

**EFFECTS OF LEADERSHIP STYLE ON PUBLIC SECONDARY SCHOOLS  
TEACHERS PERFORMANCE IN TANZANIA: A CASE STUDY OF  
KINONDONI MUNICIPALITY DAR ES SALAAM**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN  
RESOURCES MANAGEMENT  
DEPARTMENT OF LEADERSHIP AND GOVERNANCE  
OF THE OPEN UNIVERSITY OF TANZANIA**

**2022**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: **“Effects of Leadership Style on Public Secondary Schools Teachers Performance In Tanzania: A Case Study of Kinondoni Municipality Dar es Salaam”** in partial fulfillment of the requirements of the degree of Masters of Human Resources Management (MHRM) of the Open University of Tanzania.

.....  
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.....  
Date

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**DECLARATION**

I, **Yolanda Masindi**, declare that, the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Human Resource Management (MHRM).

.....

Signature

.....

Date

**DEDICATION**

This work is dedicated to my family; my husband Stanley Ndunguru, my father Joseph Masindi, my Mother Devota Baltazary and lastly my two children John and Jeanntemarie

## **ACKNOWLEDGEMENT**

First, I thank the Almighty God for making it possible for me to undertake this research kind of work. Secondly, I would like to express my sincere thanks to my supervisor Dr. Chacha Alfred Matoka for his guidance and encouragement throughout the research process.

Thirdly, I would like to acknowledge support from my Husband Mr. John Ndunguru, Thirdly, a deep thank should go to my entire fellow in MHRM students for their mutual interaction, constructive criticisms and support. Fourthly, my thanks should go to my family for moral, time and financial support while pertaining this research project.

Fifthly, my thanks also should go to Kinondoni Municipal Council and all public secondary schools teacher who willingly provided the critical information, which led to get data for this dissertation.

## ABSTRACT

The study sought to explore the effects of leadership style on teacher's performance at Kinondoni Municipal in Dar es Salaam. The study was guided by three objectives, namely; (i) to determine the effect of Autocratic leadership style on public secondary schools Teachers' performance (ii) to determine the effect of Democratic leadership style on public secondary schools Teachers' performance and (iii) to determine the effect of Laissez-Faire leadership style on public secondary schools Teachers' performance. A quantitative research approach with descriptive survey design was used. A sample of 536 was drawn from 804 teachers as respondent. Simple random sampling was used to get respondents. Descriptive statistics and correlation analysis were used to analyse data. The study found that Autocratic leadership style was significantly negatively correlated with teachers' performance; secondly it was found that Democratic leadership style was positively correlated to teacher's performance and lastly the study found that Laissez faire leadership style was also positively and significantly related to teacher's performance. Therefore the study recommends that the local government authorities where Kinondoni municipal council belong should make sure that all head teachers and head mistresses are trained on leadership skills whereby they will be effective in motivating, creating positive visions and involving other teachers in planning and executing school issues also among the three leadership styles studied on their effect on teachers performance, following the findings it is highly recommended that head teachers and head mistresses apart from using all leadership style. When teacher perceive the kind of leadership the headmaster or headmistress is applying have both positive and negative effect on the teacher's performance.

**Keywords:** Autocratic Leadership Style and Democratic Leadership Style

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**LIST OF ABBREVIATIONS AND ACRONYMS**

AUTO	Autocratic Leadership Style
DEMO	Democratic Leadership Style
LAISSEZ	Laissez fare Leadership Style
LGA	Local Government Administration
M	Mean
MHRM	Master of Human Resource Management
OUT	Open University of Tanzania
SD	Standard Deviation
TP	Teachers' Performance

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Overview**

The chapter presents the background of the study, statement of the problem, the general objective specific objectives and research questions. Additionally significance of the study and organization of the study were presented.

#### **1.2 Background of the Problem**

In modern world of academia, education has become the greatest resource that any society can provide to their children. Prosperity of the children education do affect their entire life. It is education that helps to drive a way poverty by improving health, labour utilization and controlling of the environment. It's the number of educated citizens, which provide a leap to social development of any country.

Fisher (2005) provides the importance of education that all schools in order to advance they need the head teacher's leadership style which is positive influence of performance of teachers. Head teacher's leadership style is shown in their behaviour on how they interact with teachers, parents, students and community at large. If it happens that the head teacher has effective leadership style, then positively teachers will perform well. But if ineffective then adversely affect teacher's performance.

School leadership connotes the whole process of enlisting and guiding the talents and energies teachers and students to achieve common educational goals. Leadership became apparent since 20th century for good several reasons (Aacha, 2010). There

were demands on schools for higher level of pupils achievement and schools were supposed to improve in order to cater the by then demands. Calls to reform schools were for accountability at the school level. Hence leadership styles were identified that could be used in order to handle school matters as other organizations as well.

Teachers performance involve all duties that are performed by teachers in a particular period in the school environment (Obilade, 1999). Head teachers can encourage effective performance on their member staff by identifying their needs and trying to satisfy them one being inclusion in decision making process. Researchers like Gawaza, (2016) have shown that many head teachers at Kinondoni municipality do not regard their leadership styles as crucial in teacher's performance. Therefore some of them seem to find very difficult to effectively manage or administer their schools (Adeyemi, 2004). An effective head teacher has appositve influence on the teacher's performance weather autocratic, democratic or laissez fire styles used.

### **1.3 Statement of the Problem**

Despite of the strategies and measures taken by the government to enhance teacher performance, still teachers at Kinondoni Municipality is low. Students performance at national form IV ordinary certificated and form VI advanced certificate are poor. At some point there has reporting of teachers incompetence. The relationship between head teachers leadership style and teachers job performance has been a subject of studying (Adeyemi, 2006).

Teacher's performance is such an important in school success and meeting its objectives. It includes meeting deadlines for writing scheme of work, lesson plans,

setting tests and examinations. In various schools such as those in Kinondoni municipal council they need strong, health leadership styles which will include autocratic, democratic and laissez afire as propounded by fielder's contingency theory (1 998) that there is no best way of managing except depending on the leaders personality, task at hand and environment.

However Kinondoni municipal council secondary schools there have reported some frictions resulted due to poor leadership styles used. Studies of Namutebi (2005), (Kamugisha, 2006) pointed out that authoritative leadership tendencies have led to poor teacher's performance. There have been also poor innovations and creativity among teachers to make students pass reasons being not participating or not empowered to make such decisions (Crocco & Costigan, 2007).

Asghar, and Oino, (2017) conducted a study on Leadership styles and job satisfaction. They found that leadership style is an important aspect in motivating employee performance. However they focused on transformational leadership style and transactional leadership style. Equally Yahya and Ebrahim (2016) conducted a study linking leadership style with employee's commitment. They also found that leadership style is an important aspect on making employees to be committed.

However they also focused on transactional leadership style and transformational leadership style. Therefore it is intention of this study to explore the three different styles of leadership on their effects on secondary teacher's performance at Kinondoni Municipal council focusing autocratic, democratic and laissez affaire leadership styles.

## **1.4 Research Objectives**

The research objective comprises of the general objective and the specific objectives.

### **1.4.1 General Objective**

The general objective of this study was to explore the effects of leadership styles on public secondary schools teachers performance in Tanzania; case study of Kinondoni municipality Dar es Salaam.

