

**THE INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON THE  
EFFECTIVENESS OF TEACHERS IN THE PROVISION OF QUALITY  
EDUCATION IN KIGOMA MUNICIPALITY PRIMARY SCHOOLS IN  
TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
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**2020**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: “*The Influence of Head Teachers’ Leadership Styles on the Effectiveness of Teachers in the Provision of Quality Education in Kigoma Municipality Primary Schools in Tanzania*” in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (Med-Apps) of the Open University of Tanzania.

.....

Dr. Hyasinta Kessy

**(Supervisor)**

.....

Date

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**DECLARATION**

I, **Stela Mathias**, do hereby declare that this Dissertation is my own original work and has never been submitted to any University of the higher learning institution and has not been presented to any other higher learning Institution for any other academic award.

.....

Signature

.....

Date

**DEDICATION**

This dissertation is lovingly dedicated to my beloved mother, and two children Sara and Emanuel Kigwinya who died for their great love and tried to make my study dream to this higher education possible.

## **ACKNOWLEDGEMENT**

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## ABSTRACT

The purpose of this study was to examine the influence of head teachers' leadership styles on the effectiveness of teachers in the provision of quality education in Kigoma municipality primary schools in Tanzania. Specifically it intended to identify leadership styles commonly applied by head teachers in Kigoma primary schools, to examine teachers' perspectives on their head teachers' leadership style in Kigoma primary schools, and to examine the effects of head teachers' leadership styles on teacher's effectiveness in schools. The study employed survey research design along with a mixed approach. 186 subjects were involved in the study including 20 head teachers, 4 ward coordinators, 1 DEO, and 161 teachers in the 20 primary schools. Head teachers, education officers, and education ward coordinators were purposively selected while teachers were randomly selected. Questionnaires, interviews, documentary review, and focus group discussions were used for data collection. Qualitative data were analysed by means of content analysis and statistical package for social sciences version 20 for quantitative data respectively. The study results revealed that democratic and autocratic leadership styles are the common leadership styles used in Kigoma primary schools. It was also revealed that Kigoma teachers have both positive and negative perceptions towards head teachers' leadership styles. The study further revealed head teachers' leadership style influences teachers' effectiveness. The study concluded that teacher effectiveness depends on the leadership style applied by the school heads. The study recommended for training among the newly appointed and underperforming head teachers to enhance leadership skills.

**Keywords:** Head Teachers' Leadership Styles, Effectiveness of Teachers, Quality Education, Primary Schools, Tanzania

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

EQUIP	Education Quality Improvement Program-Tanzania
FGD	Focus Group Discussion
LBDQ	The Leader Behavior Description Questionnaire
MPEO	Municipal Primary Education Officer
OUT	Open University of Tanzania
SPSS	Statistical Package for Social Sciences

## CHAPTER ONE

### INTRODUCTION AND BACKGROUND TO THE PROBLEM

#### 1.1 Background to the Problem

Leadership styles have a direct cause and effect relationship teachers' effectiveness in providing quality education (Powell & Beard, 2018). It is considered as one of the key ingredients for the teachers' effectiveness. It is, therefore, important for a leader to understand what high-quality leadership style to employ in schools. According to Anyango, (2015) leadership style is the manner and approach of providing direction, implementing plans, and motivating people.

As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader. Mgbodile, (2004) identified different styles of leadership; autocratic, democratic, and laissez-faire. Michaelowa, (2002) reveals that achievements in schools are dependent on three identifiable leadership styles namely; autocratic, democratic, and laissez-faire. Autocratic leadership style appears generally self-centered and allows minimum participation of the subordinates in decision making; the democratic style is rather people-oriented and counts on the participatory contribution of the subordinates (Mgbodile, 2004).

Globally, Fan (2009) found that autocratic leadership behaviours have prevailed in Mexico and Taiwan, while in South Korea and the United States, while the dominant leading style is democratic. According to Dickson, Hartog and Mitchelson (2003) only democratic leadership style had a direct and significant affiliation with teacher effectiveness in United States primary schools. Fan (2009) identifies that Laissez-faire

leadership styles refer to the 2 style which allows free contributions of ideas or opinions without interference by the leader.

Likewise, in Canada it was found that democratic leadership is strongly correlated with higher employee performance than authoritative leadership (Meyer & Botha, 2000). On the root of the literature, it could be proposed that democratic leadership is more effective in achieving higher levels of teacher effectiveness. In India Meyer & Botha, 2000) found that there is a linear positive relationship between democratic leadership and teacher effectiveness while authoritative leadership had a negative relationship with teacher effectiveness.

A study was done in South Africa by Nguni, et al, (2006) found that democratic leadership is more effective than autocratic leadership in increasing teachers' effectiveness. Accordingly, they give a significant positive linear relationship between democratic leadership style and teachers' effectiveness but there was no significant linear relationship between dictatorship leadership style and teacher effectiveness. Again a study in Uganda by Nuhu (2004) led the effect of leadership styles on teachers' effectiveness in Kampala and revealed that laissez-faire leadership was practiced especially in higher offices and also autocratic leadership was existent especially in lower offices. The study also revealed that the authoritative leadership style has a less positive relationship with employee performance. According to the study, Laissez fare leadership style had a positive relationship with teachers' performance. This implies that laissez-faire leadership is the best style to more educated employees, rather than in the authoritative leadership which leads to tension.



A related study in Uganda a case of Mbale district done by Gimuguni, et al (2014) concluded that there is a moderate-high positive and significant relationship between the three leadership styles (autocratic, lassies-fair, democratic) in Mbale local government in Uganda. Moreover, Tsigu and Rao (2015) in their study in Ethiopian found that democratic leadership style was better than an authoritative leadership style. Hence, the researchers recommended that if schools under study emphasize more on democratic leadership style dimensions, it would enable them to better satisfy and hence gain more output from their employees.

The situation in Tanzania does not differ with other states worldwide, a study conducted in Morogoro and Iringa district by Machumu et al., (2014) reported that democratic style best suits for promoting teacher effectiveness in primary schools in Tanzania and autocratic would cause ineffectiveness if applied. The level of teacher's effectiveness was high in those schools using democratic performing schools compared to the least performing schools that used autocratic. The study, therefore, indicated that the democratic leadership style was most dominant in best performing primary schools where teachers were more effective. The study concludes that where democratic styles are practiced, the teachers are highly motivated and inspired.

## **1.2 Statement of the Problem**

Leadership styles can affect teacher effectiveness even if they are willing and committed to organizational goals. A wide variety of managerial activities and organizational processes are affected by leaders' styles (Ford et al, 2019). Studies by Powell & Beard, (2018) have shown that teacher's effectiveness in primary schools is an endless debate. Also, Awan & Mahmood (2009) attach on this that teacher

effectiveness in providing quality education depends on the leadership styles in the school. Nthuni (2012) indicates that the problem of teacher effectiveness is colonic in primary schools. This is because of their evidence of exposed uncovered syllabus, little or lack of preparation of the lessons, and poor assessment to pupils. The assumption is teacher's effectiveness is related to leadership styles namely; autocratic, democratic, and laissez-faire in those schools. Michaelowa, (2002) reveals that achievements in schools are dependent on three identifiable leadership styles that are; autocratic, democratic, and laissez-faire.

The efforts to improve the effectiveness of teachers was done by Education Quality Improvement Programme (EQUIP) through the provision of seminars and mentoring program for newly appointed and underperforming head teachers to install leadership skills in order to enhance leadership skills and encourage teacher effectiveness which has proved little success. That is why this study needs to be done to address this gap.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The study investigated the influence of head teachers' leadership styles on the effectiveness of teachers in the provision of quality education in Kigoma municipality primary schools in Tanzania.

