

**LEADERSHIP STYLES AND TURNOVER INTENTIONS OF PUBLIC  
SECONDARY SCHOOL TEACHERS IN DODOMA CITY: THE MEDIATING  
ROLE OF TEAM-MEMBER EXCHANGE**

**JUHUDI ELIREHEMA SAMU**

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**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, *Leadership Styles and Turnover Intentions of Public Secondary School Teachers in Dodoma City: The Mediating role of Team-Member Exchange* in partial fulfilment of the requirements for the award of Degree of Master of Education in Administration, Planning, and Policy Studies (MEDAPPS).

.....

Dr. Winifrida Saimon Malingumu

**(Supervisor)**

.....

**Date**

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A handwritten signature in black ink, appearing to read 'Juhudi Elirehema Samu', is enclosed in a light blue rectangular box.

.....  
**Signature**

.....  
**Date**

## **DEDICATIONS**

This work is dedicated to my lovely wife Grace, my Sons Malcom and Micah and my Daughter Melinda for their encouragement and endless support throughout my studies.

## **ACKNOWLEDGMENT**

I am very grateful to God Almighty for without His graces and blessings, this study would not have been possible.

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**ABSTRACT**

This study sought to investigate the relationship between leadership styles, Team Member Exchange and public secondary school teacher's turnover intentions in Dodoma City. Specifically this study sought to determine the relationship between transformational leadership style and teacher's turnover intentions, to examine the relationship between Transactional leadership and teachers turnover and to determine the mediating role of team member exchange on the relationship between leadership style and teacher's turnover intentions. A survey design which was mainly quantitative in nature was used in this study. Questionnaires was used in collecting data from 189 Public secondary school teachers from ten selected public secondary schools in Dodoma City. Regression analysis was performed to study the relationship between variables. Findings revealed that, transformational leadership style has negative relationship with public secondary school teacher's turnover intentions in Dodoma city while transactional leadership styles was found to have positive relationship with public secondary school teacher's turnover intention in Dodoma city. Findings also revealed a non-significant relationship between transformational leadership style and public secondary school teacher's turnover intentions through TMX. However, transactional leadership style was found to have an indirect negative relationship with teacher's turnover intentions through TMX. Findings of this study suggested that transformational leadership style is useful in reducing teacher's turnover intentions. However TMX is reducing turnover intention regardless the style of leadership practiced by school heads. Findings of this study can be helpfully in developing strategies and programs for heads of schools to improve their leadership styles that would enable the retention of public secondary school teachers.

**Keywords:** *Leadership Styles; Transactional Leadership Style; Transformational Leadership Style; Team Member Exchange; Turnover Intention.*

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**ABBREVIATIONS**

DCC	Dodoma City Council
HR	Human Resource
IT	Information Technology
MLQ	Multifactor Leadership Questionnaire
OCB	Organization Citizenship Behaviour
PSS:	Public Secondary Schools
SPSS	Statistical Package for the Social Sciences
TMX	Team Member Exchange
TFL	Transformational Leadership
TSL	Transactional Leadership
5-SA	Strongly Agree
1-SD	Strongly Disagree

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

This chapter presents the background to the study, statement of the problem, the general and specific objectives of the study, research questions, scope of the study, limitation and delimitations of the study and significance of study.

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

Turnover of secondary school teachers is a subcategory of employee's turnovers, which refers to the movement of workers in and out of an organization (Jeston, 2013). It's also known as teacher movement in and out of the schools to seek for an alternative job or self-employment. This trend is detrimental for survival of the school as an organization as well as student's academic performance since it causes a loss of skill and efficiency in the sector (Nghambi, 2014). According to (Khan Saiful, 2015), employees actual turnover begins with an intention which is a decision making process before reaches a decision to leave the job. Intentions to leave a job have a direct impact on the turnover decisions made by employees(Rahman & Nas, 2013). According to previous studies, turnover intention is the forefather of the real employee turnover (Biron & Boon, 2013; Johnsrud & Rosser, 2002; Wells & Peachey, 2011; Rahman et al., 2006).

Addressing employee turnover intentions remains a critical challenge for employers and employees. Turnover intention is a deliberate desire of an employee to leave an organization in a near future (Huang, 2020).Taking redress measures against turnover intensions is very important because organizations are investing huge

capital in preparing and training employees (Rahman & Nas, 2013). The capital invested is lost when employees leave the job and; therefore, necessitates the need for the organization to reinvest in recruiting and developing new employees (Alaarj et al., 2017). The personal and organizational costs associated with voluntary turnover are high, such as the cost of losing organization-specific human capital, recruiting and training replacement employees, reducing service quality and other related costs (Glebbeck et al., 2014; Hancock et al., 2013; Mitchell et al., 2001; Thorpe & Schmuller, 2010; Wright & Bonett, 2007).

Leadership style is one of the main reasons for turnover intentions (Ertosun & Adiguzel, 2018); (Puni et al., 2016). The style of leadership adopted by the organizational manager has direct impact on employee turnover or retention because the leader has the power to change what needs to be changed, unlike followers that are limited with their power and authority (Alkhwaja, 2017) and it has influence on employees turnover intentions (Muceke et al., 2012).

Leadership style equally benefits and affects employees and the organization. The exchange of relationship between a leader and his or her subordinate(s) in an organization influences the entire team to have an intimate relationship with one another (Herdman et al., 2017). According to (Sherony & Green, 2002), when a leader develops an exchange relationship with two employee at once the two employees will also get into an intimate relationship with one another.

The positive exchange between team-members in an organization is enhanced by the relationship that exists between a leader and his or her subordinates through motivation and inspiration from the leader (Vermeulen et al., 2020). It is in this

process that the self-concept of the team members moves from individualism to collectivism(Zou et al., 2015). On the basis of role theory and social exchange theory, (Seers, 1989) developed the idea of team member exchange (TMX), which refers to the process of mutual exchange between team members. Team member exchange (TMX) has been shown to be related to work results such as job performance, organizational commitment, job satisfaction, and intention to leave (Banks et al., 2014). The style of leadership that has been adopted by leaders in organizations does not only affect the relationship between leader and followers, rather it also influences the exchange of relationship between team members through emotional processes (Chen, 2018).

TMX research has been emphasize the roles of other team members in developing TMX relationships (Seers, 1989); (Sherony & Green, 2002) and the direct influence of leadership on TMX relationship quality has not been tested in prior studies. However, even in team settings, a leader's power and importance in influencing team work coordination is greater than that of any individual (or group of) team members(Ko, 2005).

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

Employees with higher turnover intention normally tend to be less committed to their organizations, less engagement in their work roles, and normally they're not motivated to devote their energy to work beyond their normal duties and responsibilities to fulfil the organization expectations and goals (Bright, 2018). Employees with less turnover intentions normally possess greater organizational

commitment and those who trust their leaders demonstrate greater employee engagement and organization commitment (Hofaidhllaoui & Chhinzer, 2014).

There are incidences of employees quitting their occupations to other occupations or shifting from one duty station due to many reasons such as salaries and remunerations, working conditions, job performance, career growth, and job dissatisfaction (Wells & Peachey, 2011). Most of the employees who leave their professions are those who are most qualified and energetic (Zainol et al., 2010).

Leadership style adopted by leaders also affects the employee's psychology; thereby directly imparting on their performance, job satisfaction and their intention to either stay or leave the organization (Wang & Hu, 2017).

Since the middle of the 1970s, Tanzania has faced a number of issues with its teachers, including inadequate preparation for teaching and training, low pay, and ineffective administration (Kashagate, 2013). Inadequate professional teacher education, which might have influenced how teachers felt about their job and Lack of good leadership was one of the main issues that contributed to this (Nguni et al., 2006). Both transformational and transactional leadership styles have direct relationship with voluntary organizational turnover intentions (Wells & Peachey, 2011) however, no empirical research has yet been done in the Tanzanian context to determine how the leadership style of the school heads affects teachers' commitment to their teaching career and turnover intention.

Thus, this research work specifically focused on the less searched area of study – the mediating role of Team Member Exchange (TMX) on the relationship between leadership styles and employee- turnover intentions to establish whether leadership

style and relationship among employees in an organization TMX may relate to employees turnover intentions.

#### **1.4 Research Objectives**

This study was guided by one general research objective and three specific objectives. These objectives are stated here below.

##### **1.4.1 General Research Objectives**

Generally, this study aimed at establishing the relationship between two leadership styles (transformational and transactional), team member exchange, and turnover intentions of public secondary school teachers in Dodoma City.

##### **1.4.2 Specific Research Objectives**

Specifically this study was guided by the following objectives;

- i. To determine the relationship between transformation leadership styles and teacher-turnover intentions in Dodoma city.
- ii. To examine the relationship between transactional leadership and teachers turnover intentions in Dodoma city.
- iii. To determine the mediating role of Team Member Exchange (TMX) on the relationship between leadership style(s) (transformational and transactional) and teachers turnover intentions.

##### **1.4.3 Research hypothesis**

H1: There is a negative relationship between transformational leadership and turnover intentions.

H2: There is a positive relationship between transactional leadership and turnover intentions.

H3: There is a mediating effect of TMX on the relationship between transformational leadership style and turnover intention.

H4: There is a mediating effect of TMX on the relationship between transactional leadership style and teacher turnover intentions.

### **1.5 Scope of the study**

This study is limited to the leadership style(s) transformational and transactional and teacher's turnover intentions through the mediating effect of TMX in ten selected public secondary schools in Dodoma city.

### **1.6 Limitation and delimitation of the study**

Some of the respondents were unwilling to take part in the survey. Researcher addressed this limitation by telling respondents the purpose of the study and assure them confidentiality of the data collected. Additionally, because the study was primarily centered on public secondary schools and left out private schools, the results could not be applied to private school.

### **1.7 Significant of the Study**

This study will give educational leaders, such as Head teachers, insights on the type of leadership that may promote teacher retention and lower turnover intentions.