### **1.4.2 Specific Objectives**

- (i) To determine the effect of Autocratic leadership style on public secondary schools Teachers' performance
- (ii) To determine the effect of Democratic leadership style on public secondary schools Teachers' performance
- (iii) To determine the effect of Laissez-Faire leadership style on public secondary schools Teachers' performance

## **1.5 Research Questions**

- (i) What is the effect of Autocratic leadership style on public secondary schools Teachers' performance?
- (ii) What is the effect of Democratic leadership style on public secondary schools Teachers' performance?
- (iii) What is the effect of Laissez-Faire leadership style on public secondary schools Teachers' performance?
- (iv) What is the effect of Paternalistic leadership style on public secondary schools Teachers' performance?

## **1.6 Significance of the Study**

The study contributes to the clear understanding of the effective leadership which that makes employees such as teacher to be higher performers in our educational set up especially in secondary schools not only to Kinondoni municipal but also Tanzania as a whole.

Further, the study helps other researchers who are studying the leadership phenomenon to clearly understand the theories underpinning leadership styles and therefore be able to come up with evidence and data of effective leadership styles in our educational set up organizations like secondary schools. In addition, the findings of this study are expected to help and benefit organizations such as local councils to train head teachers of schools on best leadership styles to apply for obtaining effective performance from teachers and educational staff working in our secondary schools

## **1.7 Organization of the Study**

The study is organized into five chapters. The very first chapter dealt with introduction whereby background, statement of the problem, objectives and significance were introduced. Chapter two presented the definition of concepts, theoretical review, empirical literature, research gap and conceptual framework. Chapter three presented research philosophy, approach, and design and data collection. Further data analysis, validity, reliability and ethical considerations were presented. Chapter four presented sample description, data analysis and discussion while the last chapter five presented summary, recommendations and further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

Chapter two presents definition of key concepts, theoretical and reviews. Further research gap is will be explained. And last will be the conceptual framework, which is the cornerstone of this study.

#### **2.2 Definition of Key Concepts**

Key definitions as per this study operationalization are presented. The key variables or concepts are autocratic leadership style, democratic leadership style, and laissez faire leadership style and teachers performance

##### **2.2.1 Autocratic Leadership Style**

Autocratic leadership is defined as the type of management style in which one person controls all decisions and thus takes very minimal or none of the inputs from members of the group (Anderson, & Brown, 2010).. Leaders make choice of decisions based on theory own thinking and belief and therefore they do not involve any other team member. In most cases this type of leaders is prevalent in small businesses where there are few employees and sometimes even large organizations.

According to Namuddu, (2004) autocratic leadership becomes effective in organizations where decision making in nature is of quick and immediate response. It considered being flexible however in modern organizations it appears to be outdated. Autocratic leadership style is regarded by experts to be more damaging rather than

providing rewarding in a long run performance of employees. Sometimes it may lead to attrition of employee. However it has the advantages of quick in decision making, especially in operations.

### **2.2.2 Democratic Leadership Style**

Democratic leadership is defined as the leadership style whereby group members take participative role in decision making process (Clawson, 2009). It regarded as one of the most effective leadership style, which is associated with high employee performance, high productivity and best contributions from group members even in a long run. Team or employees meet and discuss issues before making collectively decisions normally by voting. According to Cheng, (2002) democratic leadership style gives each member or employee opportunity to be involved or participate by exchanging ideas and opinions freely. In this leadership style a leader becomes a provider of counseling, guidance, directions or vision in order maintain the focus of the organizational goals and objectives (Hackman, & Johnson, 2000).

### **2.2.3 Laissez-Faire Leadership Style**

Laissez faire sometimes known as free rein is defined as the type of leadership whereby leaders are hands – off and allow team members to make their own decisions (Chiang, & Wang, 2012). It is a philosophy, which is characterized by deliberate, absents from direction or interference from manager or leader. Therefore employees or group members have freedom of choice and actions. Leaders or managers they just set organizational objectives and goals and group members or employees are free to whatever they think is appropriate in order to accomplish those set objectives. According to Bass, (1990) manager's traits needed are like warmth, friendliness and

good understanding. Free rein is very effective when a manager leads professionals like doctors, engineers, lawyers and professors in an open matrix organizational structure.

According to Fiedler, and House, (1988) free rein leadership style tends to empower groups, individuals or team members to make decisions. Laissez faire leadership style is prominently practiced in business like innovation is highly needed or business incubators for organizational success. It promotes creativity of employees and therefore high performance (Achua&, Lussier, 2010). Areas like advertising agencies, startup social media companies, research and development departments and high tech agencies. Laissez faire leaders poses of the following characteristics, maximizing of leadership qualities of staff, tend to delegate authority to capable experts, tend to praise accomplishments and reward success, tends to allow staff to solve problems and manage challenges (Behery, 2008).

### **2.3 Review of Theories**

In order to explain leadership style, there have been few theories put forward explaining the context of leadership styles. There are traditional approaches, which focus on traits, then the behavioural and contingency approaches. The new approaches are like transformational and transactional leadership styles. This study will use Fielders' (1958) contingency theory of leadership. The theory states that group performance depends on leader's psychological make-up, as well as group atmosphere, task, and the leader's power position. The theories continue to explain that the effective leadership depends not only on the style of leading but on the control over a situation. There must be good leader member relationship; whereby tasks are

clear and goals set are clear with are operational procedures. Further the must have the ability to meet the condition of rewarding and sanctions. If these three are lacking in the correct combination and context then it leads to leadership failure. The contingency theory put more emphasize on the leaders personality or the psychological disposition on the leaders ability to lead and on how the groups lead receive or perceive the leader with the task involved and actually whether the leader have the power to exert control over the group.

Following those characteristics the contingency theory explains different leadership style and accommodates all because according to the contingency there is no best way of managers leadership style. It all depends on the leader's ability, power to influence, tasks to be done and the environment where the task are done. Therefore the three leadership style that are going to be examined have link with the theory. Therefore the theory provides that managers or leaders have to adopt the style which best to the situation and immediately stimulate the employee performance.

Autocratic managers always tell their member staff what should be done. The positive aspect is that, this can give the business a clear sense of direction however it tends to lead managers to ignore and undervalue any inputs from subordinates (Adair, 2002). As contingency theory propound autocratic leadership style is appropriate during crisis when very pertinent urgent problem needs or requires immediate attention.

Theoretically the democratic leadership style approach normally is characterized by optimal effort decisions for leaders. All decisions are made by the relevant team's members whereby each member has equal inputs. Democratic leadership style is very

useful for long term decision making or programs. As stated above democratic leadership style have link with the theory because when you don't need emergency decisions that is when democratic leadership is the best.

For participative leadership, all members are involved to identify essential issues and goals with their procedures or strategies for those goals. this type of leadership is heavily relying on leader acting as a facilitator rather than just issuing orders. Participative leadership is good for business setting and other functional setting. The contingency theory has more broadened the magnitude and scope of leadership understanding from a focused on the single, best type of leadership like trait approach to the emphasize of the importance of the leader's style and the demand of different situations.

Fiedler's contingency theory has one major weakness, which is lack of flexibility. He believes that the natural leadership style are fixed, the most effective way to handle situations he contends is just to change the leader. No room for flexibility in leaders.

## **2.4 Empirical Review**

Empirical review will be based on firstly worldwide review whereby papers and articles from outside Africa will be critically reviewed, secondly will be articles within Africa and last will be papers or studies within Tanzania. In all cases authors, titles, methodology, findings and recommendations will be presented.

### **2.4.1 World Wide Review**

Sehar, and Alwi, (2019) studied on the impact of Head Teacher's Leadership Style on Teacher's Job Satisfaction and Work Motivation in Pakistan. Data were collected

through questionnaire. Descriptive survey research design was used. Measurement of internal consistency was done using Cronbach's Alpha. Data analysis was done using regression analysis. The study found that democratic leadership style of principals has a strong effect on teacher's performance whereby principals perceive teachers as human beings. Other factors apart from leadership style to have an effect on teacher's performance are working environment and salary. The study recommends that head teachers with democratic leadership style are more appreciated and therefore propose using this type of leadership style.

