diploma for domestic science for 2 years, teachers training grade C and A for a year and in-service teachers training certificate in domestic science for a year. Singachini TC offers diploma in early childhood for 3 years.

3.5 Population of the Study

According to Omari (2011) a population is the totality of any group of units which have one or more characteristics in common that are interest to the researcher. Kombo and Tromp (2006) also define population as a group of individuals, objects or items from which samples are taken for measurements. In this study therefore, the target population comprised of 3 principals and 45 tutors in public teachers colleges situated in Kilimanjaro region. Total respondents were 48 of which 25 were Male tutors and 23 were Female tutors in all 3 Colleges in Kilimanjaro Region.

Target population for the study was established based on what Creswell (1994) posited as essential to include all members or individuals, or groups or other elements that the researcher intends to represent in the study (See Table 3.1).

Table 3.1: Schools Profiles

College Code	Number of Tutors			Tutor Student Ratio	Student Classroom ratio	Student Book ratio
	Male	Female	Total			
A	8	8	16	1:38	45:1	20:1
B	8	8	16	1:92	50:1	13:1
C	9	7	16	1:88	55:1	15:1
Total	25	23	48	1:58		

Source: Field data (2015)

3.6 Sample and Sampling Procedures

A sample is representative part of the population through which the results of the study are generalized. Kothari (2004) defines a sample as a set of respondents selected from a large population for the purpose of collecting information. Sampling procedures are the ways or techniques used by the researcher to get the sample for data collection. For the purpose of this study, the purposive and stratified random sampling was deployed. Purposive sampling is one of the non probability procedures used to select sample for the study. Purposive sampling is the strategy which is used to select cases which are rich of information and the aim is to get the cases that will yield the comprehensive information of the subject under study. Stratified random sampling was used where by respondents was divided into smaller homogeneous groups so as to get more accurate representative.

3.6.1 Sample size

Since the target population is large, small representative samples was drawn from the target population. Cohen, Manion and Morrison (2000) contents that a researcher

must obtain the minimum sample size that will accurately represent the population being targeted, also sample size might be constrained by cost in terms of time, money, stress, administrative support, the number of researchers and resources. The study sample included a total number of 48 respondents where two categories of respondents were included; 3 heads of colleges one from each college who was been selected purposively because of their position and 45 tutors 15 from each college. The summarized distribution of the respondents is presented in Table 3.2.

Table 3.2: Distribution of the Sample of the Study

College Code	Principal of College		Tutors	
	M	F	M	F
A		1	8	7
B	1		7	8
C	1		8	7
Total	2	1	23	22
Grand total	3		45	

3.6.2 Sampling procedures

Both purposive and stratified random sampling procedures were used in obtaining the sample for this study, the purpose was to obtain sample that was true representative of the target population. The following is the details of the sampling procedure used to obtain the study respondents:

(a) Public Teachers College

Three Public Teachers College were purposively included on the merit that their particular colleges had been selected and included in this study for they were the only Public Teachers College.

(b) Sample of respondents

College Principals: Three college principals were purposively included on the merit that their particular colleges had been selected and included in this study for they were the one with real experience of the leadership practices in colleges. The key position that principals of colleges hold gave them credit for the inclusion in this study. The Principals of Colleges were expected to provide data and information on what influenced them to use particular LSs and the way such leadership influenced TWP.

Tutors: The totals of 45 tutors, 15 from each Teachers College were sampled to have the good representation of both sex in these groups in this stage stratified random sampling was used whereby tutors were sub divided according to their levels of education. One tutor was randomly picked up from each level i.e. Diploma to PhD and tasked to obtain one tutor from his or her level. The condition was that such groups should comprise of males and females but not necessarily of ration 1:1.

3.7 Research Instruments

Research instruments are referred to the ways the researcher uses to collect the data from the respondents (Kothari, 2009). But, Creswell (2005) argues that no single technique or instrument may be considered to be adequate in it in collecting valid and reliable data. Also Omary (2011) added that sometimes one can be lucky such that one instrument may be able to collect data for all two or more objectives but very often each objective may require a different instrument. For the purpose of this study, interview and focus group discussion was applied to collect data in the field.

3.7.1 Interview Schedule

For the purpose of this study, the semi-structured interview was applied. It is asserted that semi structured interviews are useful in the collection of rich qualitative data due to their flexibility, being focused and time-effective. In this type of interview open ended questions was used as it is asserted that they allow respondents to answer as much as they wish, and they are free to add the remarks (Marrison et al., 2010). Through this instrument, the types of data that were collected using this method were the types of leadership that are predominantly used by principals in teachers colleges and factors for adoption of the different types of leadership styles. Note taking was used to record data. Moreover, the informants that were engaged in the interview were the principals of the selected TCs.

3.7.2 Focus Group Discussion Guide

In this study, focus group discussion was applied as the instrument for data collection. Johnson & Christensen (2012) contents that, focus groups are useful as a complement to other methods of data collection, and they are very useful for providing in depth information in a relatively short period of time and the results are usually easy to understand.

According to the nature of the study, the use of focus group discussion was suitable because it helped the researcher to gather a lot of views about the topic to be researched. The types of data that were collected through this instrument were the leadership styles that are predominantly used by principals in teachers colleges and the influence of leadership styles on performance of tutors. Note taking technique

was applied to record the data. Focus group discussion was used to collect data from tutors who were purposeful selected because they have been working under different leadership styles employed by their principals in the college. Hence, they were experienced tutors. Focus group discussion was conducted to 45 tutors in the sampled colleges where in each teacher's college 15 tutors were involved to form 3 groups with 5 tutors each. Groups were given names to differentiate them such as A1-3, B1-3 and C1-3 to match with their college labels. They shared their experience through focus group discussion by being discussing questions given to them and come up with answers to reveal their opinions that could otherwise not have been revealed.