Additionally, this study has shown that Team Member Exchange mediated the relationship between transactional leadership and teachers' turnover intention. This discovery made the education sector aware of the necessity to improve employee

relations in order to retain public secondary school teachers. Moreover, through this study, the existing body of academic sources will be enriched and will increasing knowledge to academicians, students, and researchers for subsequent studies regarding leadership styles, Team Member Exchange relationships in an organization, teacher's turnover intentions and actual turnovers.

### **1.8 Organization of the Study**

This study is organized into three chapters. Chapter one is sub-divided into background of the study, statement of the research problem, and research objectives, research hypothesis, scope of the study, limitation and delimitation of the study, significance of the study, and the organization of the study. Chapter two is divided into literature review overview, definition of key terms, the review of related theory, critical review of the relevant empirical studies, research gap identified conceptual framework, theoretical framework, and summary of the literature. Chapter three covers chapter overview, research approach, research design, study area, survey population and area of the research, sample size and sampling procedures, variables and measurement procedures, data collection instrument, data processing and analysis and expected results of the study.

Chapter four is split into four parts; the introduction and responses returning rate, demographic profile of the respondents, presentation of the findings in relation to the analysed variables of the study, and discussion of the findings. The last chapter; chapter five comprise summary of the findings, conclusion, recommendations based on the findings discussed as well as areas for future research. The next chapter presents the literature review.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a detailed review of relevant literature to this study. The chapter draws a broad body of literature on what has been done in relation to the topic at hand. The idea of literature review is to shed light on scholarly studies which inform the current study and set the literature gap to rationalize this study. Thus, the review of literature provides for operational definitions of key terms, review of academic works, and presents theoretical underpinnings of the study.

The chapter is divided into sections. Section 2.2 presents the description of key terms and concepts, section 2.3 presents theoretical framework, 2.4 empirical analysis of relevant studies, 2.5 research gap, 2.6 conceptual framework, 2.7 theoretical framework, and section 2.8 chapter summary. The next section presents the description of key terms and concepts.

#### **2.2 Description of key terms and concepts**

##### **2.2.1 Leadership**

Leadership has been defined differently depending on the setting that is being perceived. Leadership is referred to as the ability to persuade others to willingly behave differently (Armstrong, 2006). Chemers (2014) describes leadership as a social influence process in which one person can engage the help and support from others to accomplish a common goal. The function of team leaders is to realize the task set for them with the assistance of the group. Leadership is an essential part of

management concerned with coordinating the activities of people and guiding their efforts towards the goals and objectives of the organization. This involves the method of leadership and therefore the choice of an appropriate sort of action and behavior (Mullins, 2007). Leaders tend to use their power to influence and direct followers in maximizing results and achieve organizational goals (Izidor & E B J, 2015). The power of influencing followers in an organisation does not mean that a leader is more powerful than other followers rather he or she is directing or controlling the subordinates towards achieving the goals he or she wants to be achieved (Wakabi, 2016). It is the leader's own actions that influence the follower's behaviours and actions. Thus, employees normally emulate the actions and behaviours of the leader which leads to the achievement of the desired organizational goals (Mat, 2008).

### **2.2.2 Leadership styles**

Leadership style is the manner or approach that a leader adopts in exercising leadership relationship with followers when providing direction, implementing plans, and motivating his followers to achieve the desired organizational goals and objectives (khan, A. Z. & Adnan, 2014). Mullins, (2007) defined leadership style as the way in which the functions of leadership are carried out, the way in which the manager typically behaves towards members of the group. The organizational environment, leaders' characteristics, and the nature of the followers are factors that may determine the leadership style which a leader may adopt (Ninemeier, 2007). Specifically, the personality, educational background, values, and experience of the leader may also determine the type of leadership style that a leader may adapt.

Followers also have different personalities, interests, experiences, and backgrounds may also influence the leader to adopt a certain leadership style in order to be able to lead (Asrar-ul-Haq & Kuchinke, 2016).

There are many dimensions to leadership and many possible ways of describing leadership style; such as, for example, dictatorial, unitary, bureaucratic, Transactional, Transformational, benevolent, charismatic, consultative, participative, and abdicatorial (Mullins, 2007). The present study focuses on the only two major leadership style(s) – transactional and transformational. These two styles of leadership are preferable in changing or revitalizing the organization.

### **2.2.3 Transformational leadership**

Transformational leadership is the style of leadership in which a leader inspires, motivates and stimulates subordinates to perform their duties enthusiastically so as to achieve extraordinary outcomes (Martin & Epitropaki, 2001). Transformational leaders transform their subordinates through inspirational and charismatic personalities that inculcates the sense of belonging for the followers as they can easily identify with the leader and its purpose (Nasional et al., 2019). According to Lussier et al., (2012) a leader is regarded as a transformational leader when he or she possesses any one or more of behaviors which are idealized influence, inspirational motivation, intellectual stimulation and individualised consideration. Transformational leaders are change agents in an organization who develop the vision of the organization, inspire and motivate employees to be creative in getting greatest potentials (Jyoti & Dev, 2015). Vision, passion, energy and enthusiasm are the characteristics of a transformational leader. These characteristics make

employees to follow him or her for getting the shared vision of the organization and they have a direct bond with effectiveness of a leader, organizational commitment and job satisfaction and have an indirect relationship with turnover intention among employees(Gul et al., 2012).

#### **2.2.4 Transactional leadership.**

Transactional leadership is the style of leadership that is based on cost and benefit exchange between leaders and his or her subordinates towards the achievement of the organizational goals (Gul et al., 2012). It is characterised by two major aspects; namely, contingent rewards and exceptional management (Bass et al., 2003). Leaders apply contingent rewards by agreeing on what their subordinates must do and promising to be rewarded when they achieve their goals. Yulk (2007) asserted that transactional leadership style is a leadership style that emphasizes transactions between leaders and subordinates.

Subordinates are required to perform their duties in accordance with the instructions and are expected to be compensated positively or negatively in the line with the outcome generated by them. Successful achievement of the objective are normally compensated positively through either complementary comment, praise, or financial incentives and failure to perform as instructed is being compensated through negative actions such as penalties (Brooke et al.,2010).According to (Bass, 1985)transactional leaders provide contingent rewards to employees such as gifts or resources in exchange to the good performance.

### **2.2.5 Public secondary school**

Public secondary schools are schools that are owned and operated by the government. These are the schools that are not profit oriented and are normally operated through government funds. Under this study the term public secondary school is used to refer to the schools that are owned and operated by the government under the Ministry of Regional Administration and Local Government.

### **2.2.6 Turnover intentions**

Turnover intentions are situations which reflect purposeful desire of an employee to terminate the employment relationship with an organization in a near future (Kasus *et al.*, 2018). It is portrayed as a manner in which an individual intends to leave the organization (Azanza *et al.*, 2015). Khan, (2015) states that turnover intention is a termination processes before an employee make the final decision of ending the employment relationship with an organization.

According to studies conducted by researchers, an employee intention to leave the job directly influences the decision of an actual turnover (Rahman & Nas, 2013). Employees may have wishes of terminating engagement with an organization or quitting their career voluntarily or involuntarily (Wells & Peachey, 2011). Involuntary turnover is when an organization decides to reduce employees by asking them to do so. This is functional and recommended because it reduces low performing staff in an organization. Voluntary turnover is when an employee decides to terminate his or her employment with an organization voluntarily. This is usually dysfunctional and detrimental in an organization to which most of employees who

voluntarily quit are those with valuable experience, talented, and smartest within the group (Watrous et al., 2006).

### **2.2.7 Team Member Exchange**

Team Member Exchange (TMX) is an exchange of relationship between an individual member of a team and other members in an organization (Seers et al., 1995). Team members exchange ideas, help each other, exchange information, and recognize each other's needs. TMX focuses on the quality of working relationship among members of the team and reciprocity of exchange. It is a reciprocal exchange that is beneficial to each team member in an organization in terms of helping each other, communicating, and assisting each other in performing work related activities (Seers et al., 1995).

### **2.3 Critical review of supporting theory**

This section reviews Social exchange theory which provided the study at hand a sense of directionality and philosophical underpinnings. The review of this theory guided the study to crucial and principled account of the linkages between the study and established bodies of knowledge about what is investigated.

The social exchange theory is a sociological perspective that emerged in the United States in the 1960s and spread widely in the world. It advocates studying social behavior from the perspective of economic input-output relations (De Jong et al., 2014). The theory focuses on the attributes of interpersonal relationships and social interaction. It conceptualizes interpersonal communication as a social communication phenomenon, and believes that seeking benefits and avoiding harm

are the basic principles of human behavior. People tend to increase their benefits or satisfaction and reduce their costs or sacrifice during interactions which indicate that interpersonal communication is driven from “self-interest” (de Jong et al, 2014). The social exchange theory, which is characterized by long-term unspecified obligations, believes that people are willing to interact with people around them in their personal life and work. People tends to exchange trust, help, and feedback with each other (Haynie, 2012). Thus, the theory of social exchange refers to a lasting interaction model that contains mutual debts, responsibilities, and commitments expressed in response to other individual needs stemming from the informal relationship which generates trust and sense of obligation (Crowley-henry & Crowley-henry, 2017). Social exchange theory can well explain the dynamic process of resource exchange between two or more people.