#### **1.3.2 Specific Objectives**

Specifically, the study is guided by the following objectives:

- (i) To identify leadership styles commonly applied by head teachers in Kigoma primary schools.

- (ii) To examine teachers' perspectives on their head teachers' leadership style in Kigoma primary schools.
- (iii) To examine the effects of head teachers' leadership styles on teacher's performance in schools.

#### **1.4 Research Questions**

- (i) What type of leadership styles do head teachers commonly use in Kigoma primary schools?
- (ii) What are the teachers' perceptive on their head teachers' leadership styles in Kigoma primary schools?
- (iii) How does head teachers' leadership style affects teacher's performance in schools?

#### **1.5 Significance of the Study**

This study is important in many ways, its findings may provide head teachers' with relevant information to enhance their leadership styles in primary schools. The head teachers may be made aware of the influence the leadership styles have on effectiveness. The policymakers and stakeholders may use this information to identify the areas which need to be addressed when offering in-service courses to newly and in-service heads. The results of the study may also promote a good relationship between head teachers and teachers either through democratic, autocratic, laissez-faire leadership styles. The knowledge may reduce school unrest. The dissertation is useful in terms of knowledge construction and being a dependable reference to be used by junior researchers in related studies.

### **1.6 Scope of the Study**

According to Leedy (1981) scope of the study is about how widespread the study is. This study was limited to the influence of head teachers' leadership styles on teacher's performance in primary schools within Kigoma Municipality. The study also was only targeting primary schools in Kigoma Municipality. This is because primary schools in Kigoma have enough population enough to draw adequate the sample.

### **1.7 Limitations of the Study**

In the course of conducting this study limitations were as follows; the research the budget was not enough to cover the study. Secondly, the timetable of teachers and education officers was tight to enable them to respond to the questionnaire timely.

### **1.8 Delimitation of the Study**

Regarding fund a researcher used extra amount of money to cover the research activities. In solving timetable issues for teachers and education officer researcher arranged to meet them at their own time table according to their period's sessions and ample time they have as per timetable.

### **1.9 Organization of the Study**

The study is organized into five chapters. Chapter one introduces the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study and delimitations of the study, the scope of the study operational definitions of key terms in the study, organisation of the study and conceptual framework. Chapter two, reviews of related literature to the

study on leadership styles. Chapter three presents research methodology while chapters four presents data analysis results and discussion of the findings. Chapter five provides conclusions and recommendations in line with research objectives.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covers the following; definition of terms, theoretical literature, empirical studies and conceptual framework and the research gap.

#### **2.2 Definition of Key Terms**

For the purpose of this study, the following terms were taken to mean as defined below:

Leadership refers to the process used by the head teachers in inspiring the teachers to give off their best in the pursuit of the desired results.

Leadership Styles; is about a school head teacher's ways of providing direction, and influencing his or her teachers to improve their performance in school for better pupils performance in their examinations.

Laissez-faire leadership style refers to a head teacher's leadership style whereby the subordinates under him or her do what they want.

Autocratic leadership style refers to the head teacher's leadership style that tends to centralize power and decision making upon his or her teachers.

Democratic leadership style refers to the head teacher's leadership styles where power and authority are derived from his or her subordinates.

Pupils' Academic Performance: is the higher academic achievement obtained through teaching and learning process for pupils in primary school.

Primary Schools: are buildings belonging to government where primary pupils meet, taught and learn from pre -primary and, standard 1-7. In other words it means formal place for learning where by pupils from kindergarten through standard one up to standard seven.

Effectiveness; means the performance of teachers to the extent that schools are successful in producing a desired learning.

Head Teacher: means a school leader who is in charge of the school and coordinates teachers and pupils for teaching and learning activities.

Public Primary Schools; are schools which are owned by the Tanzanian government. These schools are controlled and managed by government through head teachers.

### **2.3 Theoretical Literature Review**

The study is guided by transactional leadership theory. The theory was first described in by Max Weber in 1970s and further explored by Bass, & Stogdill, (1990). In the early 1990s. Bass, (1990) took a closer look at how the transactional style works. This was one of the first theories of motivation in the workplace, which aimed at boosting productivity in a team through rewards and punishment. Transactional style focuses on everything in terms of explicit and implicit contractual relationships. All job assignments are explicitly spelled out along with conditions of employment, disciplinary codes, and benefit structures. Self-interests are stressed. Employees work as independently as possible from their colleagues. Cooperation depends on negotiations not problem solving or a common mission. There is little identification of the employees with the organization, its mission or vision. Superiors primarily are negotiators and resource allocators (Avolio et al. 1988).

According to Trottier et al., 2008; Bass et al., (2003) transactional leadership is based more on "exchanges" between the leader and follower, in which followers are rewarded for meeting specific goals or performance criteria. Rewards and positive reinforcement are provided or mediated by the leader. Thus transactional leadership is more practical in nature because of its emphasis on meeting specific targets or objectives (Swai, & Ndidde 2006; Chirchir, & Ngeno, 2014). A transactional leader aims rewarded for behaving in an expected manner, and punished for any deviation.

Max Weber's theory is based on managers rewarding and punishing; it is closely related to a democratic leadership and autocratic leadership styles. Nkumbi, et al (2006) found that teacher motivation is critically and depends on effective leadership and management skills, in particular at school level. If the systems and structures set up to manage and support teachers are dysfunctional according to Nkumbi, then teachers are likely to lose the focus and became ineffective in assessing pupils.

It is therefore the quality of leadership styles applied matter if meaningful known targets of an organizational change are to be attained. Conversely, the objectives and assumptions of the theory are related to the variables of the study in sense that head teachers apply both democratic and autocratic leadership styles in leading their schools for good performance of teachers and discourage teacher poor performance at school.

Those school heartaches rewarding teachers and those punishing them are closely related and associated to a democratic leadership and autocratic leadership styles applied in school setting.



## **2.4 Empirical Literature Review**

### **2.4.1 Leadership Styles in Schools**

Ijaz (2012) did a study on leadership styles and school effectiveness primarily, focused on leadership and school effectiveness in terms of its academic achievement and found that School effectiveness is an important area of research in Education. Under discussion is a co-relational research for which a survey was conducted through two questionnaires. Analysis was conducted on the sample of 300 male and female head teachers, deputy head teachers and senior teachers, and students in the province of Punjab in Pakistan. The findings revealed that, the significant factor responsible for affecting the achievement of the school is the degree to which head teachers are participative and adopt the selling leadership style. Results showed that there was a considerable relationship of leadership styles with school effectiveness and there is a significant difference between leadership styles of head teachers on the bases of gender both for public and private sectors.

The study done by Mbiti et al., (2019) in Zambia to investigate leadership styles commonly applied by head teachers in primary schools found that head teachers in public schools were mainly using democratic and autocratic leadership styles to lead their schools. The study findings from Tsai, (2017) also confirmed this fact that democratic, autocratic are some of the common leadership styles used in schools. The performance of both teachers and learners was not good in those schools. This was because student performance was not so good, lessons were not prepared effectively by teachers and most of the syllabus was not covered. Further study by Bass and Bass (2006), found that the type of leadership styles that were commonly used were the

democratic autocratic leadership style though it also came out that the democratic style was more common in old primary schools than autocratic.

According to Bass and Bass (2006), democratic leadership style is a leadership style in which the leader include one or more employees in the decision making process of the organization. However, the leader maintains the final decision. Head teachers who participated in this study considered themselves to be more democratic while the views of the teachers were that the head teachers used the autocratic leadership style. In the schools, 60% of the teachers stated that their head teachers were democratic while 40% said they were autocratic. This is a type of leadership, which is characterized by individual control over all decisions and there is very little input from the group members. It gives full authority to the leader.