3.8 Data Analysis Plan

Kothari (2004) defines data analysis as a process that implies editing, coding, classification and tabulation of collected data. Data obtained and analyzed in exploratory forms and information generated through the research instruments were presented according to research objectives in the study for easy interpretation. Qualitative data were presented and analysed through content analysis where the information was summarized and interpreted for analysis according to categorized responses.

3.9 Validity and Reliability of the Study Instruments

Validity of measurement of the instruments is the extent to which they measure what they are supposed to measure. According to Johnson & Christensen (2012) defined validity as the correctness or truthfulness of an inference that is made from the

results of a study. In order to get valid data, the instruments in this study were refined and modified according to the purpose of the study and the research questions. Reliability according to Johnson & Christensen (2012) is the consistency, stability, or repeatability of the results of a study.

In this context therefore, due to consideration of validity and reliability of instruments, the researcher conducted a pilot study to test the instruments in a public teachers' college known as Korogwe teacher's college in Tanga region so as to ensure that the instruments are relevant and consistent in order to enhance validity and reliability of the instruments. The shortcomings such as language problem and narrowness of the research question that were noted in the instruments were adjusted before being used in the actual study.

3.10 Data Analysis and Interpretation Procedures

Qualitative data were analysed using content analysis approach where the data were arranged into segments of material based on research objectives, tasks and questions. A careful reading of transcribed interview texts revealed that it was possible to identify patterns or categories in responses. The categories of data were separated into key concepts that were recorded on cards to obtain themes of the study. In this tentative themes could be identified. Thus, the researcher analyzed the presence, meanings and similarities and differences of words and concepts and then made inferences about the messages within the text. From text, researcher formulated coding categories into manageable units of sentences or phrases, based on research questions.

3.11 Research Ethics

In abiding the research ethics the following issues were considered prior to undertaking the study, the researcher sought research clearance permits from the Vice-Chancellor of the Open University of Tanzania (OUT) and the Regional Administrative Secretary (RAS) of Kilimanjaro Region and informed respondents about the purpose of the study and requested to participate willingly and freely, and they were assured that all information that they provided were treated with confidentiality so as to provide the right information required by a researcher.

3.12 Summary

This chapter presented the research design and the adoption of a qualitative research approach. The study area was identified. The chapter identified the procedures used in sample selection and research methods employed in gathering data. Data analysis and methodological challenges were also discussed. The next chapter concerns data presentation, analysis and discussion.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

Chapter three dealt with the research methods and design used to collect data to address the problem and the knowledge gap identified. This chapter presents, analyses and discusses findings according to the research objectives set in chapter one.

Three research objectives guided the study: first, identify the principal's leadership styles predominantly used in public teachers' colleges; second, find out the factors contributing for the adoption of a particular leadership styles and third, to examine the extent to which leadership styles adopted by the college principals influence tutors' work performance. The three involved teachers' colleges have been labeled as college A, B, C to represent Marangu, Mandaka and Singachini teachers' colleges consecutively so as to help data presentation, data analysis and discussion effectively.

4.2 Patterns of Leadership Styles used in Teachers' Colleges

Purpose of the first objective was to investigate on the leadership styles that are predominantly used by the principals. Relevant information to this objective was obtained through interview with all principals and focus group discussions administered to all tutors of studied public teachers colleges, the researcher aimed to identify the leadership styles that are predominantly used by the heads of the colleges. The data obtained are presented hereunder;

Principals were asked the question. *“In the process of running an organizations in the world, there are types of leadership styles that are used, which one you prefer and use?”*. Principals provided their responses. Responses show that in the process of running the colleges, principals mostly use participative leadership style and sometimes they are using autocratic and laissez faire leadership style. One principal among the three colleges had this to say:

I mostly prefer to use a participative leadership style and providing opportunities for tutors to give their inputs in matters relating to the college achievements, they always participate in decision making.
(Principal at college A)

Another principal in college C said:

We usually meet as staff daily in the tea meeting... It is very important because through such meetings tutors present their key issues of concern and complaints about anything (Principal, College C)

Principals also show that sometimes they apply an autocratic leadership style in managing their colleges, using of directions or instructions without involving tutors in the process of making decisions and one principal added:

Sometimes there is no need of involving tutors in important issues, as a principal I have the right of making decisions independently on behalf of the tutors, their main role is to implement the plans and making evaluations if necessary..(Principal, college B)

From the voice of principals themselves, it is perhaps important to note, that principal use different styles in leading colleges. They use participative leadership style in matters that need different opinions and views to be decided, they hold that

tutors are given chance to give their views during meetings and contributes to the issues concern in the college and maintained that these meetings in colleges helped their tutors to be well informed and involved in college undertakings. On the other hand there are some issues that they believe should not be shared to tutors when deciding on them and these are remaining on their hands and tutors are the implementers.

However, principal in college A show that, tutors can work independently without his supervision. He said:

Tutors are knowledgeable and skilled enough with administrative understandings; they don't need any force to perform their roles... I see every tutor as a leader in my college because even me, I have never attended any professional development training concerning administration and how to manage people in any way. I just run the college by experience and my education backgrounds which I believe even my tutors have (Principal, college A)

Moreover the study used in depth focus group discussion to solicit information from all tutors present in selected teachers colleges on whether they had thought about leadership styles of their principals for the period they have been teaching in teachers colleges. Each group gave their ideas. During discussions with tutors, the following statement was highlighted from one tutor in group B2 in college B;

We are not being involved in decision making especially when it comes the issue of financial benefits for example BTP (Block Teaching Practices). Questioning about them you are inviting more trouble or be distrusted by the management... we all receive instructions from the principal of the college so the decisions are made in his office only and we are implementers.