The theory holds the points that the higher the quality of workplace exchanges perceived by people, the greater their willingness to act altruistically in these relationships. The reciprocity theory believes that people will try to respond in the same way to what others have done to them. For example, a member might participate in cooperation and do altruistic behaviors (such as positive reciprocal behaviors) as return to the support and help from others and thereby creates positive exchange relationship with other team members and encourages organizational commitment. On the contrary, Monica (Gul et al., 2012) argue that the employees might respond by revenge to the negative treatment they perceive. This reduces exchange relationship among team member; and hence, might pave the way for turnover intentions among employees. At present, the types of reciprocity most

widely acknowledged are generalized reciprocity, balanced reciprocity, and negative reciprocity (Zhang et al., 2018). Among them, reciprocity in a broad sense refers to altruistic behavior, balanced reciprocity refers to timely and equal returns, and negative reciprocity refers to pursuing one's own interests by damaging the interests of others without paying attention to rewarding others. When it comes to organizational research, reciprocity, seen as a powerful incentive source, is one of the important factors that determine employees' behavior. Reciprocity can promote a high degree of consistency in collective action and motivate extra-role of behavior that favors organizational performance (Vigoda-gadot, 2014). Therefore, TMX adopted in this study, is a social exchange behavior based on the principle of reciprocity.

## **2.4 Empirical Analysis of Relevant Studies**

To establish a baseline and benchmark for this work, an empirical review was undertaken. Several papers were used in the research. The title of each study, as well as its methodology and findings, are reported.

### **2.4.1 General studies**

In Pakistan, (Long et al., 2016) conducted a study on leadership styles, turnover intentions and the mediating role of organizational commitment in insurance sector of Pakistan. Purpose of this research was to investigate the association between leadership styles, organizational commitment, and turnover intentions. In particular, the study focused on the mediation effect of organizational commitment on the association between styles of leadership and turnover intentions. This study employed a non-probability convenience sampling technique in collecting data

whereby a total of 170 questionnaires were distributed and 121 questionnaires were returned, indicating a response rate of 71.2%.

The findings of this study revealed that respondents were found more inclined towards transformational leadership in regarding their commitment and turnover intentions than transactional leadership. Moreover, the findings revealed that insurance companies operating in Pakistan had to focus on contingent rewards behavior and contingent punishment behavior. Supervisors in the insurance companies needed to provide such an environment to their subordinate where they could develop themselves personally and professionally. This research showed that supervisors in insurance companies more inclined towards achievement of organizational goals and provided followers clear visions for the future which is obvious for any profit-oriented organization. In this study for example, it was found that the subordinates who worked with transformational leaders did feel more committed within insurance companies settings. Different from (Long et al., 2016) the current study bridges the gap by using team member exchange as a mediating role.

Ko (2005) conducted a study to examine the impact of leadership and team member's individualism-collectivism on team process and outcome. The study was conducted among 89 airborne special operations in Korean army. Among the findings of this study he discovered that transformational leadership behaviour is directly related team member exchange and team performance as well is positively affected by TMX.

At the University of San Diego USA,(Alkhawaja, 2017) conducted a study on *leadership style and employee turnover a mythical relationship or reality?* The purpose of this study was to explore the possibilities and methods of retaining great employees without undue sacrifices on the part of managers, leaders, and employees, while at the same time, it allows an organization to develop and progress as a whole. This study concluded that leadership and following styles have a direct impact on employee turnover or retention. However, the impact of leadership style is more prominent and has a greater effect than previously assumed.

(Naseer et al., 2018)conducted study on the impact of leadership styles on staff nurse's turnover intentions at Lahore Hospital in Pakistan. The purpose of the study was to illuminate the effect of leadership styles of head nurses on the turnover of staff nurses. The results depicted the significant positive correlation between head nurse's transactional leadership style and nurses' turnover and significant negative relationship between head nurse's transformational leadership style and turnover. Thus, head nurses ensure the support, equity, and trust inspiration to the junior nurses so that the issue of nurses' turnover could be reduced to provide the quality healthcare service to the patients. Furthermore, nurse managers must be aware about the effective leadership styles in their settings. Based on this study results, transactional leadership style is least effective than the transformational leadership style.

Wang & Hu, (2017) conducted a study to explore the impact of transformational leadership on athlete turnover intentions with the mediating effect of the "coach-athlete relationship." This study focused on high-level university football teams and

the total of 225 high-level football athletes were surveyed. The study discovered that the transformational leadership behaviours of China's high-level university football team coaches had a significant impact on athlete turnover intentions and the coach-athlete relationship; specifically, reduced athlete turnover intentions and enhanced the relationship between coaches and athletes. Either (Gyensare et al., 2016) in Ghana studied transformational leadership and employee turnover intentions. This study aimed at studying the influence of transformational leadership on employee turnover intentions through the mediating role of affective commitment. The study showed that affective commitment would decline workers' quitting intentions and served to promote a degree of trust and willingness to follow their leaders' philosophy, ideology, vision and guidance in the organization. Hence, affective commitment fully mediates the relationship between Transformational leadership and employee turnover intentions.

Wells & Peachey (2011) conducted a study on assistant coaches of softball and volleyball in the First Division of the National University Athletic Association of the United States (US), with the purpose of investigating the relationship between leadership style(s) (transformational and transactional), satisfaction with the leader and voluntary turnover intentions. The study revealed a significant negative correlation between transformational leadership style and voluntary turnover intentions as well as the relationship between transactional leadership behaviour and voluntary organizational turnover intentions. Based on the above review, it can be concluded that transformational leadership behaviour would have a significant inverse relationship with employee turnover intentions.

### 2.4.2 Studies in Africa

In Zimbabwe, (Gwavuya, 2011), studied the influence leadership on academic staff turnover intentions in tertiary institutions. This study suggested that, the quality of the leadership impacts on turnover decisions. Findings of the study revealed that some respondents indicated that they would leave organizations because they believed that the leadership style was stifling growth, that the leadership was not empowering them and that their chairmen/deans were not people-focused. Contrary from (Gwavuya, 2011) study which focused on the leadership styles such as authoritative and autocratic, the current study focuses only on the relationship between transformational and transactional leadership styles with employee turnover intentions through TMX.

Ng'ethe *et al.*, (2012) conducted a study on the influence of leadership styles on academic staff retention in public universities in Kenya. From the research it was established that leadership styles inversely and significantly influenced intentions to leave academic jobs and hence there is need to embrace leadership style that promotes staff retention for these institutions to thrive.

Based on the findings of the study, when leadership style is unfavourable intentions to leave increases and when it is favourable intention to leave decreases, hence enhancing staff retention. This study also concluded that the leadership practiced by most of the leaders in these institutions could not attract retention. From the written responses, the study concluded that the academic staffs were not adequately involved in decision making and regular communication was lacking. Similarly, the study also concluded that staff issues were no addressed promptly.

The study conducted by (Wakabi, 2016) in Uganda to examine the relationship between leadership styles and staff retention in organizations discovered that the role of leaders in employee retention is serious since their style of leadership directly affects employees' feelings about the organization. Their research was solely based on a review of the literature. Based on a review of various empirical research, it has been determined that leadership style has a substantial impact on employee retention. As a result, there is a need to embrace a leadership style that encourages staff retention.

#### **2.4.3 Empirical studies in Tanzania**

Jalala (2017) conducted a study in Manyara Region assessing teachers' retention strategies in public and private secondary schools. The researcher discovered that the style of leadership is one among the factors which may help to retain teachers or cause turnovers. The study shows that 61.7% of respondents agreed that leadership styles help to retain teachers and increase their morale in the working environment. The implication of this finding is that whenever teachers are not satisfied and lose the morale to work hard, they wish to quit teaching.

The study conducted by (Sospeter, 2017) on the influences of leadership styles on teacher job satisfaction in Tanzania, a case of public secondary schools in Hai District revealed that autocratic leadership styles decrease job satisfaction. This implies that teachers are dissatisfied when heads of schools use top down communication by providing orders on what to be implemented by teachers without involving them in the decision making processes. Moreover, the study found that teachers do not like working in the schools with school heads who threaten,

reprimand and punish teachers for minor issues. The finding suggests that the teachers would wish to leave the school or quit the profession because of leadership style adopted by the school heads.

Mwita et al. (2018) conducted a study on the influence of leadership style on employee retention in Tanzania. According to (Mwita et al., 2018) leadership style may make employees either stay or leave the organization; hence it becomes one of factors that influence the retention. Organizations spend and invest a lot in their employees from recruitment and selection to training and development, compensation and other Human Resource Management functions. This means that it is a costly decision the manager can ever make to let an employee quit an organization. The study examined the link between leadership style and employee retention. It was found that there was significant linear relationship between leadership and employee retention in Tanzania institutions.

The study recommended the provision of training to managers and supervisors on leadership skills since managing and leading go hand in hand. It further reminded the managers and supervisors to seek for feedback from their subordinates on how they perceive leadership styles used in respective organization and make improvements before the employees decide to leave.

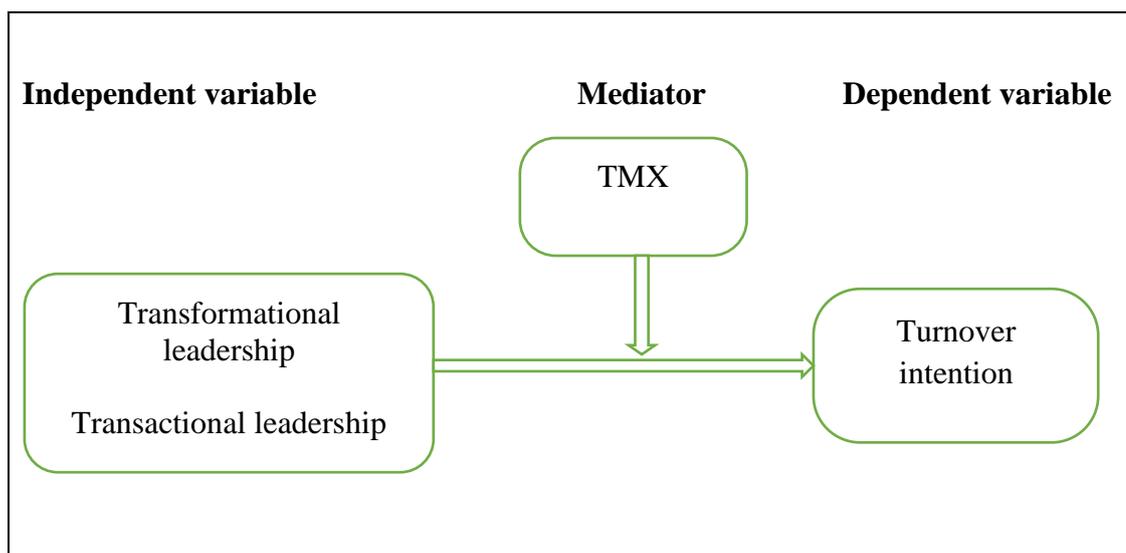
## **2.5 Research Gap**

Most of the reviewed literature concentrated on the relationship between leadership styles and turnover intentions to employees who belong to higher learning institutions, hospitality industry, athletics and health industry while neglects

employees who work in education sector particularly public secondary schools. Therefore, this study aims at bridging this gap by studying the relationship between leadership styles and employee turnover intentions in Tanzania through the mediating effect of Team Member Exchange. It should be noted that there is limited literature on the relationship between leadership styles and employee turnover intentions in Tanzania.