Iqbal and Haider (2015) studied Effect of Leadership Style on Employee Performance in Pakistan. The study adopted interpretive and qualitative design research. Data was analyzed using triangulation and grounded theory. The study found that democratic leadership style does improve employee performance in both short and long term and can be used in any organizational set up or any setting of project. Autocratic leadership was found been restrictive to communication and socialization hence employee felt to be powerless. The study concludes that since leadership style is vital for employee performance therefore democratic leadership style is more preferred.

Nasra and Arar (2020) studied on leadership style and teacher performance: mediating role of occupational perception in Israel. The study used the extended Arabic version of teachers performance OCB 22 items. Cronbach's alpha was used to test for internal consistency. Data analysis was done through using descriptive statistics. The study found that transformation leadership style to have high correlation with teacher's performance followed by transactional leadership style. Occupation perception had a weak correlation. Therefore the study recommends that leaders should get training in

transformational leadership style in order to improve more teachers' performance. Further the study also recommends paying attention to other aspects of teaching as well.

Ahmad, Hussain, and Tariq, (2014) studied on the linkage between leadership styles and employee performance in Pakistan. The study used descriptive approach which focus group interviews. Descriptive statistics was used to analyse data. The study found that participative leadership style to have high effect on teacher's performance while autocratic found to have a weak effect. Therefore that study recommend that participative leadership to be applied in working organization and discourages autocratic leadership because it make employee feel inferior in making decisions hence leads to poor performance.

Saleem, Aslam, Yin, and Rao, (2020) studied on the Principal Leadership Styles and Teacher Job Performance Viewpoint of Middle Management in China. The study was empirical where 253 middle managers personnel participated. SEM was used to analyses data. The study found that directive leadership style has a high effect and predictor on teacher job performance followed by supportive and achievement oriented leadership styles. Participative leadership style was found to have a significant predictor but was not considered to have a promising predictor of teacher's performance.

Therefore the study recommends the application of directive leadership where by it is efficient, waste no time. The study reflect a non-western culture of management whereby directive in preferred to participative.

Veliu, Manxhari, Demiri, Jahaj, (2017) studied on the influence of leadership styles on employee's performance in Kosovo. The study used structured questionnaires. Data were analyzed using descriptive and regression analysis. The study found that leadership has both positive and negative influence on employee's performance. Bureaucratic, laissez faire, charismatic and transactional styles of leadership styles had a negative effect on employee performance. on the other hand the study found that autocratic, transformational and democratic styles of leadership had a positive effect on teachers performance.

#### **2.4.2 African Context Review**

Atsebeha, (2016) studied on Principals' leadership styles and their effects on teachers' performance in the Tigray region of Ethiopia. The study used a mixed method research design. The path – goal leadership questionnaire and self-constructed questionnaires were used to measure teacher performance. Data analysis used descriptive and inferential statistics. The study found that all leadership styles except the directive leadership style have a positive impact on the teacher's performance. Further, the supportive leadership style is the most frequent used. The study recommends that path – goal leadership style may be applied at different situations. Also school leaders need to attend leadership courses.

Obasan and Hassan, (2014), studied on A Test of the Impact of Leadership Styles on Employee Performance: A Study of Department of Petroleum Resource in Nigeria. The study adopted a survey design. Cronbach's alpha was used to test reliability of internal consistency. Multiple regression analysis was used to test relationship of leadership style on employee performance. The study found that transformational

leadership to have most positive and effective relationship on employee performance. Laissez faire leadership style was found to have the weakest relationship with employee performance. The study recommends that managers better use transformational leadership because it tends to motivate employees and increase commitment.

Nuhu, (2010) studied on the effect of leadership styles on employee performance in Kampala district council in Uganda. This is An Unpublished Research Dissertation. The study adopted a survey design using both quantitative and qualitative approaches. Triangulation, descriptive statistics and Pearson's correlation coefficient was used for data analysis. The study found that at corporate level autocratic leadership style was highly practiced while laissez-faire leadership style was eminent at lower levels. The study recommends that empowerment of employee through working teams will help to self-managed and motivating employee performance.

Hunduma and Wodajo, (2019) Studied the effects of Leadership Styles on Employee Performance in Ethiopia. The study used qualitative research approach with closed ended interview Guide questions. Descriptive and inferential statistical techniques were used. The found that transformational leadership style as the most widely used in many economic sectors followed by transactional leadership style. The last is laissez-faire. It recommends that leaders should use transformational and transactional leadership style because they instill urge of intellectual stimulation and motivation to innovation. Laissez faire was totally discouraged to be applied.

Otieno and Njoroge, (2019) studied on the effects of leadership styles on employee performance: case of technical university of Kenya. The study adopted a descriptive

research design. Descriptive statistics and linear regression analysis were used to analyse data. The study found that transformational leadership style has a strong and significant effect on employee performance. Equally to transactional leadership style respectively. Autocratic leadership style was found to be weak and significantly predicting employee performance. Laissez- faire leadership style was found to insignificant predicting employee performance at technical university of Kenya. The study recommends that supervisors are urged to use either transformational or transactional leadership style. It totally reject the use of laissez faire leadership style.

Wachira, Gitumu, and Mbugua, (2017) studied on the effect of principals' leadership styles on teachers' job performance in public secondary schools in Kieni West Sub-County in Kenya. The study adopted descriptive survey design. Both qualitative and quantitative approaches were used. Data analysis was done using descriptive statistical techniques, chi square was used to establish the relationship between principals leadership style and teachers job performance. The study found that participative leadership style have strong effect on teachers job performance while laissez faire found to least effective. Therefore the study recommends that government and local leaders to participate in managing the college. Also students should participate in making college rules.

Imhangbe, Okecha, and Obozuwa, (2019) studied on Principals' leadership styles and teachers' job performance: Evidence from Edo State, Nigeria. The study adopted a correlational design. Internal consistency was measured by Cronbach's alpha. Data analysis used percentages, multiple regression and Pearson product moment correlation to test hypotheses. The study found that democratic, autocratic and laissez

laissez faire leadership style jointly contributed about two thirds variations in the job teacher's job performance. Democratic and laissez faire leadership styles had the most prominent positive influence on the teacher's job performance. The study recommends that leader to use democratic leadership style to improve teacher's performance.

Anyango (2015) studied the effects of leadership styles on employee performance at Boa Kenya limited in Kenya. The study adopted a cross sectional descriptive survey research design. Structured questionnaires were used to collect data from sample of 80 respondents. Data were analyzed using descriptive statistics, inferential statistics, and Pearson moment correlation and regression analysis. The study found that transformational leadership style has a significant strong positive effect on employee performance followed by transactional leadership style. Laissez faire leadership was found to have insignificant effect on employee performance. The study recommends that supervisors should adopt transformational leadership style and abandon laissez faire style.

### **2.4.3 Tanzania Context Review**

Aunga, and Masare, (2017) studied on the effect of leadership styles on teacher's performance in primary schools of Arusha District Tanzania. The study adopted a descriptive survey design. Structured questionnaires were used to collect data. Descriptive statistics was used to analyse data with Pearson's moment correlation to determine relationship between each leadership style and teacher's performance. The study found that transformational behaviour as leadership style was positively and strongly related to teacher's performance. Also democratic leadership style was

prevalent in primary schools. The study recommends that head teachers or school managers should use democratic and transformational leadership style because the two do increase teacher's performance. Lastly the study discourages the use of autocratic and Laissez Faire leadership style because they affect negatively teacher's performance.