The statement by the tutor implies that their involvement in decision making is not good especially on the issue which concerns money or financial benefits, tutors are not participating in budget planning and when the decisions made there is no accurate information provided instead there is instructions given and what is needed is an implementation.

Other tutors in group A1 college A show that they are participating in making decisions of different issues happening in the college, and sometimes they are left themselves to decide on the academic and non academic issues. Findings reveal that principals have trust on tutors and that they leave everything to be done without their supervision and tutors understands their role in the college and follows rules and regulations present with the aim of attaining the college goals.

In the same vein, in college C, it was revealed during focus group discussion that the head of the college is using participative style of leadership where by tutors are part and parcel of the decisions made in the college. Everything concerning the college whether is academic or non- academic issue is first presented to all tutors and they have to contribute on the issue and reach to the decision together, also tutors have the right to question and suggest for anything relating to college matters.

The same college, show that principals sometimes use laissez faire leadership style allows tutors to work on their own without guidance from the head. One group C2 in their general view showed that their principal have a trust on them, everything in the college is left to them, they are expected to perform their roles without any close attention from the principal. Tutors are free to plan and accomplish their college

tasks independently. Another group discussion C3 their comments revealed that principal is democratic leader often makes things open and allows tutor to participate in discussing course of action in the college, tutors are able to give their inputs concerning different matters in the college. Tutors reported that, they also have meetings to discuss on student-teachers disciplinary matters and decide on the punishment to misbehaved student-teachers.

Thus generally, based on presented and analyzed data, it is obvious that there was no specific pattern of leadership applicable to all public teachers colleges at all times. Different leadership styles were applicable in colleges in different times. This study is of the view that leadership patterns in public teachers colleges varied widely among colleges. The leadership used by principals depends on the situations matter happening in the college and the way they need to be addressed. This concurred with what Ngoseki (2004) who found that situational leadership theory allows the use of different leadership styles in different situations like; having a number of untrained tutors working with experienced professional tutors in institution. According to Reyes (2000) different leadership styles are needed for different situations in organisations.

4.3 Factors Contributing for the Adoption of the Leadership Styles

The second objective of the study aimed to find out the factors contributing for the adoption of a particular leadership styles among principals in public teachers colleges. In this aspect, data were obtained through interviews administered to heads of the colleges in the studied colleges. Factors contributing to the use of participative, autocratic and laissez faire leadership styles were found.

Through interview, principals were asked the question. *‘‘What do you think could be the factors for the choice of this leadership style?’’*

4.3.1 Factors Contributing for the Adoption of Participative Leadership Style

Principals revealed that participative leadership style is mostly used when running the colleges by managing tutors who are very important in the process of accomplishing the college tasks. All three heads of the studied colleges pointed out different factors that made them to use participative leadership style. Their views can be shown in general as that; participative style promotes commitment among tutors, gives wide range of agreed decisions, avoid conflicts within an organization and is a successful way towards goals set. One principal had this to say:

Tutors feels more valued when they are involved in matters relating to the college achievements and when they participate in deciding issues, they are highly committed to accomplish their tasks in a way that everyone understand the roles and engage effectively in the process (Principal, college A)

Another principal in college B explained:

In my college, I often prefer to use democratic leadership style just to avoid conflicts that may rise because of misunderstandings or any other implications due to my instructions... it is better if tutors are involved from the early stage of decisions making and have enough time to give their suggestions instead of receiving the instructions from the administration.

In the same vein, revealing that the participative leadership style employed because it is the best way for successful of the college and that it is applied due to its wide range of agreement. Also here principal in college C reported:

...participative leadership style is a democratic style which allows collaborative way of leading people and sharing of information with openness and opportunities for discussion. And tutors feel more important when their views are taken into consideration. They tend to perform their responsibilities easily without any complaints which in turn come to the success of the college as a whole.

This imply that, the participative leadership style is employed by all principals in the studied colleges and all gave responses on the factors that contribute for the adoption of a particular leadership style which is seen as a good style allowing involvement of the followers. This concurred with Lewin, Lippit and White (1939) that the democratic leadership style has been found to be the most effective because it usually offers guidance to group members and the leader is likely to participate in the group and allow input from other group members. Thus participative leaders encourage group members to participate in decision making process.

4.3.2 Factors Contributing for the Adoption of Autocratic Leadership Style

Principals in the studied colleges revealed that sometimes they employ autocratic leadership style in the process of managing the colleges. There is a little use of this style of leadership and during an interview with the principals in the researched colleges, they pointed out factors that led them to adopt the autocratic style. And commented that the autocratic style is employed when need to make decisions independently, when there is an issue need immediate action, and if members are less knowledgeable. However, the study found that in two colleges studied principals were not interested in sharing power with tutors most of the time but exercised power over the individual tutors. The heads of two colleges among the three studied

colleges showed no interest to involve tutors in everything what they thought was important rather than tasking them on what to do, when to do it, at a particular level of quality.

During an interview with a principal in college B, he explained about the reasons which influence him to apply an autocratic style of leadership, and revealed that the style need a leader to have full control over the followers when it seems that followers use a lot of time in decision making process even in the issues which need to be addressed immediately thus a principal should opt the dictatorship style in order to respond to the emerged issues

Another principal in college C had this to say:

When dealing with people, sometimes they need to be forced so as to ensure that everything in the college is done on time and people always performs their duties when they are controlled and given instructions,...in my college when tutors are given much freedom and opportunities to participate in everything conducted in the college, they fail to use freedom and tend not to be committed effectively and due to this as a leader, I opt to apply autocratic way.

The statements given by principals implies that the principals use autocratic leadership style when they are likely to provide clear expectations for what needs to be done, when it should be done, and how it should be done. They sometimes need to make decisions independently with little or no input from the rest of the group. The style is best applied to situations where there is little time for group decision making; findings revealed that there are reasons which contribute to the adoption of this particular leadership style.