Moreover, Yukl (2007) presented that autocratic leaders tend to have the following characteristics: They do not consult members of the organization in the decision making process, leaders set all the policies and the leader predetermines the methods of work and determines how the duties of the subordinates. Nsubuga (2008), and Ndaipa, (2016) findings with authoritative head teachers style observed that in autocratic leadership, the head teacher retains most authority for him/herself and makes decisions with a view to ensuring that the teachers implements it. All powers are concentrated in his or such that when he is away, it would be difficult for the teachers to know what to do in classes while waiting for instruction as the leader keeps changing the class activities when feels so. Power and decision-making reside in the autocratic head teacher. He seeks little group of teachers participation in decision-making for others which affect the completing of syllabus. For

example, school heads who employed the autocratic leadership style, teachers remain insecure and afraid of the authority (Nsubuga, 2008) whereby the study Oyetunyi (2006) indicates that for those teachers who are powerful, authoritative of the head endangers their effectiveness in preparing quality teaching materials and preparation of the lesson and so far in response to this they forge student assessments hide lesson books, registers, records of syllabus covered.

Accordingly Mbiti et al., (2019) agreed that the more teachers get scared of management at a working place, the more they tend to develop defensive mechanisms there by resulting into poor attitude towards work. Even the new teachers under autocratic leadership feel frightened the more the performance gets affected negatively. This implies that once this situation is entrenched in the workers, the performance starts to get affected negatively.

Other studies by Igwe, & Chidi, (2017) results reveals democratic style of leadership emphasizes group and leader participation of teachers in the making of Policies. Decisions about the school matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the school organization. The study further revealed that head teachers used mixed leadership style where they led as role models. Such heads rewarded for good performance and punished teachers for poor performance. Kythreotis, et al., (2010) states that, democratic autocratic leadership style helps the leader and the follower to advance to a higher level of performance due to induced motivation by the leader. Additionally,

the approach in the leader creates significant changes in the life of the organization. This was reflected in this study from the findings on the qualitative data reviewed.

#### **2.4.2 Teachers' Perspectives on Head Teachers' Leadership Styles**

According to study by Somech & Wenderow (2006) that indented to investigate teachers' perspectives on their head teachers' leadership style in primary schools by using descriptive survey and Moustakas's method of data analysis, four primary themes were disclosed: (a) perceptions of three leadership styles, (b) insights on workplace performance, (c) observations of leader behaviors and characteristics, and (d) work ethics, indicated that a supervisor's leadership behaviors and characteristics do impact employees' workplace performance. In that study it was recommended that leaders need to evaluate the perceptions of an employee's view of appropriate leadership styles that increases their workplace performance.

The study done by Oyetunyi (2006) its primary research question focused on positive and negative perceptions employees held related to supervisors' leadership behaviors and characteristics. Its data collection was also derived from in-depth interviews with 10 mid-level management employees aged 27 to 55 years of age, who are currently or were previously employed with a local government agency, its findings indicates that for those teachers who are powerful, authoritative of the head endangers their effectiveness in preparing quality teaching materials and preparation of the lesson and so far in response to this they forge student assessments hide lesson books, registers, records of syllabus covered. This implies that autocratic leadership may never influence performance of a teacher. This study recommends that school head teachers need avoid the use of autocratic style of leadership in the management of schools as it

does not allow teachers to give off their best and meaningful and creativity in preparing the lesson and pupils assessments including completing syllabus. So far adoption of leadership strategies by the schools' heads such as participative style of leadership that creates conducive environment which will help in improving primary school teachers' job performance, the Ministry of Education should review its appointment criteria for heads of departments, deputy head teachers and head teachers so that only those who are trained in Education Management should be appointed. Moreover, specialized management and leadership training course be designed for those aspiring to become head teachers in primary schools and also the current serving heads should undergo in- service and refresher courses on the modern rudiments of leadership style.

Further study by Awan & Mahmood, (2009) investigated about relationship among leadership style and teacher perception, organizational culture and employee commitment in university libraries. This research work is about assessing the perception of employees towards the leadership style and organizational commitment. Standard multifactor leadership and organizational commitment questionnaires were used to collect data from sample of 570 employees working in the public organization of Dire Dawa city administration. The data was analyzed using descriptive statistics and found that the employees perceive the leadership style to be more transformational and the commitment to be affective.

Also, a study by Awan, & Mahmood, 2009) who did a study to find the relationship between employees' perceptions of their supervisor's leadership styles and teacher effectiveness in the workplace using a total of 350 Chinese workers in Hong Kong In

line with our hypothesis and regression, its result showed that perceived democratic leadership was positively related to all successful in the workplace dimensions. Perceived democratic leadership was significantly related to leadership. Finally, perceived laissez-faire leadership was negatively related to all unsuccessful workplace leadership and environment. Kmetz & Willower (1982) document that women head teachers spend more time in unscheduled meetings, made fewer trips from schools and observed teachers considerably more often than male head teachers. Batchel & Molnar (1981) found that women community leaders were often more supportive of affirmative action for minority people, for example the subordinate staff.

In Kenya, various studies on the leadership styles of head teachers have been done. In one such study, Mang'oka (1971) looks at the way heads in Nairobi and Machakos lead. He found that women head teachers in secondary schools were rated higher than their male counterparts on the Leadership Behaviour Description Questionnaire (LBDQ). Likewise, Muchira (1980) found that male head teachers were rated higher than their female counterparts on the LBDQ in initiating structure and consideration.

Asunda (1983) in her study on the leadership behaviour and styles of secondary school head teachers in Nairobi found female head teachers as autocratic. Asunda's and Muchira's studies seem to depict a negative view of the woman head teacher. In a more recent study Ngugi & Barasa (1990) in her study of head teachers leadership styles and how this affects performance found female head teachers to be rated significantly higher than male head teachers on both dimensions. In the same vein, Kariuki (1998) in her study on teachers' perceptions of the leadership behaviour of women head teachers found women head teachers were rated significantly higher in

the initiating structure dimension than in the consideration dimension. This review shows that there are no established patterns on how male and female administrations go about their work.

### **2.4.3 Head Teachers' Leadership Styles on Teacher's Performance**

According to a study done by Bass (2006) leadership is considered as key issue in any given institution and effective practices of leadership are reported to have a positive relationship with increased and improved organizational effectiveness and performance! Leaders are supposed to be good at inspiring the action and vision, which can positively influence and accelerate the process of exchange of ideas and knowledge among the workers in a given working environment (Cole, 2000).

Understanding the influence of different types of leaders on performance of team members is considered critical as it is directly related with the job performance of the employees. It's therefore very important for the team leader in this case the head teacher, to understand the different types of leadership styles to apply since the behaviour of the team members and subordinates is highly influenced by the leader of the institution. Provision of direct assistance to teachers, group development, professional development, curriculum development, and action research activities are essential to the realization of pedagogical effectiveness. This is possible, with an effective quality leader who fully appreciates what leadership and management entails at a place of work.

According to Bass and Bass (2006), democratic leadership style is a leadership style in which the leader include one or more employees in the decision making process of the

organization. However, the leader maintains the final decision. Head teachers who participated in this study considered themselves to be more democratic while the views of the teachers and pupils were that the head teachers used the autocratic leadership style more especially in the public secondary schools. 87.5% of teachers in mission schools showed that their head teachers used the democratic leadership style more, while only 12.5% said their head teachers were autocratic.

In the public secondary schools, 60% of the teachers stated that their head teachers were democratic while 40% said they were autocratic. This The Effects of Head Teachers' Leadership Styles on the Teacher Performance in Selected Mission and Public Secondary Schools of Muchinga Province- Zambia International Journal of Humanities Social Sciences and Education (IJHSSE) Page | 162 is a type of leadership which is characterized by individual control over all decisions and there is very little input from the group members. It gives full authority to the leader.