Lutego, (2015) studied the effects of Leadership Styles on Tutors' Work Performance: A Case of Public Teachers Colleges in Kilimanjaro, Tanzania (Doctoral dissertation. The study used qualitative approach and employed explorative design. Data were collected through interview and discussion groups. Content analysis was used to analyse data. The study found that participative leadership style was mostly used followed by autocratic leadership style while laissez faire was last. The study recommends that different leadership styles should be used at different situations in colleges and other education set up. Further the responsible ministry and other authorities should make sure principals and other heads are trained on leadership.

Mohamed, (2010) studied on the leadership Style and Their Impact to Primary School Teachers Performance in Tanzania: a case Study of District Education Offices in Ruvuma Region. The study was guided by the open system model. Data analysis was done using qualitative content analysis. The study found that the most commonly used leadership style was democratic followed by dictatorship and laissez fare. The study recommends that educational managers and administrators need to get training of leadership in order to inspire teachers for better performance.

Komba, (2015) studied on the contribution of leadership styles on teachers' job performance in community secondary schools in Kilosa district in Tanzania. The

study was qualitative approach with case study research design. Content analysis was used to analyse data. The study found that participative leadership style to be dominant followed by authoritarian and last was laissez fare. The study recommends that head teachers to get training on leadership and therefore use participative leadership style.

## 2.5 Research Gap

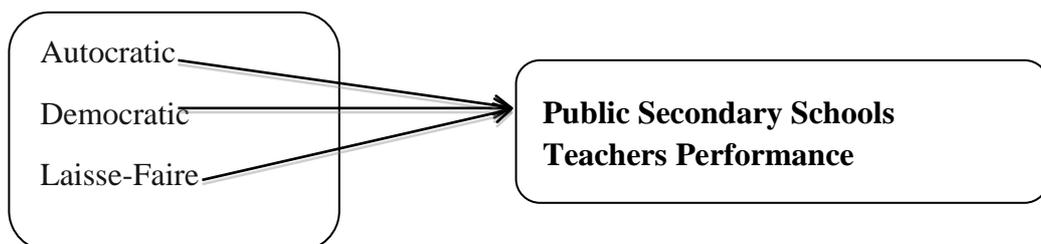
Theoretically, previous studies concentrated much on transformational and transactional leadership styles. This study will look into behavioural whereby autocratic, democratic and laissez affaire will be studied. Methodological gap will focus on quantitative approach as many kind of leadership style have been focusing on qualitative approach whereby content analysis has been used. Contextual gap to be dealt with is linking leadership style and performance of secondary school teachers at Kinondoni Municipal. Previous studies have focused on tutors and other organizational sectors in Tanzania.

## 2.6 Conceptual Frame work

### Independent Variables

### Dependent Variable

#### LEADERSHIP STYLES



**Figure 2.1: Conceptual Framework**

Source: (Researcher: 2021)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

Chapter three presents research philosophy whereby positivism will be explained, research approach whereby quantitative was used, research design whereby descriptive research in case study was applied to explain area, population and sampling techniques. Further data collection and analysis was presented followed by validity, reliability and ethical consideration

#### **3.2 Research Philosophy**

Positivism research philosophy was used in this study. Macionis and Gerber (2013) provide that positivism research philosophy knowledge is generated from deductive whereby knowledge is exclusively derived from experience of the natural phenomenon and relationships. The positivism philosophy is applied on mathematical calculations. Saunders, Lewes, Phillipe and Thornhill (2009) give that many researchers prefer using positivism because it is an objective analysis and accepts results based on quantitative obtained from survey, case study or experiments statistics. This position is based on the fact that the truth was revealed, the method of research must be valid and reliable and that the research must be independent, that is, not affected by the outcome of the findings.

#### **3.3 Research Approach**

This study applied quantitative approach. The quantitative approach normally tend to be structured and much formalized with a very careful and accuracy of scope definition. Quantitative approach draws conclusion by measuring the behaviour and

characteristics of a sample I a given population and attempts to construct a theory or generalizing regarding the population as w whole ( Regenesys, 2012; Sobh & Perry, 2006).

According to Musa (2015) quantitative approach is useful in various studies so as to confirm the research questions or hypotheses about phenomenon whereby hypotheses are used to quantify variation in frequencies and percentages to predict causal effect relationships, to describe characteristics of population by making statistical inferences and analysis and also to facilitate the drawing of inferences related to the study in order to measure participants views towards the study. It is in the reason and weight that the effects of leadership style on teacher performance in secondary schools were determined

### **3.4 Research Design**

This study employed a descriptive and case study as its research design. A descriptive study is one in which information is collected without changing the environment (nothing is manipulated) and it provides information about the naturally occurring behaviour, attitudes, health status or other characteristics of a particular group (Lalruatsanga, 2016). The study made use of the descriptive survey design as well.

According to Kothari (2013), the main purpose of descriptive survey design is to describe the state of affairs as it exists at present and it is usually concerned with describing a population with respect to important variables with the major emphasis being establishing the relationship between the variables while its advantage is that it

is easy to understand. Williams (2007) asserts that the descriptive research approach is a basic research method that examines the situation as it exists in the current state. Descriptive research involves identification of attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena. Descriptive survey is characterized by describing data on variable of interest and it is useful for gathering factual information, data on attitudes and preferences, belief and predictions, behavior and experiences-both past and present (Cohen, Manion & Morrison, 2001).

This design was appropriate to the study simply because it was based on surveying and finding facts by inquiry for the purpose of finding out the effects of non involvement of public primary school teachers in decision-making on their work performance. Descriptive survey design was appropriate for this study since it based on the assumption that the sample shares similar characteristics with the whole population from where it is drawn (Rukwaru, 2007). This design was relevant to this study because it was expected to facilitate adequate data collection basically by the use of questionnaires to teachers and as it enabled to distinguish small differences between diverse samples groups; ease of administering and recording questions and answers; increased capabilities of using advanced statistical analysis; and abilities of tapping into latent factors and relationships (Kajubi, 2007).

### **3.4.1 Area of the Study**

The area of the study comprised public secondary schools at Kinondoni municipal. The choice of this area is due to the fact that there is a variation of school performance among form iv and vi and one reason given being school management through

leadership style therefore the study was keen on testing relationship between different leadership style to teachers performance at Kinondoni municipal council in Dar es Salaam Region.

### 3.4.2 Population of the Study

The tentative population of the study was all 22 public secondary schools at Kinondoni with a total number of 804 teachers. The total are as presented in Table 3.1 Teacher comprises from those with Diploma, Bachelor's Degrees and Masters Degrees.

**Table 3.1: Total Population of Public Secondary School Teachers in Kinondoni Municipal**

ITEM	MALE	FEMALE	TOTAL
PHD	0	0	0
MASTERS DEGREE	7	23	30
FIRST DEGREE	126	329	455
DIPLOMA	114	194	308
OTHERS	10	1	11
<b>TOTAL</b>	<b>257</b>	<b>547</b>	<b>804</b>

Source: Kinondoni Municipal Council education office (2021)

### 3.4.3 Sample and Sampling Techniques

In determine sample size Yamane (1967) suggested simplified formula for calculation of sample size from a population, which is an alternative to Cochran's formula. According to him, for a 95% confidence level and 0.5, size of the sample should be.

$$n = \frac{N}{1 + N (e^2)}$$

Where by

n = Sample size

N = Population

e = Level of Precisions (Level of tolerance 5% = 0.05)

1 = Constant

$$n = \frac{804}{1+804(0.05) (0.05)}$$

$$n = \frac{804}{1.5}$$

$$n = 536 \text{ respondents}$$

The sample size of the study comprised of 536 respondents from the population of 804. The study used simple random sampling technique to obtain the sample size. Simple random sampling is a probability sampling technique was used to obtain respondents from 22 secondary schools with population of 804 teachers at Kinondoni Municipality.