4.3.3 Factors Contributing for the Adoption of Laissez Faire Leadership Style

Principals revealed that laissez faire leadership style is little used compared to other leadership styles used in managing the colleges. It was found during the interview with principals that, sometimes principals offer little or no guidance to group members and leave decision-making up to staff members. The reasons or factors for adopting this style were mentioned as situations where group members are highly qualified in an area of expertise, another factor pointed out was trust that the leader has on tutors.

Principal in college A commented:

There is a need of empowering tutors to have authority on some issues in the college and leave them performs in their own... I trust my tutors and giving them chance of conducting activities in the college without my supervision. I believe they can do things in their own and engaging themselves effectively towards the achievements for the better performance of the college.... so only trust influences me to let them do things independently.

From findings the data revealed that principal use laissez faire leadership style in managing the colleges because of the trust they have on their tutors, leaders believe that tutors have an ability to perform things by their own, and they can be left themselves without any guidance from the college principal. This concurred with Goleman, Boyatzis and Mckee (2004) who insisted that a leader sets people free to innovate, experiment, and take risks. Along the same vein, principals commented during the interview to have been using the laissez faire leadership style and data revealed that when the principal has a well knowledgeable and skilled staff members tend to use laissez faire style by just delegating powers to them.

Generally the heads of the studied colleges pointed out to be influenced by various factors when employing or choosing the leadership style. Factors includes situations where staff members are highly qualified in an area of expertise, when need to make decisions independently, when there is an issue need immediate action, if members are less knowledgeable, promoting commitment among tutors, giving wide range of agreed decisions, avoiding conflicts within an organization and the trust that the principal has on tutors. This concurred with Mullins (as cited in Mulford, 2003) that heads of the college have, through experience, come to terms with the fact that the adoption of a particularly relevant leadership style in a specific situation leads to tutors' effectiveness, rather than relying on a single style of one's choice.

4.4 Leadership Styles and Tutors Work Performance

The third objective of the study aimed at examining the extent to which leadership styles opted by the heads of colleges influenced tutors' working performance. The set task to solicit tutors' perceptions on the leadership styles used in regard to tutors working performance. Data were obtained through interviews administered to heads of the colleges and focus group discussions with tutors. Tutors' working performance under participative, autocratic and laissez faire leadership styles were examined.

4.4.1 Participative Leadership Style and Tutors Work Performance

Tutors revealed that participative leadership styles was mostly used in public teacher colleges and ranked it the first against other leadership styles used. It was revealed during the interview with principals that, in most public teachers colleges, tutors valued much the participative leadership style as the condition for college to function

as an entity. So, the leadership style was necessary to bring together all energies for the achievement of the common goal. During the interview principal in college A commented:

.... It is my role to mobilize the resources and putting them to proper Use and, again, it is my role as a principal to involve tutors in setting directions... when such situation exists in school, then everybody finds the job satisfying and motivating hence effective work performance.

The other two principals in college B and C gave their comments on the effects of their participative leadership styles on tutors work performance. The data revealed that they normally invite tutors to discuss and agree upon some logistics and courses of actions regarding their college. Tutors and their principals seemed to play as a team and implement only what were agreed upon by all sides.

From the comments of the principals, it is perhaps important to note that participative leadership style was employed in process of leading the colleges. Tutors were happy and free to participate in various decision making processes that eventually make their job so satisfying. In situation where this kind of relationship existed, the general performance of tutors towards the college achievements was good. Principal in college B added that;

There is good relationship with tutors and administration. We involve the college board in activities.. for example when Student teacher misbehave in the college, tutors first discuss the problem and suggest on the punishment to be given, the tutors' advice are taken directly to the college board for final discussions.

Principals hold that there were less bureaucratic procedures especially in reaching and implementing decisions made by tutors. They ensure that work and tasks that are scheduled under participative procedures are most likely to be completed on time, within budget and at the desired level of quality. They maintained that tutors meetings in public teachers colleges helps to keep tutors well informed and involves them in colleges' undertakings.

On the other hand, tutors participated in focus group discussions revealed that their principal used a participative style in decision making process that was found to be good in the part of tutors, they were allowed to carry out their functions within very well democratic structure. Added that democratic or participative leadership style allowed collaboration in decision making which is highly honored by every member of the college.

In college C2 for instance, it was revealed during focus group discussion that tutors were satisfied with their principal's democratic way of involving them in different college activities. This kind of strategy of tutors' involvement was found also in other studied colleges. Tutors feel more committed when they are involved in the process of decision making. One tutor in college C demonstrated her feelings, as she said:

... I often feel motivated and encouraged to perform my duties in the college because our principal always involves us in making decisions of the college issues, everything which we suggest is considered and valued as an inputs in college matters. Our principal provides required supports and is paying attention to what we are doing.

In the same vain in college A during focus group discussion, it was found that their principal is trying his best to make sure that tutors are aware of what is happening in the college and is giving supportive requirements such as required materials to enable tutors to be satisfied with job. Tutors were also satisfied with the job because of the conducive working environment established by their principal.

The argument by the tutors implies that, the participative procedures and practice necessary to enable tutors to perform their duties were largely applied in public teachers colleges. Tutors were satisfied with the participative leadership style used by their college principal, they feel belonging, motivated and committed because of the leaders considerate, thus enhance the efficiency in the performance of the college activities and student teachers' performance.