According to Yukl (2002), autocratic leaders tend to have the following characteristics: They do not consult members of the organization in the decision making process, leaders set all the policies and the leader predetermines the methods of work and determines how the duties of the subordinates. It was clear from the qualitative findings in this study that under such a leadership style, teachers do not work freely and their performance is affected. From the qualitative data received from the Public secondary schools, the information is that the head teachers mostly apply autocratic leadership styles as the mode of managing the institutions. From the data collected, head teachers use this type of leadership style as a means to induce fear as a means to consolidating their authority. The more teachers feel intimidated the more



the performance gets affected negatively. Mbiti, (2007) argues that the more teachers get scared of management at a working place, the more they tend to develop defensive mechanisms there by resulting into poor attitude towards work. Once this situation is entrenched in the workers, the performance starts to get affected negatively.

The study done by Sospeter, (2017) focused on whether the head teachers' leadership style had an effect on teachers' performance and consequently the academic performance of learners. The findings of the study revealed that there is a relationship between head teachers' leadership style and teachers' performance in a given institution. Those leadership styles of head teachers influenced the effectiveness of teachers in preparing lessons and completing of syllabus, which also affects the academic performance of the learners. The examination results from the selected learning institutions clearly showed the difference in performance of the pupils, which reflect teacher's effectiveness in schools depending on leadership style employed in those schools.

The further study by Somech & Wenderow (2006) which intended to investigate the effects of head teachers to teachers willing preparation of the lesson and complete syllabus reveals that the democratic leadership style is the most used style in primary schools and that head teachers' autocratic leadership style negatively influence primary school teachers' to construct and mark the test by a teacher. The study done by Nkumbi et al (2006) also added that head teachers' democratic leadership style positively influence primary school teachers' willingness to provide feedback soon after the test. The study established that head teachers' laissez faire leadership style on primary school moderately influenced teachers' job satisfaction with leadership and

that the head teachers' democratic leadership styles positively influences primary school teachers' to provide more assignment and weekly tests as well as monthly without the head teacher forces. Those tests were marked and feedback was given. For the authoritative one scores are forged and do not relay to what they taught. They just document what was not tested. Neither weekly test no monthly is provided. They keep silence until terminal exam when the authoritative leader says.

The main recommendations observed in these literatures of this study are: School head teachers need avoid the use of autocratic style of leadership in the management of schools as it does not allow teachers to give off their best and meaningful provide test to learners. The study also reveled that school managers, avoid the laissez-faire leadership style and mixed democratic which permits just delegation of responsibility to teachers improves teacher provision of test and feedback. Spector, (1997) and Somech & Wenderow, (2006) both agree that specialized management and leadership training course be designed for those aspiring to become head teachers, current serving heads should undertake courses on the modern rudiments of leadership styles. A mentoring program is recommended for newly appointed and underperforming serving head teachers thus promote and encourage the use of participative leadership in the school systems.

According to the study by Kyaruzi, et al., (2019) head teacher's leadership styles affects teachers' effectiveness in pupils' academic performance. They play important role with the intension to make teaching and learning more effective and to give quality education to pupils. It is explained that Leadership processes define, establish, identify, or translate this direction for their followers and facilitate or enable

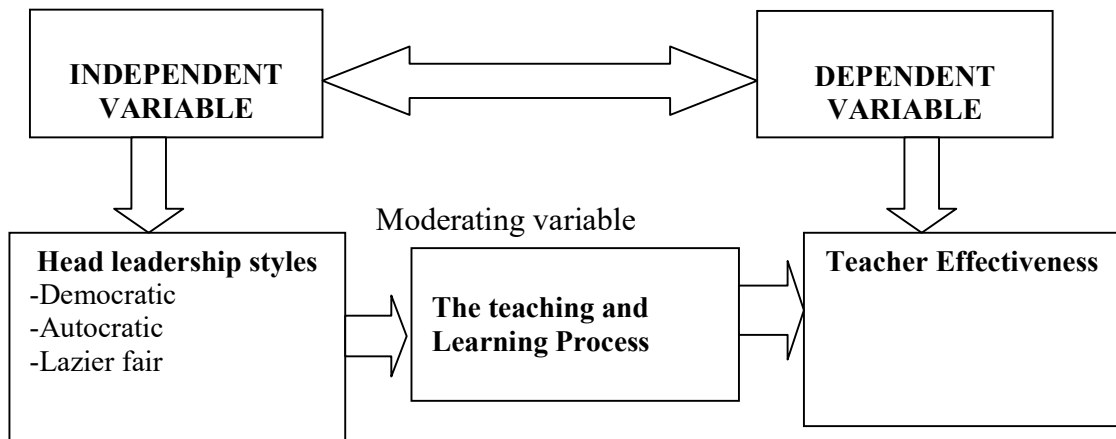
the schools processes with the aim of achieving the purpose (Suraya & Yunus, 2012). For example, Nsubuga (2008), as previously mentioned democratic leadership style is characterized by co-ordination, co-operation and by collaboration. Ogunyinka & Adedoyin, (2013) found that under certain conditions the autocratic leadership style is appropriate, especially when one has all the information to solve the problem, when one has little time, and when employees are well motivated.

## **2.5 Conceptual Framework**

Orodho (2004) defines conceptual framework as a model of representation where a researcher represents relationship between variables in the study. In this conceptual framework that leads the study rests on leadership styles, which involve democratic, Autocratic/dictator and laissez faire. According to Bass and Bass (2006), democratic leadership style is a leadership style in which the leader include more employees in the decision making process of the organization. Head teachers who participated in this study considered themselves to be more democratic while the views of the teachers were that the head teachers used the autocratic leadership style.

According to Yukl (2007), autocratic leaders do not consult members of the organization in the decision making process, leaders set all the policies and the leader predetermines the methods of work and determines how the duties of the subordinates. In case of the laissez-faire leadership style according to Yukl is the kind of leadership that makes provisions for the individual to have dominant roles in decision-making and in the exercise of power. The style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like.

The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group. All the information is summarized in Figure1 and shows the relationship diagrammatically.



**Figure 2.1: Conceptual Framework of the Study**

Source: Researchers' current study (2020)

The conceptual framework shows that the leadership employed by the head teacher is the independent variable, which has an influence on the effectiveness. However, the leadership style applied by the head teacher has an impact on the teachers' effectiveness.

## 2.6 Research Gap

Despite the theoretical and empirical literature from related studies on leadership and teacher effectiveness, previous researchers did little to document on teacher effectiveness in Kigoma and did not look for Teachers' perspectives teachers 'towards heads leadership styles since teachers are the ones and mainly affected by the styles. This study intended to address this gap.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research the methodology used in the study; it contains research approaches, research design, study area, sample size, and sampling techniques, data collection, reliability and validity of the instruments.

#### **3.2 Research Approach**

A mixed research approach was employed in this study using the concurrent method. This implies quantitative and qualitative research approaches. This method enabled the researcher to collect, analyze, and integrative quantitative through questionnaire and qualitative data through documentary and interviews which were analyzed through content analysis. Both methods were used in order to overcome a weakness in using one method with the strengths of another.

According to Mases, et.al (2019), the approach has more in-depth information and knowledge of the problem as well as providing rich datasets. It also assists to increase findings reliability and credibility through the triangulation of the different evidence results. Creswell (2009) adds that, when the two approaches are used in tandem, the overall strength of a study becomes greater than either quantitative or qualitative research used alone. These reasons convinced the researcher to consideration mixed approaches.

#### **3.3 Research Design**

Saunders (2012) defines research design as the general plan of how the research questions would be answered. This study employed a survey design. According to

Ball et al, (2018) survey research design employs the use of questionnaires to different groups of people who differ in the variable of interest to answer questions in the questionnaire. This design was used because data are collected at one point in time to different groups of people who differ in the variable of interest to answer questions.