## 2.6 Conceptual Framework

The goal of this study was to better understand and establish the relationship between leadership styles (transformational and transactional), teacher turnover intentions as well as the mediating role of TMX. Transformational and transactional leadership styles are independent variables that when head teachers adopt one of them it can affect teachers' intentions to leave. Exchange relationship between teachers TMX is expected to have an impact on the connection between leadership styles and turnover intentions.



**Figure 2.1: Conceptual Framework**

**Source: Researcher, 2020**

## **2.7 Theoretical Framework**

Theoretical framework adapted for this study is drawn from social exchange theory. The conceptual framework in Figure 2.1 expresses the relationship between variables; that is, the independent variables and dependent variables. The figure clearly depicts the relationship between the transformational leadership style and the transactional leadership style (independent variables), TMX (mediating variable) and turnover intentions (dependent variables). The link between transformational, transactional leadership styles and teacher turnover intentions is not an exception in this regard. Studies reveal numerous contextual or contingent variables that influence the nature of the above-mentioned relationship. Among the variables influencing turnover intentions, the workplace related factors such as the nature of the job, pay, organizational benefits, and job security, are shown to affect job satisfaction which, in turn, affects the employee turnover-decisions (Gwavuya, 2011).

### **2.7.1 Leadership styles and TMX**

An exchange relationship between a leader and subordinates in an organization encourages team members exchange (Herdman et al., 2017). That is, the quality of exchange relationship between a member and his/her leader directly affects the way he/she treat other team members. Similar individuals are more likely to develop intimate relationships based on the dynamic equilibrium theory (Sherony & Green, 2002). When a leader develops high quality at the same time as employee A and employee B, for example, A and B grow high-quality as well; co-workers trade relationships (Sherony & Green, 2002). In other words, if a leader builds a high/low quality relationship with employees A and B, then employees A and B will develop

high/low TMX relationship reciprocating the leader relationship (Sherony & Green, 2002). This means that an exchange relationship between leaders and other members might exert a direct influence on exchange relationship between the team members (Hooper & Martin, 2008).

### **2.7.2 Transformational Leadership Style and TMX**

Transformational leadership style aim at influencing the employee psychological and changing how they feel about themselves to the broad organizational goals. Transformational leadership causes an employee to change from the individual perspective to the broad organizational interests(Gul et al., 2012). According to (Ko, 2005), leaders have the power to influence higher quality interactions among the employees in an organization than anyone else. This may be accomplished by encouraging employees to actively support one another in achieving tasks set by the other team members, encouraging team members to define and engage in team objectives and encouraging team members to do work-related duties enthusiastically and above expectations. A transformational leader provides employees with new skills through intellectual stimulation as well, enabling them to function to their full potential and suggest more effective ways to do tasks alone or in groups. Through these actions, transformational leaders may unite staff into teams and direct them toward achieving organizational objectives.

### **2.7.3 Transactional Leadership Style and TMX**

Transactional leadership is a style of leadership in which the leader uses both rewards and punishments to encourage compliance of his followers (A & Ogbonna, 2013). It relies on the leader's ability to bargain the suitable behaviour of followers

on the basis of rewards or punishments(French & Raven, 2016). According to (A & Ogbonna, 2013),Transactional leadership focuses on the role of supervision, organization, and group performance. Unlike transformational leadership, leaders using the transactional approach are not looking forward to changing the future; they are looking forward to merely keeping things the same. These leaders follow up their subordinates in order to find faults and deviations. Transactional leader can be a problem with expectations whereby if the expectation of one person is not met, then exchange process among employees in an organization will be interrupted (Ojokuku et al., 2013) as cited by (Ntenga & Awuor, 2018).

#### **2.7.4 Transformational leadership style and turnover intention.**

It is clear that leadership style has an impact on employee turnover intentions (Angeline, 1990). It is the leader's exclusive job to pay close attention to individual employees and maintain harmony. Transformational leadership strengthens the relationship between employees in the organization and reduces attrition and dysfunctional turnover (Wang & Hu, 2017).

Transformational leadership has been the preferred and most studied leadership theory in organizational behavior by academics and practitioners for over three decades (Donkor et al., 2021) .It is influencing the commitment of employees and psychological empowerment, that fosters a sense of belonging among employees and help to reduce actual turnover (Donkor et al., 2021). While still a certain level of turnover is required to keep an organization creative, keeping a productive workforce is an important HR development strategy (Jung, 2014). On the other hand, higher turnover has been shown to be detrimental to organizational performance in both the

private and public sectors, as it disrupts service delivery and raises expenses associated with replacing departing employees (Gyensare et al., 2016). Earlier research suggested that the more transformational leadership attributes employees perceive in their leaders, the less likely they are to quit or leave their jobs. As a result, transformational leadership is seen as a useful style of leadership for reducing staff turnover.

### **2.7.5 Transactional leadership style and turnover intention.**

Transactional leader is one that focuses on task-oriented objectives, prioritizes work standards, and prioritizes completion of all organizational tasks on time (Burns, 1978). Transactional leader is focusing on performance and reward, then exchange for a suitable response that motivates employees to enhance their performance (Kim Siew, 2017). To drive employees to perform at their best, transactional leader deploy a variety of incentives and disciplinary power and avoid intellectual stimulation through encouraging employees to perform their role enthusiastically. This tendency does not stimulate employees growth and enthusiasm which will increase the turnover tendency of employees (Kim Siew, 2017).

### **2.7.6 TMX and employee turnover intentions**

Turnover intentions is influenced by different factors Lee and Mowday(1987). These factors are work related including job satisfaction, motivations and leadership. The exchange relationship among the employees also influences employee turnover intentions (Chiaburu & Harrison, 2008). According to Rutishauser and Sender (2019), TMX affects turnover intentions in different ways. High quality TMX influences employee engagement and imparts the attitude and behaviour through

psychological safety and meaningfulness. It increases employee organizational commitment and lowers turnover intentions when employees receive social support from their network. This makes an employee develop feelings of belongingness and emotional attachment with the respective organization. Higher quality social exchange relationship is reducing turnover in an organization because employees are worried to lose the good working conditions of the working environment because such relationships are not easily replaced at a new employer's (Felps et al., 2009).

Higher quality working relationship is beneficial for individual employee performance as well as their job satisfaction and organizational commitment. Working well together is being facilitated by the positive relationship that employees have and when individuals work together in an organization decreases any desire and intent of quitting employment. Employees are likely to increase higher turnover intentions if they don't receive higher quality working relationship with peers (Lee & Mowday, 1987).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Chapter three of this study presents methods and techniques used in data collection process.

This chapter is divided into sections. Section 3.2 presents the research paradigm, section 3.3 presents the research design, section 3.4 presents the study area, section 3.5 presents the research population, section 3.6 presents sample size and sampling procedures, and section 3.7 presents data collection instruments, 3.8 presents data processing and analysis and expected results of the study.

#### **3.2 Research Approaches**

This study used quantitative approach guided by positivism philosophical underpinnings. Positivism is a preferable philosophical paradigm because it is time saving and covers a wide range of situations in a short period of time.

#### **3.3 Research design**

This study employed survey design to gather the descriptive information. The respondents were surveyed using a structured survey with formal lists of direct questions. (Bhattacharjee, 2012) asserts that this survey research approach would be significant for public secondary schools since it would allow the researcher to gather systematic data on a number of respondents at once. Convenience sampling of respondents was used to ensure that teachers who were found at school during the survey were the ones used in the study.

### 3.4 Study Area

The study was carried out at Dodoma City. At the southernmost tip of Tanzania's central plateau is the city of Dodoma. The city is located between longitudes 35.300 and 36.020 east and latitudes 6.000 and 6.300 south. It is 456 kms to Dar es Salaam and 426 kms to Arusha. This location was picked because of the location and there are enough people living there to create a representative sample for the study. The sketch map of Dodoma City can be found below.