In general, participative leadership style encourages tutors to be a part of the decision making at college. It keeps tutors and student teachers informed about everything that affects their work and shares decision making and problem solving responsibilities. The same was observed on study by Nsubuga (2008) who established that there is a positive moderate relationship between the democratic leadership style and student academic performance in Uganda. The head of college produce high quality and high quantity work for long periods of time that was completed on time, within budget and within agreed upon level of quality. Tutors and student teachers like the trust they receive from head of colleges employing participative leadership style and respond with cooperation, team spirit, and high morale hence high performance. According to Vroom (1964) suggested that motivation leads to efforts and efforts combined with employees ability together with

environment factors which interplay's resulting to performance. Likewise, Studies have shown that in organizations which are flexible and adopt the participative management type, with emphasis in communication and employees' reward, the latter are more likely to be satisfied, resulting in the organization's success (McKinnon et al., 2003).

4.4.2 Autocratic Leadership Style and Tutors Work Performance

The data obtained through focus group discussion with tutors indicated that autocratic leadership style was employed sometimes by the heads of the colleges. The data showed that principal used an autocratic leadership style to different situations that occurred in the college. The different behaviours by leaders were important for organization effectiveness (Nguni, 2005). During the focus group discussion with the tutors it was revealed that autocratic leadership was meant to sanction tutors perform their roles accordingly. During focus group discussion with tutors one in B2 from college B had this to reveal:

...we only work if we are assigned certain particular task and required to finish it by specific time. We are not the part and parcel of the college in the process of decision making rather than receiving instructions and performing activities under high control from the principal.

On the same hand two tutors from college B showed their displeasure with the use of autocratic leadership style practices that seek not to improve and adjust accordingly on information contained by tutors within the college. The findings revealed that they are always insisted to perform their duties as planned and decided for by the heads of colleges but they thought they are professionals, so it would be better place

to engage them fully and responsibly in making necessary decisions for the college. Denying such opportunity to tutors impact directly to what is done, when, and how at college level. They thought heads of college may benefit from the potentiality by the tutors for the common goals. They had particularly this to comment during focus group discussion:

...Head of this college sometimes is strict to see all the regulations are objectively followed by all the tutors and student teachers. Partly we take part in discussions though the large part is dominated by the head of college to try to let us know about the directives from the ministry and teacher education department.

Similarly during an interview with the principal, the study found that leaders use an autocratic leadership style because tutors sometimes respond to orders given by principal and not otherwise. Some tutors fail even to monitor student teachers' performance and wait for head of college to tell them to do so. It was revealed that tutors sometimes were contented with autocratic leadership style that engaged them strictly to routine activities. The study observed that tutors under autocratic leadership style do not perform well their duties.

Findings from the studied colleges imply that the head of colleges took rules and regulations as panacea to hold tutors accountable. The study is of the view that autocratic leadership practices by some heads of colleges can hardly bear the desirable fruits to make tutors work effectively and efficiently, the practice lead to lack of commitment among tutors hence poor performance.

In general the fact that teaching is both bureaucratic and professional cannot be ignored. Tutors need to be led to work. The college principal who dominate power in

making decisions and ignore inputs from the tutors hindered tutor's work performance in the college. This concurs with observation by Nsubuga (2008) who asserts that, the more autocratic the head of college becomes, the poorer the performance of the college. Likewise Bernard (as cited in Sekaran, 2004) observes that the use of autocratic leadership culminated fear of punishment among tutors. With autocratic leadership style however, the heads of colleges retain as much power and decision making authority as possible, does not consult tutors, nor allowed to give any input. Tutors' ability to work alone is not enough unless motivated and supplemented by their willingness and satisfaction to carry out such function wholly.

The autocratic leadership therefore offers minimal chances for tutors to feel like working. Lack of motivation and satisfaction among tutors in the college is the barrier to high performance and principal should therefore motivate tutors and enhances satisfactory as shown by Kotter (1996) who advocated that the job of the leader is to remove the barriers to the implementation of the change vision, whether those barriers consists of structure, skills, systems or supervisors.

4.4.3 Laissez-Faire Leadership Style and Tutors Work Performance

During the interviews with the heads of colleges, they identified laissez-faire as one of the leadership styles they used in their colleges. It was revealed that there was objectively nothing wrong to leave tutors in college to decide on the best practice of issues. All tutors were considered adult and grown up enough to handle their responsibilities without much supervision by the heads of colleges. Issues on completion time for a particular task need to be determined by the tutor, equally the

levels of budget and quality. In an interview the head of college A had this to comment:

to ...I do not see any problem for letting tutors perform their duties in a less supervised context...It is of no point to supervise a tutor to perform task that is very well and clearly understood by the individual tutor...I normally concentrate on other issues and leave tutors do their tasks as they find them appropriate...

From the statement by the head of college, it perhaps important to conclude that laissez-faire leadership style is taken as an excuse by some heads of colleges not to respond to a number of tasks and roles in their colleges. Letting tutors to decide on everything automatically tarnish the quality of services. More inputs from various members are important to raise the standard of quality and to opt for the best strategy for accomplishment on time, with time and of desired level of quality.

Moreover during focus group discussion with the tutors, most of them disapproved the use of laissez-faire leadership style as it was not helping them as an individual tutors to get better in their work. During the focus group discussion with tutors it was revealed that, quality of the work done by tutors sometimes suffered much as it would lack essential information from the heads of colleges. One tutor in group A3 from college A had this to say:

...Sometimes we tutors face serious problem in day to day execution of our tasks in and outside classrooms. Head of college does not guide us as we continue doing the tasks under our offices. In fact, our tasks could be easier only if the head of college is there to give us more inputs to better our performances....

The statement by a tutor implies that, tutors were not satisfied with the situation that left them working in isolation without consultation with the head of the college. The assumption by tutors was that most problems could be solved if and only if there were combined efforts of all members. Tutors are ready to be guided by their principal and experienced tutors. Most of them were of the view that the head of college was using most of his time in office.