### 3.4 Study Area

The study was conducted in Kigoma Municipality. Kigoma Municipality is located at the North-Eastern shore of Lake Tanganyika which is the deepest lake in the world. The municipality lies between the latitude of  $4.52^{\circ}$  South and longitude of  $29.35^{\circ}$  East in Western Tanzania. This area was chosen because it has a sufficient population to draw a sample for the study. Hereunder is the sketch map of Kigoma Municipal.

Here under is the sketch map of Kigoma Municipal.



**Figure 3.1: Map of Kigoma Municipals**

Source: Human Resource Office (2020)

### **3.5 Study Population**

The study population is the population to which a researcher sought to generalize the results of the study (Kothari, 2003). The population for this study included 360 people including the; municipal education officer, head teachers, education ward coordinators, and teachers. The study, therefore, targeted 20 (10.8%) head teachers and 335 teachers in the 20 public primary schools. This population was important in helping the researcher to obtain the sample size for the study as shown in the below.

#### **3.5.1 Sample Size**

The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. According to Krejcie & Morgan (1970) explain that when population (T) increases the sample size (S) increases at a diminishing rate and remains relatively constant at slightly more than. Basing on that idea the relationship between total population (T) and sample size (S) was established by taking 360 people who comprise of teachers, head teachers, ward coordinators, pupils, and education officers to match it in the side of the column and low. Conversely, the representative sample in that column and low matched with 186 respondents, which are the sample used in this study.

### **3.6 Sampling Techniques**

#### **3.6.1 Random Sampling**

Random sampling is considered as the best techniques for selecting representative Samples. In this study, random sampling was used to select 161(86.6%) teachers from the population. In this study, every teacher was given equal chance of being selected by picking randomly any teacher who was available at work during the study in

twenty schools from Kigoma municipal. Kothari (2004) supports random sampling that every item in the universe has an equal chance of inclusion in the sample. The study used random sampling techniques because the sample of teachers and ward coordinators represent the target population while the technique enabled a researcher to eliminate sampling bias.

### **3.6.2 Purposive Sampling**

The purposive sampling implies intentionally selecting individuals to learn to understand the central phenomenon (McMillan & Schumacher, 2006). Purpose sampling was used to get head teachers, education officers, and ward coordinators. The purposive method was used because head teachers, education officers, and ward coordinators had knowledgeable about leadership styles, which they apply, and possess key information than any anyone. For that reason 20 (10.8%) head teachers and 4 (2.2%) ward coordinators were selected for the study.

## **3.7 Sources of Data**

### **3.7.1 Primary Data**

Primary data is data that is collected by a researcher from first-hand sources using methods like surveys, interviews (Bryman, 2008). During the study, data were collected directly from primary sources whereby 186 questionnaires were collected for the purpose of achieving in-depth investigation. Patton, (2002) supported that primary data is selected for the purpose of achieving an in-depth investigation of the analyzed objectives. These primary data were used because they are original ones and relevant to the topic of the research study so the degree of accuracy is very high.



### **3.7.2 Secondary Data**

In a narrow sense, secondary data refers to data that is collected by someone other than the user. This study used secondary data that published journals on leadership styles that were reviewed and found that leadership style has an influence on teacher effectiveness in the course of providing quality education. Using secondary data much of the background work needed already been carried out such as literature reviews were captured. Five to 20 previously published works reviewed it was found that teachers tend to be passive in schools when under autocratic implying less effective in teaching.

## **3.8 Methods**

### **3.8.1 Interview**

According to Patton (2002), interviews are done with the intention of finding out things that cannot be observed. In this study, data were collected through interviews in a face-to-face interaction between 4 ward education coordinators and a researcher to find out how leadership styles affect teachers' effectiveness in preparing lessons. They were obtained by means of purposive. This interview was flexible to allow freedom of expression from ward education coordinators. Bryman (2008) says that flexibility enables the researcher to ask questions in a different order as well as search for clarity on answers that are not clear.

### **3.8.2 Questionnaire Instrument**

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents (Brace, 2018). In this study, questionnaires were distributed to teachers and education officers in order to provide

their opinions on how head teachers leadership styles contribute to teacher effectiveness in a contemporary school setting. Using those forms the respondent filled them and returned to the researcher. The field questionnaires were then collected for quantitative analysis. This technique was used because it offered large amounts of information to be collected from a large sample within a short time; also questionnaires used offered actionable data.

### **3.8.3 Focus Group Discussion**

A focus group discussion (FGD) is a good way to gather information from people with similar experiences to discuss a specific topic of interest (Kombo & Tromp 2006). This study used a group discussion method to gather data from 20 head teachers to discuss how their leadership styles influence teacher effectiveness in the provision of quality education. These respondents were obtained purposively because of their virtual position they held.

Nevertheless, the researcher who was the facilitator and therefore introduced the topics for discussion moreover he helped the group to participate effectively in the discussion by allowing the participants to agree or disagree with each other so that it provides an insight into how a group thinks about an issue. The entire of what was discussed was written in the booklet and later were analysed thematically.

### **3.8.4 Documentary Review**

In this case of secondary data the researcher used primary school documents that are relevant to leadership and teacher effectiveness in provisional of quality education, namely written resources such as a dissertation and journals were consulted from

internet and books from, OUT library in Kigoma, lesson books, schemes of work, registers, and records of the syllabus covered which were examined from the entire 20 (100%) schools involved in the study. In those documents, the researcher was seeking to know-how leadership styles employed by the head teachers influence teacher performance. It was discovered that leadership styles affect the performance of primary school teachers. Democratic leadership was more preferable than autocratic one, and the styles had different effects on teacher effectiveness.

### **3.9 Validity and Reliability**

Validity refers to the quality that a procedure or an instrument used in the research is accurate, correct, true, and meaningful (Enon, 1998). It is argued that the validity and reliability of data collected depend on research instruments used to collect those data. Reliability is the consistency of the results. Patton (2002) defined reliability as the consistency with which repeated measures produce the same results across time and across observers. In this study, the following techniques were employed so as to get the most out of the validity and reliability of the instruments, data, and findings.

Firstly, the researcher used triangulation as a way of ensuring the credibility, conformability, and transferability of the targeted research. This means the study employed multiple methods of data collection so that the weakness of one method is compensated by another. The methods used were questionnaires, interviews, group discussions, and documentary reviews. Golafshani (2003) support this idea that, studies that use one method of data collection are vulnerable to errors of the particular method.

Secondly, the researcher ensured that the questions designed are based on the specific objectives and major area of the study; data collection methods (questionnaires, interviews, group discussion, and documentary review) were reviewed by experienced researchers and found related to objectives of the study. Finally, the study used & Morgan (1970) formulae to get the sample size at the same time he designed and incorporated methodological strategies to ensure the ‘trustworthiness’ of the findings.

### **3.10 Data Analysis and Procedures**

According to Kothari (2004), data analysis is the process that implies editing, coding, classification, and tabulation of the collected data. After coding has been done all the quantitative data collected through closed questionnaires were categorized and presented in tabular forms using frequencies and percentages. This process was done with a statistical package for social science (SPSS software version 20). SPSS (1997) stands for statistical package for the social sciences.

Moreover, for qualitative data gathered through interviews, documentary review and focus group discussion its data were analyzed thematically by translating and interpreting the information given from respondents in researchers’ thoughts during face to face interview, discussion of questions in groups including information gained from various documents on leadership styles such as reports, dissertations, and books obtained at OUT library and the internet.

### **3.11 Ethical Consideration**

Ethics are the norms or standards for conduct that distinguish between rights and wrong (Harriss et al., 2017). The study was undertaken in consideration of ethical

issues in social science inquiry. The process of collecting, analyzing, interpreting data was done in a way that respects the rights of participants and individual respondent groups. Before data was collected, an introductory letter was prepared for the purpose of seeking informed consent from the respondents to participate in the study. Confidentiality was observed as the researcher was responsible for protecting all data collected within the scope.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the research findings and discussion of those findings. In this discussion, we related research findings between a researcher's findings and other literature by other previous researchers. The discussion is based on the study objectives. However, the discussion done in this section comes out of findings, literature, and the researcher as indicated in the Table 4.1.