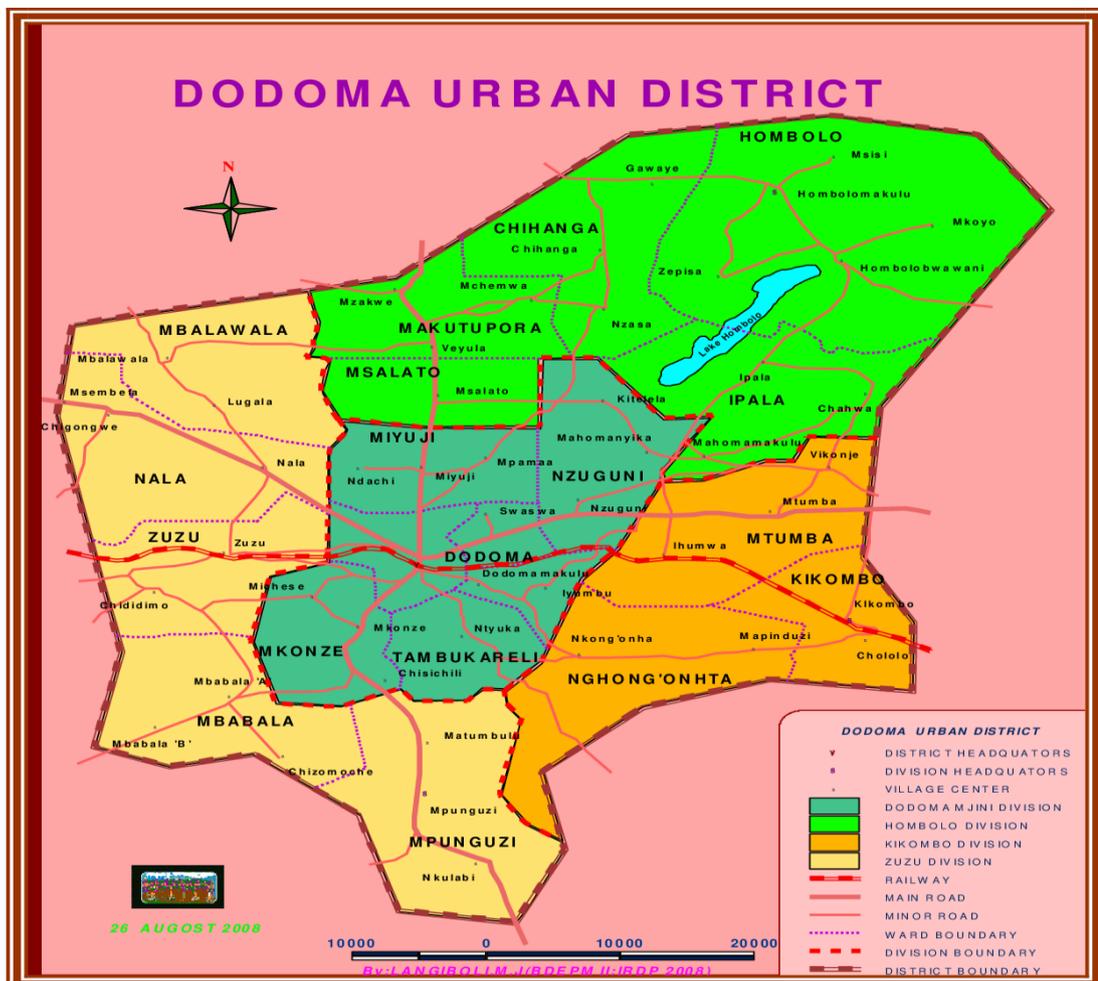


Figure 3.1: Dodoma Urban District Map

In this study ten secondary schools were chosen to be involved. These schools are Msalato Girls' Secondary School, Mnadani Secondary School, Dodoma Secondary School, Meriwa Secondary School, Kiwanja cha Ndege Secondary School, Miyuji Secondary School, Viwandani Secondary School, Mlimwa Secondary School, Umonga Secondary School and Kikuyu Secondary School. The researcher selected these schools randomly because they were all clustered around the city and were easily accessible.

### **3.5 Study Population**

This study population comprised 189 public secondary school teachers from ten selected secondary schools in Dodoma City. The study population is 30% of public secondary school teachers available at the City. The selection of public secondary school teachers in this study was due to the fact that the study focuses on investigating the relationship between school heads leadership styles both Transformational and Transactional, TMX and turnover intentions among public schools teachers.

### **3.6 Sampling technique and Procedures**

#### **3.6.1 Sample Size**

The sample size is an important feature of any empirical study in which the goal is to make inferences about a broader population. Since the target population in this study were teachers, the researcher adopted the formula of (Israel, 1992) as shown in the equation below to determine the sample size.

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

Whereby; n is optimum sample size, N is the population size, e is the level of precision (i.e. the desired precision, e.g. 0.05 for 95% confidence level). For this case, the study population was 360 public secondary school teachers from ten selected public schools, implying n will be approximately 95 as derived in equation 2 below:

$$\text{Equation 2: } n = \frac{360}{1 + 360(0.05)^2}$$

Therefore, the optimum sample size (n) is 189 public secondary school teachers in Dodoma City.

### **3.6.2 Sampling Technique**

This research used simple random sampling. This technique was used in order to be able to select randomly convenient teachers who happened to be available at school during the study. Teachers who were present at school during the study were conveniently selected and requested to take part in the survey.

### **3.7 Study Variables and Measurement Procedures**

This study collected data to determine the influence of leadership styles of the heads of public secondary schools on teacher turnover intentions in Dodoma City using direct or indirect mediation of TMX. Questionnaires were developed to collect information's on the respondents' age, gender, level of education, and length of service in the teaching profession, which was important in understanding the

respondents' backgrounds. This study employed three variables: independent variables (transformational leadership style and transactional leadership), the mediator TMX, and the dependent variables (turnover intentions). The scale utilized was the Multi Factor Leadership Questionnaire developed by Avolio and Bass (1995), which was then modified to fit the study's context.

### **3.8 Data Collection Instrument**

Data for this study were gathered using a structured self-complete research questionnaire that was delivered to the target group and collected once it was fully completed. The questionnaires comprised close-ended (objective) questions to collect data were used. Questionnaires were divided into five different sections lettered (A) – (E) (See Appendix 1). Section (A) items collected demographic details of the respondents, section (B) items collected multifactor leadership details, section (C) items collected Team Member Exchange details, and (D) items collected turnover intentions details.

### **3.9 Validity and Reliability of the Study**

#### **3.9.1 Validity**

This study used a scale validated by previous studies. The Multifactor Leadership Questionnaire (MLQ) of Avolio and Bass (1995) was adopted and customized to the context of current study and used to measure leadership style, TMX, and turnover intention.

#### **3.9.2 Reliability**

To measure reliability, Cronbach's alphas were generated using a scale test and compared to the standard cut-off point of 0.7. Traditionally, a Cronbach's alpha

greater than 0.7 shows that the instrument has internal consistency. For each subscale, Cronbach alphas were generated, and the findings are shown in Table 3.1 below. According to the findings, Cronbach's alphas ranged from 0.717 to 0.949. The obtained alpha coefficients are all higher than 0.7 level, indicating that each subscale used in the study has acceptable internal consistency and thus can reliably measure what it was designed to measure.

**Table 3.1 Reliability Statistics**

Scale	N	Alpha
<b>TRANSFORMATIONAL LEADERSHIP</b>		
Idealized Influence (II)	3	0.949
Inspirational Motivation (IM)	3	0.892
Intellectual Simulation (IS)	3	0.792
Individual Consideration (IC)	3	0.854
<b>TRANSACTIONAL LEADERSHIP</b>		
Contingent Reward (CR)	3	0.869
Management by exception (MBE)	3	0.848
Team member exchange	10	0.903
Turnover intention	6	0.717

**Source: Field Data, 2020**

### 3.10 Data processing and analysis.

Gathered data was coded and entered into SPSS version 25 after accuracy has been verified. Descriptive statistics was used to analyse the ordinal Likert scale data. Likert scale items include simple-worded statements to which respondents can indicate their extent of agreement or disagreement on a five-point scale ranging from “Strongly Agree” to “Strongly Disagree”. The scale might be: 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Strongly Disagree and 5 = Disagree (Bhardwaj et al., 2014). These items were found valid since several studies have found them valid and reliable measures. In this study, the Likert Scale that was used is 1 = Strongly

Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree. After ensuring that the scale-based variables were internally consistent, the scores were combined to produce mean scores for each responder per scale variable measure. Percentages of the respondents who picked each of the frequency measures above were computed to determine how leadership style adopted by the heads of schools influenced teacher turnover intentions.

However, Regression analysis was deployed to study the relationship between variables. The relationships between leadership styles (transformational and transactional), TMX and turnover intention were established using a correlation matrix (used to track if there is an association between the variables) and regression analysis (used to establish a relationship between the variables). The correlation matrix followed a normal procedure as stipulated in Wooldridge, (2019), while the regression followed the developed bootstrapping approach by (Hayes, 2017), which required an extension of PROCESS v3.5 macros for SPSS. This Bootstrapping technique is preferable because it gives accurate statistics by treating a sample as a population by resampling and replacing the data several times at a confidence interval of 95% (Hayes, 2013).

### **3.11 Expected Results of the Study**

Findings of this study expected to discover the influence of independent variable on dependent variable. In other words, the study was expected to show how leadership styles adopted by public secondary school heads influenced turnover intentions among teachers in Dodoma City. Also, the study was expected to reveal whether Team member Exchange mediated the relationship between Leadership styles and

Turnover intention. This could be achieved through testing three identified variables (i.e. dependent variable: turnover intention and independent variables: transformation leadership style, transactional leadership style and mediating variable TMX).

### **3.12 Ethical Considerations**

The researcher obtained research clearance from the Open University of Tanzania (OUT). This is a formal permission letter to undertake research in Dodoma City. The letter served as the reference letter introducing the researcher to Dodoma City Council. Upon receiving the letter of permission from OUT, the Executive Director of Dodoma City Council issued the research permit to conduct the study to selected public secondary schools in the city. The researcher used this letter to introduce himself to selected public secondary school heads and the respondents.

However, obtaining informed consent from the teachers involved in this study was done with ethical attention. The researcher upholds confidentiality with regard to the information provided. No information was disclosed or leaked without the consent of the individual who provided it. Also, researcher was considerate of the respondents' cultures and beliefs.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the main findings of the research which sought to investigate leadership styles and teacher turnover intentions in public secondary schools in Dodoma City. The researcher used Team Member Exchange (TMX) as the vantage point for investigation. The findings of this study come from data obtained from field.

The chapter analyses data from the field and present the findings showing the influence of leadership styles adopted in running public secondary schools on teacher turnover intentions in Dodoma City.

The chapter is divided into sections. Section 4.2 presents demographic characteristics while section 4.3 presents the findings according to the research objectives.