The study revealed that their head of college did not talk to tutors regularly, and failed to identify their requirements so as to update them on various undertakings by the college such as planning for indoor seminars and providing supportive materials. It was found that when the college principal opt laissez fair style it is difficult even to weigh the tutors' workload and value the work done accordingly by appreciation, rewards and extra allowance so as to motivate them.

As an indicator of their anger and dissatisfaction some tutors preferred not to perform effectively their duties and dislike the teaching profession at large. Study found that some college principals are calm and sometimes does nothing on tutors and student teachers who are not responsible in their tasks. Some tutors are free to teach or not teach something that affects the student teachers' academic performance. Principal is not strong to reprimand tutors who do not comply with the general college regulations

From the comments by tutors, it is perhaps important to conclude that, the teacher educator job needs enough support. The thinking among the tutors in focus group discussion was not to perform their duties effectively and dislike their career. The

head of colleges sometimes did nothing to motivate these tutors to remain in the career and work. It is of the view by the study that such tutors were unsatisfied with the working condition, hence poor performance of the college.

When reached for comment during the interview, the college principals revealed that sometimes they felt that tutors needed to work independently for the best results. The study found that some college principals regarded tutors has been mature enough to control them independently. When most tutors are adult then the best practice for the head of college is to trust them, to leave them to perform their roles and tasks independently. Tutors' maturity level was the key for the head of college to decide on the amount of tasks and model of doing them to a particular tutor. This was revealed by the college principals, and one principal in college C had this to say:

...Tutors in my college are mature enough to be trusted to perform their roles and other assignments without requiring direct supervision by the principal. I am confident that the knowledge, skills and experience of my tutors are enough to decide on the best course of action in various matters. Not trusting tutors is one reason why some heads of institutions cause dissatisfaction among teachers college tutors. Tutors need be trusted and allowed to decide on what to do, when to do it and what may be the desired level of quality.....

The statement by the college principal implies that, maturity level of tutors was something wealth to consider especially during the instructional delivery in classrooms. Tutors are in most time working alone in closed doors and in such context supervision ceases. The college principals were of the view that tutors need to be trained and nurtured, so that to work independently but not in isolation.

Generally, the college principals using laissez-faire leadership style provided little or no directions to his tutors and staff at large. All authority or power was given to the tutors to determine goals, make decisions, and determine solutions for the problems on their own. The denial to information from the college principals employing laissez-faire affected the quality level, completion time, and completion within budget of all the work done by tutors in isolation. Tutors were left to work on their own and in isolation without consultation with their college principals.

4.5 The Influence of Leadership Styles on Tutors Work Performance

This was the research question asked to solicit information on tutors' commitment to their career as teacher educators employed in colleges. The focus group discussions were used to collect data from tutors to answer this question. The data shows that majority of tutors were either neutral or not committed to the college activities. Only few tutors indicated to be satisfied with the work they do in and outside classrooms. Tutors work more effectively only if a decision making process at college level was collegial, helpful, consultative and providing adequate opportunities for their participation. Most tutors are motivated and satisfied with the job when they are provided with supportive requirements, rewards, overtime allowances, professional development and conducive working environment established by the leader. Further findings show that low salary, poor conditions of service, patterns of promotion and the like bear on tutors' general attitude towards teaching.

Tutors in colleges require their college principals to work closely with them. Their tasks entail among others, leading tutors, providing direction for their growth of the institution as well as tutors. The manner in which college principals carried out their

duties affected the way the tutors perceived and discharged their duties and how they relate to the authority and to one another created the type of climate in colleges. There is no gain saying that college principal in an institution cannot perform their leadership roles in isolation from tutors because leadership is all about the relationship with other members in the organisation; Maxwell (as cited in Sekaran, 2004).

Hence, tutors perceive their college principals have been rooted in the leadership styles they employed in their particular college to influence tutors working performance. Moreover, Clawson (2009) indicated that leaders cannot accomplish organizational transformation without followers, and yet followers cannot help if they feel powerless. It is essentially due to the structures set by the college principals that guide the practices in particular college.

4.6 Summary

This chapter presented analyses and discussed the data on the correlation between the leadership styles used in public teachers colleges and tutors working performance. The overall findings have shown clearly those different leadership styles: participative leadership style, autocratic and laissez-faire leadership style that were used by college principals. The dominant leadership style used was, however, participative/ democratic leadership style.

The study noted that, there existed low and high performance among tutors due to direct and indirect motivation given by leaders which influenced satisfaction or dissatisfaction on job factors such as completion time, completion within budget and

completion within desired level of quality. Unfortunately, transformational leadership style which had the capacity to transform tutors working orientations with clear understanding of complexities and how to inspire others to work towards changes productively was not used by college principals. The next chapter presents the summary, conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter data were presented, analyzed and findings discussed in relation to the objectives set. This chapter presents the summary, conclusions and recommendations of the research on leadership styles and tutors work performance in teacher colleges. The study sought to investigate effects of principals' leadership styles on tutors work performance in public teachers colleges in Kilimanjaro region. Exploratory study design under qualitative research approach was employed and the research findings were guided by three specific objectives implemented using three main questions.

5.2 Study Findings

Findings have revealed that different leadership styles ranged from participative to non-participative are mostly used by the college principals to influence tutors work performance. Most characteristics of transformational leadership style use in public teachers colleges studied are missing. There is no leaders-followers relationship in which the purposes of both become fused, creating unity and collective purpose.

5.2.1 Patterns of Leadership in Public Teachers Colleges

The study revealed that, participative/democratic, autocratic and laissez-faire leadership styles were used in public teachers colleges, at different situations. The leadership styles used was identified by means of looking on who has power to make decision in college.

5.3 Dominant Leadership Styles in Public Teachers Colleges

The study revealed that, participative leadership style dominated the other leadership styles used in public teachers colleges studied. Autocratic leadership style (transactional) and laissez-faire (non-transactional) leadership were as well used.