#### 4.2 Characteristics of Respondents

**Table 4.1: Characteristics of Respondents N=186**

Teachers	Gender			Experience(years)				
	Male	Female	Total	0-3	3-4	4-9	9-above	Total
	103	58	161	151	06	4	0	161
Percents %	64	36	100	93.8	3.7	2.3	0	100
Education officer	Male	Female	Total	1-16	17-20	18-24	19-30	Total
	1	0	1	1	0	0	0	1
Percents %	100	0	100	100	0	0	0	100
Head Teachers	Male	Female	Total	1-5	6-10	11-13	14+	Total
	20	1	20	4	12	3	1	20
Education Ward Coordinators	Male	Female	Total	6-11	12-14	15-17	17+	Total
	4	0	4	3	1	0	0	4
Percents %	100	0	100	75	25	0	0	100

As it is seen in Table 4.1 on the demographic characteristics of respondents it shows that the study involved 161 teachers whereby 103 (64%) of teachers were male, 58 (36%) of teachers were female. These teachers were also categorized according to their experiences in terms of years whereby year 0-3 were 0(0%), year 3-4 were 4-9(12.4%), and year 9 and above were 141(87.6%). All teachers involved in this study as respondents were about of 161(100%) respondents as indicated indicating that gender balance was observed in the study.

Also, the study involved 1 Municipal education officer whereby 1(100%) were male, 0(0%) were female. The Municipal education officer was also categorized according to experiences of working, whereby between 1-16 year had 1(100%), 17-20 were 0(0%), 18-24 were 0(0%) and 19-30 were 0(0%). On the other hand the study involved head teachers and ward education coordinators whereby all respondents constituted 186 people in the study as sample size indicating that all categories were involved in the study.

### **4.3 Analysis of Findings and Discussion**

The main objective of the study was to identify common leadership styles applied by the head teachers in Kigoma primary schools and their effects on teacher effectiveness in provision of quality education in those schools. All questionnaires, interview questions, and data collected through group discussion pointed out mixed results. In the first line 69 respondents by 37.1 % strongly agreed that democratic leadership is mostly used in Kigoma schools, next findings to that shown that autocratic leadership is also mostly useful by heads in making major decisions by 67(36%). Findings on whether Lazier fair leadership is also commonly used in schools, findings showed that

it was applied in one school out of twenty schools selected for the study to some extent. The style was moderately applied.

**Table 4.2: Leadership Styles in Schools**

Leadership Styles applied	Frequencies of respondents									
	Agree (%)		Strong Agree (%)		Disagree (%)		Strongly Disagree (%)	Mean		
	No. of item	%	No. of item	%	No. of item	%	No. of item	%	Total item	%
Democratic leadership is mostly used in Kigoma schools	53	28.5	69	37.1	26	13.9	38	20.4	186	100
Autocratic leadership is mostly useful by heads in making major decisions	52	28	67	36	42	22.6	25	13.4	186	100
The democratic and autocratic are common used	58	31.2	76	40.7	28	15.1	24	13	186	100
Lazier fair leadership is also used in schools to some extent	12	6.4	19	10.2	77	41.4	78	42	186	100

Source: Field Research (2020)

Again, the majority of the findings to the previous one indicated that democratic and autocratic were commonly used by 76 (40.7%). The last findings through an interview with 4 ward coordinators, 5 documentary review done in previous studies and 20 head teachers used in group discussion as part of qualitative data presented that democratic and autocratic leadership styles are the common leadership styles used in primary schools. Democratic was mostly applied in 17 schools, autocratic in 2 schools which negatively influenced primary school teacher effectiveness whereby lazier fair moderately influenced teachers' effectiveness in one school.



Further findings revealed head teachers' leadership style influences teachers' effectiveness in a given school. The Mentoring program was therefore recommended for newly appointed and underperforming head teachers to install leadership skills in order and encourage teacher effectiveness. The study concluded that teacher effectiveness depends on the leadership style applied by the school head in a given school. All these findings obtained in the field were compared to the findings of previous researchers. We compared them using the done by Mbiti et al., (2019) in Zambia to investigate leadership styles commonly applied by head teachers in primary schools and discovered that head teachers in public schools were mainly using democratic and autocratic leadership styles to lead their schools. We assimilated these findings further to study done by Tsai, (2017) also confirmed this fact that democratic, autocratic are some of the common leadership styles used in schools. The performance of both teachers and learners according to them was not good in those schools where autocratic was more used. This means teachers were not effective in teaching and for that reason student performance was not so good, lessons were not prepared effectively by teachers and most of the syllabus was not covered.

The study by Bass and Bass (2006) found that the type of leadership styles that were commonly used was the democratic autocratic leadership style though it also came out that the democratic style was more common in old primary schools than autocratic. According to Bass and Bass (2006), a democratic leadership style is a leadership style in which the leader includes one or more employees in the decision-making process of the organization. However, the leader maintains the final decision. Head teachers who participated in this study considered themselves to be more democratic while the

views of the teachers were that the head teachers used the autocratic leadership style. In the schools, 60% of the teachers stated that their head teachers were democratic while 40% said they were autocratic. This is a type of leadership that is characterized by individual control over all decisions and there is very little input from the group members. It gives full authority to the leader. In this study, we discovered that democratic and autocratic are the common leadership styles but democracy is more dominant in primary schools. We, therefore, came to the conclusion that there mixed styles of leadership in schools depending on the characteristics of teachers in such schools.

#### **4.3.2 Teachers' Perspectives on Head Teachers' Leadership Styles**

Under this objective, the study required to examine how teachers' see their head teachers' leadership the style in Kigoma primary schools using different questions that appear in the Table 4.3. On the question wanted respondents to agree or disagree if performance lazier fair leadership improves consultation with a subordinate, the statistics were as follows; 22.0% agreed, 38.7% strongly agreed, 21% disagreed and 18.3 % strongly disagreed. Therefore the leading majority who answered that question (38.7% strongly agreed) said that Lazier fair leadership improves consultation with subordinates.

Other findings were that autocratic leadership is a threat to teachers' job, it was confirmed by 36 % majority of respondents with strong agree. Those who were questioned about whether democratic leadership improved cooperation with teachers 34.4% strongly agreed. The final findings on whether autocratic leadership styles decrease teacher workplace performance as indicated in Table 4.3. The majority by

49.5% established that autocratic leadership styles decrease teacher workplace performance. The results are presented in Table 4.3.

**Table 4.3: Teachers' Perspectives on Head Teachers' Leadership Styles**

Teachers perception on Styles applied	Frequencies of respondents									
	Agree (%)		Strong Agree (%)		Disagree (%)		Strongly Disagree (%)		Mean	
	No. of item	%	No. of item	%	No. of item	%	No. of item	%	Total item	%
Lazier fair leadership improves consultation with subordinate	41	22.0	72	38.7	39	21	34	18.3	186	100
Autocratic leadership is a threat to teachers' job	52	28	67	36	42	22.6	25	13.4	186	100
Democratic leadership improve cooperation with teachers	56	30.1	64	34.4	37	20	29	15.5	186	100
Autocratic Leadership styles decreases teacher workplace performance	69	37.1	92	49.5	11	06	14	7.5	186	100

Source: Field Research (2020)

On the side of an interview with 4 ward coordinators and other 20 documents reviewed in 20 schools logbooks, the majority of interviewees revealed, teachers focused on positive and negative perceptions held related to the supervisor's leadership styles.