#### **4.2 Demographic Information of the Respondents**

This study targeted 189 teachers from ten public secondary schools in Dodoma City. Out of 189 teachers expected to respond to the questionnaires, only 146 (77.25%) were returned. However, 133 (70.37%) questionnaires were analysed while 13 (6.88%) questionnaires were ignored because the respondents did not fill out the questionnaires properly. The demographic details of the respondents including gender, age, qualification, and working experience were collected using questionnaires; the details are summarized in Table 4.1 below.

According to the analysis performed 53 (39.8%) of the respondents were males and 80 (60.2%) were females. This shows that majority of the respondents were female

teachers. This trend could be attributed to the fact that female teachers were more ready to take part in the study than males. The analysis of the respondents by age reveal that 79 (59.4%) respondents were below 35 years old, 48 (36.1%) respondents aged between 36 to 48 years, and 6 (4.5%) respondents were aged above 48 years old. This means that the majority of respondents in this study were aged below 35 years. According to the data, 95 (71.4%) of all respondents were Bachelor Degree holders, 25 (18.8%) were holders of Master's degree, and 11 (8.3%) respondents were Diploma holders. Respondents with Advanced Diploma constituted the least amounting to 2 (1.5%) of all the respondents. There was not any respondent with PhD. The implication of this collection is that most of the respondents were in a position to give a very fair assessment of their turnover intentions in relation to style of leadership adopted by their school heads.

Demographics also reveal working experience of the respondents. It was further discovered that the majority of the respondents; 65 (48.9%) of the total sample, were teachers with working (teaching) experience between 6 to 10 years, 40 (30.1%) of the respondents had working experience below 5 years, and 28 (21.1%) respondents had working experience above 10 years.

**Table 4.1: Demographic details of the respondents**

<b>Category</b>	<b>Classification</b>	<b>Frequencies</b>	<b>Percentages</b>
Gender	Male	53	39.8
	Female	80	60.2
Age	Below 35	79	59.4
	36-48	48	36.1
	Above 48	6	4.5
Academic qualification	Diploma	11	8.3
	Advanced Diploma	2	1.5
	Bachelor Degree	95	71.4
	Masters	25	18.8
	PhD	0	0.0
Working Experience	Below 5 years	28	21.1
	6-10	65	48.9
	Above 10 years	40	30.1

**Source: Field data (2020)**

### **4.3 Presentation and Findings**

This section presents all research findings in the order of specific objectives. The researcher hereby presents the findings gathered using questionnaires. Findings are firstly presented and thereafter analysed and interpreted in relation to research objectives. This research was accomplished using three Objectives. The first objective was to determine the relationship between transformational leadership styles and teachers turnover intentions in Dodoma City, second objective was to examine the relationship between transactional leadership and teacher turnover intentions in Dodoma city and the third objective was to determine the mediating role of Team-Member Exchange (TMX) on the relationship between leadership style(s) (transformational and transactional) and teacher turnover intentions.

Data were collected through questionnaires. The questionnaires had items divided in sections as per the research objectives. The questionnaire items were simple statements which respondents were supposed to indicate appropriate ratings using a

five-point Likert scale ranging from ‘Strongly Agree’ to ‘Strongly Disagree’. Thus, the scaling was 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The percentages of respondents who picked each of the frequency measures above was computed to determine how the leadership style adopted by the school heads influence teacher turnover intentions. Data collected from the questionnaires are presented in Table 4.2.

**Table 4.2: Mean, Standard Deviation and Intercorrelations**

	Mean	SD	1	2	3	4
1. Transformational leadership (TfL)	3.48	.94				
2. Transactional leadership (TsL)	3.32	.85	-.01*			
3. Team Member Exchange (TMX)	4.05	.73	.46**	.19**		
4. Turnover intention	3.52	.99	-.48**	.39**	-.26**	

N = 133, \*\* Correlation is significant at  $p < .05$  (2-tailed)

#### **4.3.1 Relationship between Transformational leadership style and teacher turnover intentions**

The first objective of this study sought to establish relationship between transformational leadership style and turnover intention. It was hypothesized that Transformational leadership style has a negative relationship with the turnover intentions’. The turnover intentions were measured by teacher’s responses using six items which captured teacher turnover intentions in the questionnaires. Using the questionnaire items, transformational leadership style was assessed using four aspects of transformational leadership styles; namely, idealized influence, inspirational motivation, intellectual stimulation and individual consideration. Then, mean score for each opinion from the variable of interest was established to obtain

new variable that was used for further analysis. Regression analysis was performed to determine the relationship between transformational leadership style and teacher turnover intentions. Results of the analysis indicated that transformational leadership style has a negative statistical significant relationship with teacher turnover intentions  $b = -.47$ ; 95% CI  $[-.647, -.321]$ ). Transformational leadership style had a coefficient of  $-.46$  and the  $P < 0.001$  indicating a negative relationship between transformational leadership style and turnover intentions and therefore endorsed H1.

#### **4.3.2 Relationship between transactional leadership style and teacher turnover intentions**

The second objective of this study sought to establish relationship between transactional leadership style and teacher's turnover intention. It was hypothesized that transactional leadership style have a positive relationship with the turnover intention. The responses of the teacher were used to determine whether or not the transactional leadership style had an influence on teacher turnover intention. The relationship was assessed using the likert scale; two transactional leadership aspects were observed; that is, contingent reward and management by exception. Mean score for each opinion from the variable of interest was established. Regression analysis was performed to determine the relationship between transactional leadership style and teacher turnover intentions. Results of the analysis indicate that the transactional leadership style had a positive statistical significant relationship with the teacher turnover intentions ( $b = .39$ ; 95% CI  $[.198, .577]$ ). Transactional leadership style has a coefficient of  $.33$  and the  $P < 0.01$  indicating that the relationship between

transactional leadership style and turnover intentions is significantly positive. These findings therefore endorsed HypothesisH2.

**Table 4.3: Regression coefficients, standard errors and model summary showing the relationship between leadership styles (Transformational and Transactional), TMX and turnover intention**

Model	Team Member Exchange			Turnover intentions		
	B	SE	p	b	SE	P
1						
Transformational leadership	.36	.06	<.01	-.47	.08	<.01
			$R^2=.21$			$R^2=.21$
			$F(1, 131) = 34.99$			$F(1, 131) = 34.41$
			$p<0.01$			$p<0.01$
2						
Transactional leadership	.16	.07	<.01	.39	.10	<.01
			$R^2=.04$			$R^2=.11$
			$F(1, 131) = 4.78$			$F(1, 131) = 16.33$
			$p<0.01$			$p<0.01$
3						
Team member exchange	-	-	-	-.32	.12	<.01
						$R^2=.06$
						$F(2, 130) = 07.77$
						$p<0.01$

### 4.3.3 The mediating role of TMX on the relationship between leadership style(s) and teacher turnover intentions.

Third objective of this study aimed at assessing the mediating role of Team Member Exchange (TMX) on the relationship between leadership style(s) (transformational and transactional) and teacher's turnover intentions. It should be noted that for the support of mediation between variables, there should be three preconditions (Hayes, 2013).

First, mediation occurs when the independent variable is proved to have a significant influence on the dependent variable. The independent and dependent variables in this study are leadership style(s) and teachers turnover intentions, respectively.

Second, independent variable should have significant relationship with the mediation variable. Independent variables are the leadership style(s) and the mediating variable is TMX.

Third, the mediator variable must significantly influence the dependent variable. In this study the mediator variable TMX, was tested with teacher turnover intentions.

As noted earlier, this study tested the relationship between the leadership style(s) (transformational and transactional) and the mediating variable TMX. It also tested for the relationship between TMX with the target variable turnover intentions to see whether conditions for mediation were met. The analysis of transformational leadership style and TMX show a significant positive relationship ( $b = .36$ ; 95% CI [0.239, 0.478]) and a significant relationship between transactional leadership style and TMX ( $b = .16$ ; 95% CI [.015, .306]). Results also reveal that TMX is negatively and significantly related to the turnover intentions ( $b = -.32$ ; 95% CI = [-.550, -.094]).

To accomplish this objective, two hypotheses were developed. Hypothesis H3 predicted that, there will be mediating effect of TMX on the relationship between transformational leadership style and turnover intention. In order to test for the relationship, the researcher deployed (Hayes, 2013) Bootstrapping approach through the use of PROCESS v3.5 macros for SPSS. Bootstrapping technique is preferable because it gives accurate statistics through treating a sample as a population by

resampling and replacing the data several times (5000 times) with the confidence interval of 95% (Malingumu et al., 2016).

Results of the mediation analysis to determine the existing relationship between transformational leadership style, TMX and turnover intention shows that all the conditions that are required for the existence of mediation do exist. However, when the mediating variable comes in, results of the relationship was found to be non-significant as zero falls between the confidence intervals ( $b = -.02$ ; 95% CI [-0.0814, 0.0589]). These results suggests that, there is no mediating effect of TMX in the relationship between transformational leadership style and turnover intentions and therefore rejected H3.

Hypothesis H4 predicted that, there will be a mediating effect of TMX on the relationship between transactional leadership style and teacher turnover intentions. Results of the mediation analysis to determine the relationship between transactional leadership style, Team Member exchange (TMX), and teacher turnover intentions however showed that all the conditions that are required for mediation do exist. The analysis of transactional leadership style, TMX, and teacher turnover intentions found a significant negative relationship ( $b = -.07$ ; 95% CI [-0.1635, -0.0030]) and, thus confirms the Hypothesis 4.