5.4 Factors for the Adoption of Particular Leadership Styles Used in Public Teachers Colleges

The study revealed that principals in public teachers colleges use different leadership styles in leading colleges. Principals pointed out to be influenced by various factors when employing or choosing the particular leadership styles.

5.4.1 Factors for the Adoption of Participative Leadership Style

The study found that college principals in public teachers colleges use mostly participative leadership style which seems to be the best because of involvement of the college members in the decision making. Factors contributing to the adoption of participative leadership style include; increase commitment among tutors, avoid conflicts within college, promotes collaborative way of making decisions and provide wide range for making agreements in the college.

5.4.2 Factors for Adoption of Autocratic Leadership Style

The study revealed that principals use autocratic leadership style whereby they take actions considering themselves as possessing more knowledge than tutors and set organizational goals and objectives and require tutors to achieve them. The study found the factors contributing to the choice of autocratic leadership style are; immediate issues which need to be addressed urgently, independently attitude of the

leader, if members are less knowledgeable and if members are lazy and takes too long to make decisions.

5.4.3 Factors for Adoption of Laissez Faire Leadership Style

The study revealed that college principals employed laissez faire leadership style whereby the leader does as little supervision as possible and leaves everything to be done by the subordinates without supervision from the leader. The factors contributing to this particular leadership style were as follows; highly qualified staff members in an area of expertise, delegation of power and trust that the principal has on tutors.

5.5 Different Leadership Styles and Tutors Work Performance

Study founded that tutors to perform poorly or highly was influenced by college principal's motivation on tutors through seminars, allowances and giving rewards according to their achievements and another influential factor is satisfaction due to supportive teaching and learning materials, conducive working environment, accommodation and social needs provided by the principal. The study revealed that work performance factors: completion time within budget and within desired level was impacted by the varied leadership styles used in particular public teacher college. Tasks such as; preparation of scheme of work and lesson plans, teaching in classrooms, testing, marking of student teacher's work and providing feedback were among the work influenced by the leadership styles used. Other roles includes; reporting to work daily, daily report writing, supervising student teachers' activities done outside classroom as well as preparation of test items for tests and

examinations. All of the mentioned tasks entrusted to public teachers colleges tutors were impacted by the leadership styles used.

5.5.1 Tutors Work Performance Under Participative Leadership

The study revealed that participative leadership style encouraged every tutor to participate in affairs of the college. Under participative leadership style, the college principals are there to facilitate collaborative decision making processes for the accomplishment of colleges' goals. Participative was more successful in making tutors perform their roles well. Tutors liked the trust they received and responded to it with cooperation, team spirit, and high morale. Participative leadership was most successful when used with highly understanding tutors. That is most tutors improved their work performance if heads of colleges were collaborative and more democratic.

5.5.2 Tutors Work Performance Under Autocratic Leadership

The study revealed that, autocratic leadership style used in colleges has a negative impact on tutors working performance the work done by considering only the college principal's directives. It ignored completely the power and expertise of the tutors in colleges. Under this style the decisions on what to do, when to do, and how to do it, was done by the college principal who consider him/herself full of knowledge, skills and experiences to perform leadership roles alone.

5.5.3 Tutors Work Performance Under Laissez-Faire Leadership

This study established that heads of colleges using laissez faire leadership failed to make follow up on tutors, they have delegated tasks, consequently, causing performance to decline. Laissez faire leadership style was not the best to use in the

college organizations. Total delegation without follow-up mechanisms created performance problems, which were likely to affect the college's effectiveness. Laissez-faire leadership style was associated with the highest rates of misbehavior and with the slowest modifications in performance which lead to unproductive attitudes and disempowerment of tutors.

5.6 Conclusions

Study findings have established that participative and non-participative leadership styles are used widely by the most college principals while transformational leadership style is seldom used. The tutors work performance was generally influenced differently by different leadership styles used in particular public teachers colleges. In the light of the research findings, analyses and discussions, the following conclusions can be made:

Both participative and non-participative leadership styles are used by college principals of public teachers colleges in Kilimanjaro region. Participative and non-participative leadership styles act as stumbling blocks to one another. The full scale functioning of leadership style in a particular college required the exclusion of the other leadership styles. Any leadership style used in public teachers colleges, directly impacts on the working performance factors and work performance orientations.

The study concludes that different leadership styles were needed for different situations in colleges and each head of college has to know when to exhibit a particular approach. Moreover, romanticizing particular leadership and leadership

roles observed in some colleges act as stumbling block for tutors to adequately perform their work.

5.7 Recommendations

Having pointed out the leadership styles used in public teachers colleges and the way tutors work performance is influenced by the leadership styles, then the following are recommended:

5.7.1 Recommendations for Improvement

- (i) The Ministry of Education and Vocational Training can take steps to improve college principals' leadership development, especially by recruiting the best tutors and train them to handle functions and roles in the head of colleges' office. Principals need to be prepared through professional development so that they are able to manage complexities that appear in colleges. Policymakers such as minister concern with education as well as members of parliament must act firmly and in next to no time to nurture new generation of high-quality heads of colleges. Policymakers can achieve this goal and make important progress to improve tutors working performance. The nudge will improve the delivery of instructions in classrooms.
- (ii) The Ministry of Education and Vocational Training has to adequately attract recruit develop and retrain effective principals to lead the colleges. Ministry of Education and Vocational Training has to empower college administrators and tutors to allow greater community involvement in, and support for college.