According to Cooper, & Schindler, (2011) random sampling is very useful because it helps researchers to avoid unconscious biases that if reflected in the data collection, however a research cannot use prior information that could have been collected. This means that, random sampling allows researchers for unbiased estimates to be created, but at the cost of efficiency within the research process. Random sampling allows researchers to perform an analysis of the data that is collected with a lower margin of error. This is allowed because the sampling occurs within specific boundaries that dictate the sampling process. Because the whole process is randomized, the random

sample reflects the entire population and this allows the data to provide accurate insights into specific subject matters (Saunders & Thornhill, 2009)

**Table 3.2: Sample Size of Teachers at Public Secondary Schools at Kinondoni Municipal**

Qualification	Gender			
	Male	Sample Male	Female	Sample Female
Masters	7x 536/804	5	23 x 536/804	15
First Degree	126 X 536/804	84	329 x 536/804	219
Diploma	114 X 536/804	76	194 x 536/804	129
Others	10 X 536/804	7	1 x 536/804	1
Total		<b>172</b>		<b>364</b>
Grand Total Sample		<b>536</b>		

Source: Field Data 2021

### 3.5 Data Collection and Instruments

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Kabir, 2016). In this study, the method which was used to gather information was from primary and secondary sources

#### 3.5.1 Primary Data

Structured questionnaires were used to collect data from respondents. The process of data collection was done in two stages namely library research and field research. Under the primary data collection, the researcher collected the first hand information. This is data collected for the first time and happens to be original in character (Kothari, 2006). This information were collected directly from the study area.

### **3.5.2 Secondary Data**

Secondary data were collected from Kinondoni Municipal education department in particular to get the exact number of public secondary schools and for each school the number of teachers based on gender and qualification.

### **3.6 Variables and Measurement**

The leadership styles were measured through the Multi factor Leadership Questionnaire developed by Avolio and Bass (1995), modified to fit the context of the study. Employee performance was measured by the scale of Youssef (2000). Respondents were be asked to indicate their agreement on a 5-point Likert -like rating scale where 1 – strongly disagree to 5- strongly disagree. Its superiority over a content specific scale which measures the specific content like autocratic leadership style, democratic leadership style and laissez afire leadership style.

### **3.7 Data Analysis**

Descriptive statistics and inferential data analysis were used to analyse data. Data analysis is defined as a process of cleaning, transforming, and modelling data to discover useful information for business decision-making. The purpose of data analysis was to extract useful information from data and taking the decision based upon the data analysis (Xia & Gong, 2015).

### **3.8 Validity**

Validity determines whether the research truly measures what it is intended to measure or how truthful the research results are. According Waller and Fawcett, (2013) a test is considered valid when it succeeds in measuring what it purports to

measure. The validity of the instrument in this study was established by the use of both the construct and content validity. For this reason, the researcher conducted a pilot study on 20 participants were used to test validity. These pilot respondents were not in the sample size and will be examined and assessed by the items in the questionnaire, if they are relevant or not and be subject to modifications and improvements. All pilot participants were monitored to ensure that they are not consulting with anybody before completing their copies. The use of this pilot study was used to make the data to be collected more quantitative, objective, valid.

### 3.9 Reliability

Reliability refers to the consistency and stability of the findings that enables the findings to be replicated (Burns & Burns, 2008). A reliability analysis using Cronbach's alpha ( $\alpha$ ) was conducted to estimate the reliability of the predictor variables. The higher Cronbach's alpha to accept value is .7 which show greater scale reliability. Cronbach's  $\alpha$  analysis is a useful way of determining internal consistency and homogeneity of groups of items in tests and questionnaires (Burns & Burns, 2008). In assessing, the effect of leadership style on teacher's performance variables were tested for reliability.

**Table 3.3: Scale for Reliability Test**

Variable	Number of items	Cronbach's Alpha
AUTO	7	.867
DEMO	5	.749
LAISSEZ	6	.894
TP	10	.781

NOTES: AUTO = Autocratic Leadership Style, DEMO = Democratic Leadership Style, LAISSEZ = Laissez fare Leadership Style and TP = Teachers' Performance

### **3.10 Research Ethics Consideration**

Institution letter from The Open University of Tanzania, signed by DPS on behalf of the VC to Kinondoni Municipal Director requesting permissions to collect data from public secondary will be issued. Saunders et al. (2009) and Bhatachrjee (2012) provide the ethical principles for researchers with human participants of which this study has to abide. Participants will be asked to participate voluntarily. They have the freedom to remove themselves from the study at any time without any unfavorable consequences and that they are not harmed as a result of their participation or non-participation in the study. Anonymity and confidentiality was highly observed.

Participants were protected; their names and what they contributed. There was no disclosure of their identity; all responsibility lied upon the researcher. In order to achieve this, all questionnaires that were supplied were having no name tag on it. Further, any language or word that could be interpreted by participants to be abusive or immoral will be checked and removed. This is to make sure that the wellbeing and dignity of participants are of paramount importance. Using verified scales and testing by a pilot study helped to ascertain it.

Plagiarism was avoided as it is an intellectual property theft crime. This was done by acknowledging and proper referencing of all materials cited in this study. Besides the APA reporting style will be used. Equally important, there will be no data fabrication as the researcher will do all the work. All data processed will be those collected from the surveyed population.

## **CHAPTER FOUR**

### **FINDINGS ANALYSIS AND DISCUSSION**

#### **4.1 Overview**

The chapter presents and discusses the findings on the effects of leadership style on teacher employee performance at Kinondoni municipal in Dar es Salaam. Three specific objectives were pursued in order to establish the effect of leadership style on teacher employee performance. Chapter four has been divided into sections representing the task done. 4.1 describe the sample, section 4.2 describes the variables on indicators, and section 4.3 presents descriptive statistics, reliability and correlation among constructs. The last section 4.4 presents the discussion

#### **4.2 Sample Description**

In describing the sample, six demographic variables were included. Namely; Age, gender, educational level, administrative post and tenure (Table 4.1) Majority of the participants were at the age between 30 and 50 which constituted 60% of all respondents. Female teachers were about 68% while male teachers were only 32 % means at Kinondoni municipal public secondary schools are female teachers. Regarding marital status nearly 73% were married followed far by single teachers who were 25%. Education qualification showed that those who possess bachelor degree were 63% followed far by those who have diploma qualification. Masters holders were just less than 3%. Head teachers were 22 exactly as the samples public secondary schools while other teachers who were not head teachers were majority constituting nearly 80% of respondents. Teacher who have served between less than

20 years were the majority constituting nearly 40% followed by those who have served more than 40 years who constitute nearly 30%.