**Table 4.4: Indirect effect of leadership style(s) (Transformational and Transactional) on turnover intentions through TMX**

<i>Indirect effect of TMX on transformational leadership style and turnover intentions</i>				
	B	SE	LLCI 95%	ULCI 95%
Team Member Exchange	-.02	.04	-.0814	.0589
<i>Indirect effect of TMX on transactional leadership style and turnover intentions</i>				
Team Member Exchange	-.07	.04	-.1663	-.0047

#### 4.4 Discussion of Findings

The first objective of this study sought to explore the relationship between transformational leadership style and turnover intentions of teachers in public secondary schools in Dodoma City. The findings show that transformational leadership style has negative relationship with teacher turnover intentions in the studied public secondary schools. This means that teacher's turnover intentions in the studied public secondary schools may be reduced through transformational leadership style. In other words, the leadership style of the school heads is decisive – to retain or not to. If heads of schools exhibit more transformational leadership in schools, teacher turnover intentions will decrease. This finding supports Hypothesis H1 which predicted that transformational leadership style will be negatively related to public secondary school teacher's turnover intentions in Dodoma City. This finding concurs with Gul et al. (2012), Lim et al. (2017), Naseer et al. (2018), and Long et al. (2016) who found a negative relationship between transformational leadership style and employee turnover intentions.

The finding also concurs with Shah et al. (2017) who studied the impact of transformational leadership on turnover intentions directly and through talent

engagement in the banking sector of Twin Cities of Pakistan. Findings of their study revealed a negative influence of transformational leadership style on turnover intentions and job engagement did not mediate the relationship between transformational leadership and turnover intentions. The study conducted by (Martin & Eptropaki, 2001), however, discovered a conflicting association between transformational leadership and the intentions of employees of commercial and profit-cantered organizations to leave their jobs. This study discovered negative relationship between transformational leadership style and employees intention to leave their jobs.

Second objective of this study examined the relationship between transactional leadership style and public secondary school teacher's turnover intentions in Dodoma City. Results suggested a statistical significant positive relationship between transactional leadership styles and public secondary school teacher turnover intentions in Dodoma City. This means that heads of schools who practise transactional leadership style stimulates positively the turnover intentions among public secondary school teachers. Teachers in public secondary schools generally receive little recognition or compensation for their work, and even when they do, as occasionally happens, the compensation is insufficient. As a result, these teachers do not find leadership style useful that tries to get the work done by giving contingent awards. This may be a reason for positive relationship between transactional leadership and turnover intentions among public secondary school teachers in Dodoma City. These findings are consistent with the study conducted by (Albert & Olivia, 2015)who reported that transactional leadership style had a significant

positive relationship with employee turnover intentions. Findings are as well on a par with Naseer et al. (2018) who discovered the significant positive correlation between head nurse's transactional leadership style and nurses' turnover intentions in public hospitals of Lahore, Pakistan.

Furthermore finding of this study concurs with Angeline (1990) who studied the transactional leadership style and employee turnover intentions in Information Technology (IT) Organizations. Angeline (1990) discovered that employee turnover intentions are clearly associated with transactional leadership qualities. Nevertheless, the findings of this study disagree with (Long et al., 2012) who investigated the relationship between leadership styles, job satisfaction and employees turnover intentions. The authors discovered that a transactional leadership style was negatively related to turnover intentions. Again, Epitropaki and Martin (2005) studied the moderating role of individual differences in the relationship between transformational leadership/transactional leadership perception and organizational identification. Authors discovered that transactional leadership may be crucial in reducing and mitigating a turnover intention, which is contrary to the findings of the current study.

Thirdly, this study found a non-significant mediating effect of TMX present in the relationship between transformational leadership style and public secondary school teacher's turnover intentions in Dodoma City. These findings did not support the hypothesis H3 which predicted that TMX will mediate the relationship between transformational leadership style and public secondary school teacher turnover intentions. Turnover intentions correlated negatively with Team Member Exchange

and negatively with transformational leadership style. This means that transformational school heads have powers to influence higher quality interactions (TMX) among teachers which, in turn, reduces teacher intentions to quit the job. These results concurs with Gul et al. (2012), and Lim et al. (2017). Gul et al. (2012) studied leadership styles and turnover intentions of public sector employees of Lahore (Pakistan) with the mediating effect of affective commitment and discovered that transformational leadership style does not affect turnover through affective commitment as a mediator rather there was a direct negative effect of transformational leadership on turnover intentions. Also, Lim et al.( 2017) studied the impact of leadership on turnover intentions with the mediating role of organizational commitment and job satisfaction. Findings of their study revealed that organization commitment does not show any mediation in the relationship between transformation leadership and turnover intentions of employees.

However, this study found an indirect negative relationship between transactional leadership and turnover intention through TMX. These results support Hypothesis H4 which predicted an indirect relationship between transactional leadership and teacher turnover intentions through TMX. Team member exchange has a negative correlation with employee's turnover intention while turnover intention correlates positively with transactional leadership. Therefore, more transactional leadership will result in less team member exchange among public secondary school teachers, which in turn will raise teacher's intentions to quit teaching profession. These findings are consistent with the study conducted by Naseer et al. (2018) who discovered a partial mediation effect between affective commitment and staff nurse turnover intentions.

Also the findings of the present study are consistent with the study by (Gul et al., 2012) who discovered an indirect relationship between transactional leadership style and employee turnover intentions through affective commitment.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The overview of the study findings, as well as conclusions on each research objective, contributions drawn on the findings are presented in this chapter. The chapter also includes recommendations for various stakeholders based on the respondents' (teachers') opinions on the research findings and areas for further investigation.

#### **5.2 Summary of Key Findings**

The findings show that transformational leadership style has a significant negative relationship with public secondary school teacher turnover intentions in Dodoma City. Implication of this finding is that, teachers may not have a feeling of quitting their career, change their working station, or quitting the teaching job under transformational school head. Transformational leadership creates a higher level of trust and confidence between leaders and subordinates and therefore may reduce turnover intentions.

Transactional leadership style was found to have significant positive relationship with teacher turnover intentions. Public secondary school heads with transactional leadership mind-set cause teacher turnover intentions. This is because these heads of schools do not motivate teachers under them. These heads of schools ignore concerns of teachers.

However, it was discovered that TMX does not mediate the relationship between transformational leadership style and public secondary school teacher's turnover intentions. The analyses found non-significant relationship between transformational leadership style, TMX and Turnover intention. Either heads of schools have power to influence or discourage higher quality interactions among teachers. Therefore presence of exchange relationship among teachers in public secondary school can reduce teacher's turnover intentions under transactional school heads.

### **5.3 Conclusions and Implications**

Based on the finding of this study, this study concluded that transformational leadership style is useful in mitigating public secondary school teacher turnover intentions. Heads of schools who adopt the transformational leadership style are capable of influencing higher quality exchange relationship among teachers, motivating and encourage teachers to work enthusiastically regardless of working conditions and financial rewards which reduces the intentions to quit their job. Transactional style increase turnover intentions among the teachers. This style of leadership was not found favourable in reducing teacher's turnover intentions as transactional leaders are not capable of providing adequate incentive and rewards to motivate teachers.

### **5.4 Recommendations**

#### **5.4.1 Recommendation for Practitioners**

The findings of this study provide an insight into a leadership style that encourage teachers to work even harder devoid of turnover intentions. The findings can be

useful in developing strategies and programs for heads of schools to improve their styles of leadership that would enable retention of teachers.

This study indicated that transformational leadership style reduces teacher turnover intentions. Heads of schools are supposed to be aware of what is important to teachers and school in general and encourage teachers to identify prospects in their teaching career. The school heads are supposed also to have their own visions and development plans to instil team work among the teachers.

School heads are also supposed to have a sense of innovation to encourage teachers to be creative and innovative in their teaching career instead of just performing minimally. The heads of schools should also consider value of each teacher and try to set strategies, plans, and practices that focus on improving the wellbeing of every teacher. The respect for every individual teacher is also very important in building positive relationship between teachers and their heads. Teachers would like to see the heads of schools adapting an inclusive leadership style because it improves interpersonal relationships and performance.

### **5.5 Recommendations for Further Research**

This study concentrated on the relationship between leadership style(s) and public secondary school teacher's turnover intentions through TMX. The study used teachers in ten public secondary school in Dodoma City. The study analysed four variables; namely, transformational leadership, transactional leadership, TMX, and turnover intentions. Therefore, this study has laid a foundation for other researchers to focus on other variables such as trust and other leadership styles which may influence turnover intentions among the public secondary school teachers.

Nevertheless, researchers may also study the same variables among the employees in higher learning institutions or private secondary schools. This is due to the fact that leadership style cuts across all organizations and apart from financial and working conditions factors that may affect employee attitude towards their career, leadership may also affects as suggested revealed by the present study. Additionally other researchers may decide to use longitudinal data collection technique with two phases using mixed approach.

### **5.6 Contribution of the Study**

This study contributes significantly to the existing body of knowledge by revealing the relationship between leadership style(s) (transformational and transactional), Team Member Exchange, and teacher turnover intentions. The knowledge shared in this study will help to create strong leaders with informed skills to bring about changes and success.

The current study may also be referred by other researchers in the same field or similar fields as a baseline study. The government of Tanzania and educational authorities may also benefit from the current study when designing training programs for school heads. The findings can inform the heads of schools about leadership styles and how the adapted style may instigate or mitigate teacher turnovers in order to ensure the retention of teachers in public schools.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE

Dear Participant

I, Juhudi E. Samu, am a masters student at the Open University of Tanzania (OUT) doing a research entitled "*Leadership Styles and Public Secondary School Teachers Turnover Intention in Dodoma City: The Mediating role of Team-Member Exchange*" as part of my studies.

I am requesting your participation in the study by completing the questionnaire below. Please read the questionnaire carefully and answer the questions you think you can and believe to be most true.

The questionnaire should not take very long time to complete and for the vast majority of questions you need only to put a tick (√) where appropriate. All the information collected will be treated with utmost confidentiality and anonymity. No part of the data will be used for any other purpose than this research.

I thank you in advance for your kind cooperation and for spending the time to complete this questionnaire. For any enquiries, please contact me via Mobile No.