*"In my opinion, I can say that democracy is viewed positively and negative perceptions held related to the supervisor's leadership styles is due to the autocratic nature of the head" said the education ward coordinators during an interview with the researcher. This claim was supported by an education officer who confirmed that teachers have two sides in view of leadership styles of the head teachers".*

Our documentary reviews reveal that autocratic leadership style is not perceived well by most of school teachers. According to the study by Somech & Wenderow (2006) that intended to investigate teachers' perspectives on their head teachers' leadership style in primary schools by using descriptive survey and Moustakas's method of data analysis, four primary themes were disclosed: (a) perceptions of three leadership styles, (b) insights on workplace performance, (c) observations of leader behaviors and characteristics, and (d) work ethics, indicated related results that a supervisor's leadership behaviors and characteristics do impact employees' workplace performance.

Having compared results of the field and those from other studies are done we recommended that school leaders need to evaluate the perceptions of an employee's view of appropriate leadership styles that increases their workplace performance. We related the findings to more researches that would help us to draw a conclusion, the study was done by Ndaipa, (2016) was much concerned in this aspect. Combing the data derived from in-depth interviews with education ward coordinators, its findings indicate that for those teachers who are powerful, authoritative of the head endangers their effectiveness in preparing quality teaching materials and preparation of the lesson and so far in response to this they forge student assessments hide lesson books, registers, records of syllabus covered.

This implies that autocratic leadership may never influence performance of a teacher. We learned that so far the adoption of leadership strategies by the schools' heads such as the participative style of leadership that creates a conducive environment which

will help in improving primary school teachers' job performance, the Ministry of Education also should review its appointment criteria for heads of departments, deputy head teachers and head teachers so that only those who are trained in Education Management should be appointed. Moreover, specialized management and leadership training course be designed for those aspiring to become head teachers in primary schools and also the current serving heads should undergo in- 59 service and refresher courses on the modern rudiments of leadership style.

The facts presented in above, also corresponding to what Awan & Mahmood, (2009) investigated and found. This research work is about assessing the perception of employees towards the leadership style and organizational commitment. The data were analyzed using descriptive statistics and found that the employees perceive the leadership style to be more transformational and the commitment to be effective. We continued to relate the same findings to alive to the conclusion, whereby a study by Awan, & Mahmood, 2009) was much included. In this study done in Chinese, its result showed that perceived democratic leadership was positively related to all successful in the workplace dimensions according to views.

This implies Perceived democratic leadership was significantly related to teacher effectiveness. We came to the conclusion that democracy had a positive influence, autocratic had a negative influence and laissez-faire leadership moderately influenced teacher effectiveness. And that teacher effectiveness in the provision of quality education depends on the leadership style applied by the school head in a given school.

### 4.3.3 Head Teachers' Leadership Styles on Teacher's Performance

The responses on this objective were provided according to rating scale ranging to agree and strongly agree, disagree, and strongly disagree. The responses for each question asked were as follows; (1) on the question that the autocratic leadership styles draw the teachers far from the working station the majority 45.7% strongly agreed, whereby 30.1% agreed, 10.8% disagreed, and 13.4% strongly disagreed.

On the question that democratic leadership styles draw the teachers closer to the working station the results were 33.9 % agreed, 50.5% who the majority strongly agreed were, 8.6% disagreed, and finally, 7 % strongly disagreed. While the question about teachers devoting very little time to teaching and lesson preparations due to autocratic leadership style, the results show that 39.2% agreed, 43.0% majority of all strongly agreed, 9.7% disagreed, and 8.1% strongly disagreed.

**Table 4. 4: Head Teachers' Leadership Styles on Teacher's Performance**

The effects of head teachers' leadership styles	Frequencies of respondents									
	Agree		Strongly Agree		Disagree		Strongly Disagree		Mean	
	No. of items	%	No. of items	%	No. of items	%	No. of items	%	€(fx)	SD
The autocratic leadership styles draw the teachers far away from the working station	56	30.1	85	45.7	20	10.8	25	13.4	186	100
The democratic leadership styles draw the teachers closer to the working station	63	33.9	94	50.5	16	8.6	13	7	186	100
Teachers devote very little time to teaching and lesson preparations due to autocratic leadership style	73	39.2	80	43.0	18	9.7	15	8.1	186	100
Democratic makes teachers use their own time to concentrate on teaching and covering syllabus	65	35	103	55.3	10	5.4	08	4.3	186	100

Source: Field Research (2020)

In the question concerning democratic leadership that it makes teachers use ample time to concentrate on teaching, the results were as follows; 35% agreed, 55.3% who were the majority strongly agreed, 5.4% disagreed, and 4.3% strongly disagreed. The results are presented in Table 4.4.

This is study also the interview response from 4 education ward coordinators and group discussion among of 20 (10.8%) head teachers said that head teachers' leadership style has influence on teachers' effectiveness in a given school. This implies positive and negative. The study concluded that teacher effectiveness depends on leadership style applied by school head in a given school. They also use it in decision making process.

*“The autocratic leadership styles has contributed in drawing the teachers far from the working station such teachers work a large distance leaving school houses and because of that their mind always are not job focused” said by the education officer during interview with researcher’.*

Again our documentary reviews illustrate that head teachers' leadership styles affect teacher's performance in schools such that Teachers devote limited to teaching and lesson preparations including covering of syllabus due to autocratic leadership style. In most cases teachers think to shift their employment to other organizations or shifting work stations such schools have few teachers and pupils do not attend some subjects because of teachers who continue to leave the school as they report. We related this research question findings obtained in the field with our previous studies earlier conducted on this topic and found that they had related information. Example

the study done by Sospeter, (2017) which focused on whether the head teachers 'leadership style had an effect on teachers 'performance and the academic performance of learners revealed that there is a relationship between head teachers' leadership style and teachers' performance in a given institution.

According to this study, leadership styles of head teachers influenced the effectiveness of teachers in preparing lessons and completing of syllabus which also affects the academic performance of the learners. The examination results from the selected learning institutions clearly showed the difference in performance of the pupils which reflect teacher's effectiveness in schools depending on leadership style employed in those schools were related. Another study done by Nkumbi et al (2006) was used to compared these facts and found that teacher performance is critically and depends on effective leadership and management skills, in particular at school level. Giving example that if the systems and structures set up to manage and support teachers are dysfunctional according to Nkumbi, then teachers are likely to lose the focus and became ineffective in assessing pupils.

It is therefore the quality of leadership styles applied matter if meaningful known targets of an organizational change are to be attained. When related all the findings discussed to further study by Somech & Wenderow (2006) which intended to investigate the effects of head teachers to teachers willing preparation of the lesson and complete syllabus we observed that the democratic leadership style is the most used style in primary schools and that head teachers' who used autocratic leadership style negatively influence primary school teachers' to construct and mark the test by a teacher.



Moreover, the interview and questionnaires were found in line with the former researches by supporting the general opinions of (4) ward coordinators interviewed concerning effects of laissez faire leadership on teacher effectiveness. The study done by Nkumbi et al (2006) established that head teachers' laissez faire leadership style on primary school moderately influenced teachers' effectiveness while the head teachers' democratic leadership styles positively influences primary school teachers' to provide more assignment and weekly tests as well as monthly without the head teacher forces.

Those tests were marked and feedback was given. For the authoritative one scores are forged and do not relay to what they taught. They just document what was not tested. Neither weekly test no monthly is provided. They keep silence until terminal exam when the authoritative leader says. The main recommendations observed in these literatures of this study are: School head teachers need avoid the use of autocratic style of leadership in the management of schools as it does not allow teachers to give off their best and meaningful provide test to learners.