**Table 4.1: Sample Description**

S/N		Frequency	%	Mean	Std. Dev.
1	<b>Age</b>			2.72	1.00
	20 – 30	82	15.3		
	31 – 40	116	21.6		
	41 – 50	206	38.4		
	51 - Above	132	24.6		
2	<b>Gender</b>			1.68	.47
	Male	172	32.1		
	Female	364	67.9		
3	<b>Marital status</b>			1.30	.53
	Married	389	72.6		
	Single	133	24.8		
	Others	14	2.6		
4	<b>Education</b>			3.69	.52
	Diploma	183	34.1		
	Bachelor Degree	337	62.9		
	Master's Degree	16	3.0		
5	<b>Position</b>			1.96	.20
	Head Teacher	22			
	Teacher	514			
6	<b>Experience</b>			2.67	1.06
	11 - 20	215	40.1		
	21 - 30	105	19.6		
	31 - 40	155	28.9		

Source: Field data (2021)

### 4.3 Autocratic Leadership Style Descriptive Statistics Results

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the autocratic leadership style scale (Table 4.2). The results show that the leadership demands for compliance of the laid down procedures scored highest ( $M = 2.40$ ,  $S.D. = 1.14$ ) followed by my supervisor believes that most employees in the general population are lazy ( $M = 2.36$ ,  $SD = 1.06$ ). The lowest measurement scale on autocratic leadership style was my supervisor is the chief judge of the of employees achievements ( $M = 1.96$ ,  $SD = .86$ ) followed by my supervisor believes employees need to be closely monitored otherwise they are not likely to do their work be supervised ( $M = 2.02$ ,  $SD = .90$ ).

**Table 4.2: Autocratic Leadership Variable**

Descriptive Statistics				
	Minimum	Maximum	Mean	Std. Deviation
My supervisor gives orders and clarifies procedures	1.00	5.00	2.05	.93892
My supervisor believes employees need to be closely monitored otherwise they are not likely to do their work be supervised	1.00	5.00	2.0224	.89832
My supervisor is the chief judge of the of employees achievements	1.00	5.00	1.9496	.85995
My supervisor believes that most employees in the general population are lazy	1.00	5.00	2.3601	1.06385
The leadership demands for compliance of the laid down procedures	1.00	5.00	2.3993	1.13940
Performance requirements are designed according to the leader's needs.	1.00	5.00	2.1884	.97057
The leadership given direction is final	1.00	5.00	2.2146	.99562

Source: Field data (2021)

### 4.4 Democratic Leadership Style Descriptive Statistics Results

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the democratic leadership style scale (Table 4.3). The results show

that I get complete freedom in my work scale scored the highest ( $M = 2.41$ ,  $S.D. = 1.16$ ) followed by the head teacher seeks the help of group members in resolving conflict ( $M = 2.3$ ,  $SD = 1.05$ ). The lowest measurement scale on democratic leadership style was the head teacher believes that working together has greater potential than working individually ( $M = 2.18$ ,  $SD = 1.01$ ) followed by I have opportunity to work in the way I think is best ( $M = 2.02$ ,  $SD = 1.03$ ).

**Table 4.3: Democratic Leadership Style Variable**

	Descriptive Statistics			
	Minimum	Maximum	Mean	Std. Deviation
The head teacher believes that working together has greater potential than working individually	1.00	5.00	2.1754	1.00607
I participate in decision making	1.00	5.00	2.2724	1.02513
The head teacher seeks the help of group members in resolving conflict	1.00	5.00	2.3004	1.04893
I have opportunity to work in the way I think is best	1.00	5.00	2.2668	1.02934
I get complete freedom in my work	1.00	5.00	2.4065	1.15560

Source: Field data (2021)

#### 4.5 Laissez Fire Leadership Style Descriptive Statistics Results

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the Laissez Fire leadership style scale (Table 4.4). The results show that Manager frees people to have job rotation and allow them to circulate in different occupations scale scored the highest ( $M = 3.07$ ,  $S.D. = 1.32$ ) followed by Manager allows employees themselves adjust the speed of their works ( $M = 3.02$ ,  $SD = 1.34$ ). The lowest measurement scale on Laissez Fire leadership style was My supervisor stays out of the way as I do my work ( $M = 2.55$ ,  $SD = 1.01$ ) followed by I have opportunity to work in the way I think is best ( $M = 2.02$ ,  $SD = 1.20$ ).

**Table 4.4: Laissez fire Leadership Style Variable**

Descriptive Statistics				
	Minimum	Maximum	Mean	Std. Deviation
Manager provides freedom to people under his control in doing their tasks	1.00	5.00	2.5896	1.20877
My supervisor stays out of the way as I do my work	1.00	5.00	2.5504	1.20485
Manager allows people under his control to use their individual Judgments for solving problems	1.00	5.00	2.8340	1.32850
Manager frees people to have job rotation and allow them to circulate in different occupations.	1.00	5.00	3.0746	1.31634
Manager delegate the authority to the staff to do some of the tasks.	1.00	5.00	2.9459	1.32512
Manager allows employees themselves adjust the speed of their works	1.00	5.00	3.0168	1.34014

Source: Field data (2021)

#### 4.6 Teacher's Performance Descriptive Statistics Results

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the teacher's performance scale (Table 4.5). The results show I always leave the school after working hours scale scored the highest ( $M = 3.57$ ,  $S.D. = 2.33$ ) followed by I supervise extra-curricular activities effectively ( $M = 3.38$ ,  $SD = 1.33$ ). The lowest measurement scale on teacher's performance scale was I make scheme of work every term ( $M = 3.12$ ,  $SD = 1.33$ ) followed by I always prepare lesson plan for the lessons to be taught ( $M = 3.12$ ,  $SD = 1.94$ ).

**Table 4.5: Teacher's Performance Variable Descriptive Statistics Results**

Descriptive Statistics				
	Minimum	Maximum	Mean	Std. Deviation
I attend the class on time	1.00	5.00	3.1959	1.32442
I make scheme of work every term	1.00	5.00	3.1213	1.33053
I always prepare lesson plan for the lessons to be taught	1.00	35.00	3.1567	1.93677
I usually provide exercises and homework to students	1.00	35.00	3.3097	1.89766
I always report to school on time	1.00	5.00	3.0765	1.33526
I always correct students' work	1.00	35.00	3.2414	1.86676
I usually keep records of students' progress	1.00	35.00	3.2146	1.95632
I supervise extra-curricular activities effectively	1.00	5.00	3.3755	1.33058
I always leave the school after working hours	1.00	35.00	3.5645	2.32893
I always cover the syllabus on time	1.00	5.00	3.3545	1.33180

Source: Field data (2021)

#### 4.7 Variables Descriptive Statistics, Reliability and Correlation Analysis

Descriptive statistics were computed for autocratic, democratic and Laissez fire Leadership Styles using the cut-off points suggested in Albdour & Altaraweh (2014), adjusted to 7-point rating levels. Results (Table 4.6) indicate that the autocratic leadership style was moderate ( $M = 2.1692$ ,  $S.D = .47867$ ). Democratic leadership style ( $M = 2.2844$ ,  $SD = .47867$ ), laissez faire leadership style ( $M = 2.8352$ ,  $SD = .65930$ ). For the dependent variable Teacher performance ( $M = 3.2509$ ,  $SD = .67383$ ) all leadership styles mean were moderate while the dependent variable teachers performance mean was high. The correlations between individual dimension and overall organizational commitment were between .34 and .050 indicating strong and significant relationship (Cohen, 1988). The correlations between pairs of individual dimensions of organizational commitment were between -.109 and .242 indicating a moderate and insignificant correlation.

Using the original cut offs of Albdour and Altarawneh (2014) autocratic leadership style have ( $M = 2.1692$ ,  $S.D = .35794$ ). Autocratic leadership style was significantly negatively correlated with teachers' performance ( $r = -.109^*$ ,  $p < .05$ ). Democratic leadership style was positively correlated with teachers performance ( $r = .034^{**}$ ,  $p < .01$ ). Laissez faire leadership style was also positively and significantly related to teachers performance ( $r = .242^{***}$   $p < .0001$ ).