0717 407591

Yours faithfully,

Juhudi Elirehema Samu

E-mail: [js.pg2017995174@pg.out.ac.tz](mailto:js.pg2017995174@pg.out.ac.tz)

**SECTION A: Demographic profile**

Gender.....

Age.....

Academic Qualification.....

Experience/ job tenure.....

Marital status.....

**SECTION B: Multifactor leadership matrix**

Please answer the following questions by putting a tick (✓) where appropriate.

The following sets of statements aimed at helping you assess your feelings or perceptions of the leadership style of your immediate supervisor. You are requested to rate yourself against each statement to indicate your level of agreement. The statements are scored using five-point Likert scale as follows;

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

<b>TRANSFORMATIONAL LEADERSHIP</b>					
<b>Idealized Influence (II)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. My supervisor makes others feel good to be around him / her					
2. I have complete faith in my supervisor					
3. I am proud to be associated with my school head					
<b>Inspirational Motivation (IM)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. My school head expresses in few simple words what we can and should do					
2. My school head provides appealing images of what we can do					
3. My school head helps me to find meaning in my teaching career					
<b>Intellectual Simulation (IS)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. My school head helps me and others to solve some old problems in a new way.					
2. My school head challenges my ideas and makes me change some of my ideas which I never questioned before in my teaching career.					

3. My school head is providing me with new ways of looking at challenging problems.					
<b>Individual Consideration (IC)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. My school head praises me when I perform well in my teaching job.					
2. My school head helps me to develop my teaching career.					
3. My school head gives attends me when I feel lonely or stressed.					
<b>TRANSACTIONAL LEADERSHIP</b>					
<b>Contingent Rewards (CR)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. My school head tells me what I am supposed to do if I want a reward in my teaching job.					
2. My school head normally provides rewards and good recommendations when I perform well in my teaching job.					
3. My school head assures me that I can get what I want if I perform better in my job.					
<b>Management by exception (MBE)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. My school head is always satisfied when others perform to agreed standards.					
2. As long as things are working, my supervisor do not try to change anything.					
3. My supervisor tells us the standards we have to know to carry out our work.					
<b>TEAM MEMBER EXCHANGE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I often make suggestions about better work methods to other team members.					
2. Other members of my team usually let me know when I do something that makes my job easier.					
3. I often let other team members know when they have done something that makes my job easier.					
4. My team members often recognise my potential.					
5. My team members understand my problems and needs.					
6. I am flexible about switching job responsibilities to make things easier for other team members.					
7. In busy situations, other team members often ask me to help out.					
8. In busy situations, I often volunteer to help others on my team.					
9. I am willing to help finish work that has been assigned to others.					
10. Other team members are willing to help finish work that was assigned to me.					
<b>Turnover Intension</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I will consider leaving my job in the near future.					
2. My current job satisfies my personal needs.					
3. I frustrate when I am not given the opportunity to achieve					

my personal work-related goals.					
4. I always dream about getting another job that will better suit my personal needs.					
5. I will accept another job at the same compensation level when it is offered to me.					
6. I sometimes think about starting my own business.					

**Source:** Adopted from Bass and Avolio (1996)

**THANK YOU FOR YOUR CO-OPETARION**

**APPENDIX II: Schedule of activities**

<b>Target Date</b>	<b>Task and “to do list”</b>	<b>Date Completed</b>
1 <sup>st</sup> -15 <sup>th</sup> May, 2019	Preparation & submission of proposal Chapter 1	15 <sup>th</sup> May, 2019
16 <sup>th</sup> -25 <sup>th</sup> May, 2019	Submission of proposal Chapter 2 and 3	25 <sup>th</sup> May, 2019
26 <sup>th</sup> May-10 <sup>th</sup> June, 2019	Submission of Proposal	10 <sup>th</sup> June, 2019
11 <sup>th</sup> June-30 <sup>th</sup> July, 2020	Data Collection	30 <sup>th</sup> July, 2020
31 <sup>st</sup> July-15 <sup>th</sup> August, 2020	Data Entry Activity	15 <sup>th</sup> August, 2020
16 <sup>th</sup> -25 <sup>th</sup> August, 2020	Data Analysis	25 <sup>th</sup> August, 2020
26 <sup>th</sup> August-20 <sup>th</sup> September, 2020	Research Report Writing	20 <sup>th</sup> September, 2020
21 <sup>st</sup> August-15 <sup>th</sup> October, 2020	Report Defending & preparation of Research Black Book	15 <sup>th</sup> October, 2020
16 <sup>th</sup> -25 <sup>th</sup> October, 2021	Submission of Research Report Black Book	25 <sup>th</sup> October, 2020

**APPENDIX III: Research Work Plan**

1 <sup>st</sup> May – 30 <sup>th</sup> October 2020							
S/N	Activity	May	June	July	August	September	October
1	Preparation & Submission of Research Proposal						
2	Field work (Data collection)						
3	Preliminary Data analysis						
4	Data analysis						
5	Report writing						
6	Defending Research Report						
7	Prepare & Submitting Research Report Black Book						

**APPENDIX IV: Research Report Budget**

The study costs One million and eighty thousand (1,080,000) only Tanzania shillings. The breakdown of the budget is shown in the table below:

<b>Item</b>	<b>Description</b>	<b>Units</b>	<b>Days</b>	<b>Unit cost</b>	<b>Total</b>
Training of Research Assistant	Research assistant training	2	2	20,000	80,000
Study Tool Piloting	Pre-testing study tools for 2 days	2	2	25,000	100,000
Data Collection	Research assistant allowances	2	10	20,000	400,000
Data entry	Data cleaning, coding and transcribing using four research assistants	4	5	20,000	400,000
Stationary	Stationary (printing, photocopying, binding)	1	1	100,000	100,000
<b>Total</b>					<b>1,080,000</b>

### APPENDIX V: Requisition for research clearance letter

Appendix 11.16

**THE OPEN UNIVERSITY OF TANZANIA**  
**DIRECTORATE OF POSTGRADUATE STUDIES**  
**REQUISITION FORM FOR RESEARCH CLEARANCE LETTER**

Date: 30/03/2020

1. Name of student ..... SAMU, JUHADI ELIREHEMA .....

2. Gender ..... MALE .....

3. Registration No ..... PG.2017995174 ..... Year of Entry ..... 2017 .....

4. Faculty ..... EDUCATION .....

5. Programme ..... MED-APPS .....

6. Title of Research ..... LEADERSHIP STYLES AND EMPLOYEES TURNOVER INTENTIONS: THE ROLE OF TEAM MEMBER EXCHANGE .....

7. Tentative dates for data collection:  
 From ..... 06/04/2020 ..... To .....

8. Student Email ..... js.192017995174@pu.out.ac.tz .....

9. Student Phone Number ..... 0717 407591 — 0759932923 .....

10. Research Location/Site: ..... DODOMA CITY .....

S/N	Region	District Council Municipality	Name of Organization	Postal Address	Place
1	<u>DODOMA</u>	<u>DODOMA</u>	<u>DODOMA CITY</u>	<u>1249 DODOMA</u>	
2					
3					
4					
5					
6					

11. Date of submission ..... 02/04/2020 ..... Signature ..... [Signature] .....

12. Comments by Supervisor ..... He is allowed to go for data collection .....

Name of Supervisor ..... Dr. Malimani ..... signature ..... [Signature] ..... date ..... 19 April 2020 .....

**APPENDIX VI: Research Clearance letter****THE OPEN UNIVERSITY OF TANZANIA****DIRECTORATE OF POSTGRADUATE STUDIES**

P.O. Box 23409  
Dar es Salaam, Tanzania  
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445  
ext.2101  
Fax: 255-22-2668759  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

**Our Ref: PG2017995174**

**27<sup>th</sup> May 2020**

**Executive Director,**  
The City Council of Dodoma,  
P.O. Box 1249,  
**DODOMA.**

**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 of Tanzania 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 **Mr.SAMU, Juhudi Elirehemu Reg No: PG2017995174** pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS)**.

We here by grant this clearance to conduct a research titled **Leadership Styles and Employees Turnover Intention: The Role of Team Member Exchange**". He will collect his data at your area from 28<sup>th</sup> May 2020 to 30<sup>th</sup> July 2020.

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.Hossea Rwegoshora  
**For: VICE CHANCELLOR**  
**THE OPEN UNIVERSITY OF TANZANIA**

## APPENDIX VII: Data Collection Permit

JAMHURI YA MUUNGANO WA TANZANIA

**HALMASHAURI YA JIJI LA DODOMA***(Barua zote zipelekwe kwa Mkurugenzi wa Jiji)*

**MKOA WA DODOMA**  
Tel.: 2354817  
Fax: 2354817/ 2321550



MKURUGENZI WA JIJI  
S.L.P. 1249  
**DODOMA**  
Baruapepe: md@dodomamc.go.tz

Unapojibu tafadhali taja

KumbJD/ 0033/160

Tarehe: **18/06/2020**

Wakuu wa Shule

Dodoma, Kiwanja cha Ndege, Miyuji, Mlimwa, Mnadani na msalato

**Dodoma**

**YAH: KIBALI CHA NDUGU SAMU JUHUDI ELIREHEMA KUFANYA UTAFITI/  
KUKUSANYA TAARIFA**

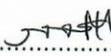
Tafadhali husika na somo tajwa hapo juu.

Mtajwa hapo juu ni mwanafunzi wa chuo cha 'Open University of Tanzania'.

Ampata kibali cha kufanya utafiti kwa barua yenye Kumb. Na. HJD/ 0033/158 ya Tarehe 15.06.2020.

Kwa barua hii unaombwa kumpa ushirikiano anaohitaji ili aweze kukamilisha utafiti huo.

Nakutakia utekelezaji mwema.

PP   
.....  
**Mwl. Upendo Rweyemamu**  
**Kny: MKURUGENZI WA JIJI**  
**DODOMA**

Nakala: Mkurugenzi wa Jiji  
S.L.P 1249  
DODOMA – Aione kwenye faili