The study also found that school managers, avoid the laissez-faire leadership style and mixed democratic which permits just delegation of responsibility to teachers improves teacher provision of test and feedback. Spector, (1997) and Somech & Wenderow, (2006) both agree that specialized management and leadership training course should be designed for those aspiring to become head teachers, current serving heads should undertake courses on the modern rudiments of leadership styles. A mentoring program was recommended for newly appointed and underperforming serving head teachers thus promote and encourage the use of participative leadership in the school systems.

The findings obtained through questionnaires, interview and documentary review are supported by various researchers such as Kyaruzi, et al., (2019). that head teachers leadership styles affects teachers effectiveness and consequently pupils learning. Leadership styles makes teaching and learning more effective and to give quality education to pupils. We found that this information were also similar to the question concerning democratic leadership style that the style makes teachers to use ample time to concentrate on teaching whose majority strongly agreed, 5.4% disagreed, and 4.3% minority strongly disagreed. In this study we discovered that leadership styles employed may help to translate the direction for teachers and enable the schools processes with the aim of achieving the purpose.

Also, the researcher went deeper to investigate the influence of autocratic leadership style using views from heads derived from group discussion whereby we found that sometimes has positive outcomes in solving immediate problem in schools. For example, Ogunyinka & Adedoyin, (2013) studies which were compared to these information confirmed the similar ideas by presenting that under certain conditions the autocratic leadership style is appropriate, especially when one has all the information to solve the problem. We concluded that the head teachers' leadership style which directly affects teacher effectiveness positively or negatively in the provisional of quality education consequently had also effect on the performance of learners.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the conclusion and recommendation of the study. The first section presents conclusions were drawn by the author according to the studies conducted while the second section presents the recommendations that root from the findings.

#### **5.2 Conclusions**

##### **5.2.1 Leadership Styles in Schools**

It can be concluded that; Head teachers commonly applied two leadership styles; democratic and autocratic leadership styles as the mode of managing the institutions and autocratic helps them from not endangering their authority. Primary school teachers in Kigoma Municipality also largely agreed that the behaviour of their head teachers had some influence on their teacher effectiveness. This study concludes head that teachers use autocratic of leadership style as a means to induce fear as a means to consolidating their authority and influence teacher effectiveness.

##### **5.2.2 Teachers' Perspectives on Head Teachers' Leadership Styles**

In Kigoma Municipality School Administration, the teachers perceive the leadership style to be more democratic, followed by autocratic and laissez-faire leadership style respectively. Democratic had positive influence, autocratic had negative influence and laissez-faire leadership moderately influenced teacher effectiveness. The study

concluded that teacher effectiveness in the provision of quality education depends on leadership style applied by the school head in a given school.

### **5.2.3 Head Teachers' Leadership Styles on Teacher's Performance**

The study also concluded that the head teachers' leadership style which directly affected teacher effectiveness positively or negatively, consequently had an effect on the performance of learners.

### **5.3 Recommendations**

This part presents the general recommendations that root from the findings;

Firstly, leaders need to evaluate the perceptions of teacher's view on appropriate leadership styles that increases their workplace performance.

Secondly, the Ministry of education should review its appointment criteria for head teachers to intensify training and build the capacity of school leaders so that only those who are trained in education management should be appointed. Furthermore, special management and the leadership training course should be designed for those currently serving heads and those aspiring to become head teachers in primary schools as refresher courses on the modern basics of leadership style to lead their schools.

Thirdly, observation in findings obtained is: syllabus was not covered; lesson preparation was little done in autocratic schools visited for study. This study recommends that school head teachers should employ varieties of styles than concentrating on autocratic which does not allow teachers to give off their best and meaningful and creativity in preparing the lesson and pupils assessments including completing the syllabus.

Finally, the study recommended mentoring program for newly appointed and underperforming head teachers to install leadership skills in order and encourage teacher effectiveness.

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## APPENDICES

### Appendix I: Questionnaire for Teachers

Dear respondent,

I am currently a Master's degree student at The Open University of Tanzania doing a research on "*The influence of Head teacher's Leadership Styles On Effectiveness of Teachers in the Provision of Quality Education in Kigoma Municipality Primary Schools in Tanzania*". I kindly request you, to voluntarily respond to this questionnaire appropriately according to your own understanding and experience in your job career. You can choose to strongly disagree, Disagree, agree and strongly agree to fill in the paper; in therefore there is no right or Wrong answers. All information will be kept confidential, meaning that will not be shared by other people, only group information will be reported. In case you have extra information that may contribute to the success of my study, please feel free to write at the end of the questionnaire on separate sheet.

**SECTION A: Personal Particulars** please tick against your most appropriate answer and fill the spaces provided.

1. Gender

(i) Male    (ii) Female

2. Work experience

(A) 0-3 years

(B) 3-4 years

(C) 4-9years

9 years and above

Objective 1: Identify leadership styles commonly applied by head teachers in Kigoma primary schools.

**Agree=1 strongly agree =2. Disagree = 3, strongly Disagree**

S/N	leadership styles commonly applied	Strongly Agree	Agree	Disagree	Strong Disagree
1	Democratic leadership is used in Kigoma schools				
2	Autocratic leadership is mostly useful by heads in making major decisions				
3	The two leadership styles; democratic and autocratic are common used				
4	Lazier fair leadership is also used in schools to some extent				

Objective 2. Teachers' perspectives on their head teachers' leadership style in Kigoma primary schools. **Agree=1 strongly agree =2. Disagree = 3, strongly Disagree**

S/N	Teachers' perspectives	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Lazier fair leadership improves consultation with subordinate				
2	Autocratic leadership is a threat to teachers' job				
3	Democratic leadership improve cooperation with teachers				
4	Autocratic Leadership styles decreases teacher workplace performance				

Objective3. What are the effects of head teachers' leadership styles on teacher's performance in schools? Put only one tick to the appropriate strategy.

**Agree=1 strongly agree =2. Disagree = 3, strongly Disagree**

S/N	The effects of head teachers' leadership styles to teacher effectiveness	Strongly Agree	Agree	Disagree	strongly Disagree
1	The autocratic leadership styles draw the teachers far from the working station				
2	The democratic leadership styles draw the teachers closer to the working station				
3	Teachers devote very little time to teaching and lesson preparations due to autocratic leadership style.				
4	Democratic makes teachers to use ample time to concentrate on teaching				

**Thanks for your Cooperation**

**Appendix II: Interview for ward education coordinators and MPEO**

(i) Do you know types of leadership styles?

Now using your experience state the leadership styles commonly applied by head teachers in Kigoma primary schools as you may see from day to day

(ii) What are the teachers' perceptive on their head teachers' leadership styles in Kigoma primary schools

(iii) How can you explain about head teachers' leadership style and how affect teacher's performance in schools you lead?

**Appendix: III: Group Discussion with Head Teachers**

In group of 5 heads discuss the leadership styles commonly used by head teachers in Kigoma primary schools and their effects on teacher effectiveness

(ii) Discuss in group of 5 people on how the teachers' perceive their head teachers' leadership styles in Kigoma primary schools and its effects on teacher effectiveness in schools

(iii) Discuss in 5 groups of 6 people on how head teachers' leadership styles affect teacher's performance in your schools

(iv) Discuss in group of 5 people of whether teacher effectiveness in provision of quality education depend on leadership style in school or not and come with strong points to justify



**Appendix: IV: Documents for Review**

S/No	Documents Reviewed	Information
1.	Lesson preparation through lesson plan and logbook filling	Lesson and log books filling up
2.	Pupils performance through continuous assessments	Assessing student performance
3.	Class journal (Taught and untaught periods)	Assessing student performance
4.	Books, dissertation in library	Leadership styles

## Appendix V: Plagiarism Report

### THE INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON THE EFFECTIVENESS OF TEACHERS IN THE PROVISION OF QUALITY EDUCATION IN KIGOMA MUNICIPALITY PRIMARY SCHOOLS IN TANZANIA

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