- (iii) Leadership seminars, meetings to involve experts in educational management and administration must be given to newly appointed (novice) college principals and experienced (veteran) college principals as tips for attitude and mind training guide. The appointments of college principals should be guided by the policy directives to consider the minimum academic and professional qualifications.
- (iv) Recruitment of college principals could be desirable than just appointing individual tutors. Recruitment offers room to pick or select the best candidate who the job fits most. Tutors of this caliber need to be motivated to apply for the post of head of college. Aptitude tests can help decision makers to have opportunities to select visionary college principals who can handle fully the roles attached to the heads of colleges' office.
- (v) It is the concern of all student teachers to see that they are taught as the schedule indicates for effective academic performance, college principals have to readjust their leadership to ensure the full functioning by every tutor regardless of his or her presence in college compound.

5.7.2 Recommendations for Further Studies

- (i) The focus of this study is on the leadership styles used by the college principals and tutors' work performance in public teachers colleges. There is a need to use different methods and different techniques to examine whether the gap between espoused leadership styles in teachers colleges is replicated across and among other categories and levels in Tanzania education system.

- (ii) A similar study may be conducted to investigate how the leadership styles used by educational officers influence tutors work performance in their areas of jurisdiction. In such study, there may be solution for critical problems of tutors not performing or rather under performing their roles in and outside classrooms.
- (iii) A study may as well be conducted to explore factors influencing tutors to aspire becoming educational leaders or rather heads of institutions. The studies might find out ways to encourage or discourage motivation for individual student teachers wishing to become educational leaders. There may be wrong assumptions by some individual tutors who aspire to become educational leaders or college principals while in actual fact may act as stumbling block for the institutions to achieve their particular goals.

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APPENDICES

Appendix I: Interview Schedule for the Principals on Leadership Styles

You are warmly invited to participate in this interview discussion session about the Leadership styles. The focus in session is to collect information at the tertiary level of education particularly in teachers colleges in Tanzania that can help in the performance of tutors. Be informed that information collected from you is for the study purpose only and not otherwise.

A: Background Information

1. Name (optional)
2. Gender (male or female)
3. Education level e.g. form four
4. Professional qualifications e.g. Diploma in special needs education
.....
.....
.....

B. Leadership styles

1. For how long have you been a principal?
2. How many colleges have you led as a principal?
3. At the time you were appointed to be a principal were you given any training about leadership? If yes how long did it take? If no, what do you do to run the college?

4. In the process of running organizations in the world, there are types of leadership styles that are used, which one you prefer and use?
5. What do you think could be the factors for choice of this type of leadership style?
6. In your views, do you think the leadership styles that you adopt can be factor for the tutors to perform better or bad?
7. Do you always provide support to tutors to enable them work effectively in college?
8. What are the challenges do you face when using this type of leadership style?
9. How do you overcome those challenges?

Thank you for your participation

Appendix II: Guide Questions for Focus Group Discussion for Tutors

The aim of this discussion is to collect information that will increase performance of tutors in teachers colleges. Your knowledge about this topic will help to understand to what extent leadership styles contribute to performance in the organizations. Be informed that your responses will be treated confidentially for the sake of the study only and not otherwise. The discussion is expected to be done within one hour.

Questions

1. For how long have you been teaching in Teachers Colleges?
2. For the period you have been teaching in these colleges, have you ever think about the impact of principal leadership style on your daily performance? If yes how.
3. How does the leadership style of a principal affect your feelings about teaching?
4. Do you always receive a required support from your principal to enable you as a tutor to work effectively?
5. In your views, does your principal value and appreciate your efforts towards attainment of college goals?
6. Does your principal consider rules and regulations present and used in your college more important in influencing your work performance?
7. Do you think that the leadership styles adopted by the principal can be the factor to promote or not promote your personal ability as you perform your activities?
How!
8. Does your head of the college provide role modeling as well as motivation to tutors?
9. What things your principal does that motivate and make you perform your work effectively.

Thank you for your participation

Appendix III: Research Clearance from Open University of Tanzania

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

29/05/2015

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Ms Clara Lutego who is a Master student at the Open University of Tanzania. By this letter, Ms. Lutego has been granted clearance to conduct research in the country. The title of the research is **"Effects of Leadership Styles on Tutors' Work Performance: A Case of Public Teachers Colleges in Kilimanjaro Region"** The research will be conducted in **Kilimanjaro Region**.

The period which this permission has been granted is from 01/06/2015 to 30/06/2015.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

**Appendix IV: Research Permit from Regional Administration and Local
Government Moshi**

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

KILIMANJARO REGION:
Telegrams: 'REGCOM' KILIMANJARO
Tel. No. 027-2754236/7
Fax No. 027-2753248 & 027-2751381
E-Mail: ras.kilimanjaro @pmoralg.go.tz.
In reply please quote:



REGIONAL COMMISSIONER'S OFFICE,
P.O. Box 3070,
MOSHI.
TANZANIA.

Ref. No. FA.133/288/03/33.

23rd June, 2015

TO WHOM IT MAY CONCERN:

Re: RESEARCH PERMIT FOR MS CLARA LUTEGO

With effect to the above subject, I wish to introduce to you **Ms. Clara Lutego** who is a bonafide student of Open University of Tanzania and at the moment, she is expecting to conduct research in your organization.

2. The title of research in question is **"Effects of Leadership Styles on Tutor' Work Performance: A Case of Public Teachers Colleges in Kilimanjaro Region"**.
3. Permission has been granted to conduct the research from **1st June, 2015 to 30th June, 2015.**
4. Kindly give her the required cooperation and make sure that she abides by all **government regulations and directives.**

Thank you for your cooperation.


O.B. Msuya

for: **REGIONAL ADMINISTRATIVE DIRECTOR
KILIMANJARO**

Copy to:- Ms. Clara Lutego,
STUDENT.

*for, Regional Administrative Secretary
KILIMANJARO*

" " :- Vice Chancellor,
The Open University of Tanzania,
P.O. Box 23409,
DAR ES SALAAM.