Scale test for reliability analysis was carried out to determine the internal consistency of the measurements scales. Cronbach's alphas (Table 4.6) in the diagonal show good internal consistency for the leadership styles namely autocratic, democratic and laissez faire on teachers performance scales, all were acceptable ranging from .747 for

teacher's performance .781, autocratic leadership .867 and .984 for laissez faire (George and Mallery, 2014).

**Table 4.6: Variables Descriptive Statistics, Reliability and Correlation Analysis**

VARIABLE		Correlations					
		MEAN		AUTO	DEMO	LAISSEZ	TP
AUTO	Pearson	2.1692	.35794	<b>.867</b>			
	Correlation						
DEMO	Pearson	2.2844	.47867	.050*	<b>.749</b>		
	Correlation						
LAISSEZ	Pearson	2.8352	.65930	-.048***	.069**	<b>.894</b>	
	Correlation						
TP	Pearson	3.2509	.67383	-.109*	.034**	.242***	<b>.781</b>
	Correlation						

N = 536

\*p < 0.05 (two – tailed), \*\*p < 0.01 (two – tailed) \*\*\*p < 0.001 (two – tailed)

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**NOTES:** AUTO = Autocratic Leadership, DEMO = Democratic Leadership, LAISSEZ = Laissez Fare Leadership and TP = Teachers Performance

**Source: Field data (2018)**

## 4.8 Discussion

The study sought to determine the effects of leadership styles on teacher's performance at Kinondoni municipality. Descriptive statistics was used to analyse data with correlation analysis. Focusing on the study objectives, the discussion elaborates the findings information as generated from data analysis and compares or contrasts the current findings with what has been found out in previous related studies. Contributions of each finding are shown. By doing so, it helps to clear and in-depth understanding of the effects of leadership styles namely autocratic, democratic and

laissez faire on teaching performance at Kinondoni Municipal council at Dar es Salaam Tanzania.

#### **4.8.1 To Determine the Effect of Autocratic Leadership Style on Public Secondary Schools Teachers' Performance**

This study found that Autocratic leadership style was significantly negatively correlated with teachers' performance. This is similar to Iqbal, and Haider, (2015) who also found that Autocratic leadership was found been restrictive to communication and socialization hence employee felt to be powerless. Although it may be argued that autocratic sometimes is good for quick response however both studies had proved that it tend to hinder performance in modern human resource management whereby employees like teachers need more empowerment for executing their duties rather than be controlled. Additionally the support of autocratic leadership style also is related to the cultural and political regimes of a particular country for instance Saleem,, Aslam, Yin, and Rao, (2020) provides that directive leadership style which the same as autocratic has a high effect and predictor on teacher job performance followed by supportive and achievement oriented leadership styles.

Therefore the study recommends the application of directive leadership whereby it is efficient, waste no time. The study reflects a non-western culture of management whereby directive in preferred to participative. However Veliu, Manxhari, Demiri and Jahaj, (2017) argue that Leadership has both positive and negative influence on employee's performance. Bureaucratic, laissez fare, charismatic and transactional styles of leadership styles had a negative effect on employee performance. On the other hand the study found that autocratic, transformational and democratic styles of

leadership had a positive effect on teacher's performance. Nuhu, (2010) found that at a corporate level autocratic leadership style was highly practiced while laissez-faire leadership style was eminent at lower levels. Probably this is because at higher level sometimes need quick decision making. This finding also is similar to Atsebeha, (2016) who found that all leadership styles except the directive leadership style have a positive impact on the teacher's performance. Further, the supportive leadership style is the most frequent used.

#### **4.8.2 To Determine the Effect of Democratic Leadership Style on Public Secondary Schools Teachers' Performance**

This study found that Democratic leadership style was positively correlated with teacher's performance. It means when teachers are given power to decide, consult, and head teachers participate it yield high performance of teachers. Mohamed, (2010) findings does confirm the finding of this study by asserting that the most commonly used leadership style was democratic followed by dictatorship and laissez fare. Obasan & Hassan, (2014) also found that Transformational leadership to have most positive and effective relationship on employee performance. Laissez faire leadership style was found to have the weakest relationship with employee performance and for this case autocratic leadership style because when employees are restrictive they tend to overtly retaliate by not performing effectively.

Also Aunga, & Masare, (2017) findings support the finding of this study that Transformational behaviour as leadership style was positively and strongly related to teacher's performance. Also democratic leadership style was prevalent in primary schools. Meanwhile Hunduma and Wodajo, (2019) fond that Transformational

leadership style which the same as democratic leadership style as the most widely used in many economic sectors followed by transactional leadership style. The last is autocratic and laissez-faire.

These findings do correlate with the finding of this study and supported by the modern leadership style in human resource management, which propagate the participation and involvement of employees. (Sehar, & Alwi, 2019) also found the same effect of leadership style of teachers performance by citing that democratic leadership style of principals has a strong effect on teacher's performance whereby principals perceive teachers as human beings. Other factors apart from leadership style to have an effect on teacher's performance are working environment and salary.

#### **4.8.3 To Determine the Effect of Laissez-Faire Leadership Style on Public Secondary Schools Teachers' Performance**

This study found that Laissez faire leadership style was also positively and significantly related to teacher's performance. Probably the finding is valid because majority teachers at Kinondoni municipal public secondary schools are educated holding diploma, bachelors and masters hence they are capable of working under very minimal supervision. Otieno, & Njoroge, (2019) found that transformational leadership or democratic style has a strong and significant effect on employee performance. Equally to transactional leadership style respectively. Autocratic leadership style was found to be weak and significantly predicting employee performance. Laissez- faire leadership style was found to insignificant predicting employee performance at technical university of Kenya. For democratic the findings are similar however for laissez faire there is a difference because this study found it to

have a positive and strong effect on teachers performance probably for the reasons explained above. Additionally Anyango (2015) also found similar to Otieno, & Njoroge, (2019) that transformational leadership style has a significant strong positive effect on employee performance followed by transactional leadership style. Laissez faire leadership was found to have insignificant effect on employee performance both studies were conducted in Kenya. Probably the most prominent findings of the effects of leadership styles on teachers performance was that of Imhangbe, Okecha, and Obozuwa, (2019) who found that democratic, autocratic and laissez fare leadership style jointly contributed about two thirds variations in the job teacher's job performance. Democratic and laissez fare leadership styles had the most prominent positive influence on the teacher's job performance. This finding supports the finding of this study.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Overview

The chapter presents the conclusion, recommendations and implications as well as limitations and future studies

#### 5.2 Conclusion

It may be concluded that teacher performance is affected by so many variables. Leadership style is among those key variables. When teacher perceive the kind of leadership the headmaster or headmistress is applying have both positive and negative effect on the teacher's performance. The indicators may be spotted on to what extent they teach with commitment; to what extent they finish their lesson and scheme of work, and giving students remedy classes. All in all critical evidence are the national form IV and VI results performance. All leadership style is important depending on the circumstances known as contingent, no best ways of managing. However in modern human resource practice democratic leadership style seems to more applicable has been evidenced from empirical literature in chapter two.

Furthermore, the study showed that the better performance in general secondary schools might be well motivated teachers by heads of schools. The study concluded that; the way heads of schools" involve teachers in decision-making have a significant effect on teachers" performance in general secondary schools of Kinondoni Municipal in Dar es Salaam region. This indicates that principals involve teachers in decision-making through staff and departmental meetings and teachers" views in meeting are

valued and implemented in final decision of the Schools. This has greatly enhanced teachers' performance in the district.

### **5.3 Recommendations and Implications**

Following the finding of this study, then the following are recommended and will have positive implications in Tanzania secondary school leadership

- (i) The local government authorities where Kinondoni municipal council belong should make sure that all head teachers and head mistresses are trained on leadership skills whereby they will be effective in motivating, creating positive visions and involving other teachers in planning and executing school issues
- (ii) The study found that laissez faire leadership to be strong and significant to teacher's performance. However head teachers are advised to apply different styles as far as they can get good results. Because leaving laissez faire it may lead to teachers becoming lazy in the end as there is no one tracking their duties? That's why at secondary schools there are school inspections for teachers to make sure that their schemes and lesson plans are up to date.
- (iii) Among the three leadership styles studied on their effect on teachers performance, following the findings it is highly recommended that head teachers and head mistresses apart from using all leadership style – mostly they should invest on democratic leadership style because it empowers teachers and give them self-confidence which are the main keys for good performance also The transformational or democratic leadership style had been proven to be the most effective style of leadership. Previous authorities and researchers as quoted

below had also maintained this position and it has also been empirically tested and in business organizations today. The results of the study have serious implications for managers.

The implication is that “Transformational Leadership Style” will bring effective results in organizations because it motivates employees to go beyond ordinary expectations, appeals to follower’s higher order needs and moral values, generates the passion and commitment of followers for the mission and values of the organization, instills pride and faith in followers, communicates personal respect, stimulates subordinates intellectually, facilitates creative thinking and inspires followers to willingly accept challenging goals and a mission or vision of the future.

#### **5.4 Contribution of this Study**

To the head teachers, the study guides them to think of applying different leadership style depending on a given situation. This particularly should be applied when using autocratic leadership style to keep a good professional relationship between them (head teachers) and teachers as well as rising the teachers performance standards.

Theoretically, the study provides evidence in relation to the effect of head teacher’s leadership styles on teacher performance in Tanzania at Kinondoni Municipal. The findings reinforced the situational theories where it is believed that effective leaders diagnose the situation. As for the students, the study can be used by other research students as a point of reference while carrying out research on different topics most especially on leadership and performance in organizations especially schools.

#### **5.4 Limitations and Areas for Future Studies**

The study used a quantitative approach where by it was interested in statistics; however it is proposed that future studies to apply qualitative approach whereby the in depth of feeling and emotions of teachers will be brought to surface and better understanding of the effect of leadership style on teacher's performance.

This study focused only on public secondary schools hence became limited; it is suggested that future studies to focus on both private and public secondary schools so inclusion of primary schools as well. By so doing more inferences will be drawn for good conclusions.

The researcher was faced with a number of problems among which are; the challenge of busy schedules of the head teachers and the absence of some teachers from school due to the national examinations of VI level that were going when the study was being carried. However with returning after every two days the research was able to get all 22 heads of schools.

As well there was a challenge of inadequate time where it was hard to balance the work place pressure and data collection.

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## APPENDICES

### Appendix I Questionnaires

#### Questionnaire:

My name is Yolanda Masindi. I am carrying out research entitled “The effects of leadership styles on public secondary schools teachers performance in Tanzania; case study of Kinondoni municipality Dar es Salaam” in fulfilment of the award of Master of Human resource Management degree of The Open University of Tanzania. Hereunder is a questionnaire which I would like you to fill up. While filling up this questionnaire, please **encircle** the rating number {1, 2, 3, 4, or 5} that represents your excellent level of agreement with each statement where **1 = Strongly Disagree 2 = Disagree 3 = Neither Neither Disagree nor Agree 4 = Agree 5 = Strongly Agree.**

#### DEMOGRAPHICS – circle the one appropriate describes you

1. Gender	1	Male				
	2	Female				
2. Age	1	21 - 30				
	2	31 - 40				
	3	41 - 50				
	4	51 - 60				
	5	61 and Above				
3. Marital status	1. Married	2. Single	3. Others			
4. Education level	Primary	Secondary	Diploma	Degree	Masters	PhD
5. Position	Head teacher	Teacher				
6. Experience	1= 0 - 10	2= 11- 20	3= 21- 30	4 = 31 -40	5 = above 40	

S/N	Autocratic Leadership Style	Responses				
		SA	A	FA	D	SD
1	My supervisor gives orders and clarifies procedures	1	2	3	4	5
2	My supervisor believes employees need to be closely monitored otherwise they are not likely to do their work be supervised	1	2	3	4	5
3	My supervisor is the chief judge of the of employees achievements	1	2	3	4	5
4	My supervisor believes that most employees in the general population are lazy	1	2	3	4	5
5	The leadership demands for compliance of the laid down procedures	1	2	3	4	5
6	Performance requirements are designed according to the leader's needs.	1	2	3	4	5
7	The leadership given direction is final	1	2	3	4	5

	Democratic leadership style Scale	Responses				
		SA	A	FA	D	SD
1	The head teacher believes that working together has greater potential than working individually	1	2	3	4	5
2	I participate in decision making	1	2	3	4	5
3	The head teacher seeks the help of group members in resolving conflict	1	2	3	4	5
4	I have opportunity to work in the way I think is best	1	2	3	4	5
5	I get complete freedom in my work	1	2	3	4	5

S/N	Laissez-Faire Leadership Style	Responses				
		SA	A	FA	D	SD
1	Manager provides freedom to people under his control in doing their tasks	1	2	3	4	5
2	My supervisor stays out of the way as I do my work	1	2	3	4	5
3	Manager allows people under his control to use their	1	2	3	4	5

	individual Judgments for solving problems					
4	Manager frees people to have job rotation and allow them to circulate in different occupations.	1	2	3	4	5
5	Manager delegate the authority to the staff to do some of the tasks.	1	2	3	4	5
6	Manager allows employees themselves adjust the speed of their works	1	2	3	4	5

	Teachers Performance scale	Responses				
		SA	A	FA	D	SD
1	I attend the class on time	1	2	3	4	5
2	I make scheme of work every term	1	2	3	4	5
3	I always prepare lesson plan for the lessons to be taught	1	2	3	4	5
4	I usually provide exercises and homework to students	1	2	3	4	5
5	I always report to school on time	1	2	3	4	5
6	I always correct students' work	1	2	3	4	5
7	I usually keep records of students' progress	1	2	3	4	5
8	I supervise extra-curricular activities effectively	1	2	3	4	5
9	I always leave the school after working hours	1	2	3	4	5
10	I always cover the syllabus on time	1	2	3	4	5

**Thank you so Much**

## Appendix II Research Clearance Letter

**THE OPEN UNIVERSITY OF TANZANIA****DIRECTORATE OF POSTGRADUATE STUDIES**

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REF: PG201700441

28<sup>th</sup> June, 2021

Municipal Director,  
Kinondou Municipal Council,  
P. O. Box 31902,  
DAR ES SALAAM.

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the Charter, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Ms. Yolanda Masindi Reg. No: PG201700441 pursuing Master of Human Resource Management. We here by grant this clearance to conduct a research titled "*Effects of Leadership Style on Public Secondary Schools Teachers Performance in Tanzania: A Case Study of Kinondou Municipality Dar es Salaam*". She will collect her data in your municipal council between 30<sup>th</sup> June - 15<sup>th</sup> July, 2021.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel. 022-2-2668820. We lastly, thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

Prof. Magreth Busbesha  
For: VICE CHANCELLOR  
THE OPEN UNIVERSITY OF TANZANIA